Yoorrook Justice Commission Inquiry into the Tertiary Education Sector

RMIT Response to Request for Information

March 2024

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FIRST NATIONS STUDENTS

Request Number 1 - For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of:
   a. **Enrolment numbers (in EFTSL): and**
   b. **Completion rates (and results);**

including as a proportion of all students.

Table 1 (i) Enrolment numbers (in EFTSL)

	Indigenous		Non-Indigenous	
Report Year	**HE**	**VE**	**HE**	**VE**
2018	157.50	129.98	9,296.99	51,543.25
2019	153.25	120.61	9,878.37	53,850.63
2020	169.13	115.63	8,948.62	52,317.25
2021	166.63	84.54	8,599.27	53,517.63
2022	163.25	66.09	8,166.12	51,360.88
2023	138.75	84.63	9,217.35	51,623.13
2024	138.13	83.40	8,937.51	45,890.00

Table 1 (ii) Completion rates

	Indigenous		Non-Indigenous	
Report Year	**HE**	**VE**	**HE**	**VE**
2018	38.71%	48.65%	61.79%	52.49%
2019	28.30%	48.54%	58.85%	53.54%
2020	41.07%	33.08%	67.24%	49.00%
2021	46.05%	26.79%	68.58%	50.92%
2022	45.07%	32.11%	67.39%	47.74%
2023	38.89%	36.25%	66.07%	40.47%

Notes: Higher Education EFTSL is calculated as sum of EFTSL and Vocational Education is SUM(TOTAL_STD_CONTACT_HRS) / 720. Enrolments are for commencing and continuing Indigenous students for a reporting year.

Request Number 2 - For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including:

   a. **Age;**
   b. **Gender; and**
   c. **Whether Victorian-based prior to commencing study (i.e. whether they have travelled / moved from interstate to study at the University).**

Table 2 (i) Age breakdown - First Nations students

Report Year	Aged 20 - 24	Mature Age 25 - 44	Mature Age 45+	Young People 15 - 19
2018	93	241	52	0
2019	123	204	65	0
2020	152	205	45	3
2021	157	196	53	9
2022	139	158	30	43
2023	130	142	32	75
2024	85	97	28	102

Table 2 (ii) Gender breakdown - First Nations students

Report Year	Female	Male	X	Total
2018	189	196	1	386
2019	194	194	4	392
2020	214	190	1	405
2021	221	194		415
2022	200	166	4	370
2023	213	159	7	379
2024	171	134	7	312

Table 2 (iii) Geographic location prior to study – First Nations students

Report Year	Interstate	Victoria	Total
2018	118	268	386
2019	104	288	392
2020	92	313	405
2021	95	320	415
2022	93	277	370
2023	86	293	379
2024	68	244	312

Notes: Filters used for the above calculation include commencing and continuing First Nations students in both Higher Education and Vocational Education sectors.

Request Number 3 - For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University:

- a. **Pre-degree;**
- b. **Undergraduate;**
- c. **Postgraduate:**
    - i. **Graduate Diploma;**
    - ii. **Masters;**
    - iii. **PhD,**

including whether by research or coursework.

Table 3 (i) Level of study undertaken by First Nations students

Report Year	Pre- degree	Undergraduate	Postgraduate	Non-Award	Grand Total
2018	115	243	55	2	415
2019	100	250	61	1	412
2020	109	241	77		427
2021	104	240	86	1	431
2022	81	210	96	1	388
2023	125	191	75		391
2024	82	178	64		324
Grand Total	**716**	**1553**	**514**	**5**	**2,788**

Table 3(ii) Postgraduate breakdown - level of study for First Nations students

Report Year	Doctorate by Research	Grad Dip / Pgrd Dip - extd area	Graduate Certificate	Master by Coursework	Master by Research	Grand Total
2018	9	4	17	23	2	55
2019	9	3	16	32	1	61
2020	16	6	22	32	1	77
2021	22	3	32	29		86
2022	21	5	36	34		96
2023	23	8	18	25	1	75
2024	18	5	14	27		64
Grand Total	**118**	**34**	**155**	**202**	**5**	**514**

Request Number 4 - For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe:

   a.   **The year that the University had its first First Nations graduate; and**
   b.   **The number of First Nations graduates in 2023.**

Table 4 (i) First Nation graduates by area of study

Table Reference:
a. The year that the University had its first First Nations graduate – Highlighted in Yellow
b. The number of First Nations graduates in 2023 is outlined in the 2023 column

Area of Study	Detailed Field	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Human Welfare Studies and Services	Care for the Aged				1	1														
	Care for the Disabled															1			1	2
	Counselling	1							4			1		1	2		1	3		
	Human Welfare Studies and Services not elsewhere classified							33	5	34	14	9	19	3	1	1	2	17	5	12
	Social Work				1	1	1	2	1	1			3	1			2	4	1	1
	Welfare Studies			10	9	7	5				1									
	Youth Work		1			3	1	4			10	20	6	11	19	16	6	4		1
Law	Business and Commercial Law				1						1			1	1	1				
	Legal Practice			1														1	1	
Nursing	Critical Care Nursing								1											
	General Nursing	2			4	1	1	2	5	2	1	2	3	1	3	5	2	2	3	
	Mental Health Nursing									1		1			1	2	1	2		
	Midwifery	1																		
	Mothercraft Nursing and Family and Child Health Nursing								2					1						
	Nursing													1						
Other Education	Education not elsewhere classified	23			10		3						3	4	4	1				
Grand Total		**27**	**1**	**12**	**26**	**12**	**11**	**41**	**18**	**38**	**27**	**33**	**34**	**24**	**31**	**27**	**14**	**33**	**11**	**16**

Request Number 5 - For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University):

    a. **Agriculture and agritech;**
    b. **Architecture, construction and planning;**
    c. **Business, management and entrepreneurship;**
    d. **Creative arts and design;**
    e. **Engineering, automation and technology;**
    f. **Environmental sciences and sustainability;**
    g. **Health, medicine, psychology;**
    h. **Information technology and computing;**
    i. **Law and paralegal studies;**
    j. **Media and communications;**
    k. **Personal care and fitness;**
    l. **Sciences and mathematics;**
    m. **Society, culture and humanities;**
    n. **Teacher education and training;**
    o. **Travel, tourism and hospitality; and**
    p. **Veterinary medicine.**

including as a proportion of all students enrolled in that field of study.

Table 5 (i) First Nation student enrolments by field of study

Fields of study	Indigenous							Non-Indigenous						
	2018	2019	2020	2021	2022	2023	2024	2018	2019	2020	2021	2022	2023	2024
Agriculture, Environmental and Related Studies	13	15	9	11	4	6	8	386	469	499	513	486	471	449
Architecture and Building	17	24	29	29	26	20	19	6,522	6,943	6,897	7,063	6,338	5,945	5,414
Creative Arts	56	62	71	58	65	66	73	10,817	11,521	11,718	12,808	12,785	13,086	11,822
Education	17	15	19	15	9	13	17	2745	2,736	2,365	2,052	1,620	1,880	2,036
Engineering and Related Technologies	41	39	36	43	36	33	37	13,535	13,837	13,427	13,350	12,535	12,837	11,783
Health	55	41	37	32	47	47	31	5,384	6,095	5,771	5,618	5,393	5,147	4,614
Information Technology	19	16	20	20	18	20	12	5,978	6,772	7,686	7,467	7,148	8,092	7,620
Management and Commerce	65	70	80	89	61	53	46	30,050	30,365	30,370	30,983	29,347	29,090	23,504
Mixed Field Programmes	11	11	10	6	1	10	9	1,081	983	979	716	599	1,073	1,284
Natural and Physical Sciences	11	12	15	18	16	16	6	4,021	4,259	4,192	4,048	3,761	3,997	3,887
Society and Culture	104	103	92	105	97	107	66	6,667	6,968	7,460	7,740	7,558	7,653	6,812
Unclassified	6	4	9	5	8			5,987	4,179	2,793	1,796	1,080	1,289	721
Grand Total	415	412	427	431	388	391	324	93,173	95,127	94,157	94,154	88,650	90,560	79,946

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Table 5 (ii) First Nation student enrolments by field of study - Proportion by percentage

