

# Sustainability

# Annual Report

# 2020





**Image: Building 11 Fig Tree**

RMIT's iconic fig tree was added to the City of Melbourne's Exceptional Tree Register in July 2020. The register offers an opportunity to recognise, celebrate and protect exceptional trees throughout the City of Melbourne.

Sitting in the appropriately named Fig Tree Court, the gigantic, wall-hugging Port Jackson fig tree was one of more than 100 trees added to the Register that year. This type of tree is native to New South Wales and is unusual to be found growing in Victoria.

Between 70 and 90 years ago, a bird or bat deposited a seed which grew into the magnificent tree we see on the RMIT City campus today.

The tree was also listed in the top ten of the 2021 [Victoria Tree of the Year Awards](#).



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## Bundjil Statement

RMIT University is a public-sector organisation under Victorian law, which stands on the Aboriginal Country of the Kulin Nation. RMIT recognises and acknowledges the laws of Bundjil, the Kulin Nation's ancestral creator and leader, who travels as an eagle hawk. These laws help all RMIT staff to respectfully and lawfully work, live and study on Aboriginal Country.

RMIT recognises and acknowledges the Bundjil Statement, which helps all of the RMIT community to respectfully work, live and study on Aboriginal Country through a dhumbali (commitment) to not harm the wurneet (waterways), biik biik (lands) and bubups (children) of Bundjil. RMIT supports the rights and the self-determination of Indigenous peoples and acknowledges the importance of Indigenous knowledge in preserving and protecting place for current and future generations.

**Bundjil Womin Djeka ngarna-ga – Bundjil asks you to come and asks what is your purpose for coming and understanding.**

# 1. About this report





## 1.1 Report Scope

This is RMIT University's sixth annual sustainability report, spanning the calendar year from 1 January to 31 December 2020. The report documents progress and highlights key achievements as the University continues on its journey as a leader in organisational sustainability.

Public reporting is central to the University's commitment to transparency regarding the impact of teaching and learning, research and operations on the environment, local economies and society. This report highlights the key commitments and activities.

This report has been prepared in accordance with the Global Reporting Initiative (GRI) Standards: Core option. In line with GRI requirements, this report presents the significant economic, social and environmental impacts and contributions, both current and those that are reasonably foreseeable. The information contained in this report has not been the subject of any external assurance.

This report covers all Australian entities listed under the RMIT Annual Report, with additional data from international campuses when available (as indicated). This report does not contain any restated information.

In preparing this report RMIT has considered the following GRI Reporting Principles for defining report quality to ensure a high-quality sustainability report is achieved:

- Accuracy
- Balance
- Comparability
- Clarity
- Reliability
- Timeliness

## 1.2 COVID-19 Impacts

In 2020, when the global pandemic hit, RMIT diverted expertise to where it was needed most to continue delivering on the promise to provide life-changing experiences for students and to shape the future with research. As RMIT continues to manage through the significant and evolving situation, it is committed to adapting in every way it can to support students and minimise study disruptions, whilst ensuring a sustainable future for the University.

RMIT has a strong commitment to providing a COVIDSafe environment and recognises that everyone must continue to play their part in keeping each other and the wider community safe. RMIT applied COVIDSafe settings across all operations, adhered to the health advice and the direction from the governments within the jurisdictions the University operates. For students and staff, this resulted in a move to online learning and restricted physical access to campuses for significant periods of the 2020 calendar year as the global pandemic was brought under control.

The Sustainability Annual Report for 2020 features datasets that were impacted by the COVID-19 pandemic. Commentary has been provided to contextualise the changing conditions experienced by the University throughout 2020.

### 1.3. Materiality

This report has been informed by GRI's Reporting Principles for defining report content – stakeholder inclusiveness, sustainability context, materiality and completeness. It has also been informed by the principles of the AA1000 standard, which provides guidance on identifying and responding to issues in sustainability.

RMIT enlists an independent external GRI consultant to conduct a formal materiality assessment every two years. This assessment is informed by GRI's Reporting Principles and AccountAbility's Five-Part Test. There is a strong focus on incorporating the UN Sustainable Development Goals (SDGs) as part of this process. Enabling RMIT to understand which SDGs align with University strategy and can create a wider impact.

In 2020, RMIT conducted a desktop review against key sectoral trends, University plans and enterprise risks, following the full materiality assessment which was completed in 2019.

Step	Inputs
<b>1. Identify</b>  A desktop review to develop a list of sustainability issues	A review of: <ul style="list-style-type: none"> <li>▪ Peers from the tertiary education sector globally</li> <li>▪ RMIT University's risk register</li> <li>▪ Media stories referencing RMIT or the sector over the past 12 months</li> <li>▪ RMIT's Strategic Plan</li> <li>▪ Direct interviews with internal and eight external stakeholders on content, key issues and the relevance of the UN Sustainable Development Goals to RMIT</li> <li>▪ A short survey of key industry partners</li> </ul>
<b>2. Prioritise</b>  Ranking of issues	A review of: <ul style="list-style-type: none"> <li>▪ Sector-specific lists of material issues</li> <li>▪ The sustainability reports and websites of peers</li> <li>▪ Issues reported in the media</li> <li>▪ Survey of internal and external stakeholders to rank issues as part of the interview process</li> </ul>
<b>3. Review</b>  Review of the most recent report	A review of: <ul style="list-style-type: none"> <li>▪ The 2019 Sustainability Annual Report against the core requirements of the GRI standards 2016</li> <li>▪ Direct interviews with stakeholders on content and areas for improvement</li> </ul>
<b>4. Validate</b>  Presentation of prioritised issues at RMIT University	<ul style="list-style-type: none"> <li>▪ A workshop with the University's Sustainability Committee to review and validate the results</li> </ul>

The materiality assessment provided a list of topics that were identified as being core University impacts and/or of interest to stakeholders. Topics that are also strongly reflected in RMIT University's risk register are highlighted (marked\*) for their potential to impact the University's functions or the broader society and environment.

Following the content determination and materiality assessment, the following key issues were identified:

- Learning and Teaching\*
- Research\*
- Health, Safety and Wellbeing\*
- Climate Change
- Environmental Footprint
- Partnerships
- Governance and values\*
- Diversity and Inclusion
- Staff Capability\*
- **Public Policy and Leadership**

This report will address and outline the University's management approach to these material issues. There is also a full mapping of material issues against GRI indicators and UN Sustainable Development Goals in an appendix to this report.

RMIT welcomes your enquiries and feedback on this report.

Please email [sustainability@rmit.edu.au](mailto:sustainability@rmit.edu.au)



The Sustainability Team successfully transitioned all student and staff engagement programs online.



The *OurPlace* project was completed, providing a new flexible and dynamic space for over 1,000 operational RMIT staff members. The project received a 5 star, Green Star rating that recognises 'Australian Excellence' in sustainable buildings.



The capital development processes in Property Services were reviewed and updated to drive deeper sustainability outcomes and to ensure that the carbon-neutral 2030 target is achieved.



The new *Sustainability Story* was published and the sustainability website updated to highlights the University's relevant programs and to better convey the range of sustainability initiatives at RMIT.



RMIT was ranked number three overall in the 2021 Times Higher Education (THE) University Impact Rankings.



RMIT was recognised as the number one organisation for accessibility and inclusion with the Australian Network on Disability, the first University to become an accredited Disability Confident Recruiter, Employer of Choice for Gender Equality since 2018, Employer of the year for LGBTQ+ Inclusion since 2019 and the recipient of the Trans and Gender Diverse Inclusion Award in 2020.



RMIT was shortlisted for four Green Gown Awards – winning the Creating Impact category and receiving highly commended recognition in the Benefitting Society and staff individual award categories.



Property Services developed a new methodology to support a shift towards a circular economy – measuring and quantifying the environmental and economic benefits of reuse in capital projects.



RMIT signed a contract for a second new renewables project (MREP2) – the University now purchases renewable energy annually from Yaloak Wind Farm and will continue doing so for the next 10 years.



RMIT's philanthropic fund fossil fuel liability was reduced to zero with the movement to two new responsible investment products.



The University had a strong focus on supporting the health and wellbeing of students and staff during the challenges of 2020 and the shift to online.

# 2. Vice-Chancellor's Statement







RMIT has a long-lived mission to prepare our students for life and work in a constantly changing world. This past year has crystallised our purpose and honed our determination to make education a right, not a privilege, and to improve our communities through exceptional research.

During 2020 we diverted expertise to where it was needed most to continue delivering on our promise to provide life-changing experiences and to shape the future. Today, we're keeping our environments proudly COVIDSafe while bringing our community back together wherever possible.

Sustainability has a renewed focus in an increasingly complex environment and our Sustainability Annual Report provides an open account of our performance in this important space. It also demonstrates our support, commitment and progress against the principles of the United Nations Global Compact.

I'm very proud of what we have achieved and I'm delighted to highlight a few of our key successes:

- Ranking number three overall in the 2021 Times Higher Education (THE) University Impact Rankings is wonderful recognition. The ranking showcases the University's progress against the **17 UN SDGs** by measuring a university's environmental, social and economic impact. With significant achievements recognised in reducing inequalities (SDG10) and strengthening partnerships (SDG17).
- Demonstrating global best practice on diversity and inclusion, as recognised by a range of external accreditations and benchmarking. RMIT is the number one organisation for accessibility and inclusion with the Australian Network on Disability, the first University to become an accredited Disability Confident Recruiter, Employer of Choice for Gender Equality since 2018, Employer of the year for LGBTQ+ Inclusion since 2019 and the recipient of the Trans and Gender Diverse Inclusion Award in 2020.
- Completing the second Melbourne Renewable Energy Project (MREP2), RMIT led a purchasing group of seven partners in securing a long-term renewable energy contract with a second wind farm in regional Victoria. We now have 44 of RMIT's largest buildings running on 100% carbon neutral electricity and the project drives significant progress towards our carbon neutral 2030 goal.
- Receiving a number of Green Gown Awards in recognition of our sustainability efforts. RMIT was awarded the Green Gown for creating impact for our work on sustainability engagement for the **Let's Lead the Way** campaign and we also picked up highly commended in the benefiting society category for the **TIMeR interactive Indigenous application**.

This is my final Sustainability Report as Vice-Chancellor of RMIT and I reflect on our progress with pride. We have made significant moves towards a more inclusive culture where everyone can belong, feel safe and thrive. We have demonstrated climate leadership in the reduction of greenhouse gas emissions and achieved our Australian Technology Network emissions target 4 years ahead of schedule. Importantly, our investment in philanthropic funds now also aligns with our values through two newly created responsible investment products and we have reduced the fossil fuel liability of the portfolio to zero.

So as 2021 evolves and the wonderful people of RMIT continue to respond to an uncertain environment, I know that our passion to make a positive impact on the world is stronger than ever. With every challenge faced, the ability of our University community to collaborate and to innovate for the greater good shines through.

**Professor Martin Bean CBE**

Vice-Chancellor and President  
RMIT University



# 3. About RMIT



### 3.1. Organisational profile

RMIT is a multi-sector university of technology, design and enterprise with 95,000 students and almost 10,000 staff globally. RMIT's mission is to help shape the world through research, innovation, quality teaching and engagement, and to create transformative experiences for students, getting them ready for life and work.

With strong industry connections forged over 133 years, collaboration with industry remains integral to RMIT's leadership in education, applied and innovative research, and to the development of highly skilled, globally focused graduates.

RMIT is redefining its relationship in working with and supporting Aboriginal self-determination. The goal is to achieve lasting transformation by maturing values, culture, policy and structures in a way that embeds reconciliation in everything the University does. RMIT is changing its ways of knowing and working to support sustainable reconciliation and activate a relationship between Indigenous and non-Indigenous people.

Through dedication to living sustainably, respecting indigenous cultures and promoting intellectual freedom, RMIT's students and staff understand the importance of a values-based culture.

#### Locations

RMIT has three campuses in Victoria – Melbourne City, Brunswick and Bundoora. As a global university, RMIT has two campuses and a language centre in Vietnam and a research and industry collaboration centre in Barcelona, Spain. RMIT also offers programs through partners in destinations including Singapore, Hong Kong, Sri Lanka and mainland China, with research and industry partnerships on every continent.

The University is the largest landholder in the City of Melbourne, meaning RMIT plays a significant role in making Melbourne one of the world's most liveable cities. In total RMIT's property portfolio comprises more than 110 buildings in Australia, with over 485,000m<sup>2</sup> space and a further 21 buildings on overseas campuses providing an additional 60,000m<sup>2</sup> of space.

#### Place and Being

RMIT's three campuses in Melbourne are located on the unceded lands of the people of the Woi Wurrung and Boon Wurrung language groups of the eastern Kulin Nations. The Traditional Owners of the land were the first practitioners of sustainability and **RMIT respectfully recognises** their Ancestors and Elders past, present and future. RMIT recognises and respects the unique culture and contribution that Aboriginal and Torres Strait Islander people bring to our communities.

RMIT is one of Australia's original educational institutions, **founded** on a culture of philanthropy from a donation from Francis Ormond, established as the Working Men's College in 1887. Over time it has grown to incorporate several schools and colleges around Melbourne, including being awarded royal patronage in 1954. In more recent times it has grown to encompass international operations to take a more active role in global communities.

#### Financials and Subsidiaries

The consolidated 2020 net operating result for RMIT University and its subsidiaries was a loss of \$55.9 million (3.8 per cent of revenue) which reflects the significant impact the pandemic had on the Group in 2020 and the ongoing impact into future years. RMIT University's operating result was a loss of \$78.8 million (6.0 per cent of revenue).

RMIT subsidiaries are governed by a Board of Directors which includes a member or members of the RMIT University Council. Financial performance, operational highlights and risk management are reported quarterly to Council.

Subsidiaries as of December 2020 were:

- RMIT Holdings Pty Ltd
- RMIT Spain SL
- RMIT Training Pty Ltd
- RMIT Online Pty Ltd

The **University's Annual Report** contains further information on RMIT's financial performance, subsidiaries and executive profiles.

## 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 Chancellor. Under the 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. RMIT is compliant with the Voluntary Code of Best Practice for the Governance of Australian Universities. The University Council is provided regular updates on sustainability initiatives at RMIT through the Sustainability Committee Chair.

### The Vice-Chancellor's Executive

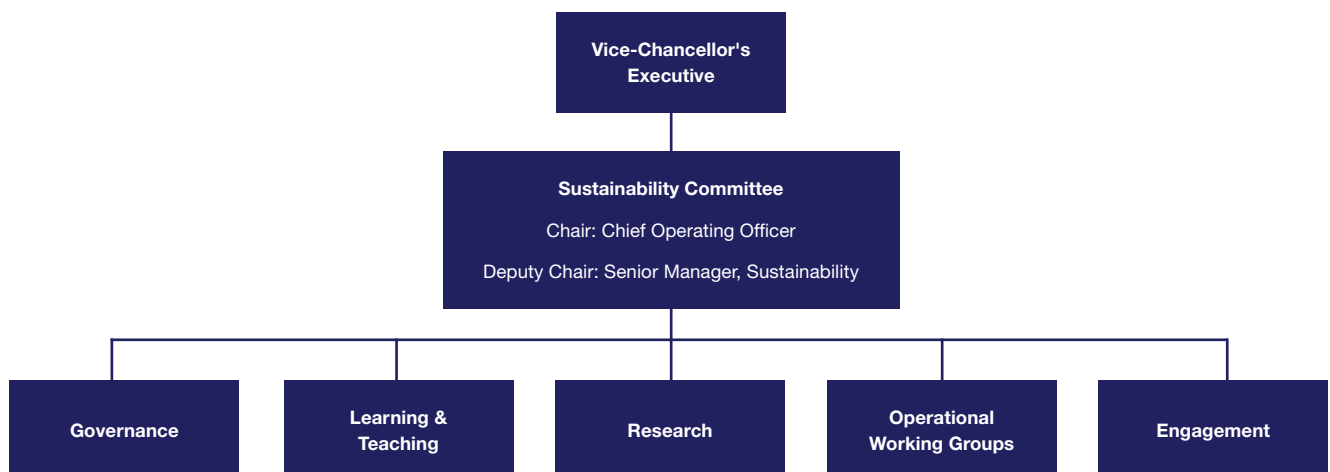
The Vice-Chancellor and President, Professor Martin Bean CBE, is responsible for ensuring the University has strong and effective leadership and a clear direction. He is supported by the Vice-Chancellor's Executive (VCE) who provides strategic advice across the University's portfolios.

For further information about the RMIT governance structure, please visit the [website](#).

### The Sustainability Committee

RMIT's Sustainability Committee is the highest governing body with the 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, governance and operational activities. It is also responsible for oversight of the University's commitment to the UN Sustainable Development Goals.

The Sustainability Committee reports through the Chair to the Vice Chancellor's Executive on the University's sustainability performance and makes recommendations about sustainability-related commitments, policies, strategies and targets. The Chief Operating Officer, Dionne Higgins holds the position of Sustainability Committee Chair.





### 3.3. Key documents

#### Strategic Plan – Ready for Life and Work

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

At the heart of the strategy is an aim to create life-changing experiences for students that prepare them for life and work. Seven strategic goals underpin the University's commitment to sustainability and reflect the impact it has on the economy, society and the environment.

RMIT's values of passion, impact, inclusion, agility, courage and imagination are enshrined in the mission to help shape the world with research, innovation, teaching and engagement.

RMIT's 2020 **Annual Report** provides a further update on how progress is being made towards the Strategic Plan.

#### Sustainability Policy

The University's Sustainability Policy was formally adopted in 2012 to embed sustainability principles and practices throughout learning and teaching, research and operational activities. It sets a number of goals across the areas of governance, tertiary education, impact, infrastructure and operations.

In 2020, the policy was reviewed, open for consultation within the RMIT community and updated under the new RMIT Policy Governance Framework. Key changes included:

- An expanded Bundjil Statement was added to strengthen the connection between sustainability and reconciliation. The Statement also supports the rights and self-determination of Indigenous peoples, while committing to embedding reconciliation into operational planning and decision-making
- A statement of commitment has been added to address modern slavery risks as a way of demonstrating RMIT's compliance with the Modern Slavery Act 2018
- Governance principles were bolstered to connect good governance with RMIT values and to demonstrate a commitment to transparency and integrity
- Further links were made to the UN Sustainable Development Goals in the research principle
- The infrastructure and operations section was enhanced to focus on the sustainable use of resources and demonstrate the University's commitment to preserving cultural heritage as well as biodiversity
- During the policy consultation, academic experts suggested that, to align with contemporary thinking, the sustainability definition should be modified, changing one of the three core pillars to include economic health, rather than economic growth.

The Corporate Social Responsibility Framework and the Responsible Investment Principles sit underneath the **Sustainability Policy**.

## Graduate Attributes

The RMIT graduate attributes outline the broad skills that the University expects its graduates will have acquired and can demonstrate to an appropriate level whatever their program of study. Two of the key graduate attributes directly related to sustainability are:

- **Environmentally aware and responsible**

Graduates of RMIT University will have engaged in processes to develop their abilities to recognise environmental and social impacts and to provide leadership on sustainable approaches to complex problems.

- **Culturally and socially aware**

Graduates of RMIT University will have developed cultural, social and ethical awareness and skills, consistent with a positive role as responsible and engaged members of local, national, international and professional communities.

## Risk Management Framework

The RMIT Risk Management Framework is based on the International Standard AS/NZ ISO 31000:2018 Risk Management – Principles and Guidelines.

The RMIT Council provides strategic oversight and monitoring of the RMIT Group's risk management activities and performance and ensures the degree of exposure that RMIT is prepared to accept in pursuit of its objectives is established and articulated in RMIT's statement on risk appetite.

The Council Audit and Risk Management Committee, with support of the Internal Audit and Risk Management function, periodically reviews the effectiveness of the RMIT Risk management policy process and its application to potential risk exposures, monitors the alignment of risk-appetite and risk-profile, and ensures internal audit plans for the RMIT Group include appropriate consideration of risk.

## Policy Register

Following the implementation of the Policy Governance Framework, RMIT implemented a new policy register to simplify end-to-end policy document development and consultation as well as strengthen policy governance.

The document management system TWEEDIDM (TWEED) is a web-based tool that supports the University in managing key documents throughout their lifecycle, including the provision of dashboarding, document templates, reliable search engine results and in-system help.

The new Policy Register was launched on 19 October 2020 and has centralised the creation, review and management of policies, procedures and resources at RMIT.

## Workplace Policies

RMIT implemented four new workplace policies that align with the Policy Governance Framework and current enterprise agreements as well as extend to cover other RMIT entities and reflect regulatory changes.

- The Workplace Behaviour Policy was developed to make clear RMIT's position that discrimination, sexual harassment (and sexual assault), bullying and victimisation are unacceptable, may be unlawful and will not be tolerated. It provides a clear set of staff obligations in relation to professional and respectful behaviour when interacting with others in the workplace. It expands on core standards in the new Code of Conduct, which came into effect on 1 July 2020.
- The Leave and Public Holidays Policy provides for a consolidated position on leave and public holiday entitlements, including any leave conditions (such as COVID-19 special leave arrangements) set by RMIT at certain times.
- The Employee Lifecycle Policy amalgamates several existing policies that cover the stages of the employment relationship into a single Group policy to enable a holistic position on RMIT's commitments to employees and management of the employment relationships.
- The Flexible Work Policy refreshes RMIT's position on flexible work and access to work adjustments for staff.

## Intellectual Freedom Policy

RMIT introduced a new Intellectual Freedom Policy in 2020. The policy outlines the rights, expectations and responsibilities of the University, staff and students in relation to academic freedom and freedom of speech at RMIT.

Through the policy, RMIT recognises intellectual freedom as paramount and affirms its commitment to intellectual rigour, social responsibility and institutional accountability. It also affirms the obligation to strengthen, enhance and advance the conditions for free enquiry, informed intellectual discourse and reasoned debate through the operations, management and governance of the University.

## Modern Slavery

In preparation for the first cycle of **Modern Slavery Statement** reporting, RMIT has been developing educational materials and raising awareness across the RMIT Group of the obligations under the *Modern Slavery Act 2018*.

RMIT updated the Corporate Social Responsibility (CSR) Framework to explicitly address modern slavery. CSR screening was also incorporated into the onboarding process for all new and existing vendors who have transitioned to RMIT's new HR and Finance system, Workday.



### Times Higher Education Impact Ranking

RMIT was ranked number three overall in the 2021 Times Higher Education (THE) University Impact Rankings. Standout results across the Sustainable Development Goals (SDGs) included RMIT being placed second in the world for its efforts to reduce inequality (SDG 10) and third for strengthening partnerships for the goals (SDG 17). The ranking showcases the University's progress against the 17 UN SDGs by measuring the University's environmental, social and economic impact.

#### Australasian Green Gown Awards

In recognition of RMIT's sustainability work, the University received several Australasian Green Gown Awards. These prestigious awards recognise best practice in sustainability within the education sector across the region. The Green Gown Awards provide benchmarks for excellence and are aligned with the UN Sustainable Development Goals.

In 2020, RMIT received the following Green Gown awards:

- Creating Impact category winner – Sustainability Engagement at RMIT for **'Let's Lead the Way'**.
- Highly commended in the Benefitting Society category – School of Media and Communications for **TIMeR**: Walking with Indigenous stories of land, river and sky.
- Highly commended in the staff award category – Michael Anderson (Manager, Carbon & Sustainability) for all his work on RMIT's **carbon neutral** commitment, carbon management plan and the Melbourne Renewable Energy Project 1&2.

### Diversity, Inclusion and Accessibility

RMIT demonstrated global best practice on diversity and inclusion, as recognised by a range of external accreditations and benchmarking. RMIT was recognised as the number one organisation for accessibility and inclusion with the Australian Network on Disability, the first University to become an accredited Disability Confident Recruiter, Employer of Choice for Gender Equality since 2018, Employer of the year for LGBTQ+ Inclusion since 2019 and the recipient of the Trans and Gender Diverse Inclusion Award in 2020.

### Melbourne Achiever Award

RMIT University was awarded the Committee for Melbourne's 2020 Melbourne Achiever Award, for an outstanding organisation.

The **Award** celebrates contributions to Melbourne that will leave a lasting legacy, with the University being recognised for its significant contribution and commitment to the design, cultural offerings, accessibility, greening, and sustainability of Melbourne as a global city, through its learning and teaching, research and operational activities.



# 4. UN Sustainable Development Goals





RMIT is publicly committed to support, foster and contribute to the UN Sustainable Development Goals (SDGs). Since 2017, RMIT has been using the SDGs as a framework to improve its sustainability performance and demonstrate its global sustainability leadership.

RMIT is embedding the SDGs into strategies, policies and practices including curriculum, research, governance and operations. This section provides some examples of the SDG work undertaken across the University by students, staff and business partners.

#### 4.1. Goals into actions

The Sustainability Committee has been working to deliver on the University's public commitments to the SDGs through an action plan approved by the Vice-Chancellor's Executive. The key actions are:

- To demonstrate RMIT's global leadership by embedding, where appropriate, the SDGs into relevant processes, policies and practices.
- To use measurement and reporting mechanisms to transparently disclose performance toward achieving the goals and be held publicly accountable for the University's SDG performance.
- To incorporate the SDGs into the next five-year strategy, providing an integrated approach for SDGs throughout the University.
- To expand and clarify the Sustainability Committee's remit as a coordinating unit for the SDGs across the University, creating a common narrative, collateral, and enabling mechanisms to further the SDGs in curricula, research and engaged partnerships.

In 2020, a number of important key SDG initiatives were delivered by RMIT, including:

#### The Times Higher Education – SDG Impact Ranking

RMIT has been ranked number three out of 1,154 universities overall in the world in the 2021 Times Higher Education (THE) University Impact Rankings. This global ranking was designed to assess university performance and progress against each one of the 17 SDGs. Standout results across the SDGs included the University being globally placed:

- 2nd for its efforts to reduce inequality within and among countries (SDG 10)
- 3rd for strengthening partnerships for the goals (SDG 17)
- 5th for 'Decent Work and Economic Growth' (SDG 8)
- 13th for 'Sustainable Cities and Communities' (SDG 11)
- 23rd for 'Clean Water and Sanitation' (SDG 6)

This strong performance is important international recognition of the genuine commitment RMIT has to implementing the SDGs agenda across the University.



### RMIT next five-year strategy

RMIT's Sustainability Committee has been working with the University's leadership team to incorporate the SDGs into the next five-year strategy and ensure sustainability remains an organisational priority. Results of SDG workshops, seminars, roundtables and panel discussions, conducted in 2019 and 2020 with academics, professional staff and students have helped to guide recommendations for a University-level approach to the SDGs.

### Accelerating SDG Practice

RMIT is an active member of the Accelerating SDG Practice initiative, organised by Australasian Campuses Towards Sustainability (ACTS) and Sustainable Development Solutions Network (SDSN) Australia, New Zealand and the Pacific Region. This important initiative aims to help tertiary education institutions implement and mainstream the SDGs within their organisations. In August 2020, an RMIT Sustainability Committee representative presented the University's approaches to implementing the SDG agenda. The webinar entitled: *"Accelerating SDG Practice: University SDG Leadership from Down Under"* aimed to boost action towards the SDGs across the higher education sector and other knowledge institutions by sharing best practice examples, reflecting on the benefits and challenges of SDGs and problem solving through collaboration.

### Mapping

Building on the SDGs mapping process, which commenced in 2018, RMIT continued to map research contributions to the SDGs using qualitative and quantitative analyses. Results of the mapping provide a clear picture of SDG impact across the University, supporting a wide range of projects across the globe. Mapping strengthens both accountability and decision-making processes. A similar approach has now been initiated for publications and curriculum. The outcomes from this work have been published in the SDGs Impact Report.

### Website

The RMIT [SDGs website](#) continued to develop as an important channel for demonstrating RMIT's contributions to the SDGs, increasing awareness, improving transparency and fostering cross-disciplinary collaboration. The website is also supporting direct communication and engagement with internal and external stakeholders, resulting in new industry partnerships and funding opportunities.

### Events

Despite the COVID-19 crisis, RMIT continued to support the SDG agenda by hosting online roundtables, seminars, presentations and workshops throughout 2020. These events helped drive awareness amongst the RMIT community and external stakeholders including industry, community, and government representatives helped foster collaboration around the SDG agenda.

Key events included:

- An SDG seminar series and policy dialogues hosted by the European Union Centre of Excellence (EUCE).
- An online roundtable on the *"Future of the SDGs Post COVID-19"*, organised by the RMIT Social and Global Studies Centre. The event brought together experts from international organisations, government, civil society and academia to discuss the challenges and opportunities for pursuing the SDGs during and after the COVID-19 pandemic.
- Academics from RMIT's School of Global, Urban and Social Studies moderated a side event at the High-Level Political Forum 2020 on Global Citizenship Education and SDG4.

## 4.2. Partnerships for the Goals

Improving and developing partnerships is an important way to foster innovation for sustainable development and to help achieve the SDGs. RMIT recognises that the SDGs can only be realised with cooperation, collaboration and local and global partnerships.

Key partnerships in 2020:

### Jean Monnet Sustainable Development Goals Network

Based in the **EU Centre of Excellence**, the Jean Monnet SDG Network formalises the relationships amongst researchers, policy think tanks and Non-Government Organisations who share a primary interest in enhancing the effective contribution of the EU to the implementation of the SDGs in the Asia Pacific. The Network brings together partners from RMIT University, the National Centre for Research on Europe at the University of Canterbury, the University of Glasgow, the Centre for European Studies at the Australian National University, and the European Union Centre in Singapore.

By strengthening collaboration amongst researchers and policymakers, the Network promotes a more effective evidence-based forum for EU institutions to engage with nations in the region to implement the SDGs. Key Network activities in 2020 included:

- Seven seminars on each of Goals 11-17 of the UN Agenda
- A research roundtable and policy dialogue in Melbourne
- Two Early Career Research workshops.

Network members brought together a range of research insights on implementing the SDGs and developed four monographs on this subject.

Research continued on the EU's role by examining its contribution to the SDGs in Laos, Bangladesh, the Philippines, India and China. The Network also continued research on the role of the EU in promoting the Asia-Europe Meeting as a means of generating collaborative focus on SDGs implementation.

### RMIT Europe

The University's European hub in Barcelona, Spain, connects Europe to Australia and Asia through research and innovation, industry partnerships and student global experiences. **RMIT Europe** demonstrates its contributions to the SDGs through research projects, roundtables and internships in partnership with communities, governments, universities, research institutes and industry.

In 2020, researchers at RMIT Europe led a panel discussion on Green Infrastructure and Nature-Based Solutions and a career webinar on Transformation for a Sustainable Built Environment. RMIT Europe is also partnering in several local and global research projects contributing to the SDGs agenda, including a €3M European funded research project on how creative practices can contribute to sustainability; a €9.6M European funded research project for building and demonstrating plus energy housing in France, Germany, Norway and Italy, and an €11.5M European funded research project to help develop a global network of cities focused on green infrastructure and food production solutions.

### Reporting on the SDGs Research Collaboration

The '*SDG Measurement and Disclosure 2.0: A study of ASX150 companies*' was a collaboration between RMIT University and the United Nations Association of Australia with the overarching aim to investigate how companies can make meaningful progress towards achieving the SDGs. Researchers in the School of Accounting, Information Systems and Supply Chain assessed how businesses had measured and disclosed their awareness of, commitment to and progress towards the SDGs. It provided valuable insights for companies interested in improving the quality of their sustainability reports and maximising their contributions to the SDGs. The findings from this study have helped increase awareness and stimulated debate among companies, government and regulatory agencies, civil society members, and other stakeholders around sustainable development and the SDGs.

## **Sustainable Buildings and Construction (SBC) UN One Planet Network (OPN)**

RMIT is the co-lead of the **UN One Planet Network** (OPN) Sustainable Buildings and Construction (SBC) programme. The SBC aims to improve the knowledge of sustainable building and construction by supporting and mainstreaming sustainable building solutions. The work involves sharing good practices, launching implementation projects and creating cooperation networks around the world to sustainable construction. In 2020, the programme continued its work on affordable and resilient housing and responsibly sourced materials for a circular economy.

Network members of the SBC programme developed eight 'state of play' reports on the circular built environments that included regional perspectives from Asia, Africa, Latin America, North America, Europe, Gulf Cooperation Council countries and Oceania.

These reports were consolidated in the *Global State of Play* report prepared by the co-leads and launched at the Beyond 2020 conference. The global report presented key recommendations for transitioning to circular built environments.

## **UNEVOC Centre**

The **UNEVOC** Centre at RMIT is part of the International Centre for Technical and Vocational Education and Training of the United Nations Educational, Scientific and Cultural Organisation. It provides an inclusive global learning network focused on skills for the world of work. It is a leader in facilitating co-design approaches for creating a future of sustainable development for all young people in times of crisis and disruption.

RMIT's UNEVOC Centre partners with government, industry and the not-for-profit sectors to lead applied and research-based activities specifically focused on SDG 4, SDG 5 and SDG 8.

In 2020, the centre developed a COVID-19 research agenda to respond to issues of young people's wellbeing, education, training and employment pathways. Projects included the *COVID-19 Recovery Scenarios for Young People in Melbourne's Inner North* and the report *Socio-ecological models of young people's well-being, resilience and enterprise*.



# 5. Engagement





## 5.1. Engagement mechanisms

RMIT identifies stakeholders based on the following key criteria:

- **Representation:** those who represent or who can legitimately claim to represent key interests with which RMIT University interacts.
- **Dependency:** those who are dependent on RMIT University and those on whom the University depend for operations.
- **Responsibility:** those to whom RMIT University has direct responsibility such as legal, financial, operational or contractual links.
- **Influence:** those who have the ability to impact RMIT's decision making.

The table below shows how RMIT engages with stakeholders:

Stakeholder Group	Engagement methods	Frequency
<b>Students</b>	<ul style="list-style-type: none"> <li>▪ Biennial surveys</li> <li>▪ Meetings with the Student Group</li> <li>▪ RMIT University Student Union</li> <li>▪ Student Experience Advisory Committee</li> </ul>	Constant
<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ Annual surveys</li> <li>▪ Annual performance development reviews</li> <li>▪ University support services</li> </ul>	Constant
<b>Alumni</b>	<ul style="list-style-type: none"> <li>▪ Website</li> <li>▪ Events</li> <li>▪ Mailing lists</li> </ul>	As required
<b>Industry partners</b>	<ul style="list-style-type: none"> <li>▪ Advisory Boards</li> <li>▪ Relationship Managers</li> <li>▪ Work Integrated Learning</li> </ul>	As required
<b>Suppliers</b>	<ul style="list-style-type: none"> <li>▪ Contractual management process</li> <li>▪ Tender processes</li> <li>▪ Vendor management</li> </ul>	Constant
<b>Governments</b>	<ul style="list-style-type: none"> <li>▪ Meetings</li> <li>▪ Project collaboration</li> <li>▪ Annual reports</li> </ul>	As required
<b>Local communities</b>	<ul style="list-style-type: none"> <li>▪ Website</li> <li>▪ Publications</li> <li>▪ Open Day</li> <li>▪ Events</li> </ul>	As required

## 5.2. Memberships

Building meaningful partnerships has allowed RMIT to identify natural synergies when it comes to social, environmental and economic impact beyond the University's boundaries. RMIT is a member of key local and global organisations that include:

### United Nations Global Compact Network Australia

Membership of the United Nations **Global Compact** Network Australia (GCNA) assists RMIT in sector-based collaboration, leadership advocacy and global connections on sustainability. The GCNA has been provided office space on the RMIT City campus, providing a strengthened connection to collaborate on research projects and support student outcomes.

### Australian Technology Network (ATN)

The **Australian Technology Network** brings together five of the most innovative and enterprising universities in the nation: RMIT University, University of Technology Sydney, University of South Australia, Curtin University and Deakin University. The group is committed to forging partnerships with industry and government to deliver practical results through real-world research.

### Australasian Campuses Towards Sustainability (ACTS)

RMIT is a member of **ACTS**, a network that aims to inspire, promote and support change towards best practice sustainability within the operations, curriculum and governance of the Australasian tertiary education sector. RMIT partners with ACTS to deliver the Green Impact Engagement Program.

### Green Building Council of Australia (GBCA)

RMIT is a member of the **GBCA** to support and drive the adoption of green building practices in the property industry. RMIT currently has eight projects rated under the Green Star system and the most recent achievement was the fitout of the OurPlace project that was awarded a 5 Star Green Star v1.2 Interiors rating. For more information see section 9.4.

### Sustainable Development Solutions Network (SDSN)

Membership of the **Sustainable Development Solutions Network** (SDSN) provides practical solutions for sustainable development and sharing of best practice teaching and research in sustainability for RMIT.

### Tertiary Education Facilities Management Association (TEFMA)

**TEFMA** is an organisation that promotes and supports the management and development of the facilities portfolio in the Australasian tertiary education sector. RMIT participates in the annual TEFMA sustainability performance benchmarking study to track performance in the sector.

### 5.3. Sustainability Engagement Plan

RMIT is committed to widespread engagement across its student and staff community to encourage sustainable practices and outcomes.

In 2020, RMIT worked with sustainability engagement experts, the Republic of Everyone, to help craft storytelling about the progress made at the University to date, and the journey ahead as the institution strives to reach Carbon Neutrality by 2030 and embed the SDGs into the next Strategic Plan.

The project aimed to:

- Explain and communicate the sustainability framework, goals and broader objectives clearly to students, staff and the wider community.
- Develop a communications strategy and relevant collateral that deepens the RMIT community's understanding and knowledge of sustainable practices.

As part of this work, RMIT published the **Sustainability Story** under the campaign banner 'Let's Lead the Way'.

Each year the community is engaged through sustainability initiatives including events, behaviour change programs, social media campaigns and living lab projects. For this work, RMIT received an Australasian Green Gown Award in the Creating Impact category.