Fields of study	2018	2019	2020	2021	2022	2023	2024
Agriculture, Environmental and Related Studies	3.26%	3.10%	1.77%	2.10%	0.82%	1.26%	1.75%
Architecture and Building	0.26%	0.34%	0.42%	0.41%	0.41%	0.34%	0.35%
Creative Arts	0.52%	0.54%	0.60%	0.45%	0.51%	0.50%	0.61%
Education	0.62%	0.55%	0.80%	0.73%	0.55%	0.69%	0.83%
Engineering and Related Technologies	0.30%	0.28%	0.27%	0.32%	0.29%	0.26%	0.31%
Health	1.01%	0.67%	0.64%	0.57%	0.86%	0.90%	0.67%
Information Technology	0.32%	0.24%	0.26%	0.27%	0.25%	0.25%	0.16%
Management and Commerce	0.22%	0.23%	0.26%	0.29%	0.21%	0.18%	0.20%
Mixed Field Programmes	1.01%	1.11%	1.01%	0.83%	0.17%	0.92%	0.70%
Natural and Physical Sciences	0.27%	0.28%	0.36%	0.44%	0.42%	0.40%	0.15%
Society and Culture	1.54%	1.46%	1.22%	1.34%	1.27%	1.38%	0.96%
Unclassified	0.10%	0.10%	0.32%	0.28%	0.74%	0.00%	0.00%

Request Number 6 - **For the period 1 January 2018 to present, provide an explanation of alternative entry pathways offered by the University for First Nations prospective students in the study areas nominated in response to paragraph [5].**

RMIT University and the Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples (Ngarara Willim) are committed to providing Aboriginal and Torres Strait Islander people greater access to vocational and higher education programs. RMIT's Indigenous Access Program (IAP) provides potential students with an alternative priority access entry scheme.

The IAP supports increased participation of Aboriginal and Torres Strait Islander applicants into their chosen course of study at RMIT university. First Peoples students are assessed on their capacity to study through a non-Australian Tertiary Admission Rank (ATAR) and non-competitive selection process, and applicants are supported with entry into RMIT through an informal interview process to discuss their study aspirations and learn greater details about their chosen course.

As part of this process, applicants are invited to attend an informal interview with the relevant Program Manager or Selection Officer for their chosen program, along with a Ngarara Willim staff member to provide support during the interview. After the interview, Program Managers confirm whether they would support the student receiving an offer from the college.

Throughout the IAP process applicants are provided with individualised support from Ngarara Willim Centre staff, and the IAP has been effective in providing successful course offers through an alternative entry pathway approach.

Request Number 7 - For the period 1 January 2018 to present, in relation to First Nations-specific pre-degree courses offered by the University, provide an overview of:

    a. **Total number of students who completed the pre-degree courses; and**
    b. **Rate of entry of those students into undergraduate degree courses.**

Table 7 (i) First Nations student pre-degree completions and progression

Report Year	Pre-degree Completions	Progressed to Undergraduate	Progression Rate
2018	39	14	35.90%
2019	25	12	48.00%
2020	17	9	52.94%
2021	27	1	3.70%
2022	15	0	0
2023	31	8	25.81%

Notes:

Pre-degree Completions - this involves identifying students who have finished their pre-degree programs within the given period. Pre-degree courses are identified by specific program type codes ('20', '60', '83', '84', '85'), indicating that these courses are designed as foundational studies that prepare students for higher education.

Progressed to Undergraduate - this section looks at the same group of students to see if they have enrolled in any undergraduate courses. Undergraduate programs are also identified by specific program type codes ('9', '10', '13', '21', '23', '30', '41'), which represent various bachelor's degree courses or equivalent higher education programs after completing their pre-degree studies. It focuses on the most recent undergraduate program a student has joined.

Progression Rate - this aggregates the data to calculate the total number of First Nations students completing pre-degree courses and the proportion of these students who advanced to undergraduate studies. This is expressed as a progression rate, showing the percentage of students who took the next step in their academic journey.

Request Number 8 - For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of:

    a. **Course delivery; or**
    b. **Student support,**

offered by the University, including the period in which each relevant mode was in place, and any external funding sources to support these services.

a. Course Delivery:

2016, 2017 & 2019 - Certificate IV Small Business Management delivered offsite in Preston.

2018 & 2024 – delivery of First Aid, CPR, Level 1 Sports Training to Community cohorts on site at RMIT Bundoora campus.

2018-2021 Certificate IV and Diploma of Alcohol and Other Drugs delivered in collaboration with Indigenous AOD services within communities across Alice Springs, Tenant Creek, and Katherine.

2019-2020 – Diploma of Community Services in partnership with Dardi Munwurro. Delivery off site in Preston.

2020-2022 - Certificate IV Project Management Practice, online delivery.

2020– 2021 – Diploma of Community Services, delivered in collaboration with the Dandenong and District Aboriginal Corporation (DDACL) was conducted off site at the organisation.

2021 - 2022 - Diploma of Community Services, delivered in collaboration Victorian Aboriginal Legal Service (VALS) was conducted off site at the organisation.

2023 - Graduate Certificate in Domestic and Family Violence delivered in collaboration with Wathaurong Aboriginal Cooperative, training was delivered off site at the organisation.

2023 - Diploma of Community Services delivered in collaboration with Wathaurong Aboriginal Cooperative, training was delivered off site at the organisation.

b. Student Support:

Our student success model partners students with a dedicated Student Advisor for the duration of their program. The Student Advisor provides ongoing support to those students and works with each student on their student success journey. Areas of student support are detailed in the following sections.

i. Orientation/Transition

RMIT provides Aboriginal and Torres Strait Islander students with a transition/orientation program that facilitates connection to country and culture, support staff and programs, and includes opportunities for students to establish social networks pre-commencement. During the COVID-19 pandemic, this program moved to online delivery.

ii. Student Success Planning

Individualised student success plans are offered to both current and new students, enabling staff to customize support and experiences based on individual needs. These plans include short- and long-term goals and are continuously managed and updated by students and their advisors throughout their time at the university.

iii. Social and Emotional Wellbeing

RMIT University appointed an Indigenous Student Counsellor to work alongside the Ngarara Willim Centre, the Equitable Learning Centre, and RMIT Counselling Service. This role focuses on supporting students' health and wellbeing to enhance their academic engagement. It strengthens the university's ability to assist students dealing with mental health challenges and ensures cultural safety while navigating university policies.

iv. Equitable Learning

RMIT University has partnered with Equitable Learning Services to offer culturally safe support to Aboriginal and Torres Strait Islander students with health concerns. This partnership enhances students' experience by providing access to various supports. Additionally, we are observing more students with undiagnosed conditions seeking help, and additional support is available to address their needs.

v.   Social Engagement

The Ngarara Willim Centre offers students opportunities to join social activities, helping them form networks and support systems, fostering a sense of belonging. During the COVID-19 pandemic, we shifted activities online, including opportunities to connect with culture through regular sessions with our Elder in Residence.

vi.   Scholarships and Financial Support

The Ngarara Willim Centre supports students in relation to financial needs and wellbeing by removing barriers that exist for students engaging with further education. Emphasis is directed towards students from rural and remote areas, students in high program cost courses, students who have relocated to study, and students who need to access financial hardship support for unforeseen circumstances.

Support is also provided to unlock opportunities such as professional development and global experiences, as well as placements and other program related activity. Strategic partnerships have been established with organisations who support students with materials and opportunities.

vii.   On Country and Global Opportunities

On Country programs feature in much of our planning and delivery in relation to student engagement. During the COVID-19 pandemic, engagement with Boon wurrung Elder N'Arweet Professor Carolyn Briggs AO and Woi wurrung Wurundjeri Elder Bambu Di Kerr took place as part of the Ngarara Willim Leadership and On Country Experience Program, which was moved online. From 2023 a cultural camp was available to students who wanted to immerse themselves in a cultural experience and learn more about being on country. This is a feature of our support activity, and we are continuing to develop these valuable experiences for students.

Global opportunities and experiences have been an important addition to the student experience. During the COVID-19 pandemic, we had to put these on hold, but we are now working collaboratively to offer these valuable experiences to students. Global experiences have included Canada and New Zealand, and we are working on upcoming opportunities to Fiji, Vietnam, Cambodia, and Canada.

viii.   Tutoring and Academic Support

We provide tutoring and academic support to help students excel academically. Since 2018, our tutoring program has been evolving to meet student needs. We've strengthened relationships with university academic services, including the library, to complement our tutoring efforts. We've developed online resources and offered drop-in sessions in RMIT's Indigenous spaces. The Ngarara Willim Centre has invested in a system to manage the tutoring program efficiently from both student and tutor perspectives. We're also working on integrating the system with the payroll system for added functionality.

ix.   Higher Degree by Research (HDR) Support

In 2022, a review of support and processes for HDR students was conducted. As a result, an HDR Working Group was formed, and enhanced communication efforts were made to inform Indigenous HDR applicants and students about the available support

services through the Ngarara Willim Centre. These actions have facilitated more timely resolution of HDR issues and have garnered positive feedback from students and stakeholders involved in the process.