The three focus areas for sustainability engagement activities in 2020 where:

1. Circular Economy – How do we shift the focus from recycling to reuse?
2. Climate Change – How do we bring students and staff on the journey to Carbon Neutral 2030?
3. Sustainable Contractors & Retail – How do we support retailers and contractors to transition to a more sustainable model?

### 5.4. Key Activities

Given COVID-19 restrictions, the sustainability engagement program moved online in early 2020 with over 30 events and the 'Acts of Connection' program which was designed to provide connections and support to the wider RMIT community. Themes ranged from how to minimise plastic use, to tackling supply chain traceability during Fashion Revolution Week.

#### Virtual Sustainability Ambassador Program

The Virtual Student Sustainability Ambassador Program engaged passionate students to develop fresh online content via the sustainability social media channels. Participants came from a range of disciplines, including Landscape Architecture, Applied Chemistry, Marketing, Design, Engineering and Youth Work.

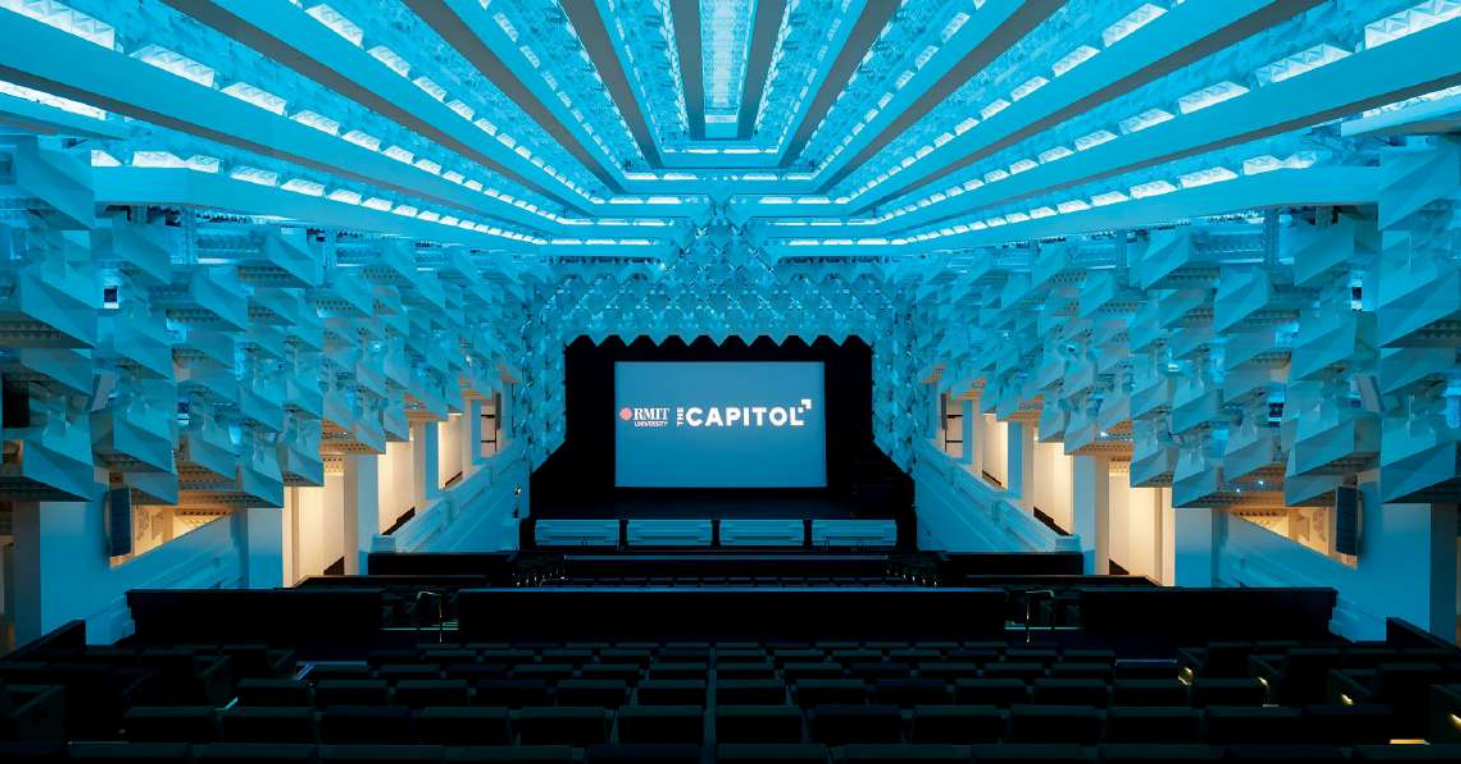
Students undertook a comprehensive induction program which included four sustainability micro-creds, a workshop with the Sustainability Team and two of the Future Edge workshops. By participating in the required induction and voluntary work, students received academic recognition through the 'Future Edge' program, aimed at supporting and improving key skills for future employment. The students also took part in the Green Impact program, forming RMIT's first student team and auditing the staff component of the program.

#### Green Impact Working from Home

RMIT also successfully transitioned its Green Impact staff engagement program online. The program is based around a bespoke online toolkit that educates staff about what they can do at an individual level to address social and environmental sustainability actions at home and in the workplace.

In 2020, the program proved a positive way for staff to feel connected and learn new skills while working remotely. The program also connects staff with the Australasian Campuses Towards Sustainability (ACTS) network to create a community of people working together towards common goals. Student volunteers completed accredited training to become environmental auditors to verify that the actions teams recorded in their workbooks were implemented to a satisfactory level. This form of work-integrated learning is an opportunity for students to gain invaluable industry experience. The 'School of Health and Biomedical Science Nature Nurturers' took out first place this year for their outstanding sustainability efforts.





## National Sustainable Living Festival

For over two decades, the [National Sustainable Living Festival](#) has provided community events and an education platform to encourage widespread cooperation in the pursuit of social and ecological sustainability.

From its early beginnings in regional Victoria, the Festival has grown into Australia's largest and most comprehensive platform for showcasing the community, commercial, and technological responses to the environmental challenges of our time.

Now the country's longest-running celebration of sustainability, the Festival has helped to push sustainable living into the mainstream and continues to present unique and creative opportunities for diverse audiences to connect with a positive and empowering social movement.

Since 2012, RMIT University has been a proud partner of the National Sustainable Living Festival. In February 2020, Melbourne hosted the first National Climate Emergency Summit – a flagship event to inspire and energise the movement. The Summit brought together expert practitioners, local governments, climate scientists, community organisation and industry innovators to advocate for action together on a public stage.

The event focused on defining and aligning high-level, emergency-scale strategies for safe climate restoration across communities, governments, environmental and social movements, and the private sector. Thought-leaders and changemakers were convened to tackle the big topics spanning economic, technical and social change dimensions in an effort to chart a course of local action for the climate emergency that can be replicated on a global scale.

RMIT, as a major partner of the festival, participated in the Summit and hosted a range of on-campus events with RMIT expert panellists during the festival month. RMIT ABC Fact Check also participated by providing real-time fact-checking throughout the sessions.

RMIT collaborated with the SLF to deliver a series of engaging sessions, including a Sci-Fight Comedy Debate. The debate brought academics, scientists and comedians together to question whether this is a time for hope, or a time to watch the most well-informed animal on the planet become endangered.

Two panel sessions were curated by the academic experts from the Centre for Urban Research, which posed the questions 'Can we achieve climate justice at emergency speed?' and 'Living in a climate of change – how can we shape cities to adapt to uncertain futures?'.

Fashion Design Experts at RMIT also hosted a panel with Vinnies Victoria Retail to explore how to 'repurpose with purpose'. The panel addressed how the secondhand clothes market is expanding as demand in sustainable fashion grows and why it's incumbent upon consumers and designers to always keep a garment's final destination in mind.

All RMIT-hosted sessions held at the City Campus were recorded by Climatic FM to share the stories of climate change action to a wider audience beyond the festival.

All events sold out and there was strong engagement from the audience throughout the sessions. The long-standing partnership between RMIT and the SLF is a testimony to the organisations' shared values and deep belief in sustainability.

## Other key events

At the start of the first Semester, Art students and RMIT Creative curated the **'Here for it' Public Art Trail** that included installations, projections, soft sculptures and performances. Supported by the Sustainability Committee, the Greenhouse Project, installed a fully functional greenhouse on the City campus. The immersive urban growing space provided solace from the bustling city and hands-on experiences. A series of workshops stimulated conversations and promoted sustainability, community, health, self-care and nurturing for the environment.

In place of Sustainability Week, usually held in March, the Sustainability Team hosted a series of **'Sustainable Practices'** through social media that could be undertaken online or at home. The series consisted of several practical social and environmental sustainability workshops, as well as shared online resources to build community knowledge in particular topic areas aligned to the SDGs.

In April 2020, RMIT Sustainability brought together industry leaders to wrap up **Fashion Revolution Week** in style. The 'Transparency, Traceability & Technology' online event featured panellists from ELK The Label, Australasian Circular Textile Association and the RMIT School of Fashion and Textiles who spoke about the challenges and opportunities of supply-chain traceability and sustainable fashion.

**Plastic Free July** was a month-long campaign where the Sustainability Team collaborated with Australasian Campuses Towards Sustainability (ACTS) to deliver a diverse range of workshops and engagement initiatives delivered online or within the community. Activities included Plalking (collecting litter while walking), DIY workshops, a waste audit and the screening of 'The Story of Plastic' documentary with a Q&A. The Q&A had a panel of experts, including the Co-Founder and the Principal Environmental Engineer both from Ocean Protect and a Senior Lecturer from the RMIT School of Fashion and Textiles.

RMIT Sustainability collaborated with RMIT Activator and the RMIT Social Innovation Hub to ensure sustainability was at the core of **Entrepreneurship Week**. In a kick-off event, the audience gained the latest insights on why entrepreneurship, circular economy and sustainability are crucial in embracing the new (ab)normal. The panel discussion focused on the following UN SDGs:

- **Reduced Inequalities:** Policies should be universal in principle, paying attention to the needs of disadvantaged and marginalised populations.
- **Sustainable Cities and Communities:** A future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.
- **Responsible Consumption and Production:** Decoupling economic growth from environmental degradation, increasing resource efficiency and promoting sustainable lifestyles.

For more information about Entrepreneurship Week, visit the [website](#).

As part of the consultation phase for developing the University's next Strategic Plan, the **RMIT:NEXT Sustainability Forum** was held. The event was attended by staff and students from across the University with an opening address by the Chair of RMIT's Sustainability Committee and Chief Operating Officer, Dionne Higgins. Dr Emma Shortis, a Research Fellow from the School of Global Urban and Social Studies curated an engaging panel session with representatives from across RMIT, RMIT Europe and an industry leader from Australia Post.

The panel investigated what it might mean for RMIT to be part of the transformation to a sustainable world: to reform the systems we live by and investing in sustainable and regenerative practices necessary to create a sustainable world. Sustainability is a key theme of the RMIT NEXT Strategy and this Forum officially kicked off a month of engagement activities with the RMIT community to capture and reflect their feedback and suggestions.

**Green Campus Day** was held during World Green Building Week in September as universities across Australasia opened their 'virtual' doors for a day of sustainable events and tours for staff, students, business and the community. The Sustainability Team ran a guided image tour online, which has now become a useful resource showcasing the sustainability features of a range of [RMIT buildings](#).



## David Greybeard Installation

Artist and RMIT alumnus Lisa Roet, in collaboration with the Jane Goodall Institute Australia and Airena, designed and fabricated a 9-metre tall inflatable sculpture of the chimpanzee, David Greybeard.

The public artwork, installed at the Arts Centre in Melbourne, was created to celebrate the 60th anniversary of Dr Jane Goodall's ground-breaking scientific research into chimpanzees at Gombe National Park, Tanzania.

The **artwork** is based on the image of chimpanzee David Greybeard, representing the conservation work of Jane Goodall. The public artwork aimed to raise awareness around human's relationship with nature and our closest animal relative, while drawing attention to the conservation efforts of the Jane Goodall Institute.

Lisa Roet has won acclaim as a multi-disciplinary visual artist in Australia and internationally for her investigation into the complex interface between humans and our simian relatives. She works with the image of the ape as a mirror for humanity, reflecting what it means to be human and highlighting a range of social and environmental issues.

For the past 5 years, Roet has presented a series of large-scale public artworks touring urban centres such as Hong Kong, Beijing, Chengdu, and The Netherlands, and is experienced at delivering major projects. These large-scale public artworks draw attention to the increasing impact of urbanisation and global warming, the leading causes of species extinction and forest habitat destruction. They have attracted huge global audiences and social media appeal, offering a creative platform for all generations to be educated and engaged to consider the pressing environmental issues of our time.

RMIT research group, Contemporary Art and Social Transformation (CAST), School of Art in collaboration with Roet developed and implemented an educational package that accompanied the artwork in Melbourne. At the centre of the education package was the Art and Sustainability Forum that brought together key thinkers in public art, sustainable practice, conservation, and design to discuss ways of amplifying the powers of public art in addressing the key pillars of sustainability. The RMIT Sustainability Team worked with Roet to calculate the carbon footprint of the project over its expected international tour, providing recommendations for offset purchases that tie in with the core purpose of the project.

# 6. Education



RMIT Studios

Working in partnership to create innovative, inspiring, relevant and inclusive educational experiences.

## 2020 priorities:

- Work with the University community to develop our Education Plan to 2025
- Launch, test and iterate our Studios Operating Model
- Operationalise the Creds Strategy
- Design and implement our Academic Development/ Reward & Recognition Framework
- Build a Career Education and Industry Partnered Learning Framework
- Redesign our student surveys
- Lead Area of Delivery – Program Transformation and Area of Investigation – Program Architecture
- Support Areas of Delivery - Academic Careers, Quality Assurance and Industry Relationship Management

## How you can collaborate with us in 2020:

- Help shape the Education Plan design and development
- Collaborate with us on learning and teaching projects and initiatives
- Talk to us about what you need from us



To meet future challenges and shape the world, RMIT expects all graduates to demonstrate a wide range of practical skills and expertise whatever their program of study. RMIT's graduate attributes are:

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

### 6.1. Digital Campus

A commitment to sustainability is part of the fabric of RMIT's digital learning and teaching environment. In 2020, sustainability-focused outcomes were practically delivered through two broad streams of work:

#### **Stream 1: Optimising the digital learning environment to robustly handle unprecedented usage**

As campus access was extensively restricted for much of 2020, RMIT moved quickly to adapt to online learning and teaching. This resulted in higher demand for tools including Canvas Studio, used for storing and presenting video content.

Usage peaked at 3.5 million weekly events early in Semester 1, compared to 1 million at the same time in 2019. By week 7 of Semester 1, the number of Canvas requests (2 billion) had exceeded the total from the entire Semester 1 the previous year. Such increased usage posed potential risks for business continuity including:

- Increases in vendor support wait times for teachers and students
- Demand for new learning technologies to fill gaps that don't exist when campus access is unrestricted
- Increased license fees
- Increased costs associated with data and asset storage

Actions to mitigate these potential risks included introducing intensive LiveChat and online teaching professional development services for teaching staff, automated file and asset management projects, and implementing a variety of new learning tools and streamlined course production processes.

#### **Stream 2: Shifting a wide variety of learning and teaching activities online**

The increased use of digital learning tools has provided some benefits in terms of sustainability. This includes greater opportunities for students to choose how and when they learn, linking to SDG Goal 4 'Quality Education.'

Students now have more flexible access to course learning materials and there is less pressure for students to travel to campus for all lectures.

There are currently on average over 6,000 individual virtual classroom sessions each week, with more than 100,000 average total attendees. With the vast majority of these sessions being recorded, students who have work or other clashes, change classes during semester or wish to revise have greater flexibility in accessing the content.

The work to shift teaching online for 2020, has laid the foundation for a flexible, future-appropriate blended learning approach, which incorporates the best of:

- On-campus learning (e.g. practical learning activities, great facilities, sense of community and campus life)
- The digital learning environment (e.g. access to learning regardless of location or time, the ability to progress through work at a personalised pace, providing students with practical experience using various technologies that they may also use in their future workplaces)



< Designed by Rute Chaves, from School of Fashion and Textiles

## Bachelor of Fashion and Textiles (Sustainable Innovation)

In 2020, RMIT launched a new degree – the Bachelor of Fashion and Textiles (Sustainable Innovation). Across the world, the textile industry is one of the main drivers of greenhouse gas emissions, water use, and waste – issues that this cutting-edge degree seeks to tackle through improving design and practice in the textile industry. This degree reflects RMIT’s commitment to integrate sustainability and the Sustainable Development Goals (SDGs) into learning and teaching.

The Bachelor of Fashion and Textiles (Sustainable Innovations) incorporates both technological innovations and improved environmental, social and ethical practices to change the way clothes are made. From the integration of 2D and 3D virtual fashion and textile design and digital production methods, to material innovations, smart textiles, and the need for improved transparency, the degree takes a holistic approach to making the textile industry more sustainable.

Students in this degree study specialised courses focusing on ethics in fashion and the environmental impacts and effects of fashion production. The final year focuses on sustainable innovation practices and a self-directed capstone project. As they can also minor in either fashion design, textile design, or fashion enterprise, graduates will have the knowledge and ability to work in diverse roles across the fashion and textiles sector. Their unique experience will empower them to effect sustainable change throughout the fashion industry, and leverage the unique skills they have learnt at RMIT.



## 6.2. Employability and Careers Education

### Work-Integrated Learning

Work-integrated learning (WIL) connects the classroom to the workplace and is an integral part of the University's commitment to work-relevant, industry-engaged education. As for all areas of learning and teaching, 2020 created numerous challenges for RMIT's students, staff and industry partners involved in WIL. Pivoting from face-to-face WIL to fully online was difficult as many students could not complete their WIL course requirements and required flexibility with timing and approaches to the program. Technology was an issue for many students and industry partners. For some students, the move to online WIL provided excellent opportunities for engagement with industry/community partners as it reduced the travelling and access issues.

Providing students with the opportunity to switch to online WIL placements and industry projects, not only prepared them for real-life situations, such as working from home but also allowed them to learn about more online collaboration. Many industry partners have now switched to continuing to offer WIL opportunities online (or as hybrid offerings) as they see the sustainable and scalable benefits of engaging with students and the institution in this way.

The WIL team ran weekly Community of Practice sessions and developed a suite of resources for staff and students to support the changeover to online WIL.

In 2020, RMIT worked with 2,152 unique industry partners, with 15,168 WIL activities being completed. This included 7,052 placements, nearly 8,000 industry-engaged projects and 132 WIL in simulated workplace environment activities.

1,417 placements were cut short or cancelled as a result of COVID-19 and another 760 were withdrawn by either the host or the student. 2,406 placements were completed remotely with 33 of these replaced by projects or simulations.

## 6.3. Careers and Industry Experiences

Careers and Industry Experiences (C&IE) plays a significant role in preparing students to be ready for life and work, so they can positively contribute to, and shape the world. C&IE partners with students and industry to drive positive employment and innovation outcomes.

In 2020, 3,452 students received careers guidance and support through the Job Shop services which includes peer-to-peer appointments and one-on-one appointments. The Job Shop also provided over 600 events which included resume reviews, skill and job-ready workshops.