Request Number 9 - **For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of:**

   a. **When and how conducted;**
   b. **Numbers of participants;**
   c. **Key themes in feedback; and**
   d. **Any actions taken by the University in response.**

   i.   <u>Indigenous Student Experience journey mapping</u>

In 2018 the university's CX (Customer Experience) team worked with the Ngarara Willim Centre to undertake a detailed Indigenous Student Experience Journey Mapping process. The project focused primarily on the first-year student experience, as part of a broader university-wide project aimed at uplifting First Year student experience and success, with the aim of greater transition to the second year of study and successful program completion.

The project surveyed 32 current Indigenous students leading to 67 key insights and 7 areas of opportunity identified through synthesis and ideation:

- 'First in family' Indigenous students seek relatable inspiration.
- Extended Indigenous networks help guide decisions to study.
- Ngarara Willim support model eases feelings of unfamiliarity.
- Inherent stereotypes inhibit Indigenous student engagement.
- Disconnection between support groups leave Indigenous students confused.
- Lack of cultural understanding in RMIT processes leads to discontinuation.
- Working in isolation leads to a disjointed student experience.

These findings informed the development of the university's commitments to Indigenous student success, building staff capability, and addressing structural barriers (policy, processes, systems) during the development of its second Reconciliation Plan *Dhumbah Gooroowa 2019-2020*. It also informed refinements to the services and supports provided by Ngarara Willim.

Despite progress in some areas across the university, many of these themes remain relevant and will be addressed through revised strategic objectives and priorities in RMIT's new *Indigenous Student Success Strategy*, which is currently under development (see iv. below).

ii. Student Space Survey

In 2019, the Property Services Group and Ngarara Willim conducted an online survey of Indigenous students in both HE and VE regarding their use of university spaces for study and social activities. This was an activity within *the Dhumbah Goorowa Reconciliation Plan 2019-2020*, designed to inform a more strategic and long-term approach to creating culturally safe spaces for Indigenous students across all RMIT Australian campuses. 14 students participated in the survey. Key themes included that space was mostly used individually by Indigenous students for non-study related activities, and that students felt mostly safe and included. The survey was focused on the New Academic Street spaces at RMIT City Campus. This led to further discussions about creating shared spaces for Indigenous students to share with non-Indigenous friends for both study and social purposes at all locations, as well as the specific need for city-based Vocational Education students to have dedicated space allocated in closer proximity to VE teaching spaces. The COVID-19 pandemic limited further action being taken due to lockdowns and restricted access to campuses. This strategic priority has been carried over into the new *Indigenous Student Success Strategy* (see iv. below).

iii. Student Experience Survey

The Student Experience Survey (SES) is the principal survey of current higher education students in Australia. It focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and that are potentially able to be influenced by higher education institutions. SES data helps RMIT improve learning and teaching supports for all students.

The SES is run by the Social Research Centre (SRC) as part of the Federal Government's Quality Indicators for Learning and Teaching (QILT) Surveys. The SES contains a standard set of questions, however higher education institutions can include their own customised questions that target specific areas of interest for an additional fee.

In 2020, RMIT invested in a set of SES questions designed to assess the extent to which the university's commitment to reconciliation was evident in the daily experience of students. This included a question for Aboriginal and/or Torres Strait Islander students as follows:

> *If you are an Australian Aboriginal and/or Torres Strait Islander person, do you feel culturally valued and safe at RMIT?*
> *1. Yes*
> *2. No*
> *3. Sometimes*

The question was only visible to students that identified as an Aboriginal and/or Torres Strait Islander person in the demographic section of the survey, and captures feedback from Vocational Education, Higher Education, and Higher Degree by Research students.

Due to capacity constraints within the Office of Indigenous Education, Research and Engagement (OIERE), the data from 2020 to the present has not yet been fully analysed.

In late 2023 OIERE began a project in collaboration with data scientists in the College of STEM to properly analyse the data and publish the results. The project is due to be completed in mid-2024.

iv. <u>Indigenous Student Success Strategy</u>

In 2023, current Indigenous students were invited to participate in a structured feedback process either in person or online to inform the development of the university's first *Indigenous Student Success Strategy*. Key feedback themes focused on the need for more support so students feel academically ready for university; the patchy nature of culturally safe curriculum across different programs; a need for greater support for postgraduate students; enhanced social, emotional and wellbeing supports; and better transition supports in the final year either into further study or employment. These themes are addressed through specific strategic priorities in the *Indigenous Student Success Strategy* (currently under consultation and due for release in Q2 2024).

v. <u>Ngarara Willim Centre Engagement</u>

The Ngarara Willim Centre conducts surveys on an as needs basis to support the student team in the provision of services. The team has used Microsoft forms and google surveys in previous years to gain insights on service improvement and source information on participation. Ngarara Willim has recently also begun to survey students in relation to careers-focused services and supports, and to connect with RMIT's Deadly Alumni to understand what needs they have to support them into further study or employment.

Request Number 10 - For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of:

a. **Number of complaints received;**
b. **How the complaints were managed; and**
c. **The outcome of the complaints.**

a. Number of complaints since 2018: 9

b. Of the 9 complaints 6 were managed by the Ngarara Willim Centre and the student and Ngarara WIllim were able to reach a resolution without the need of third-party support. In most cases, the centre worked with the school to make necessary changes and/or adjustments to either class behaviours, assessments, or curriculum. Usually, complaints were around students feeling culturally unsafe in their learning environment. The other 3 complaints required the assistance of Student Rights and were resolved.

c. In all 9 cases a successful outcome was achieved aside from the fact that these incidences occurred in the first instance. Cultural and wellbeing support for the student was always provided. Since 2022 and the appointment of an Indigenous Counsellor the student support aspect has improved.

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Explanatory Note:

In 2020, RMIT undertook a university-wide systems migration from SAP to Workday. Indigenous employment data prior to this time is limited. Also during 2020, in response to the COVID-19 pandemic, university-wide recruitment controls resulted in a recruitment freeze. This impacted Indigenous employment opportunities during that time.

During lockdown and the two bridging years between university strategies (2020 and 2021) we developed and launched RMIT's First *Aboriginal and Torres Strait Islander Future Workforce Strategy 2020-2025* and the second *Aboriginal and Torres Strait Islander Employment Plan 2020 -2024*.

The Employment Plan focuses on seven key success indicators and themes: Employment Target (achieve employment level of 2 per cent); Retention, Cultural Safety, and Wellbeing; Aboriginal and Torres Strait Islander Leadership; College, Portfolio and Entity commitments; Supporting Fulfilling Careers; and the Indigenous Staff Network.

The university will launch its third Aboriginal and Torres Strait Islander employment plan on Thursday 11 April 2024.

Request Number 11 - For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL):

   a. **Academic staff;**
   b. **Professional staff; and**
   c. **Other staff;**

including (in each case) as a percentage of all staff.

2023 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Academic Staff	29	16.41	4805	0.60%
(b) Professional Staff	59	36.80	3977	1.48%
(c) Other Staff (Vocational Education)	6	4.90	824	0.73%
Total:	94	58.11	9606	0.98%

2022 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Academic Staff	25	17.11	4332	0.58%
(b) Professional Staff	52	36.15	3883	1.34%
(c) Other Staff (Vocational Education)	<5	3.80	764	0.52%
Total:		57.06	8979	0.90%

2021 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Academic Staff	21	16.12	4201	0.50%
(b) Professional Staff	32	23.44	3439	0.93%
(c) Other Staff (Vocational Education)	<5	1.00	760	0.13%
Total:		40.56	8400	0.64%

2020 Breakdown (as at 31 December):

2020

§Q1 2020 Recruitment controls in place which paused recruitment

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Academic Staff			2180	0.00%
(b) Professional Staff			3227	0.00%
(c) Other Staff (Vocational Education)			704	0.00%
Total:	29	0.00	6111	0.48%

2019 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Academic Staff	15		2416	0.62%
(b) Professional Staff	28		3807	0.74%
(c) Other Staff (Vocational Education)	<5		753	0.00%
Total:		0.00	6976	0.40%

2018 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Academic Staff	12		2187	0.55%
(b) Professional Staff	19		2765	0.69%
(c) Other Staff (Vocational Education)	<5		593	0.00%
Total:		0.00	5545	0.56%

Request Number 12 - For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status i.e.:

> a. **Permanent;**
> b. **Contract; or**
> c. **Casual;**

including (in each case) as compared to all staff.