3,260 students were connected with an industry mentor or engaged in Group Mentoring Experiences to receive personalised guidance, coaching and support. Over 3,700 students registered in the Future Edge program, to build their employability/21st-century skills through a range of workshops and programs. Given the impacts of COVID-19 on RMIT resources, a significantly reduced number of students were employed by the Jobs on Campus program in 2020. Targeted career and industry initiatives were delivered to final year students, international students, students from disadvantaged backgrounds including low-socioeconomic status (SES) students which again resulted in increased engagement across these cohorts.

## 6.4. Strategy and Planning

The Strategy and Planning team worked in partnership with the CX and Digital team and Present Company to deliver the Learner Experience Project report in January 2020. This project delivered a detailed holistic understanding of the student journey, their motivations and the learning experience at RMIT. The team spoke to 60 current students, prospective students and alumni, and incorporated 59 submissions from RMIT Learning and Teaching staff. The outputs of this research were distilled into 19 insights, a new learner journey framework and eight diverse learner personas, to help understand the experience from the perspective of the student. Furthermore, five broad opportunity areas were identified for RMIT to explore further to improve the learner experience. These are now being actioned by the Strategy and Planning team and across the institution through the Education Plan to 2025 and major initiatives including the Blended Learning and Assessment Frameworks, and curriculum architecture.

The Strategy and Planning team delivered a feasibility study on Learning and Teaching Models that Reflect Indigenous Perspectives for the Office of Indigenous Education and Engagement in March 2020. This study aimed to investigate learning and teaching models that could reflect discipline-specific Indigenous perspectives and offered several important recommendations for the University to consider in moving towards this priority.



## 6.5. Supporting Students

The Students Group shapes and delivers transformative experiences with and for students so that they are ready for life and work. Their work supports the collective achievement of the Sustainable Development Goals, a commitment to end poverty, fight inequality and respond positively to climate change. RMIT is demonstrating progress towards a sustainable future through various student-facing programs.

The graphic below highlights some of the activities which supported student impact in 2020:

Belonging and inclusion	Future Ready
<ul style="list-style-type: none"> <li>200+ mates mentors delivered over 50 peer-to-peer social activities and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>3,000+ career mentoring experiences delivered online with 1,200+ industry professionals</li> </ul>
<ul style="list-style-type: none"> <li>2,600+ students with a disability received individual learning plans from Equitable Learning Services</li> </ul>	<ul style="list-style-type: none"> <li>9,000+ students undertook a global experience program to help build their cultural intelligence and global mindset</li> </ul>
<ul style="list-style-type: none"> <li>2,200+ students received a needs-based scholarship, valued at \$6.8m</li> </ul>	<ul style="list-style-type: none"> <li>2,000+ students tackled the United Nations SDGs via the Global Citizenship and the City Challenge programs</li> </ul>
<ul style="list-style-type: none"> <li>150+ Student Leaders contributed to shaping the COVID student experience and SSAF funded priorities</li> </ul>	<ul style="list-style-type: none"> <li>55 students completed WIL placements online with the RMIT Sports Academy</li> </ul>
<ul style="list-style-type: none"> <li>2,100+ students from low SES backgrounds enrolled at RMIT via our SNAP Access Schemes</li> </ul>	<ul style="list-style-type: none"> <li>3,600+ students participated in Future Edge workshops to help students build their job-ready skills for your career</li> </ul>
<ul style="list-style-type: none"> <li>16 online events reached over 150 staff, students and public during RMIT Pride Week for LGBTIQ inclusion</li> </ul>	<ul style="list-style-type: none"> <li>580+ attended the Sports Leadership Series featuring Australian cricket coach Justin Langer</li> </ul>
<ul style="list-style-type: none"> <li>11 students from refugee and asylum seeker backgrounds received access and support assistance (57 students 2018-20 with 21 completed)</li> </ul>	<ul style="list-style-type: none"> <li>2,500+ Job Shop appointments with students seeking support with finding employment including career counselling appointments with 1700+ VE students impacted by COVID 19</li> </ul>
<ul style="list-style-type: none"> <li>Changes made to allow trans and gender diverse students to add chosen name to RMIT systems</li> </ul>	<ul style="list-style-type: none"> <li>1,000+ students undertook an Industry Partnered Online Learning experience with a global company</li> </ul>
	<ul style="list-style-type: none"> <li>1,500+ attended the Global Leadership Forum featuring Julia Gillard keynote</li> </ul>

In 2020, The COVID-19 pandemic caused financial, academic and personal disadvantage for many students. The sudden shift to remote learning, loss of employment, childcare demands, and physical confinement created challenges for student retention and success. RMIT partnered with students, staff and industry to find new and effective ways to support and building RMIT student resilience, belonging and success in these unprecedented times.

The graphic below highlights some of the support activities undertaken in 2020:

Support throughout	Safe, fit and well
<ul style="list-style-type: none"> <li>10,000+ students received financial assistance, totalling more than \$12 million</li> </ul>	<ul style="list-style-type: none"> <li>2,000+ students participated in Redbacks eSport and online games</li> </ul>
<ul style="list-style-type: none"> <li>3,500+ food and care packages distributed to students</li> </ul>	<ul style="list-style-type: none"> <li>13,000+ individual mental health counselling appointments</li> </ul>
<ul style="list-style-type: none"> <li>94,000+ student contacts with RMIT Connect for information, support and advice to navigate RMIT and government systems as well as the additional challenges of COVID-19 and its impacts on their learning and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>180+ students repatriated from their host global experience country with those returning to Australia receiving follow up welfare check phone calls</li> </ul>
<ul style="list-style-type: none"> <li>1,100+ international students from pathway programs attended the 'Next Steps' sessions on line before transition to RMIT University.</li> </ul>	<ul style="list-style-type: none"> <li>10 students received emergency accommodation at Walert House (avg 49 days) and two partner accommodation providers (avg 116 days).</li> </ul>
<ul style="list-style-type: none"> <li>11,000+ students participated in the peer delivered University Induction program called How2RMIT</li> </ul>	<ul style="list-style-type: none"> <li>300+ students engaged in 'Break &amp; Create' a 4-week program using art and creative practices to promote good mental health during assessments</li> </ul>
<ul style="list-style-type: none"> <li>Graduation reimaged with 6,400+ students registered for a 4 day on line 'Grad Week' program to celebrate the class of 2020</li> </ul>	<ul style="list-style-type: none"> <li>3,000+ staff and students joined the 'RMIT Together' community to connect, support and share</li> </ul>
<ul style="list-style-type: none"> <li>50 RMIT students supported by approved PBSA accommodation scholarships with 109 being secured for 2021</li> </ul>	<ul style="list-style-type: none"> <li>450+ students in China unable to return to RMIT where offered winter and summer schools places at Chinese university partners</li> </ul>
<ul style="list-style-type: none"> <li>49 students with a disability accessed the new GradWise program resulting in 4 employment outcomes, 2 internships, and 3 mentorships</li> </ul>	<ul style="list-style-type: none"> <li>Partnership with SYN Media to create the 'New to Melbourne' podcast series with RMIT international students sharing their stories, advice and tips</li> </ul>
	<ul style="list-style-type: none"> <li>11 student created life hack videos released and shared during lockdown with 2500+ views on Instagram</li> </ul>





## RUSU Free meals program

RMIT University Student Union (RUSU) is run by students for students. Many students suffered a loss of income during the coronavirus crisis in Australia. To help provide food security for students and to promote healthy food choices, RUSU provided free deliveries of healthy meals and snack packs to those in student accommodation. In 2020, RUSU gave out over 30,000 free meals to students across the RMIT campuses.

### Feedback on the program:

- We are extremely thankful and appreciative of RUSU's continuous support and effort providing our students with an incredible range of fresh fruit, tasty meals and snacks. During this difficult time it makes a great difference and provides the student an extra sense of comfort knowing they are being assisted. Each week we have received new snacks so the students continue to feel rewarded and excited every time. Having a sense of security is extremely important for our students welfare and this exceptional service and offering has been very well received by all.
- Thank you RUSU!!! Thanks for all the support you've given us RMIT students here at Scape... They all brighten up my days during this pandemic. RUSU has honestly kept some of our residents here at the lodge eating well and consistently through the pandemic. I know of people that are going through financial hardships and are sacrificing healthy meals because of it. But thanks to RUSU those people are able to eat and keep a balanced diet through this time. RUSU has definitely helped our residents to cope and persist in these challenging times.
- The support that RUSU has given our residents throughout this difficult time emotionally and financially has been incredible. It has given residents the ability to not only eat well, but try new and delicious food cooked by RealFoods, as well as put a smile on their faces during these difficult times.

### Student-led Groups

RMIT remains committed to fostering a culture that empowers students to uphold sustainability principles and pursue their own sustainability initiatives. In 2020, there were four RMIT University Student Union (RUSU) affiliated sustainability groups in action on campus:

- **Environmental Engineering Student Association:** Hosts social and industry events, in what is the longest-running engineering student organisation at RMIT.
- **Student Association for Sustainable Systems Engineering (SSE):** Helps students adjust to University life and encourages connections between other SSE students.

- **Fossil-Free RMIT:** Campaigns for the University's divestment from fossil fuels from the University's philanthropic funds.
- **RMIT Vegan Club:** Promotes the ethical, health and environmental reasons behind veganism, how to become vegan and provides a social network for RMIT vegans, vegetarians and others interested in making this change.

The RUSU Sustainability Department also drives sustainability initiatives on campus with coordination from a dedicated Sustainability Officer, who also sits on the RMIT Sustainability Committee.

# 7. Research Impact

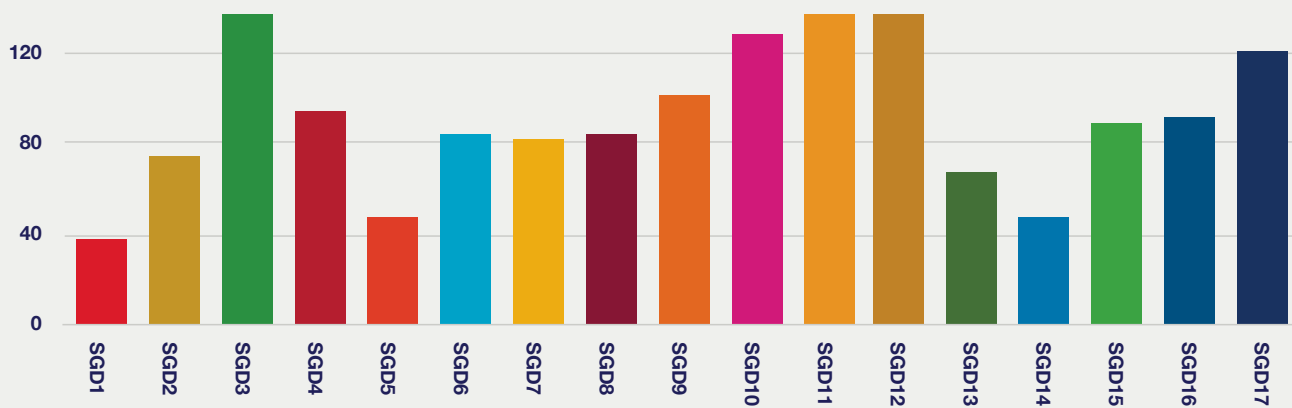


Research plays a crucial role in providing the necessary knowledge, solutions and innovation for a more sustainable world and driving positive change. RMIT's collaborative approach for research aims to help create a sustainable future by working together with industry and community partners here in Australia and across the globe.

### 7.1. Contributions to the SDGs

RMIT remains deeply committed to demonstrating its global sustainability leadership by supporting and fostering research projects that are aligned to the **SDGs**. The diagram below provides a snapshot of the 957 active research projects in 2020, that address one or more of the SDG targets.

2020 Snapshot of RMIT SDG Research Impact



## 7.2. Enabling Capability Platforms (ECPs)

RMIT's unique structure including Enabling Capability Platforms (ECPs), brings together researchers, business partners and students from across disciplines to create an environment of collaboration and connection. The ECPs facilitate eight primary research clusters, which are focused on tackling some of the most pressing issues of today:

- Advanced Manufacturing and Fabrication
- Advanced Materials
- Biomedical Health and Innovation
- Design and Creative Practice
- Global Business Innovation
- Information and Systems (engineering)
- Social Change, and
- Urban Futures.

The connected and interdisciplinary nature of the ECPs helps RMIT produce research relevant to the Sustainable Development Goals. In June 2020, the ECPs launched cross-platform research initiatives to investigate the potential for post-COVID recovery, the **Post COVID-19 ReStart Initiatives**, in five key areas:

- **A Greener Start:** Enabling environmentally sustainable futures
- **A Healthier Start:** Enabling resilient health systems and populations responsive to major health challenges
- **A Digital Start:** Enabling social innovation and inclusion for digital futures
- **A Better Work Start:** Enabling effective, resilient, ethical and responsible businesses for future workforces
- **A Fairer Start:** Enabling a more inclusive and equitable future Australia

Throughout the second half of 2020, the **Post COVID-19 ReStart Initiatives** delivered research projects, workshops, panels and roundtables in partnership with internal and external stakeholders. These partnerships produced important concept papers, articles, policy briefs and briefing papers designed to inform policymakers and the wider community relevant to the SDGs.

## 7.3. Research Partnerships and Translation

RMIT encourages researchers to create a positive impact through research, delivering tangible benefits to society. A dedicated Research Translation team supports researchers in planning to achieve impact through their research including where research can contribute towards SDG goals. Researchers are assisted in developing a pathway to impact with a strong focus towards research application and uptake in real-world settings, and in measuring their impact to demonstrate benefits to partners and society.

A specialist Intellectual Property and Commercialisation team provides expert advice to researchers seeking to develop and market new technologies or services. The Research Partnerships team applies their sector expertise to support researchers in identifying and responding to industry research needs. This facilitates partnerships with government, business, community and service organisations that bring RMIT's research capability to bear on critical social, environmental and industry challenges. The provision of this integrated support across impact planning and capture, commercialisation and partnerships enhances RMIT researchers' capacity to contribute to the SDG goals. Examples of innovative research projects that help solve complex local, regional and global sustainability problems are presented in this section.

## 7.4. Research Integrity

Through the work of the Research Ethics, Integrity, and Governance team and its related committees and networks, RMIT promotes a culture of responsible research conduct and upholds its responsibility to establish and maintain good governance and management practices for responsible research conduct. Responsible research, or research integrity, is the coherent and consistent adherence to a set of principles that underpin the trustworthiness of research. Principles and responsibilities for responsible research are outlined in the **Australian Code for the Responsible Conduct of Research (2018)**.

The Research Ethics, Integrity, and Governance team upholds these principles through:

- Management of allegations of potential breaches of research integrity
- Training and education in research integrity
- Providing guidance on research integrity
- Operations and activities of the Research Integrity Advisors' Network
- Facilitating a Research Integrity Review
- Review and revision of RMIT's Research Policy suite

In 2020, the Research Ethics, Integrity, and Governance team collaborated with the Research Integrity Advisors' Network, School of Graduate Research, RMIT Library and ITS to develop a Guidance note on COVID-19 and research integrity. This Guidance Note consolidates advice on COVID-19 and responsible conduct of research and contextualises that advice for RMIT researchers and other stakeholders. It describes new practices and resources that support responsible research and meeting the principles and responsibilities of the Australian Code during the COVID-19 pandemic.

The Research Ethics, Integrity, and Governance team and the Research Integrity Advisors' Network also drafted a working paper 'Realising the Hong Kong Principles at RMIT: Recognising and Rewarding Research Integrity at RMIT University'. This document seeks to apply the **Hong Kong Principles for assessing researchers** to RMIT and recognise and reward responsible research practices that make research trustworthy and showcase RMIT as a strong, accountable, and transparent institution.

## 7.5. Examples of Research Projects

### Research to transform biosolid resource management

A new research centre is set to transform Australia's biosolid use as a valuable resource, providing new practices, technologies and products for improved land management and training.

The Australian Research Council (ARC) Training Centre for the Transformation of Australia's Biosolids Resource is based at RMIT University and led by RMIT's Distinguished Professor Andrew Ball. The centre brings together expertise from 20 national and international partners from Australia, the UK and US including universities, water management authorities and industry.

Biosolids are a by-product of the wastewater treatment process that can be used as fertiliser, in land rehabilitation or as a construction material. However, around 30% of the by-product still goes to landfill in Australia.

This centre aims to transform the way biosolids are managed in Australia and pave the way for improved and more environmentally sustainable practices across the globe. It will also ensure we are equipped and ready to go with a skilled workforce ready to use the new technologies as they are developed. The training centre will attract a total of \$13.7 million in cash and in-kind support including access to outstanding facilities, expertise and involves collaboration with 20 participating organisations across three countries.



## The new digital platform mapping liveability in Australia's major cities

A groundbreaking new digital platform is set to transform how liveability is mapped in major cities across Australia. The Australian Urban Observatory (AUO) is an essential new online tool for government and industry – from policymakers wanting to improve the health and liveability of their cities to developers looking for the next suburbs to invest in.

Developed by RMIT health and urban researchers, the Observatory is based on research knowledge about public health and urban environments and brings together critical data on easy-to-use maps for the first time in Australia. Director of the AUO Dr Melanie Davern, from the RMIT Centre for Urban Research, said the simplicity of the data could help anyone from policymakers, planners, developers and students to members of the general community develop a clear understanding of real liveability.

Drawing on over eight years of research findings by the RMIT Healthy Liveable Cities Group, the Observatory maps liveability indicators across the country's 21 largest cities and measures liveability across cities, council areas, suburbs and neighbourhoods. The data has been mapped to display a real-world view of how the information exists in cities and where urban design and planning can be changed to influence the health and liveability of Australian cities.

Policymakers looking to encourage active lifestyles for residents can easily access and understand key ingredients of liveability – like walkability, access to schools, public transport, and public open spaces – to decide which areas and people need resources the most.

## Transport sector skills gaps

In 2020, researchers commenced mapping the skills gaps and training needs for Australia's transport sector in the most comprehensive national study of its kind. The RMIT University and iMove Cooperative Research Centre aims to give state and federal policymakers a clear roadmap on filling the skills gaps in the wide-ranging sector, worth more than \$123 billion to the nation's GDP (7.3%).

The research looks at the impact of automation and AI already being felt by the 273,000 Australian workers in the transport and mobility sector, as well as where new jobs are likely to be found and the skills they will require. iMOVE initiated the project after consultation with industry and government partners who highlighted concerns about technology-related gaps in particular.

The project takes a broad view of the nature of gaps across the whole industry. RMIT Associate Professors Victor Gekera and Darryn Snell are the lead academics. Both have extensive experience in probing occupational change and skills development questions across a range of industries including agri-foods, digital, transport and logistics, cleantech and the electricity generation industry. Even before the pandemic struck, the sector had long been associated with chronic skills and labour supply challenges, including difficulties with recruitment and retention of younger workers, an increasingly ageing workforce and growing skills gaps.

## An entrepreneurial initiative from RMIT Vietnam tackles plastic pollution

An entrepreneurial concept initiated at RMIT University was recently announced as one of four winners in the United Nations Development Program's (UNDP) plastic pollution challenge. As a winner of UNDP's challenge in ending plastic pollution, founder of Refill Day and RMIT Associate Lecturer Nguyen Huu Nhan received a grant to implement the initiative in Ha Long Bay Vietnam.

The inaugural UNDP's Ending Plastic Pollution Innovation Challenge (EPPIC) invited participants from ASEAN countries to share their ideas on preventing plastic waste and pollution. Refill Day, an idea initiated by Nhan, from RMIT's Saigon South campus, proposed the use of mobile refill stations to reduce plastic waste. The core purpose of Refill Day is to encourage people to refill and reuse plastic bottles, addressing the plastic pollution problems before they become a problem by preventing virgin plastics from being used in the first place. The project provides a convenient alternative to single-use plastic by refilling reusable containers with trusted products at customers' homes, offices, restaurants or hotels.

Refill Day was first launched in Ha Long Bay in 2020, where the service was well received by local residents and it will be rolled out in Ho Chi Minh City. This project is a collaborative effort by the UNDP, Ministry of Natural Resources and Environment (MONRE), Vietnam Administration of Sea and Islands (VASI), Norwegian Agency for Development Cooperation (Norad), and Norwegian Ministry of Foreign Affairs, EPPIC is an ASEAN-wide competition aimed at beating plastic pollution in coastal cities in Asia.

## European Training Network for Industry Digital Transformation across Innovation Ecosystems – EINST4INE

RMIT Europe is coordinating the European Training Network for Industry Digital Transformation across Innovation Ecosystems – **EINST4INE**, a collaborative project funded by the European Commission under the Marie Skłodowska-Curie Innovative Training Networks scheme (MSCA-ITN), aims to build the next generation of industry transformation leaders.

The success of digital transformation for industry hinges on the capabilities of creative, multidisciplinary, open-minded and highly skilled individuals. The EU-funded EINST4INE project aims to provide cutting-edge training to a cohort of 15 PhD candidates and to equip them with broad-ranging skills and capabilities to successfully embrace the challenges of contemporary and future industrial systems. Drawing on world-class research and practice on open innovation, Industry 4.0 and innovation ecosystems, this interdisciplinary and intersectoral programme will develop a unique knowledge base on the human side of digital transformation, coordination and decision-making, enabling technologies and new value creation logics as well as the orchestration of innovation ecosystems.



# 8. Our People

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RMIT recognises that its people are core and contribute to the vision of being a global university of technology, design and enterprise.

By empowering all people to thrive, the University can achieve its aim of shaping the world by developing innovative and creative solutions to complex local, national and global problems. RMIT understands the importance of a values-based culture, ensuring that RMIT is an inclusive place to study and work.

RMIT's purpose is to empower all people – students and staff alike – to shape their own futures to be their best and belong. The University is committed to living the RMIT values and making a difference both locally and globally.



## 8.1. Our workforce

As a global education provider, the 9,500 employees located around the world underpin the University's reputation and enhance its contribution to the wider community.

**Table: Employment Statistics**

2020	All Employees		Ongoing			Fixed Term and Casual	
	Number (headcount)	FTE*	Full-time (headcount)	Part-time (headcount)	FTE*	Number (headcount)	FTE*
<b>Gender</b>							
Female Executives	54	53.80	15	0	15.00	39	38.80
Female (total staff)	5,173	3,339.05	1,795	393	2,062.82	2,985	1,276.23
Male Executives	50	49.40	13	0	13.00	37	36.40
Male (total staff)	4,319	2,766.65	1,522	108	1,593.74	2,689	1,172.91
Self described	18	5.78	4	0	4.00	14	1.78
<b>Age</b>							
15-24	374	105.10	16	5	18.85	353	86.25
25-34	2,367	1,270.49	487	35	510.65	1,845	759.84
35-44	2,954	2,042.82	1,114	180	1,239.25	1,660	803.57
45-54	2,021	1,470.63	938	150	1,040.26	933	430.37
55-64	1,386	994.97	637	108	708.77	641	286.20
64+	408	227.52	129	23	142.79	256	84.73
<b>Total Employees</b>	<b>9,510</b>	<b>6,111.53</b>	<b>3,321</b>	<b>501</b>	<b>3,660.57</b>	<b>5,688</b>	<b>2,450.96</b>

FTE: full-time equivalent (two people both working 0.5 time fraction = 1 FTE).

Data as at 31 December 2020. All employees have been correctly classified in the workforce data collections.

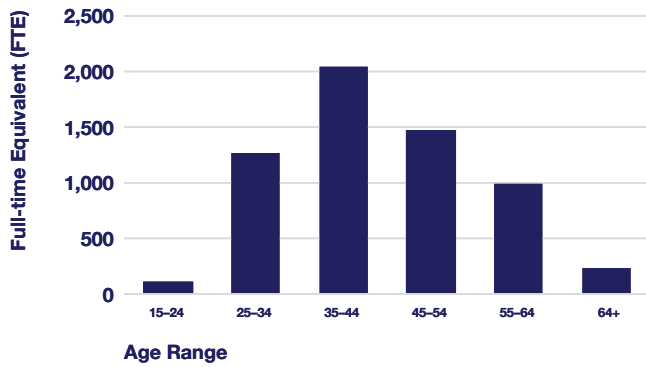
2019	All Employees		Ongoing			Fixed Term and Casual	
	Number (headcount)	FTE*	Full-time (headcount)	Part-time (headcount)	FTE*	Number (headcount)	FTE*
<b>Gender</b>							
Female Executives	60	59	13	0	13.00	47	46.00
Female (total staff)	6,807	3,807.48	1,914	448	2,220.49	4,445	1,586.99
Male Executives	56	55.50	14	0	14.00	42	41.50
Male (total staff)	5,630	3,157.50	1,687	118	1,764.16	3,825	1,393.34
Self described	30	11.17	7	0	7.00	23	4.17
<b>Age</b>							
15-24	721	154.21	23	3	24.80	695	129.41
25-34	3,354	1,515.96	552	29	572.04	2,773	943.92
35-44	3,246	2,007.60	1,045	196	1,180.70	2,005	826.90
45-54	2,205	1,433.36	839	137	931.77	1,229	501.59
55-64	1,640	1,072.02	679	114	755.20	847	316.82
64+	1,301	793.01	470	87	527.14	744	265.87
<b>Total Employees</b>	<b>12,467</b>	<b>6,976.16</b>	<b>3,608</b>	<b>566</b>	<b>3,991.65</b>	<b>8,293</b>	<b>2,984.51</b>

\*FTE: full-time equivalent (two people both working 0.5 time fraction = 1 FTE).

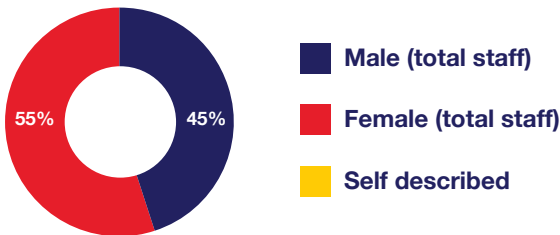
Data as at 31 December 2019. All employees have been correctly classified in the workforce data collections.



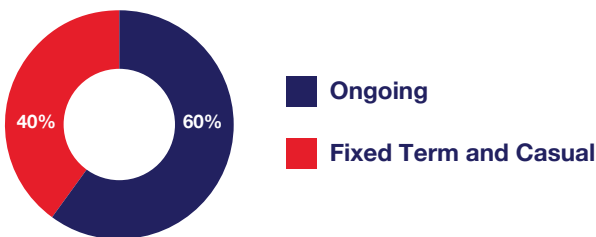
### RMIT Workforce by Age 2020 (FTE)



### RMIT Workforce by Gender 2020 (FTE)



### RMIT Workforce by Contract Type 2020 (FTE)



All Australian on-shore employees are covered by Enterprise (Collective) Bargaining Agreements. RMIT supports staff in developing performance and career plans to develop skills and knowledge. RMIT offers all staff a range of development opportunities from compliance education, online learning, face-to-face learning, peer to peer learning and mentoring programs. All professional development opportunities have been linked to specific capabilities to ensure tailored development choices are available to help build careers and enhance contributions to RMIT. RMIT provides staff with the opportunity to personalise their professional development experience which aims to support them at all stages of their career within the organisation. This supports staff to excel in their professional development and builds communities of practice across the organisation. The variety of delivery modes for professional development enable equitable access to learning.

RMIT continues its strong commitment to creating a workforce that is inclusive and reflects the diversity of people and cultures that exist in the wider Australian community. RMIT is committed to increasing the number of Aboriginal and Torres Strait Islander staff and implementing initiatives supporting employment.

**Table: Aboriginal and Torres Strait Islander Workforce**

	2018	2019	2020
<b>Total</b>	<b>31</b>	<b>34</b>	<b>39</b>

The RMIT 2018 Higher Education Enterprise Agreement includes Aboriginal and Torres Strait Islander employment and participation principles that recognise the rights and responsibilities of Indigenous employees, as well as highlighting the role reconciliation has as a core value of RMIT. It also requires that the University provides all non-Indigenous staff with the opportunity to participate in the relationship of reconciliation with Aboriginal and Torres Strait Islander People.

## 8.2. Diversity and Inclusion

Led by the values of inclusion, passion and courage, RMIT is focused on creating an environment where everyone can contribute, grow and succeed. Diversity and inclusion are celebrated and equal opportunity is paramount.

The RMIT Diversity and Inclusion Framework is the high-level statement of RMIT's aspirations. The Framework outlines the University's commitment to increase access, build a more diverse student and staff community, and provide equitable, inclusive experiences and outcomes for all students and staff.

The University Framework outlines:

- **Students from low socio-economic backgrounds**  
Improve the access, retention and success of domestic students from low socio-economic backgrounds.
- **Aboriginal and Torres Strait Islander staff and students**  
Appoint, retain, develop and support Aboriginal and Torres Strait Islander staff, as outlined in Action Area four of the Reconciliation Action Plan.
- **Gender equality for staff**  
Drive progress towards gender equality and ensure diverse and balanced representation at every level of the organisation.
- **Students and staff of diverse genders, sexes and sexualities**  
Promote a culture of inclusion and respect, through leadership actions, communications, events, training, and professional development for staff.
- **Staff and students from culturally and linguistically diverse backgrounds**  
Promote a culture of inclusion and valuing diversity, through leadership actions, and communications, events and training.
- **Staff, students and visitors with disability**  
Provide an equitable and inclusive experience and outcomes for all students and staff with a disability

RMIT continues to make significant progress in recognising, embracing and growing RMIT diversity, and living by the University's values to ensure that RMIT remains an inclusive place to study and work.



Thank you for the wonderful workshop, I really enjoyed being able to listen to SNAP champions and working with students from RMIT and this experience has helped me gain a better understanding about my future and what I want to do!"

This program was very helpful considering my interest in the arts, it was an amazing learning experience, with the addition of the RMIT students sharing their knowledge, that was very helpful.

Student participants in the 'I Belong' equity outreach program



At RMIT our purpose is to empower people – all our people, staff and students alike – to shape their own futures, be their best and belong.

Vice-Chancellor and President Martin Bean CBE

### Student Access, Retention and Success

- RMIT partners with 235 Victorian secondary schools in the Schools Network Access Partnership (SNAP) – an equity access scheme that gives priority entry to RMIT for eligible applicants.
- In 2020, 2164 students enrolled in a degree or vocational program through SNAP Access Schemes, accounting for 62% of all low SES enrolments made through the Victorian Tertiary Admissions Centre.
- The ‘I Belong’ equity outreach program adopted online delivery methods during COVID-19, connecting 1807 students from SNAP secondary schools from across 10 regions in Victoria with staff and industry professionals to build aspiration and awareness for tertiary education.
- 25 secondary students from 30 SNAP schools were sponsored to attend ConocoPhillips Science Experience 3-day program. We continue to see increased parent engagement with the growth in family transition sessions for commencing SNAP students in 2020.
- Feedback from participants was positive, with post-program evaluation comments indicating that ‘I Belong’ achieve positive shifts in building student understanding of the University.

The RMIT needs-based scholarship program helps eliminate the financial barriers that prevent students from pursuing tertiary studies, enabling them to devote more time to their studies, and therefore supports retention and completion.

In 2020, RMIT awarded more than 2,200 scholarships to VE and undergraduate HE students, valued at over \$6.8m, with 96 per cent of scholarships provided to students from disadvantaged backgrounds. The retention rate of commencing students with scholarships from 2019 were higher at 91% compared with non-scholarship holders at 80.90%. Continuing low SES students who hold a scholarship have a retention rate of 90.70% in comparison to non-scholarship holders at 83.60%.

### Accessibility

Ensuring RMIT is physically, technologically and culturally accessible for people with a disability remained a key area of focus in 2020.

RMIT was proud to be recognised as the leading organisation for accessibility in the Australian Network on Disability Access and Inclusion Index. RMIT was also the highest-ranked organisation for ‘Products and Services’ for provisions for students with disability.

RMIT promotes inclusion for thousands of students with disability through individual education support plans, professional counsellors, mental wellbeing programs, mentoring and internships, and accessible teaching and learning materials.

The Equitable Learning Services (ELS) team provided individual consultations to more than 3,000 students with a disability, long-term illness and/or mental health condition and primary carers of individuals with a disability in 2020, with 2,625 learning plans for students with disability to access adjustments and services for full participation. Through an Equitable Learning Plan (ELP), students can receive equitable adjustment arrangements, which can include adjustments to study and assessment, sign language interpreters and other support staff, accommodation scholarships, and assistive technologies.

RMIT values the richness of diversity among staff and recognises the contribution being made already by those working with disability. As a signatory to the Disability Confident Recruitment Charter, RMIT offers advice and support through recruitment processes to ensure inclusive applicant management.

The Accessibility at Work team focuses on making workplace adjustments for staff which may include physical changes to the working environment, technological adjustments or working arrangement flexibility.



We aim to be a place where diverse genders, sexes, and sexualities are recognised and welcomed, everyone is free to be themselves, and where staff and students benefit from our diversity of our community.

**Dene Cici, Executive Director, Students**

### **Diverse Genders, Sexes and Sexualities (DGSS) Inclusion**

RMIT submits to the Australian Workplace Equality Index (AWEI), recognising the University's commitment to celebrating the diverse genders, sexes and sexualities (DGSS) community.

In 2020, RMIT was awarded the Employer of the Year for LGBTQ+ Inclusion for the second consecutive year – demonstrating the University's continuous effort in building a culture of inclusion and respect for staff and students of the DGSS community. In addition, RMIT was awarded the Trans and Gender Diverse Inclusion Award and the Employee Network of the Year Award in recognition of the Staff DGSS and RMIT Ally Networks.

As a University of Choice leading and promoting LGBTI inclusion, RMIT is proud of how the student and staff community work together to build a culture of care and belonging.

These awards recognise RMIT's commitments and achievements to promote a culture of inclusion and respect through leadership actions, communications, events, and professional development. RMIT has enhanced its policies and procedures for inclusion, improved provision for trans and gender diverse staff and students, and formed partnerships with external community groups, charities and events.

RMIT has an active student and staff Ally and DGSS network. This community continues to grow outreach beyond RMIT through partnerships with leading community organisations and events including Minus 18, the Melbourne Queer Film Festival, and Pride and Diversity, Midsumma.

Being an inclusive place to work and study is what makes RMIT special. This index will help ensure our approach and services remain strong, relevant and measured so we can constantly improve to make a difference for everyone,

**Dionne Higgins, Chief Operating Officer, Executive Champion for Accessibility**

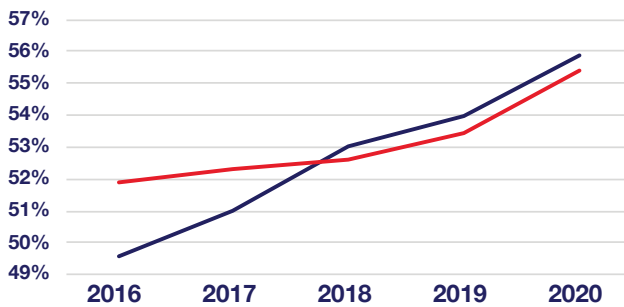
## Gender Equality

Led by the Gender Equality Action Plan, RMIT continues to identify and address barriers to women's inclusion and career progression. The University remains focused on delivering strategic, sustainable and meaningful change across the priority areas: leadership and governance, employment conditions and women's career advancement.

RMIT was recognised as an Employer of Choice for Gender Equality (EOCGE) citation from the Workplace Gender Equality Agency (WGEA) in 2020 for the third consecutive year. The citation demonstrated a continued commitment to best practice in promoting gender equality in Australian workplaces.

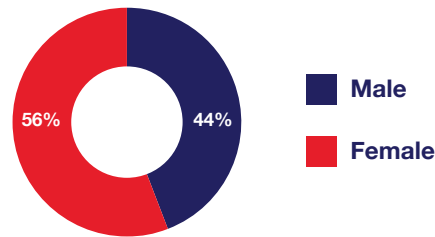
RMIT reports under the Workplace Gender Equality (WGEA) Act 2012. This report encompasses all employees (headcount) in Australia including full-time, part-time, casual and temporary employees. WGEA defines specific occupational categories to classify and report on managers and non-managers. Managers include the CEO, key management personnel, general managers, senior managers and other managers. As a result, the statistics below may differ slightly from those reported within the 2020 Annual Report.

### Workforce participation by gender



Graph: Gender composition of the workforce, percentage female by manager and non-manager

### RMIT Managers by Gender 2020 (headcount)



### Table: Women in leadership roles

	Total		Female		% Female	
	2019	2020	2019	2020	2019	2020
Governance bodies	14	14	7	6	50.0%	42.9%
Managers	766	850	414	475	54.0%	55.9%
Non-managers	9,849	7,841	5,261	4,347	53.4%	55.4%

### Table: Promotions, appointments and resignations (% female)

	Promotions				Appointments				Resignations			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Managers	33.3%	56.5%	62.8%	58.3%	55.4%	54.2%	51.7%	60.5%	42.6%	59.6%	58.6%	48.7%
Non-managers	39.1%	61.1%	68.0%	64.2%	56.6%	56.9%	64.2%	63.5%	54.4%	55.8%	58.1%	61.1%

Source: As of 31 March 2020, RMIT WGEA Compliance Report

## Athena Swan

The University achieved Bronze status (highest available) in the Athena SWAN program for Women in Science, Technology, Engineering, Mathematics and Medicine (STEMM) in 2020 and commenced implementation of a five-year action plan across RMIT's eight STEMM schools (Accounting, Information Systems and Supply Chain; Architecture and Urban Design; Computing Technologies; Engineering; Fashion and Textiles; Health and Biomedical Sciences; Property, Construction and Project Management; Science and Vocational Education).