2023 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Permanent	35	33.62	3861	0.91%
(b) Contract	24	22.70	1460	1.64%
(c) Casual	35	1.79	4285	0.82%
Total:	94	58.11	9606	0.98%

2022 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Permanent	38	37.52	3645	1.04%
(b) Contract	21	19.50	1515	1.39%
(c) Casual	22	0.04	3819	0.58%
Total:	81	57.06	8979	0.90%

2021 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Permanent	21	20.22	3484	0.60%
(b) Contract	22	20.30	1399	1.57%
(c) Casual	11	0.04	3517	0.31%
Total:	54	40.56	8400	0.64%

2020 Breakdown (as at 31 December):

§Q1 2020 Recruitment controls in place which paused recruitment

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Permanent				
(b) Contract				
(c) Casual				
Total:	0	0.00	0	

2019 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Permanent	20			
(b) Contract	22			
(c) Casual				
Total:	42		0	

2018 Breakdown (as at 31 December):

Breakdown of Staff Type	First Nations Staff Headcount	First Nations Staff FTE	Total RMIT Headcount	% of All Staff (Headcount)
(a) Permanent	31			
(b) Contract				
(c) Casual				
Total:	31	0.00	0	

Request Number 13 - In relation to First Nations Professional staff currently employed by the University, provide a breakdown of the areas of the university in which they work.

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2023 Breakdown (as at 31 December):

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching	
	COBL|Students & Operations	
	Total:	<5
College of Vocational Education	CoVE|Executive Advisory	
	CoVE|Programs & Delivery	
	Total:	<5
Design and Social Context	DSC|Academic Development Group	
	DSC|School - Media & Communication	
	Total:	<5
Education Portfolio	EDU|Office of Academic Registrar	
	EDU|Students Group	
	Total:	7
International and Engagement	I&E|BSP|Philanthropy	
	I&E|Experience	
	Total:	<5
Operations Portfolio	OPS|Human Resources	
	OPS|Property Services Group	
	Total:	6
PSI | Policy, Strategy & Impact	COBL|Centre for Innovative Justice	
	PSI | Indigenous Education, Research and Engagement	
	PSI | IMP | Activator Education & Programs	
	Total:	30
Research & Innovation Portfolio	R&I|Research & Innovation Capability	
	R&I|Research Partnerships &Translation	
	R&I|Research Strategy & Services	
	R&I|School of Graduate Research	
	Total:	<5
STEM College	STEM|College Operations	
	STEM|Diversity & Inclusion	
	STEM|Learning, Teaching and Quality	
	Total:	<5
	Grand Total:	59

2022 Breakdown (as at 31 December):

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching	
	COBL|Students & Operations	
	Total:	<5
College of Vocational Education	CoVE|Executive Advisory	
	Total:	<5
Design and Social Context	DSC|Academic Development Group	
	DSC|School - Media & Communication	
	Total:	<5
Education Portfolio	EDU|Office of Academic Registrar	
	EDU|Students Group	
	Total:	7
Operations Portfolio	OPS|Experience	
	OPS|Human Resources	
	OPS|Property	
	Total:	7
PSI | Policy, Strategy & Impact	PSI | BSP | Bus Dev & Strat Part'ships	
	PSI | IMP | Centre for Innovative Justice	
	PSI | IMP | RMIT Activator	
	PSI | Indigenous Education and Engagement	
	Total:	24
Research & Innovation Portfolio	R&I|Research Partnerships &Translation	
	R&I|Research Strategy & Services	
	R&I|School of Graduate Research	
	Total:	<5
STEM College	STEM|Diversity & Inclusion	
	STEM|Learning, Teaching and Quality	
	STEM|Planning & Resources	
	Total:	<5
	Grand Total:	52

2021 Breakdown (as at 31 December):

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Strategy & Innovation	
	Total:	<5
College of Vocational Education	CoVE|Executive Advisory	
	Total:	<5
Design and Social Context	DSC|Fashion & Textiles DSC|School - Media & Communication DSC|School of AUD	
	Total:	<5
Education Portfolio	EDU|Office of Academic Registrar EDU|Students Group	
	Total:	7
Operations Portfolio	OPS|Experience OPS|Human Resources OPS|Property & Procurement OPS|University Communications	
	Total:	6
PSI | Policy, Strategy & Impact	PSI | IMP | Centre for Innovative Justice PSI | IMP | WIDI Management PSI | Indigenous Education, Research and Engagement PSI | STR | IEE Students/Communities Team	
	Total:	12
STEM College	STEM|Diversity & Inclusion	
	Total:	<5
	Grand Total:	32

2020 Breakdown (as at 31 December):

§Q1 2020 Recruitment controls in place which paused recruitment

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching COBL|Students & Operations	
	Total:	
College of Vocational Education	CoVE|Executive Advisory CoVE|Programs & Delivery	
	Total:	
Design and Social Context	DSC|Academic Development Group DSC|School - Media & Communication	
	Total:	
Education Portfolio	EDU|Office of Academic Registrar EDU|Students Group	

College/Portfolio	School/Department	
	Total:	
International and Engagement	I&E|BSP|Philanthropy	
	I&E|Experience	
	Total:	
Operations Portfolio	OPS|Human Resources	
	OPS|Property Services Group	
	Total:	
PSI | Policy, Strategy & Impact	COBL|Centre for Innovative Justice	
	PSI | Indigenous Education, Research and Engagement	
	PSI | IMP | Activator Education & Programs	
	Total:	
Research & Innovation Portfolio	R&I|Research & Innovation Capability	
	R&I|Research Partnerships &Translation	
	R&I|Research Strategy & Services	
	R&I|School of Graduate Research	
	Total:	
STEM College	STEM|College Operations	
	STEM|Diversity & Inclusion	
	STEM|Learning, Teaching and Quality	
	Total:	
	Grand Total:	29.5

2019 Breakdown (as at 31 December):

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching	
	COBL|Students & Operations	
	Total:	
College of Vocational Education	CoVE|Executive Advisory	
	CoVE|Programs & Delivery	
	Total:	
Design and Social Context	DSC|Academic Development Group	
	DSC|School - Media & Communication	
	Total:	
Education Portfolio	EDU|Office of Academic Registrar	
	EDU|Students Group	
	Total:	
International and Engagement	I&E|BSP|Philanthropy	
	I&E|Experience	
	Total:	
Operations Portfolio	OPS|Human Resources	

College/Portfolio	School/Department	First Nations Professional Headcount
	OPS|Property Services Group	
	Total:	
PSI | Policy, Strategy & Impact	COBL|Centre for Innovative Justice	
	PSI | Indigenous Education, Research and Engagement	
	PSI | IMP | Activator Education & Programs	
	Total:	
Research & Innovation Portfolio	R&I|Research & Innovation Capability	
	R&I|Research Partnerships &Translation	
	R&I|Research Strategy & Services	
	R&I|School of Graduate Research	
	Total:	
STEM College	STEM|College Operations	
	STEM|Diversity & Inclusion	
	STEM|Learning, Teaching and Quality	
	Total:	
	Grand Total:	32

2018 Breakdown (as at 31 December):

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching	
	COBL|Students & Operations	
	Total:	<5
College of Vocational Education	CoVE|Executive Advisory	
	CoVE|Programs & Delivery	
	Total:	<5
Design and Social Context	DSC|Academic Development Group	
	DSC|School - Media & Communication	
	Total:	10
Education Portfolio	EDU|Office of Academic Registrar	
	EDU|Students Group	
	Total:	<5
Operations Portfolio	OPS|Human Resources	
	OPS|Property Services Group	
	Total:	<5
PSI | Policy, Strategy & Impact	COBL|Centre for Innovative Justice	
	PSI | Indigenous Education, Research and Engagement	
	PSI | IMP | Activator Education & Programs	
	Total:	10
STEM College	STEM|College Operations	
	STEM|Diversity & Inclusion	

	STEM|Learning, Teaching and Quality			
	Total:			<5
	Grand Total:			31

Request Number 14 - In relation to First Nations Academic staff currently employed by the University, provide a breakdown of the numbers employed in each of the fields of study identified in response to paragraph [5] above, including:

    a. **As a percentage of the total number of academic staff employed in that field of study; and**

    b. **An indication of whether they are employed to undertake research only or teaching and research.**

2023 Breakdown (as at 31 December):

Portfolio	School	Research Only	Teaching and Research	Total of First Nations Academic Headcount
College of Business and Law	COBL|Management	<5	<5	<5
	Total:	<5	<5	<5
Design & Social Context	DSC|Planning & Resources	<5	7	7
	DSC|Research & Innovation	<5	<5	<5
	DSC|School - Media & Communication	<5	<5	6
	DSC|School of AUD	<5	<5	<5
	DSC|School of GUSS	<5	<5	<5
	DSC|School of PCPM	<5	<5	<5
	Total:	6	11	17
PSI	Policy, Strategy & Impact	PSI	Indigenous Education, Research and Engagement	<5	<5	<5
	Total:	<5	<5	<5
STEM College	STEM|College Operations	<5	<5	5
	STEM|Health and Biomedical Sciences	<5	<5	<5
	STEM|School of Engineering	<5	<5	<5
	Total:	5	5	10
	Grand Total:	12	17	29

2022 Breakdown (as at 31 December):

Portfolio	School	Research Only	Teaching and Research	Total of First Nations Academic Headcount
College of Business and Law	COBL|Management	<5	<5	<5
	Total:	<5	<5	<5
Design & Social Context	DSC|Planning & Resources	<5	<5	<5
	DSC|Research & Innovation	<5	<5	<5
	DSC|School - Media & Communication	<5	<5	5
	DSC|School of Art	<5	<5	<5
	DSC|School of AUD	<5	<5	<5
	DSC|School of GUSS	<5	<5	<5
	Total:	9	5	14
STEM College	STEM|Health and Biomedical Sciences	<5	<5	<5
	STEM|Planning & Resources	<5	<5	<5
	STEM|School of Engineering	<5	<5	<5
	Total:	<5	5	9
	Grand Total:	13	12	25

2021 Breakdown (as at 31 December):

Portfolio	School	Research Only	Teaching and Research	Total of First Nations Academic Headcount
College of Business and Law	COBL|Management	<5	<5	<5
	Total:	<5	<5	<5
Design & Social Context	DSC|School - Media & Communication	<5	<5	<5
	DSC|School of Art	<5	<5	<5
	DSC|School of AUD	<5	<5	<5
	DSC|School of Education	<5	<5	<5
	DSC|School of GUSS	<5	<5	<5
	Total:	7	<5	10
STEM College	STEM|Health and Biomedical Sciences	<5	<5	<5
	STEM|Planning & Resources	<5	<5	<5
	STEM|School of Engineering	<5	<5	<5
	Total:	5	<5	9
	Grand Total:	12	9	21

Request Number 15 - For the period 1 January 2018 to present, provide an explanation of training and/or programs available at the University for non-Indigenous staff in relation to:

   a. **Cultural awareness, safety and/or competence; and**
   b. **Indigenous knowledge recognition,**

including an explanation of whether each unit of training or program is compulsory, and the completion rates by non-Indigenous staff (broken down by the level of staff and University executive).

RMIT's first Reconciliation Action Plan 2016-2018 (RAP 1) established a university-wide commitment to the development of cultural awareness for all RMIT staff (onshore and offshore campuses). This commitment matured over time through the development of several RMIT-specific cultural competency training programs and initiatives (Table 15 (i)). It has generally been the preference of senior Indigenous leaders that this training is not mandated, however for the years 2016-2020 rates of completion were reported quarterly to the Reconciliation Implementation Committee, which was chaired by the Vice Chancellor, and senior leaders in some areas did make this requirement compulsory for their staff (e.g., STEM College).

In 2019, the Human Resources Organisational Development team worked in collaboration with the Office of Indigenous Education, Research and Engagement to develop a Reconciliation Capability as part of the university-wide Organisational Capability Framework. The Reconciliation Capability included the core cultural competencies of Relationality, Power Dynamics, and Reflexivity. The capability was approved for implementation in late 2019 as part of the RMIT Organisational Capability Framework Review. This Review was put on hold in 2020 due to the COVID-19 pandemic and further implementation has not occurred.

The university is currently reviewing its reconciliation and cultural capability learning offerings with a view to updating them to reflect the transition to Responsible Practice. This may include the development of new offerings to deepen staff capability in Responsible Practice over time.

The university acknowledges that the impacts of the COVID-19 pandemic (inability to access face-to-face workshops, staff turnover, and the pausing of certain organisational capability initiatives) has led to a reduction in the overall number of staff with foundational cultural awareness training compared with pre-pandemic levels.

Table 15 (i) – RMIT Cultural Awareness Training Programs 2018-present*

Name of course	Description	Objectives	Currently Active	Launch Date	Completions (approx.)	
					Staff	**Leaders**
Cultural Awareness (through Koorie Heritage Trust)	The workshop invites the learner to develop insight into the history of Aboriginal people and how colonialism significantly disrupted and impacted Aboriginal people. Further, how these historical events continue to affect the Aboriginal community.	- Develop understanding of Aboriginal history - Promote awareness of the impacts of colonialism on Aboriginal people and communities (till current day) - Generate discussion towards how non-Indigenous staff develop their own journey of reconciliation	No	2018	963	*No data available*
Birrarung Wilan Walk (through Koorie Heritage Trust)	A walk with an Aboriginal guide that takes you through Federation Square and down to the Birrarung Wilam (Common Ground) Aboriginal art installations experiencing the Aboriginal history of the Birrarung Marr (Beside the river of mists) and Aboriginal People of the Kulin Nations.	- The significance of the Birrarung area to the local Kulin people. - How the landscape has changed over time gaining a deeper and more meaningful understanding of this important gathering place for the Kulin Nation and one of Melbourne's most popular meeting hubs.	No	2018	280	*No data available*
Cultural Awareness for People Leaders (through Koorie Heritage Trust) - designed specifically for STEM College	The workshop is centred on Aboriginal and Torres Strait Islander identity and understanding this when working with Aboriginal people and developing programs and policies. The session concludes with a cultural walk through Federation Square and down to Birrarung Wilam.	- Provide an understanding of how Aboriginal people see themselves today and the importance of Aboriginal diversity. - Promote knowledge of current issues facing Aboriginal people. - Provide insight on building stronger relationships with Aboriginal people, both within the community and workforce.	No	2018	NA	189
Building Your Reconciliation Capability: An Introduction	This module is designed to engage all staff with reconciliation, both personally and professionally, by building capability and actively contributing to RMIT's reconciliation goals.	- Understand the reconciliation journey that RMIT has been on and how this influences the cultural experience for both our students and staff. - Be familiar with the capabilities that will shape our strategy and objective of reconciliation here at RMIT. - Be aware of the behaviours that promote positive reconciliation practices at RMIT. - Be able to identify professional development opportunities that enable an upward shift in reconciliation capability.	No	2021	499	*No data available*

Preparing for Bundyi Girri (Micro-credential)	Bundyi Girri is a university-wide change strategy which supports non-Indigenous people in an awareness of their place, role and ongoing responsibility in their relationship with Aboriginal and Torres Strait Islander people. As a strategic initiative of the university, Bundyi Girri forms part of RMIT's commitment to working with staff, students, and communities to advance their journeys of reconciliation toward a shared future between Indigenous and non-Indigenous Australians.	- Support staff to enter a deeper relationship with Aboriginal and Torres Strait Islander Peoples that is grounded in their sovereignty.	No	2019	950	*No data available*
Bundyi Girri (Workshop)	RMIT wants its non-Indigenous staff and students to develop their understanding of how to be in relation with Indigenous peoples as sovereign peoples. RMIT views this understanding and appreciation of history as a skill you can use in your personal lives and discuss with your professional networks.	- All RMIT staff and students, and the institution itself have a relationship with eastern Kulin Nation sovereignty. Bundyi Girri workshops enable the resetting and strengthening of that relationship.	No	2019	135	*No data available*
Advancing Reconciliation (Micro-credential)	This credential provides an overview for RMIT staff of the different ways that colonial dynamics have shaped, and continue to shape, Aboriginal and Torres Strait Islander and non-Indigenous relations. It highlights the importance of recognising Aboriginal and Torres Strait Islander sovereignty, and the importance of thinking critically about how this knowledge relates to self.	- Identify different ways that colonial dynamics have shaped, and continue to shape, Aboriginal and Torres Strait Islander and non-Indigenous relations - Recognise the difference between superficial and substantive reconciliation - Describe the importance of recognising Aboriginal and Torres Strait Islander sovereignty - Describe the importance of thinking critically about how this knowledge relates to self - Reflect on why Aboriginal and Torres Strait Islander sovereignty unsettles some non-Indigenous Australians - Summarise what it means to ground the relationship between Indigenous and non-Indigenous people in sovereignty	Yes	2021	144	*No data available*