While the Athena SWAN accreditation is related to increasing participation of Women in STEMM academia, there is a significant focus on Diversity, Inclusion and Accessibility and Indigenous staff and student participation in STEMM. Action plans focus on seven key areas from Leading Local Action and Building the Pipeline to Transforming Cultures and Engaging Moments of Transition. 2020 highlights include the Executive Leadership Capability Program to develop inclusive leaders, the establishment of the STEMM Diversity and Inclusion Advocates Group with representation from each STEMM school to drive local actions at a local level and the HDR women in STEMM mentoring program where 47 HDR women from the STEM College were mentored by an academic outside of their direct discipline.

## Leading local action: driving transformation to support female careers in STEMM

In 2020, RMIT established the Diversity and Inclusion Advocates Group (DIAG). DIAG is charged with identifying and addressing barriers to inclusion and progression for women in STEMM and for diverse-gendered staff and students and other minority groups at the University. Comprising an Advocate from each of the eight STEMM schools and the VE College, DIAG will drive local actions to effect change. New data dashboards allow advocates and leaders in each school to view real-time data and analysis of workforce and student profiles. The dashboards provide greater transparency and accountability, assisting leaders to more effectively consider diversity and inclusion in their decision making.

## Building the pipeline: inspiring and attracting future female talent

RMIT is focused on ensuring a diverse workforce for the future, including inspiring and attracting future female talent. In 2020, RMIT focused on building the academic pipeline through:

- The *Always on Women in STEMM Recruitment* campaign, with almost 800 women expressing interest since October 2019.
- Special Measures recruitment has been granted for Engineering and Science disciplines with low female representation below 40% women. Special Measures was also expanded to explicitly be inclusive of Aboriginal and/or Torres Strait Islander peoples and of transgender and gender diverse people.
- The HDR women in STEMM mentoring program provided supportive mentoring partnerships for 47 HDR women to be mentored by an academic outside of their discipline.

For the student pipeline, RMIT's range of activities to support young women students in STEMM had to adapt rapidly to the COVID-19 public health response. New online platforms allowed RMIT to connect with far-reaching audiences to inspire young women in STEMM in collaboration with RMIT's 'I Belong' Team, Student Recruitment and Global Marketing, the STEM College Engagement and academic staff, external industry partners including NASA and Victoria's Lead Scientist.



I have learnt over my career that gender equity is not only the right thing, it's unequivocally the smart thing and it should certainly be the norm. Our Gender Equality and Athena SWAN Action Plans are designed to work toward equitable career progression, address gender pay inequities and prevention of gender-based harassment and sexual harm.

**Vice-Chancellor and President Martin Bean CBE**





### **Supporting fulfilling careers: nurturing existing female talent**

To support and foster fulfilling careers, RMIT focused on academic promotions and ensuring gender balance and culturally diverse representation. For the first time in 2019 and 2020, female academic promotion application rates were close to or exceeded AT standards. This milestone aligns with the implementation of the new academic promotions framework designed with improved flexibility and support for diversity and inclusion. Furthermore, the 2020 promotion committees included at least 40% male and 40% female and were representative of Culturally and Linguistically Diverse (CALD) identified colleagues.

Achievement Relative to Opportunity (ARtO) is used in employment-related decisions such as recruitment, performance review, career planning and academic promotion. In 2020, significant progress was made to incorporate ARtO guidelines throughout the HR policy suite and talent acquisition processes.

### **Engaging moments of transition: creating in-time and flexible support mechanisms**

RMIT is focused on supporting gender equality in caring responsibilities and career progression for all carers, improving the management of career disruptions and transitions. The Career Reignite Program designed to support research academic staff who experience career interruptions that impact their ability to access research opportunities. In 2020, career coaching panels took place to assist these researchers in developing their research career transition plans.

For many parents and carers, remote working in 2020 posed additional complexities with childcare and schools closed during lockdown periods and caring responsibilities increased for elderly dependents and people with disability. RMIT recognised additional supports were needed and implemented:

- COVID-19 support with parents and carers webpage
- Group workshops on resilience coaching reaching 200+ attendees
- Collaboration with School of Education to design resources for parents managing online learning.



We need to be producing great role models for all of our students and staff, but you can't do that if you have gender disparity. Our involvement in the Athena SWAN program has given us the impetus to consider revisions and updates: to our policies, to our recruitment practices, and to our working culture, all with the aim of encouraging greater participation of women in leadership and research, and to ensure that the careers of all our staff are not limited by life's challenges.

**Professor Kay Latham, Dean – STEMM Diversity & Inclusion and Lead for SAGE Athena SWAN**

### Transforming culture: delivering an inclusive, respectful and compassionate workplace

RMIT has focused on building an inclusive culture supporting diversity and gender equity through enterprise-wide action and local leadership. Inclusive culture underpins success in all SAGE Athena SWAN actions and ambitions to further diversify and support intersectionality at RMIT.

In 2020, the STEM College continued an Executive Leadership Capability Program, a comprehensive and validated model of an inclusive culture. Close to 70 leaders upskilled in psychological safety and boundary spanning.

The visibility of women in STEM was amplified by the Women in STEM gallery and events. We profiled 14 inspirational female researchers demonstrating the incredible work of RMIT researchers and inspiring others to do the same.

The inaugural Virtual Women in Vocational Education Conference was attended by 100 students and staff where they heard from industry speakers from across the globe.

### Supporting and encouraging intersectional communities

The Athena SWAN commitment encompasses actions for diversity and inclusion across the University's intersectional communities. The school of Science in collaboration with Ngarara Willim hosted the 'Deadly STEM Experience, an immersive experience for young indigenous students from across Australia. For National Reconciliation Week, the STEM Ngulu Reconciliation committee produced a short video allowing members of the STEM community to share what reconciliation means to them.

### Strengthening foundations: futureproofing Athena SWAN through good governance and leadership

RMIT's Athena SWAN project is driven by leadership and action across all areas and levels of RMIT University for implementation and governance.

In a Victorian first, RMIT appointed Professor Kay Latham as Dean STEM Diversity and Inclusion. Professor Latham leads RMIT's Athena SWAN project and facilitate the University's progress in Reconciliation and Diverse Genders, Sexes and Sexualities (DGSS) action plans, along with accessibility, low socio-economic backgrounds and cultural inclusion initiatives.

### 8.3. Changing the Course: RMIT's plan and prevention framework to reduce sexual harm

We have continued our work to create a culture of inclusion and respect at RMIT, where every member of the community is safe and free from sexual assault and sexual harassment (SASH).

Guided by our three-year 'Changing the Course' framework, we have continued to implement initiatives that focus on prevention and response.

In 2020, we strengthened both our reporting and governance on sexual harm risk management and adopted a whole of University approach to gender-based violence encompassing initiatives for both students and staff. The framework actions include:

- **Communications** and social marketing including the 'Be the Change' campaign, which aims to support the community to address sexual violence and the social norms that make it acceptable.
- **Direct participation programs** such as student bystander interventions workshops, which empower individuals to recognise and intervene where they witness sexism and sexual harassment. This program addresses the norms and attitudes that drive sexual violence.
- **Provision of support and care:** Creating a single intake point to support those experiencing sexual harm and targeting interventions aimed at those at risk of perpetrating these behaviours.
- **Strengthening institutional responses** through policy and process review to ensure that those seeking help for sexual harm do not have their trauma compounded by the institutional response mechanisms.

RMIT recognises that sexual harm disproportionately affects women and fits within a spectrum of gendered violence. Consequently, the Changing the Course Advisory Group works closely with the Diversity and Inclusion Working Group to address the drivers of gendered violence. Gender equality is a human right and the costs to individuals and society of gender inequality and gendered violence are high. RMIT recognises that gender equality will serve to make the community, safer, healthier and more sustainable. RMIT will continue to work towards this goal through Changing the Course and other strategic actions in the years to come.



We encourage all our people to be creative in establishing ways of working that suit their roles and teams while balancing their life outside RMIT.

Meegan Marshall, CPO

## 8.4. Flexibility

RMIT is committed to supporting its people with fit-for-purpose flexible working arrangements that foster and encourage a diverse and adaptable workforce. Several resources, professional development opportunities and services are in place to support flexible ways of working.

At RMIT, more than one in four staff choose a formal form of flexibility, including working part-time, purchasing leave or working a compressed work week. Other forms of flexible working include flexible start and end times, time-in-lieu, job-sharing or other creative forms of working arrangements that suit the work and life needs of staff.

All forms of flexibility have continued to evolve with the move to primarily remote working in 2020, with more men working formally flexibly than ever before.

**Table: Formal flexibility rates**

Formal Flexibility Rates	2019	2020
Men	14.80%	19.33%
Women	34.52%	34.05%
<b>Total</b>	<b>25.54%</b>	<b>27.52%</b>

\*Source: As of June 2020, RMIT's Business Intelligence dashboards.

**Table: Parental leave taken by RMIT workforce**

	Primary Carer's Leave		Secondary Carer's Leave	
	Female	Male	Female	Male
Managers	19	4	0	10
Non-Managers	133	13	1	54
<b>Total</b>	<b>152</b>	<b>17</b>	<b>1</b>	<b>64</b>

\*Source: WGEA metrics reported as staff headcount for the full year ending 31 March 2020.

## 8.5. Reconciliation and Indigenous Engagement

RMIT's dhumbali (commitment) to a just and meaningful relationship between Indigenous communities and the RMIT community is at the durrung (heart) of how we live our values.

RMIT's second Reconciliation Plan – Dhumbah Goorowa 2019-2020 focuses on how to embed reconciliation across the RMIT's values, culture, processes and systems. Dhumbah Goorowa recognises that there is still much work to be done in support of First Nations' right to self-determination in education and in community life.

All colleges, portfolios and RMIT entities outline their dhumbali to reconciliation and the specific outcomes and indicators on which their progress will be evaluated. Each college and portfolio has created a reconciliation committee called a Ngulu (voice), to develop, implement and monitor reconciliation activities, reporting to their executives and further embedding reconciliation into all aspects of RMIT's operations.

RMIT reviewed the admissions policies resulting in significant reforms which will see Indigenous access represented as a University-wide priority. RMIT also focused on improving and expanding the Indigenous Access Program, including a review of accommodation scholarships for regional and remote students. The work also enabled a refinement of Ngarara Willim's communications to schools and the community, and engagement with future students both pre and post-application to RMIT.

Prior to COVID-19 restrictions, Ngarara Willim hosted the Gama-dji Orientation program for students. An online version of the program was then developed for students from the second-semester intake who were impacted by the pandemic. Ngarara Willim also developed an online module in Canvas to provide a central online community for all Aboriginal and Torres Strait Islander students and these resources proved valuable tools to maintain connections with, and support for RMIT's students.

Throughout 2020, the Ngarara Willim Centre continued to support all Aboriginal and Torres Strait Islander students and community. In the face of COVID-19 disruptions, every student was called directly to discuss their wellbeing and ensure they were equipped to transition to online learning, identifying many who required support to enable their continued engagement with their studies.

2020 was a significant year for public debate and engagement with issues of race and reconciliation. RMIT's response to the Black Lives Matter movement and destruction of sacred Aboriginal sites in different parts of the country, both publicly and through Ngarara Willim, enabled us to acknowledge our dhumbali to strengthening our relationship with Australia's First peoples.



Awareness of reconciliation among RMIT students and staff continued to grow in 2020. The number of students completing the Womin Djeka Indigenous orientation micro-credential increased by 62% from 2019 while a staff survey showed that 72% per cent of staff agree RMIT offers them enough Indigenous engagement and awareness to do their job.

2020 was a challenging year, highlighting the fundamental importance of RMIT's commitments to just and meaningful relationships. Despite the challenges, there were also many positive achievements as a result of dedicated work and care in difficult circumstances. This has created a foundation for a renewal of RMIT's commitment to Aboriginal leadership, self-determination and progress in the University's reconciliation agenda.

## 8.6. Health, Safety and Wellbeing

RMIT is committed to providing a safe and healthy place in which the RMIT Community can work and learn.

RMIT's actions are guided by the RMIT Health Safety and Wellbeing (HSW) Strategy, the values of the University and the deep sense of care that RMIT's people have for each other across the student and staff communities. The HSW Strategy is supported by policies, strategies, processes, guidance materials and proactive programs.

In 2020, the rapidly evolving COVID-19 pandemic required a significant health, safety and wellbeing response. The Health Safety and Wellbeing team worked across the University, sector and with external stakeholders to provide a rapid response which focused on addressing both the physical and psychosocial impacts of COVID-19 for the RMIT community. Planned initiatives within the HSW Strategy were also quickly pivoted to meet the changing needs of the University's staff and students, allowing for much to be delivered despite unprecedented disruption.

Other achievements in 2020 include:

- University-wide launch of the "Five Ways to Wellbeing" mental health promotion model and integrated tools for all students and staff.
- Redesigned 25 health and safety specialist training modules, creating more contemporary and relevant resources for staff and students.
- Delivered the "Seeds for Growth" seven-part resilience series to 1484 staff and "RMIT Assisting students in distress" training for 225 staff.
- Reviewed the Work Integrated Learning (WIL) program life cycle identifying areas for improvements in support of the health, safety and wellbeing of students participating in these activities.

## Certificate IV in Project Management Practice – Indigenous Cohort

Several major new initiatives were developed to meet the needs of the Community and encourage pathways and transition into further study and higher education opportunities. Fee waiver bursaries were offered, and College partners offered free online short course places throughout the year.

This included an Indigenous cohort program for the Certificate IV in Project Management Practice which was developed in direct response to an identified community need. This program was fully subscribed in 24 hours.



## Mental Wellbeing

A key focus area of the HSW strategy is the Mental Wellbeing Strategic Action Plan to strengthen the University's approach to student and staff mental wellbeing.

RMIT aims to create a mentally healthy community in which everyone can realise their potential and feel safe and supported. Key action areas focus on culture, systems, skills, experiences and support.

Key deliverables in 2020 included:

- Launched a mental health promotion campaign "RMIT Together" to foster connection and reduce psychosocial risk during the COVID-19 pandemic. Social platforms reaching 4,500+ students and staff.
- Delivered key mental health training with partners including the Black Dog Institute's "Mental Health for Leaders" to 109 staff and commenced the "WorkWell Applied Mentally Healthy Leadership Program".
- Responded to staff mental health needs through COVID-19; facilitated over 50 team wellbeing check-ins and/or mental health awareness sessions reaching 2,300 staff.

## Occupational Health and Safety

RMIT utilises the Proactive Risk and Incident Management Excellence (PRIME) tool, allowing RMIT staff to report incidents or hazards. The tool provides an overall comprehensive incident and hazard management tool to assist RMIT to avoid and manage existing and emerging risks across the organisation.

	2018	2019	2020
Lost time injury frequency rate*	1.80	1.92	1.13
Change to previous year	-10%	+7%	-41%
WorkCover claims submitted	33	27	19
Change to previous year	-3%	-18%	-30%
OHS incident reports	979	1056	347
Change to previous year	227%	+8%	-67%
WorkSafe notifiable incidents	16	19	14
Change to previous year	+33%	+19%	-26%
WorkSafe improvement notices	1	4	1

\*LTIFR: The number of lost-time injuries per million hours worked

## OHS Hazards, Incidents Standard Claims, Associated Costs

	2018	2019	2020
Number of lost-time standard claims per 100 FTE	0.35	0.26	0.23
Average cost per claim (payment to date + estimate of outstanding claim cost)	\$34,870	\$75,171	\$70,696
Hazard and incident reports per 100 FTE	20.66	17.22	9.35

## Medical Hub @ RMIT

The 'Medical Hub @ RMIT' offers no-gap fee consultations for RMIT students and staff. It offers a holistic approach to health in a safe environment for people of all backgrounds, cultures, beliefs, abilities and sexualities. The services offered support an approach to managing healthcare, which is sensitive to the individual needs of the local and wider community.

Through innovative processes and systems, in a state-of-the-art facility, the Medical Hub provides a safe, inclusive and welcoming environment which enables confidential, sensitive, private and emotionally connected care. The medical hub is located on Level 3 of Building 8 and appointments can be made online or over the phone.

# 9. Operations

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## 9.1. Emissions

### Australian Operational Emissions Profile

RMIT is a global leader in climate action, taking practical steps and innovative projects to become carbon neutral by 2030 and adapting to climate risks. The University also supports local and international communities and partners to transition to a low carbon future.

RMIT is acutely aware of the need to become more resilient to a changing climate. Guided by the Climate Change Adaptation Plan, RMIT is addressing climate risks through adaptation measures across operations. Having a prepared response to extreme heat, severe storms, flooding events and prolonged drought will ensure that the University's campuses and people are safe and can continue to work with minimal disruption.

RMIT University is committed to becoming carbon neutral in its operational emissions profile by 2030. Guided by the Carbon Management Plan, RMIT undertakes a range of emissions reductions activities to meet this goal. The Plan is updated every two years and strives to represent best practice in emissions management.

In 2020, RMIT achieved a 62 per cent decrease in operational emissions from the 2007 emissions baseline. The majority of this reduction is due to energy efficiency upgrades and renewable energy contracting. It should be noted that the impact of COVID-19 and the move to remote learning had a significant influence on the 2020 emissions profile, contributing an additional 14% reduction.

RMIT saw the overall electricity consumption reduce significantly, correlating to the reduced on-site activities. The RMIT co-generation and tri-generation plants at the City and Bundoora West campuses had a reduced operation, but still generated 19,000 MWh of electricity onsite, saving approximately 10,000 tCO<sub>2</sub>-e of emissions.

RMIT's existing renewable energy contract (Melbourne Renewable Energy Project) provided 5,000 MWh of carbon-neutral electricity in 2020. The University also signed a second renewable contract in 2020 under the Melbourne Renewable Energy Project 2 – detailed below. In 2020, RMIT's existing solar 603kW PV portfolio generated 595,000kWh of renewable electricity.

RMIT's energy savings working group focused on closely tracking electricity demand across the campus throughout the COVID-19 lockdowns. As Victorian Government restrictions were implemented buildings were taken offline, the change in electricity demand was monitored to ensure all unnecessary equipment was off during these times.

Under the Australian operational emissions profile, RMIT accounts for all energy and emissions produced and consumed within the building profile. RMIT calculate all buildings emissions (Scope 1 and 2 emissions, intensity and reductions) according to the appropriate Australian Government factors, aligning with those under the National Greenhouse and Energy Reporting (NGER) Act. All targets are based on a 2007 baseline when the RMIT operational emissions were 78,120 tCO<sub>2</sub>-e. RMIT includes a complete picture of all emissions in subsequent sections.

## Melbourne Renewable Energy Project 2

RMIT demonstrated sustainability leadership through leading the Melbourne Renewable Energy Project 2 (MREP2). Building on the success of the first MREP 1 project, RMIT and six partners used their combined purchasing power to source wind energy produced in regional Victoria.

The group consisted of RMIT, Cbus Property, ISPT, Mondelez Australia, Deakin University, Fulton Hogan and Citywide Asphalt, committed to purchasing a contract volume of 110 GWh of renewable electricity per annum. This is equivalent to providing renewable energy to power more than 22,000 Australian households every year. It will reduce greenhouse gas pollution by 123,000 tonnes a year, which is comparable to taking nearly 28,000 cars off the road.