Cultural Safety at RMIT	Cultural Safety at RMIT builds your awareness of what it means to provide a welcoming and respectful environment for Aboriginal and Torres Strait Islander students and staff. We discuss valuable topics designed to recognise and develop your cultural and emotional intelligence, as well as provide useful resources you can apply in your teaching and work settings.	- Understand the meaning of the terms cultural and emotional intelligence. - Understand the different levels of cultural capability from awareness to cultural safety. - Know how to act respectfully in relation to Aboriginal and/or Torres Strait Islander students and staff, and action this accordingly. - Be able to create working and learning environments in which Aboriginal and Torres Strait Islander students and staff will flourish.	Yes	2022	385	*No data available*
Core Cultural Learning - Module 1: Thinking about Cultures and Identities (AIATSIS)	The Thinking about Cultures and Identities modules gives you the opportunity to reflect on the notion of culture and how your own cultural influences impact how you think and behave towards others. This is a critical first step before applying this thinking to Aboriginal and Torres Strait Islander cultures and identities.	- Examine your ideas about what culture is. - Think about your own cultures and identities. - Understand how labels and stereotypes work. - Identify some prejudices or unconscious biases that you may not realise you have. - Apply this thinking to Aboriginal and Torres Strait Islander cultures and identities.	Yes	2022	53	*No data available*
Core Cultural Leaening - Module 2: My Country, Our Country (AIATSIS)	My country, Our Country introduces you to Aboriginal and Torres Strait Islander peoples' cultures and worldviews. It explains the central importance of country and introduces the fundamental elements of Aboriginal and Torres Strait Islander laws and societies, such as kinship. The module also includes population statistics.	- Appreciate that Aboriginal and Torres Strait Islander cultures and relationships to land and waters are ancient, complex, vibrant and diverse. - Understand the significance of Country for Aboriginal and Torres Strait Islander peoples and how the economic, social, spiritual and political are interrelated. - Know how family, kinship, Language and Country underpin many Aboriginal and Torres Strait Islander identities whether in urban, rural or remote locations. - See how attachments to Country are shared by Aboriginal and Torres Strait Islander peoples with others.	Yes	2022	33	*No data available*

Core Cultural Learning - Module 3: History Lives in Us (AIATSIS)	The History Lives in Us module looks at how events and policies in the past have shaped the identities and experience of Aboriginal and Torres Strait Islander peoples today. The module also looks at various kinds of Aboriginal and Torres Strait Islander activism and organisations up to 1972.	- Reflect on our shared national history and your place in it. - Make connections between key policies and historical events and their impacts on the social, emotional and physical well-being of Aboriginal and Torres Strait Islander peoples today. - Understand how Aboriginal and Torres Strait Islander peoples have responded to past polices and events.	Yes	2022	29	*No data available*

Explanatory Note: The figures in this table only represent data captured centrally via Human Resources systems for programs or online modules that are offered (or booked) through these platforms. Many Colleges and Portfolios book separate workshops for their staff with the Koorie Heritage Trust or visit the Bunjilaka Aboriginal Cultural Centre at Melbourne Museum for example. This data is not captured centrally and therefore the results in this table are an underestimation of participation in these professional development offerings.

Request Number 16 - For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including:

a. **When and how conducted;**
b. **Numbers of participants;**
c. **Key themes in feedback; and**
d. **Any actions taken by the University in response.**

Table 16 (i) – RMIT Staff Engagement Survey Results 2019-2023

	2019	2020	2021	2022	2023
First Nations Staff Engagement	58%	60%	73%	69%	65%
RMIT Overall Staff Engagement	64%	61%	61%	64%	64%

RMIT conducts an All-Staff Engagement survey annually in Q4 (September – December). The format of the survey alternates between a full survey in one year (approx. 60 questions) and a shorter 'pulse' survey (approx. 18 questions) the following year.

The full staff survey includes a comprehensive set of questions that address leadership, organisational culture, values, engagement, systems, processes and staff capability and capacity. Results of the survey enable the colleges and portfolios to focus on five to six key areas of improvement. For example, in the most recent survey, responses highlighted workplace systems, work practices, and leadership as key areas for improvement.

The Pulse survey is conducted in alternate years and has a smaller set of questions that 'check the pulse' of the organisation. This survey will usually include a set of questions designed to assess how the university is tracking in its efforts to address the key thematic areas for improvement that were highlighted in the previous full survey.

First Nations staff responses to the survey typically number just below 30 individuals (30 is the minimum number of responses required to allocate an action response). This small sample size is an important consideration in working with the results of the staff survey. The university is conscious that First Nations staff must complete a Self-Identification question at the start of the survey. Due to comparatively low numbers of Indigenous staff across many parts of the organisation, this means that individuals are more likely to be identified based on the demographic part of the survey and this acts as a disincentive for Indigenous staff to complete it.

The First Peoples Workforce Development Team is working to grow the number or responses of First Peoples staff to the survey. A small internal working group has been established to review First Peoples results and identify ways to increase staff engagement.

The *RMIT Indigenous Employment Plan 2024-2026* includes a commitment to implementing cultural competence and safety capability programs within RMIT and deliver a behavioural change program focused on antiracism to support enhanced First Peoples staff experience. As outlined in Q15, the university is also reviewing its cultural capability programs to ensure that they reflect our commitment to Responsible Practice.

Request Number 17 - For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of:

  a. **Number of complaints received;**
  b. **How the complaints were managed; and**
  c. **The outcome of the complaints.**

RMIT University Human Resources continues to research this Request. The university staff Complaints Management process does not provide a formalised avenue for Indigenous staff to make a complaint in a culturally safe and supported way. This is currently being addressed as part of a review of University Complaints Management for Students and Staff. Human Resources will continue to work through the generalised staff complaints system to source the required data from 2018 to the present.

RESEARCH

Request Number 18 - For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including:

a. **How developed (including any input obtained from First Nations staff, students, or stakeholders);**
b. **Key activities undertaken; and**
c. **Outcomes recorded.**

***Dhumbah Goorowa "Commitment to Share"* (2019-2020)**

Dhumbah Goorowa was RMIT's second Reconciliation Plan.

Dhumbah Goorowa's Action Area 3: Excellence and Impact in Research and Innovation included three priorities.

1. Develop an RMIT Indigenous Research and Innovation Strategy
2. Enhance the supervisory environment for Indigenous graduate researchers
3. Develop and empower the next generation of Indigenous researchers

Development of an RMIT Indigenous Research and Innovation Strategy

- A 12-month 2020 Indigenous Research Strategy was developed in 2019. Limited implementation occurred in 2020 due to the impacts of the COVID-19 pandemic.
- In 2021, an **R&I Indigenous Research Strategy Considerations** document was drafted to support the development of a longer-term Indigenous Research Strategy. Further action on developing the strategy was paused pending the appointment of new senior Indigenous leadership and the finalisation of the *Knowledge with Action 2031* university strategy.
- The Considerations document contributed significantly to the development of the approved *RMIT Indigenous Research Plan 2023-2025*.
- The preparation of the Considerations document involved consultation with RMIT's research community, including Senior Aboriginal and Torres Strait Islander researchers, RMIT's Indigenous Elder Scholar in Residence N'arweet Dr Carolyn Briggs AM and other key stakeholders and was completed in June 2021.
- Professor Gary Thomas, Pro-Vice-Chancellor Indigenous Education, Research and Engagement joined RMIT in early 2022. The Considerations document was shared with Professor Thomas to provide input into the development of RMIT's Indigenous Research Plan by the Office of Indigenous Education, Research and Engagement.
- During 2022, development of the Indigenous Research Plan was paused while the new university strategy *Knowledge with Action 2031* was finalised.
- From late 2022 to early 2023, the Office of Indigenous Education, Research, and Engagement worked with key stakeholders to develop the Indigenous Research Plan 2023-2025. The Plan was developed in tandem with and is aligned to RMIT's *Decadal Aspirations – Enabling Research and Innovation for Impact*.

Outcomes recorded:

- RMIT's Academic Board approved the **RMIT Indigenous Research Plan** for implementation in September 2023, see supporting document 18.2.

- The RMIT Indigenous Research Network was launched in November 2023. Establishing this Indigenous interdisciplinary research network directly aligns with Action Area 3, Creating an Enabling Environment, of the RMIT Indigenous Research Plan.

Supporting documents:

- *18.1 Dhumbah Goorowa Performance Report 2019-2021*
- *18.2 RMIT Indigenous Research Plan 2023-2025*

Request number 19 - For the period 1 January 2018 to present, provide an explanation of alternative pathways into research higher degrees offered by the University for First Nations students (i.e. residential intensive courses).

Vice-Chancellor's Indigenous Doctoral Fellowship Scheme

The RMIT Vice-Chancellor's Indigenous Doctoral Fellowship scheme forms part of RMIT's commitment to providing Indigenous researchers early career opportunities. It aims to further build and develop Indigenous knowledges and perspectives and Indigenous academic capability at RMIT.

- The Indigenous Doctoral Fellowship is an identified opportunity under 'Special Measures' of the Equal Employment Opportunity Act 2010.
- The scheme is embedded in RMIT's Enterprise Agreement (see excerpt *RMIT-University-Enterprise-Agreement-2018, page 29*).

ABORIGINAL AND TORRES STRAIT ISLANDER EARLY ACADEMIC CAREER DEVELOPMENT

PhD Students

25.19   If an Aboriginal and Torres Strait Islander student is enrolled in a Higher Degree by Research program then they may be offered engagement on a full-time, continuing basis as a Level A Academic in their relevant discipline.

25.20   If the student is offered a full time position but expresses a preference for part-time employment they shall be offered part-time employment with the right to convert to a full-time position upon the completion of their Higher Degree by Research.

25.21   Any Aboriginal and Torres Strait Islander PhD candidate appointed to an academic position will be engaged to perform the normal range of teaching and administrative duties of a Level A Academic and be allowed adequate time towards completion of their PhD. Full and proper mentoring and support will be provided to each appointee under this provision.

Pre-Doctoral Fellows

25.22   RMIT University will create Aboriginal and Torres Strait Islander Pre-doctoral Fellow (Research) positions which are fixed term employment contracts for a period of up to four years.

25.23   Upon successful completion of their PhD the Pre-doctoral Fellow will be entitled to apply for conversion to a continuing position. The Pre-doctoral Fellow will be converted to a continuing Academic Role if they have met required standards of performance and conduct.

Successful applicants receive:

- A Vice-Chancellor's Indigenous Doctoral Research Fellowship for four years (flexible work options, including part-time arrangements, are available for the successful applicants).
- Academic Level A commencing salary.
- Training, development, and mentorship through the early career researcher's development program, which supports researchers to build their research track record and reputation.
- A place in RMIT's PhD program.

Since 2018, the RMIT Vice-Chancellor's Indigenous Doctoral Fellowship scheme has welcomed 18 fellows. Seven have completed the program, ten are currently active, and one has discontinued.

A list of RMIT Vice-Chancellor's Indigenous Research Fellowships awarded between January 2018 and March 2024 is provided in supporting document 19.4, and online feature article https://www.rmit.edu.au/news/all-news/2018/may/rmit-funds-indigenous-researchers.

Supporting documents:

- *19.1 VC-Indigenous-Doctoral-Fellow-Position Description 2024*
- *19.2 VC-Indigenous-doctoral-fellow-applicant-guide 2024*
- *19.3 https://www.rmit.edu.au/careers/vice-chancellors-indigenous-doctoral-fellowship-scheme#program*
- *19.4 RMIT VC Indigenous Research Fellows January 2018 and March 2024*

Request Number 20 - For the period 1 January 2018 to present, provide an explanation of whether any research monies within the University are dedicated towards addressing Traditional Owner priorities and, if so, how those monies are:

    a. **Allocated**
    b. **Reported upon**

including in each case to the Traditional Owner groups directly.

RMIT Internal Research Funding Schemes

RMIT has a suite of internal research funding initiatives to support activities that enable impact to be achieved for research and innovation. Several projects are identified as related to Indigenous research or as Indigenous research; see supporting document 20.1.

Allocation

Each funding scheme has specific guidelines and criteria. Applications are strongly encouraged from Indigenous researchers undertaking eligible activities, and any researchers undertaking eligible activities that focus on the translation of Indigenous research; see example criteria in supporting document 20.2.

Reporting

Funding decisions are based on merit and scheme criteria determined by selection panels.

Reports and acquittals of these funded activities are managed internally via milestone and closure reports. Presently internal research funding schemes are not reported to Traditional Owner groups directly.

Supporting documents:

- *20.1 Internal Grants - Indigenous Research and Researchers*
- *20.2 Strategic Impact Fund Guidelines 2024*

CURRICULUM

Request Number 21 - For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on:

  a. **Social Work;**
  b. **Nursing;**
  c. **Medicine;**
  d. **Law;**
  e. **Police;**
  f. **Ambulance;**
  g. **Education:**
       i. **Early Years;**
       ii. **Primary; and**
       iii. **Secondary,**

including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

For the purposes of this response, we have provided a list of Indigenous specific content at the course level only. RMIT has several compulsory and elective courses across a wide range of disciplines that contain Indigenous specific content at the level of weekly topics.

Social Work

Social Work and Human Services programs are delivered at both undergraduate and postgraduate levels, including Bachelor of Youth Work and Youth Studies; Bachelor of Social Science (Psychology); Bachelor of Social Work (Honours); and Master of Social Work. There are several Indigenous specific courses.

Table 17 (i) Indigenous specific course in Social Work programs

Course Name	Course Code	Compulsory / Elective	Program levels
Applied Human Rights and Indigenous Peoples	HUSO2301	elective	Undergraduate and Postgraduate
Indigenous Dislocation and Diaspora	HUSO2382	elective	Undergraduate
Indigenous Fieldwork	HUSO2215	elective	Undergraduate
Indigenous Studies	HUSO1296	elective	Undergraduate
Learning on Country: Indigenous Communities in a Global Context	HUSO2215	elective	Undergraduate
Mythbusting Reality: Indigenous v Western	HUSO2386	elective	Undergraduate
Researching de-colonisation: Indigenous Land Rights to Hip Hop	HUSO2380	elective	Undergraduate

Nursing

Higher education Nursing programs are delivered at both undergraduate and postgraduate levels. They include Bachelor of Nursing; Graduate Diploma in Child and Family Health Nursing; Graduate Diploma in Mental Health Nursing' Master of Mental Health Nursing; Master of Science (Digital Health). There are two Indigenous specific courses available at the undergraduate level for these programs.

Table 17 (ii) Indigenous specific course in Nursing programs

Course Name	Course Code	Compulsory / Elective	Program levels
Indigenous Health and Diversity	PUBH1425	compulsory	Undergraduate
Indigenous Health* *Discontinued in 2025	PUBH1402	compulsory	Undergraduate

Medicine

Medical Science programs are delivered at the undergraduate and postgraduate levels. There are no Indigenous specific units identified within these programs.

Law & Justice

Bachelor of Laws; and Juris Doctor programs

Both the Bachelor of Laws and the Juris Doctor program are designed to meet the requirements for the admission into legal practice in Australia. There are no Indigenous specific courses within these programs, however, there are several Indigenous specific topics contained within compulsory and elective courses.

Criminology & Justice Studies programs

RMIT's Criminology and Justice Studies is determined to develop skilled, work-ready graduates. As part of this mission, we have several work-integrated learning programs so that students can gain hands-on experience in criminal justice industries. The disciplines are delivered across several programs at both the undergraduate and post graduate levels, including Bachelor of Criminology & Psychology; Bachelor of Legal Dispute Studies; Bachelor of Criminal Justice; Graduate Certificate in Justice & Criminology; Master of Justice & Criminology; and Master of Public Policy. Within the discipline 4 Indigenous specific courses are included.

Table 17 (iii) Indigenous specific courses in Criminology & Justice programs

Course Name	Course Code	Compulsory / Elective	Program levels
Applied Human Rights and Indigenous Peoples	HUSO2449	elective	Undergrad and Postgraduate
Indigenous Sovereignty and Contemporary Land Policy	HUSO2066	elective	Postgraduate

| Indigenous Studies | HUSO1296 | elective | Undergraduate and Postgraduate |
| Policy Making and Indigenous Peoples | POLI1112 | compulsory | Postgraduate |

Education

Education programs are delivered at the undergraduate and postgraduate levels, these include Bachelor of Education; Bachelor of Health, Physical Education and Sport; and Master of Education. There are several Indigenous specific units identified within the undergraduate programs.