Following a rigorous procurement process in line with RMIT policy and probity procedures, the MREP2 deal was signed in June 2020 to source wind energy produced at the Yaloak South Wind Farm near Ballan. The MREP2 deal sees a further 22 RMIT buildings being powered by 100% carbon neutral electricity from January 2021. This is RMIT's second large-scale renewable energy contract to date.

To find more information please visit the [website](#)

### Energy by Campus 2020

	Natural Gas	Electricity
City	162,905 GJ	16,529,835 kWh
Bundoora	104,522 GJ	2,990,829 kWh
Brunswick	4,410 GJ	1,229,078 kWh
Bendigo	0 GJ	46,530 kWh
Total	271,888 GJ	20,796,272 kWh

### RMIT University Energy and Emissions by Year 2018-2020

	2018	2019	2020
Electricity	30,637,410 kWh	29,929,563 kWh	20,797,353 kWh
Natural Gas	341,684 GJ	334,362 GJ	271,888 GJ
Emissions Offset	8,000 tCO2-e	8,021 tCO2-e	4,996 tCO2-e
Net Emissions	42,551 tCO2-e	40,539 tCO2-e	29,853 tCO2-e

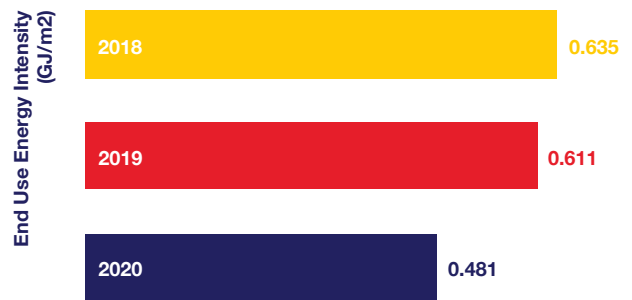
### RMIT University Emissions Attributable\* to Higher Education 2020

<b>Total</b>	<b>24,772 tCO2-e</b>
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\*Emissions are attributable based on the on-site EFTSL (Equivalent Full Time Student Load) ratios between HE and VE student numbers.

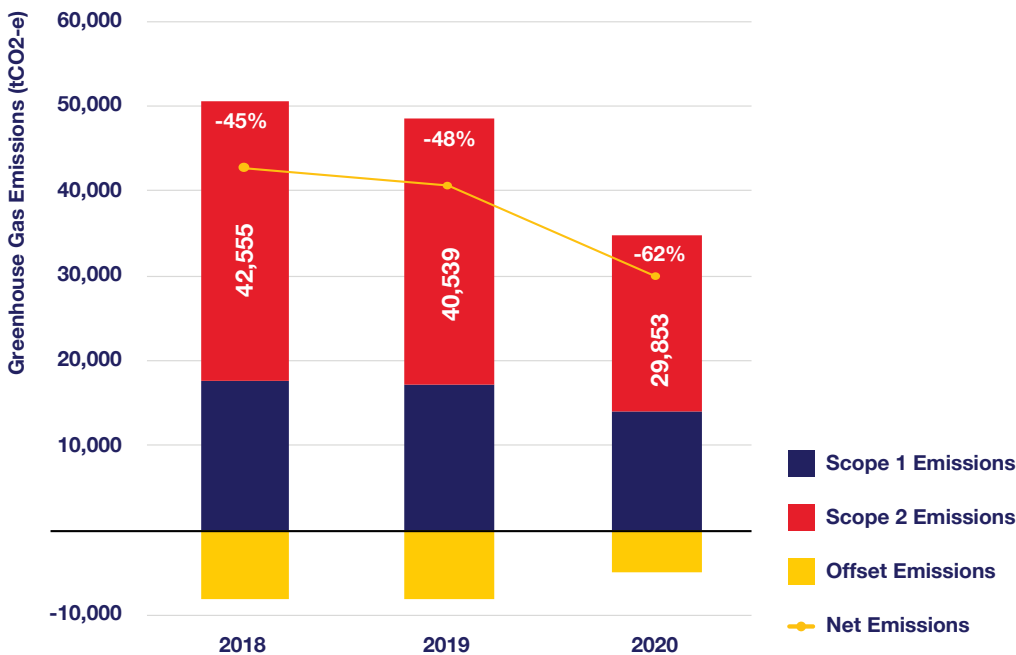


\*Net emissions intensity ratio measured as net tonnes of carbon dioxide equivalent per square meter gross floor area (tCO2-e/m2) from building energy use only.



\*End Use Energy Intensity ratio measured as gigajoules per square meter gross floor area (GJ/m2) from building energy use only, after on-site generation (output).

### RMIT Greenhouse Gas Emissions 2018-20



\*Percentage shown is the absolute emissions reduction against the baseline year (2007).



## Extended Emissions Profile

RMIT continues to mature in reporting a comprehensive emissions profile. RMIT aims to expand the reporting of emissions over time to encompass scope 1, 2 and 3, including upstream and downstream emissions associated with the University's operations.

- Scope 1 are direct emissions, primarily fuel combustion on-site and fleet vehicles under the control of RMIT.
- Scope 2 are indirect emissions from the purchase and use of electricity by RMIT.
- Scope 3 are all other indirect emissions from RMIT activities, occurring from sources that are outside the ownership or control of the University.

RMIT is developing environmentally extended input-output (EEIO) approaches to scope 3 emissions reporting and intends to publish data in future sustainability reports as these methodologies mature.

The following table captures RMIT's complete emissions profile including data from the RMIT Vietnam campus, fleet vehicles, employee travel, waste to landfill, water consumption, transmission and distribution losses. This marks the first full public disclosure of this extended profile in the Sustainability Annual Report.

RMIT Complete Emissions Profile (tCO <sub>2</sub> -e)		
	Scope	2020
<b>Australian Operational Emissions</b>		
Natural Gas	1	14,010
Fleet Fuels	1	75
Aviation Fuels	1	545
Electricity	2	20,839
Electricity (Renewable)	2	- 4,996
Transmission and Distribution Losses – Natural Gas	3	1,073
Transmission and Distribution Losses – Electricity	3	2,173
Water Consumption	3	170
Off-Site Waste Disposal – Municipal Solid Waste	3	613
Off-Site Waste Disposal – Construction & Demolition Waste	3	10
<b>Vietnam Operational Emissions</b>		
Bottled LPG	1	29
Electricity	2	2,384
<b>Employee Travel Emissions (tCO<sub>2</sub>-e)</b>		
Air Travel – Short Haul	3	37
Air Travel – Long Haul	3	242
Taxi Emissions	3	31
<b>GRAND TOTAL</b>		<b>34,652</b>

At this stage, data is not available for RMIT Europe's operations due to the leasing arrangements in place, although the site is not likely to be material to the University's emissions profile due to its size.

## 9.2. Environmental Management

### Materials and waste

RMIT University is committed to leading the shift to a circular economy that values resources and thinks holistically about systems, processes and supply chains.

The circular economy aims to transform the current mindset of the take-make-waste linear model towards circularity, where waste and pollution are eliminated through good design, and the life of existing materials is prolonged through new and innovative ways of repairing, reusing and remanufacturing.

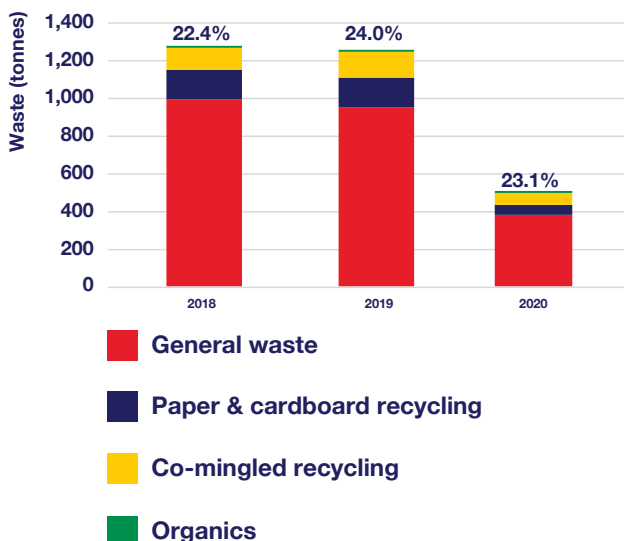
Guided by the Waste Management Plan, RMIT aims to improve waste management practices across the campuses. The plan is designed to divert waste from landfill by following the waste hierarchy of avoidance, minimisation and recycling.

The RMIT Australian waste profile consists of operational waste from collection points throughout its campuses and construction and demolition (C&D) waste from projects. Data is collated from various contractors throughout the year. Waste data does not include Vietnam operations, although Vietnam staff are introducing management systems that may result in greater levels of data capture.

RMIT's operational waste contractor reports on waste to landfill, mixed-recycling, paper/cardboard and organic waste from all on-shore campuses. Operational waste excludes confidential paper waste which is collected separately.

In 2020, RMIT Australian operations produced a total of 498 tonnes of waste and had a **diversion rate of 23.1 per cent**. The overall waste profile was down 60% on 2019 levels, primarily due to the impacts of COVID-19 and the move to remote learning. The landfill waste produced is equal to 7.5kg per student.

### Operational Waste Profile



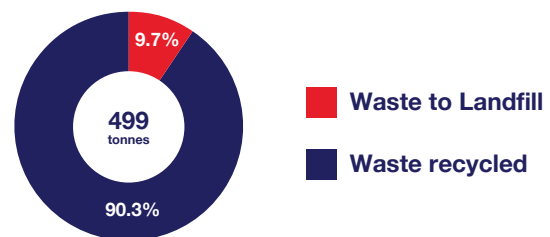
\* Percentage shows annual recycling rate

In 2020, RMIT collected C&D waste data from all capital development projects. RMIT has been applying circular economy principles to capital projects to continue avoiding waste and strengthen reuse, setting a benchmark to recycle 90 per cent of all construction and demolition waste.

C&D waste data is provided by the principal contractor on each of RMIT's capital projects. In 2020, RMIT had 18 active capital development projects providing C&D waste data. From these projects, 499 tonnes of waste was produced and 90 per cent was diverted from landfill, with only 48kg of waste sent to landfill.

RMIT reduces waste from capital development projects by putting circular economy principles into practice, such as prioritising the reuse and upcycle furniture before buying new items.

### Construction and Demolition Waste Profile



For more information please visit the [RMIT website](#).



## Vietnam Mô-tô Thùng (Motobin) Campaign

In 2020, RMIT's students were joined by Happiness Saigon and UNICEF to undertake the Mô-tô Thùng campaign. The objective of the campaign was to increase individual awareness about the current littering situation and to reimagine a cleaner Vietnam for our children. The idea of a #motothung was born for this purpose.

Each motothung can be placed on a motorbike and serves as a mobile trash can, so people have a convenient place for their rubbish all the time.

The students shared their opinions about the project, with many acknowledging the dire littering situation in Vietnam. Students threw their support behind the campaign and agreed to start using it, to work towards a cleaner Vietnam.



It can cause pollution, undermining the beauty of Vietnam.

RMIT Student

## Flights

COVID-19 had a significant impact on air travel around the world. In 2020, RMIT saw the number of flights taken drop by 98%, this was primarily due to the early response by the University and the subsequent travel restrictions imposed by the Australian Government. Consequently, RMIT's scope 3 emissions from domestic and international travel dropped to 279 tCO<sub>2</sub>-e, the lowest levels recorded.

## Management Systems

In 2020, RMIT Property Services achieved re-certification of their Integrated Management System, which brings together quality, environment and occupational health & safety. Property Services is also certified under the Asset Management Standard and is externally audited against the new ISO 41001 Facility Management Standard for the management of its building services.

RMIT University Property Services is formally certified and externally audited against the following ISO standards:

- ISO 9001 Quality Management
- ISO 14001 Environmental Management
- ISO 45001 Occupational Health and Safety Management
- ISO 55001 Asset Management

Alignment to these international standards provides greater assurance of service delivery outcomes to RMIT's students, staff, contractors and other stakeholders.

## Sustainable Transport

RMIT encourages healthy and active lifestyles through sustainable transport choices. RMIT generates significant travel with 50,000 staff and students travelling almost every day for work and study in a standard year. RMIT's approach to sustainable transport is guided by the Integrated Sustainable Transport Plan which provides the framework to enable and motivate more staff and students to walk, ride and use public transport.

RMIT is well served by public transport (trains, trams and buses) at the three Australian campuses. RMIT University is a key interface point with Rail Projects Victoria for the delivery of the Metro Tunnel project. The Metro Tunnel will provide more train services for students, staff and visitors whilst strengthening connections between RMIT campuses.

The University provides a range of high-quality cycling infrastructure to encourage students and staff to ride to campus. This includes secure bike parking and comprehensive change facilities, as well as many bike hoops available across all onshore campuses. RMIT has a total of 787 secure bike parks available:

### City campus

Building 51 Bike Hub	400 spaces
Building 80 Bike Parking	90 spaces
Building 100 Bike Parking	12 spaces
Building 106 Bike Parking	132 spaces
Building 108 Bike Parking	24 spaces

### Brunswick campus

Building 514 Bike Cage	57 spaces
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### Bundoora campus

Building 202 Bike Cage	40 spaces
Building 253 Bike Cage	32 spaces

RMIT supports new staff and students to cycle through a series of bike workshops available throughout the year, run by student clubs and external providers. RMIT also support key cycling events throughout the year such as Ride to Uni day.



## Water

RMIT is committed to reducing water use intensity across the campuses, through a focus on water efficiency, harvesting and reuse. RMIT prioritises water efficiency in the RMIT Design Standards, by setting minimum standards for fixtures and fitting, encouraging water capture and storage and introducing water sensitive urban design in landscaping.

In 2020, RMIT consumed 182,503 kilolitres of potable water, this was significantly influenced by COVID-19 and the move to remote learning. The operational split between water consumption was:

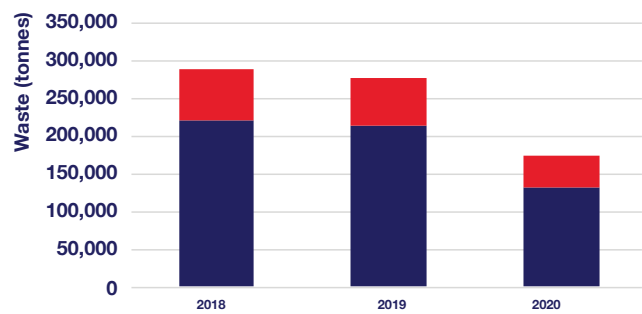
- Australian campuses consumed 136,265 kilolitres.
- Vietnam campuses consumed 46,238 kilolitres.

RMIT does not record consumption volumes from alternative water sources, such as those harvested from stormwater or captured from rainwater. While these sources are used, they are not directly measured, instead, their use offsets the University's requirements for potable water and is reflected by lower potable water consumption levels.

The water consumption levels at the Australian campuses represent a 56 per cent reduction in water consumption intensity per EFTSL compared to 2007.

RMIT has a total of 40 smart meter devices installed across the building portfolio, giving visibility to consumption profiles. As well as the smart meter devices, RMIT has a total capacity of 1.3 million litres of on-site storage tanks, reducing requirements for potable water usage. The on-site storage allows for the capture of rainwater and stormwater, typically for use in toilet flushing or irrigation. At the Bundoora Campus RMIT captures stormwater in natural basins, when the water levels are high enough the excess water is used in cooling tower applications on the campus

In 2020, the University installed a total of 524 sensors to existing bathroom taps, as part of the University response to COVID in reducing the number of touch points in high traffic locations. This project also reduced the consumption of potable water as the more efficient taps are on for a shorter periods of time.



**Australian water consumption (kL)**

**Vietnam water consumption (kL)**



### 9.3. Sustainable Buildings

#### Sustainable Buildings on Campus

The RMIT Sustainable Design Principles provide specific guidance for designers and consultants in capital projects to ensure industry best practice sustainable outcomes are achieved throughout the lifecycle of RMIT's new and existing spaces.

RMIT aims to achieve sustainable outcomes in capital projects by encouraging design and operation practices that promote:

- passive design to reduce building energy consumption
- materials selection that prioritise low toxicity
- low environmental impact materials
- supply chain transparency
- principles of a circular economy
- active and sustainable transport
- good health and wellbeing for all occupants

These outcomes are embedded in the project management processes and the RMIT Design Standards.

As a founding member of the Green Building Council of Australia (GBCA), RMIT has a longstanding commitment to the Green Star rating tool. RMIT ensures that changes to the built environment demonstrate leadership excellence in sustainable design and innovation. RMIT values the Green Star framework, as a clear and consistent model to recognise sustainability achievements and targets a minimum 5-star Green Star As-Built certification for all new developments and significant refurbishments.

Below is a list of all RMIT Green Star rated projects:

Project	Rating	Rating Tool	Year
Building 106 OurPlace	5 Star	Interiors V1.2	2021
New Academic Street (Buildings 8, 10, 12 & 14)	5 Star	Interiors (pilot)	2017
Building 231 Bundoora West Student Accommodation	5 Star	Multi-Unit Residential (legacy tool)	2015
Building 100 Design Hub	5 Star	Education Design Rating V1 (legacy tool)	2012
Building 80 Swanston Academic Building	5 Star	Education Design Rating V1 (legacy tool)	2012
Building 224 Bundoora West Lecture Theatre	4 Star	Education Design Rating V1 (legacy tool)	2011
Building 55 Advanced Manufacturing Precinct	5 Star	Education Design Rating V1 (legacy tool)	2011
Building 1 Francis Ormond Building	5 Star	Office Design Rating V2 (legacy tool)	2010



## OurPlace

OurPlace is the University's workplace for operational staff and the space was designed to bring people together and help them connect.

**OurPlace** is located at 222 Lonsdale Street, centralising over 1,000 RMIT staff members into one collaborative workspace, occupying over 10,000m<sup>2</sup> over three levels. OurPlace is an activity-based workplace, providing a range of work settings where people have the choice to work in the best space for the type of work they are doing.

Indigenous Reconciliation was a key objective of OurPlace and was a fundamental part of the architect's design work. Throughout the design process, the OurPlace designers worked closely and often with Boon Wurrung elder **N'Arwee't Dr Carolyn Briggs AM** and the Indigenous Education and Engagement Team. The materials and colours in the spaces represent the six Boon Wurrung seasons.

The five-star Green Star Interiors v1.2 certified fitout was assessed against nine holistic impact categories including management, indoor environment quality, energy, transport, water, land-use and ecology, emissions and innovation. The Green Star certification has demonstrated that the design, construction and operations of OurPlace has met "Australian excellence" in sustainability standards.

OurPlace was designed with health and wellbeing in mind, with indoor spaces having fresh air and ample natural daylight. The lighting control has been designed to maximise natural daylight in the space. Particulate and toxins from paints, sealants, carpets, furniture and cleaning products have been minimised wherever possible and the furniture selected was required to have strong third-party sustainability and ergonomic ratings.

Indoor plants have been evenly distributed throughout the building to improve indoor environment quality and ensure that people still feel connected to nature when they are inside.

100% of OurPlace electricity comes from renewable energy supplied from the RMIT supported Crowlands Wind Farm in regional Victoria, procured under MREP1 (see section 9.1). OurPlace is automated to ensure that energy and water consumption is minimised, this includes temperature control, lighting control and the shutdown of IT and AV equipment after hours. Additionally, kitchen appliances were selected based on their energy efficiency rating.

The base building also offers end of trip facilities to RMIT staff working within the building, this facility is offered as part of the building's lease arrangements. The end of trip facilities located on level B1, offer showers, change facilities, large lockers and amenities to assist staff in choosing a sustainable commute. The bike storage facility is capable of holding 132 bikes securely with direct access to the staff lifts. RMIT has similar facilities available at the large central Bike Hub, located in Building 51.



#### 9.4. Procurement

As one of Australia's largest tertiary institutions, RMIT has a significant impact through the University's operational footprint and supply chain. This allows the University to leverage its buying power to drive improved practices in the supply chain and support the strategic objective of shaping the world.

Guided by the Sustainable Procurement Plan, RMIT integrates sustainability considerations into its procurement practices including processes, responsibilities and governance. The University's approach to sustainable procurement is aligned with the international standard, ISO 20400:2017 Sustainable procurement – guidance (ISO 20400). The standard defines sustainable procurement as “procurement that has the most positive environmental, social and economic impacts possible over the entire life cycle”.

RMIT is a signatory to the UN Global Compact and is committed to applying its Ten Principles that establish fundamental responsibilities of business in the areas of human rights, labour, environment and anti-corruption.

The RMIT Corporate Social Responsibility (CSR) framework is applied in the procurement process to meet these principles and to ensure that suppliers meet the minimum requirements regarding their own ethical practices. The CSR framework includes a comprehensive screening process for all prospective suppliers and the signing of the RMIT Supplier Code of Conduct as a requirement of the contract process.

All tenders have a weighting for sustainability, Indigenous and student engagement outcomes and sustainability outcomes are also driven through the contract management process with existing vendors.

Overall RMIT expenditure in 2020 significantly dropped due to the pandemic, with the largest categories of third-party spend being in IT operations and projects, the implementation of the new Enterprise Resource Platform and the repairs and maintenance of University buildings.

Key sustainability highlights:

- RMIT's major facilities management agreement with Airmaster Australia resulted in the employment of 29 apprentices in 2020.
- Approximately 10% of RMIT catering expenditure in 2020 was with the three Indigenous and two non-profit enterprises on the RMIT Catering Panel.
- 88% of all RMIT office paper purchases in 2020 were carbon neutral certified products.

In 2020, overall Australian spend on office consumables was lower due to the impacts of COVID-19 and most staff working from home for much of the year. Products supplied by Indigenous companies were also actively pursued and added to the RMIT office supplies contract as and when available.

RMIT retendered the office supplies and general consumables contract. The tender evaluation criteria focused on fair trade, recycled, reusable and Indigenous-produced goods, reinforcing RMIT's commitment to sustainability and corporate social responsibility.

The responsible sourcing framework, developed for the Campus Store, was activated in 2020 to improve sustainability and minimise ethical risks in the supply chain. This led to some positive changes, with vendors unwilling to engage removed from the vendor list and a range of dynamic and sustainable companies added and promoted. Work continued with Ngarara Willim and key student groups to showcase and stock community and student-designed products.



## 9.5. Philanthropy and Investments

A tertiary education can transform the lives of students, giving them the opportunity to access knowledge and pursue their passion.

### RMIT Philanthropy

**RMIT Philanthropy** connects the University's community of supporters – donors, staff, alumni, industry partners and students – with University initiatives they are passionate about to deliver strategic funding and support that advances RMIT's ambitions.

To effectively manage and further the impact of donations, the executive-led Philanthropy Committee is responsible for managing the RMIT Philanthropy Fund, including implementing the RMIT Responsible Investment Principles. These principles work to ensure that in addition to financial considerations, Environmental, Social and Governance (ESG) issues are taken into account when making investment decisions.

Ninety-nine per cent of philanthropic funds are managed by Russell Investments, and the other one per cent is invested by RMIT in managed seed investment funds to support start-up companies. As a signatory of the UN Principles for Responsible Investment, Russell Investments has a sound awareness of ESG factors, allowing RMIT to benefit from their deep expertise in investment strategies and create a spectrum of investment opportunities.

Managed by the Philanthropic Fund Committee a total of \$2.8m of philanthropic funds were disbursed across RMIT in 2020. RMIT provided 611 philanthropic scholarships, 30 technology grants were supported for vocational students as well as 8,000 relief grants to students during the COVID-19 crisis. Additionally, 400 students received philanthropically funded emergency food and care packages.

### Responsible Investment

The **RMIT Responsible Investment Principles** guide the University's investment managers to ensure that the portfolio minimises activities that have a material impact on climate change, including involvement in fossil fuels, while screening for issues relating to public health and wellbeing.

RMIT also monitors the portfolio in relation to globally accepted norms on corporate sustainability behaviours to ensure the University can meet its commitments to the UN Global Compact. RMIT's investment manager Russell Investments is a signatory to the United Nations Principles of Responsible Investment.

RMIT has worked with its external investment manager Russell Investments to launch a new sustainable fund, marking the final step in minimising investments with a material impact on climate change.

The new Russell Investments Sustainable Global Shares Fund ex Fossil Fuels Fund excludes companies with carbon reserves and companies which derive material revenue from fossil fuel-related activities.

As at 31 December 2020, RMIT held \$89m in philanthropic funds across a range of investments, including equities, bonds and cash. 100% of the equity component of the RMIT philanthropic funds are invested in two responsible investment products:



- The Russell Investments Australian Responsible Investment ETF fund is weighted towards companies that demonstrate positive environmental, social and governance (ESG) characteristics. It negatively screens for companies that have significant involvement in a range of activities including fossil fuels, tobacco, gambling and controversial weapons.
- The Russell Investments Sustainable Global Shares Fund ex Fossil Fuels maintains a reduced carbon exposure, whilst also increasing exposure to renewable energy. The Fund excludes companies with fossil fuel reserves, as well as companies with significant involvement in fossil fuels. The fund of international shares is designed for investors who value environmental, social and governance (ESG) considerations within the investment decision-making process, particularly those related to climate change risk. Other ESG exclusions include controversial weapons and tobacco companies.

This fund change marks the final step in achieving RMIT's commitment to ensuring that the portfolio minimises activities that have a material impact on climate change, including involvement in fossil fuels, as outlined in the RMIT Responsible Investment Principles.

# 10. GRI Reporting

## 10.1. Material Topics and SDG Mapping

Material Topic	SDG	GRI Indicator	Location
<b>Learning and Teaching</b>			
Learning, teaching and education for current and future RMIT students.		103-1 Explanation of the material topic and its boundaries	Section 6
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
<b>Research</b>			
The outcomes of RMIT University's research and the impacts they have on the wider world.	 	103-1 Explanation of the material topic and its boundaries	Section 7
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
<b>Health, Safety and Wellbeing</b>			
The physical and mental health, safety and wellbeing of all students, staff, employees and the general public.	 	103-1 Explanation of the material topic and its boundaries	Section 8.8
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
		403-1 Occupational health and safety management system	Section 8.8
<b>Partnerships</b>			
Collaborative relationships with industries, institutions and organisations to meet challenges in sustainable development.		103-1 Explanation of the material topic and its boundaries	Section 4.2
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
<b>Climate Change</b>			
Responding to a changing climate by understanding our impacts and the risks to our operations as well as through our research, teaching and leadership activities.		103-1 Explanation of the material topic and its boundaries	Section 9.1
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
		305-1 Direct (Scope 1) GHG emissions	Section 9.1
		305-2 Energy indirect (Scope 2) GHG emissions	Section 9.1
		305-3 Other indirect (Scope 3) GHG emissions	Section 9.1
		305-4 GHG emissions intensity	Section 9.1

Material Topic	SDG	GRI Indicator	Location
<b>Environmental Footprint</b>			
RMIT building and infrastructure across all campuses and sites. Prioritising energy and greenhouse gas emissions and including water, waste and staff travel		103-1 Explanation of the material topic and its boundaries	Section 9.1
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
		302-1 Energy consumption within the organisation	Section 9.1
		302-3 Energy intensity	Section 9.1
		303-1 Water withdrawal by source	Section 9.2
		306-2 Waste by type and disposal method	Section 9.2
<b>Governance and Values</b>			
Policies, systems and approaches to the governance and implementation of the core values of the University in its relationships.		103-1 Explanation of the material topic and its boundaries	Section 3.2
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
<b>Diversity and Inclusion</b>			
Students, staff and employees who study and work at RMIT campuses and sites worldwide including staff gender equality, students from low socio-economic backgrounds, culturally and linguistically diverse backgrounds, diverse genders sexes and sexualities, Aboriginal and Torres Strait Islander backgrounds and disability and access		103-1 Explanation of the material topic and its boundaries	Section 8
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
		405-1 Diversity of governance bodies and employees	Section 8.1 & Section 8.2
<b>Staff Capability</b>			
Staff at all campuses, including attraction and retention, labour relations and workforce casualisation.		103-1 Explanation of the material topic and its boundaries	Section 8.1
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	
		404-3 Percentage of employees receiving regular performance and career development reviews	Section 8.1
<b>Public Policy and Leadership</b>			
Adopting a leadership position among our peers and influencing our stakeholders on challenges in sustainable development.		103-1 Explanation of the material topic and its boundaries	Section 4 & Section 7
		103-2 The management approach and its components	
		103-3 Explanation of how the organization evaluates the management approach.	

## 10.2. GRI Disclosures

GRI Disclosure		Location
<b>Organisational Profile</b>		
102-1	Name of the organisation	Royal Melbourne Institute of Technology
102-2	Primary brands, products, and services	Section 3.1
102-3	Location of the organization's headquarters	124 Latrobe Street, Melbourne VIC 3000
102-4	Number of countries where the organization operates	Section 3.1
102-5	Nature of ownership and legal form	Section 3.1 & Section 3.2
102-6	Markets served: geographic locations, sectors served, types of customers and beneficiaries	rmit.edu.au/about
102-7	Scale of the organisation	rmit.edu.au/annualreport
102-8	Total number of employees by employment contract (permanent and temporary), by gender	Section 8.1
102-9	A description of the organization's supply chain	Section 9.3
102-10	Significant changes to the organization's size, structure, ownership, or supply chain	No significant changes
102-11	Whether and how the organization applies the Precautionary Principle or approach	Section 3.3
102-12	A list of externally-developed economic, environmental and social charters, principles, or other initiatives to which the organization subscribes, or which it endorses	Section 4.2 & Section 5.2
102-13	A list of the main memberships of industry or other associations, and national or international advocacy organizations	Section 4.2 & Section 5.2
<b>Strategy</b>		
102-14	A statement from the most senior decision-maker of the organization about the relevance of sustainability to the organization and its strategy for addressing sustainability	Section 2
<b>Ethics and Integrity</b>		
102-16	A description of the organization's values, principles, standards, and norms of behaviour	Section 3.3
<b>Governance</b>		
102-18	Governance structure of the organisation	Section 3.2
<b>Stakeholder Engagement</b>		
102-40	A list of stakeholder groups engaged by the organization	Section 5.1
102-41	Percentage of total employees covered by collective bargaining agreements	Section 8.1
102-42	The basis for identifying and selecting stakeholders with whom to engage	Section 5.1
102-43	The organization's approach to stakeholder engagement	Section 5.1
102-44	Key topics and concerns raised	Section 1.3

<b>GRI Disclosure</b>		<b>Location</b>
<b>Reporting Practice</b>		
102-45	Entities included in the consolidated financial statements	rmit.edu.au/annualreport
102-46	Defining report content and topic boundaries	Section 1.1
102-47	A list of material topics	Section 1.3
102-48	Restatements of information	Section 1.1
102-49	Changes in reporting	Section 1.3
102-50	Reporting period	Section 1.1
102-51	Date of most recent report	Section 1.1
102-52	Reporting cycle	Section 1.1
102-53	Contact point for questions regarding the report	Section 1.3
102-54	Claims of reporting in accordance with the GRI Standards	Section 1.1
102-55	GRI content index	This table
102-56	External assurance	Section 1.1






### 10.3. SDGs Index (target level)

The following table identifies examples of Sustainable Development Goals and respective main targets addressed by our sustainability agenda and published in this report.

SDG	Target	Location	Type of contribution*
<b>SDG 1</b> 	1.1 Eradicate extreme poverty	Sections 6.4,	Indirect
	1.2 Reduce people living in poverty	7.1, 7.2, 8.2,	Indirect
	1.5 Build the resilience of the poor and vulnerable	8.2, 8.5 and 9.5	Indirect
<b>SDG 2</b> 	2.3 Increase agricultural productivity and incomes of small-scale food producers	Sections 7.1 and 7.2	Indirect
	2.4 Sustainable agriculture practices and food production systems		Indirect
	2.a Increase in agricultural research to enhance agricultural productive capacity in developing countries		Direct and Indirect
<b>SDG 3</b> 	3.4 Reduce mortality from non-communicable diseases and promote mental health and well-being	Sections 7.1, 7.2 and 8.6	Indirect
	3.b Research & development of vaccines and medicines		Direct and Indirect
<b>SDG 4**</b> 	4.3 Equal access for all women and men to affordable and quality technical, vocational and tertiary education	Sections 6, 7.1, 7.2, 8.2 & 8.2	Direct and Indirect
	4.4 Increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship		Direct and Indirect
	4.5 Eliminate gender disparities in education and ensure equal access for the vulnerable, including persons with disabilities and indigenous peoples		Direct and Indirect
	4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development		Direct and Indirect
	4.b. Scholarships for developing countries		Direct and Indirect
<b>SDG 5**</b> 	5.1 End all forms of discrimination against all women and girls everywhere	Sections 7.1, 7.2, 8.1, 8.2 and 8.3	Direct and Indirect
	5.2 Eliminate violence against all women and girls		Direct and Indirect
	5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making		Direct and Indirect
	5.c Adopt and strengthen policies for gender equality and the empowerment of all women and girls		Direct and Indirect
<b>SDG 6</b> 	6.2 Access to safe and equitable sanitation and hygiene	Sections 7.1, 7.2, 7.5, 9.2 and 9.4	Indirect
	6.3 Improve water quality		Indirect
	6.4 Increase water use efficiency		Direct and Indirect
	6.5 Integrated water resource management		Indirect

SDG	Target	Location	Type of contribution*
<b>SDG 7**</b> 	7.2 Increase the share of renewable energy	Sections 7.1, 7.2, 9.1 and 9.4	Direct and Indirect
	7.3 Improvement in energy efficiency		Direct and Indirect
	7.a International cooperation to facilitate access to clean energy research and technology		Direct and Indirect
<b>SDG 8**</b> 	8.4 Improve resource efficiency in consumption & production	Sections 6.2, 6.3, 7.1, 7.2, 8.2, 8.4, 8.6 and 9.3	Indirect
	8.5 Productive employment and decent work for all		Direct and Indirect
	8.6 Reduce the proportion of youth not in employment, education or training		Direct and Indirect
	8.7 Take action to eradicate forced labour, modern slavery, human trafficking, child labour and child soldiers		Direct and Indirect
	8.8 Protect labour rights and promote safe and secure working environments		Direct and Indirect
<b>SDG 9**</b> 	9.1 Develop quality, reliable, sustainable & resilient infrastructure	Sections 6.3, 7.1, 7.2, 7.3, 7.4 and 7.5	Indirect
	9.2 Promote inclusive & sustainable industrialisation		Indirect
	9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors		Direct and Indirect
	9.b Domestic technology development, research & innovation		Direct and Indirect
<b>SDG 10**</b> 	10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Sections 6.4, 7.1, 7.2, 8.1, 8.2 and 8.5	Direct and Indirect
	10.3 Equal opportunity and reduce inequalities – legislation, policies and action		Direct and Indirect
	10.4. Adopt policies and progressively achieve greater equality		Direct and Indirect
<b>SDG 11</b> 	11.3 Inclusive and sustainable urbanisation	Sections 7.1, 7.2, 7.5, 9.2 and 9.4	Indirect
	11.4 Protect and safeguard the world's cultural & natural heritage		Direct and Indirect
	11.6 Reduce adverse environmental impact of cities		Indirect
	11.a Strengthening national and regional development planning		Indirect
<b>SDG 12**</b> 	12.2 Sustainable management and efficient use of natural resources	Sections 5.3, 5.4, 7.1, 7.2, 7.5, 9.1, 9.2 and 9.3	Direct and Indirect
	12.3 Reduce food waste & food losses		Indirect
	12.5 Reduce waste generation through prevention, reduction, recycling and reuse		Direct and Indirect
	12.6 Adopt sustainable practices and integrate sustainability information into reporting cycles		Direct and Indirect
	12.8 Ensure information and awareness for sustainable development and lifestyles in harmony with nature		Direct and Indirect



SDG	Target	Location	Type of contribution*
<b>SDG 13**</b> 	13.1 Resilience and adaptive capacity to climate-related hazards and natural disasters	Sections 5.3, 7.1, 7.2, 9.1 and 9.4	Indirect
	13.2 Integrate climate change policies into national policies, strategies and planning		Indirect
	13.3 Improve education, awareness and capacity on climate change		Direct and Indirect
	13.b Raising capacity for climate change related planning and management		Indirect
<b>SDG 14</b> 	14.1 Prevent and reduce marine pollution	Sections 7.1 and 7.2	Indirect
	14.a Increase scientific knowledge, develop research capacity and transfer marine technology		Indirect
<b>SDG 15</b> 	15.1 Conservation, restoration and sustainable use of terrestrial & inland freshwater ecosystems	Sections 7.1 and 7.2	Indirect
	15.9 Integrate ecosystem and biodiversity values planning, development and poverty reduction		Indirect
<b>SDG 16**</b> 	16.3 Promote the rule of law at national and international levels	Sections 3.2, 3.3, 4.1, 7.1, 7.2 and 7.4	Indirect
	16.5 Reduce corruption and bribery		Indirect
	16.6 Effective, accountable and transparent institutions		Direct and Indirect
	16.b Promote non-discriminatory laws and policies for sustainable development		Direct and Indirect
<b>SDG 17**</b> 	17.6 Regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing	Sections 4.1, 4.2, 5.2, 7.1, 7.2, 7.3 and 7.5	Direct and Indirect
	17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies		Direct and Indirect
	17.14 Policy coherence for sustainable development		Direct and Indirect
	17.16 Enhance the Global Partnership for Sustainable Development		Direct and Indirect
	17.17 Effective public, public-private and civil society partnerships		Direct and Indirect
	17.19 Develop measurements of progress on sustainable development		Indirect

\*Type of contribution: **Direct** – Outcomes directly contributing to the achievement of one or more SDG target; **Indirect** – Research outcomes contributing to increase awareness, mobilise resources, influence policy and/or build capacity to the achievement of one or more SDG target.

\*\*SDG identified as relevant to our business and key stakeholders by our Materiality test. Details of RMIT's Materiality Test are provided in the section 1.3 Materiality.

**Notes**