Table 17 (iv) Indigenous specific courses in Education programs

Course Name	Course Code	Compulsory / Elective	Program levels
Engaging with Indigenous Perspectives for Responsible Teaching Practice	TCHE2420	Compulsory	Postgraduate
Engaging with Indigenous Perspectives for Responsible Teaching Practice	TCHE2666	Compulsory	Postgraduate
Engaging with Indigenous Perspectives for Responsible Teaching Practice	TCHE2456	Compulsory	Undergraduate
Integrating Aboriginal and Torres Strait Islander Perspectives in Early Childhood Education	TCHE2730	Compulsory	Postgraduate

Course Outlines

Course outlines are provided in the Course Overview Supporting Documentation except for TCHE2730, which will be provided in due course.

LEADERSHIP

Request Number 22 - For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University:

    a. **Name(s);**
    b. **Level,**

including in reference to an Organisational Chart.

2018:
Professor Mark McMillan, Deputy Pro Vice Chancellor Indigenous Education and Engagement, reporting to the Deputy Vice Chancellor Education

2019-2020:
Professor Mark McMillan, Deputy Pro Vice Chancellor Indigenous Education and Engagement, reporting to the Executive Director Policy, Strategy, and Impact

2021:
Role vacant

2022:
Professor Gary Thomas, Pro Vice Chancellor Indigenous Education, Research and Engagement, reporting to the Executive Director Policy, Strategy, and Impact

Explanatory note: RMIT created its inaugural senior executive First Nation's leadership role in 2017 under its first Reconciliation Action Plan. The role was originally located in the Education portfolio. It was transferred to the Policy, Strategy, and Impact portfolio in late 2018 to reflect the university's strategic commitment to reconciliation and First Peoples' self-determination. The role was vacated in late 2020, at which time the university committed to elevating the position to Pro Vice Chancellor level. The role remained vacant in 2021 while a recruitment process was undertaken. Since its inception, the role has had a direct line of communication and engagement with the Vice Chancellor, in addition to established portfolio organisational and reporting structures.

Request Number 23 - For the period 1 January 2018 to present, provide a description of upper leadership accountabilities in relation to First Nations students.

From 01 January 2018 to present, upper leadership accountabilities in relation to Aboriginal and Torres Strait Islander students has been clearly outlined in RMIT's strategic, governance, and reporting approaches.

In 2018, RMIT was in the final year of its *Reconciliation Action Plan 2016-2018* (RAP). At this time the accountability of upper leadership to Aboriginal and Torres Strait Islander students was led by the Reconciliation Implementation Committee (RIC) and reported at the University Scorecard level via a specific KPI (KPI 10 Reconciliation). The RIC was Chaired by the Vice Chancellor, and membership included various members of the Vice Chancellors Executive (VCE), along with senior Indigenous leaders and student leadership. To support upper leadership accountability, VCE-level KPIs related to completion of the Reconciliation Plan were part of executive work plans and progress was reported annually to the Nominations,

Remuneration and People Committee of University Council (Chaired by the Deputy Chancellor). All Colleges and Portfolios were required report on the implementation of RAP initiatives to the Reconciliation Implementation Committee. Reporting was coordinated by RMIT's Enterprise Planning and Business Performance team.

In 2019, RMIT launched the *Dhumbah Goorowa Reconciliation Plan 2019-2020*. This Reconciliation Plan had six Action Areas, each sponsored by a member of the Vice Chancellor's Executive. The Reconciliation Implementation Committee continued to oversight implementation of the Reconciliation Plan, again reporting progress via University Scorecard KPI 10. KPI 10 included KPIs relating to Indigenous student completions, Indigenous staff recruitment and retention, and staff and student engagement with reconciliation learnings. Given the impact of the COVID-19 pandemic, RMIT extended this plan through to the end of 2021.

RMIT's current university strategy, *Knowledge with Action 2031* contains five Indigenous Strategic Commitments. The Indigenous Strategic Commitments are embedded within the Strategic Directions and Adaptive Priorities of the strategy in lieu of creating a third, separate, reconciliation plan. The Commitments are: Indigenous Students, Indigenous Staff, Indigenous Knowledges (Research, Learning and Teaching), Community Engagement, and Reconciliation to Responsible Practice. The forthcoming *Indigenous Student Success Strategy* will outline a whole-of-university approach to Indigenous student success with clear accountabilities assigned across relevant areas of the university that support student success, with implementation reporting and evaluation integrated into the enterprise-wide Strategy Execution Plan (university Annual Operating Plan).

The University Scorecard no longer contains a KPI relating to the implementation of the Indigenous Strategic Commitments. The expectation is that the areas responsible for reporting on each general Scorecard KPI are also able to report on outcomes that relate to the relevant Indigenous Strategic Commitments. It should also be noted that whilst the *Indigenous Student Success Strategy* will the primary means to drive upper leadership accountability in relation to our strategic commitment to Indigenous students, there is considerable overlap with all the Indigenous Strategic Commitments. There are other enabling plans, frameworks, and resources in place that contribute to Indigenous student success outcomes (e.g., the *Indigenous Research Plan 2023-2025*, RMIT's *Education Plan to 2025*, RMIT's *Aboriginal and Torres Strait Islander Employment Plan 2024-2026*).

Request Number 24 - For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of:

   a. **Relevant committees of which they are a member;**
   b. **Who they report to in respect of these responsibilities (including, where appropriate, in reference to an Organisational Chart); and**
   c. **Their decision-making powers in the case of First Nations students.**

DPVC (IERE) – Professor Mark McMillan	RELEVANT COMMITTEES	POSITION	REPORTING TO
	National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)	Member	Chair of NATSIHEC
	Native American and Indigenous Studies Association	Member	NAISA Council
	DVC Research & Innovation Executive Committee	Member	Deputy Vice Chancellor Research and Innovation
	Reconciliation Implementation Committee	Member	Vice Chancellor
	Education Executive Committee	Member	Deputy Vice Chancellor Education
	University Council	Member	Chancellor
	Academic Board	Member before being appointed as Chair	Chancellor
	Executive Leadership Forum	Member	Vice Chancellor

PVC Indigenous Education, Research and Engagement – Professor Gary Thomas	RELEVANT COMMITTEES	POSITION	REPORTING TO
	Pro Vice Chancellor / Deputy Vice Chancellor Indigenous Committee	Member	Professor David Lloyd, Chair, Universities Australia
	World Indigenous Peoples' Conference on Education (WIPCE) Academic Committee	Member	WIPCE Executive Committee
	QUT Academy of Learning and Teaching Steering Committee	Member	Queensland University of Technology Chancellery
	National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)	Member	Chair of NATSIHEC
	Native American and Indigenous Studies Association	Member	NAISA Council
	Executive Leadership Forum	Member	Vice Chancellor
	Policy, Strategy and Impact (PSI) Executive Committee	Member	Tom Bentley, Executive Director, PSI
	Academic Board	Member	Chair of Academic Board
	DVC R&I Executive Committee	Member	DVC (R&I)
	Aboriginal and Torres Strait Islander Employment Committee	Co-Chair with Chief People Officer	Report to People Remuneration and Nominations Committee (Council)
	ASPEC Committee	Member	DVC (Education)
	Indigenous Research Network	Chair	N/A
	Australian Research Council	Indigenous Studies Researcher	ARC

Request Number 25 - For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations:

   a. **Students;**
   b. **Staff;**
   c. **Individuals within the broader Victorian community; and**
   d. **Traditional Owners of the lands on which the University has campuses and facilities.**

From 2018 through to the end of 2021, RMIT's Reconciliation Plans were guiding documents that outlined key accountability measures in relation to First Nations students, staff, and community. As outlined in Request Number 23, these reconciliation plans were governed by the Reconciliation Implementation Committee, chaired by the Vice Chancellor, with membership of this committee including various members of the Vice Chancellors Executive, along with senior Indigenous leaders and student leadership. Measuring the progress of reconciliation plan activity was coordinated centrally by the Enterprise Planning and Business Performance team from 2016 to 2018, then by the Office of Indigenous Education and Engagement from 2019 to 2021. This progress was reported to the Reconciliation Implementation Committee and featured as a key performance indicator (KPI) in the University Scorecard from 2016 - 2021. During this period, the University Scorecard also included KPIs specifically related to Indigenous student completions, Indigenous staff recruitment, percentage completion Reconciliation Plan Actions and Indigenous staff retention.

Our commitment to First Nations students, staff and community has been embedded throughout RMIT's current strategy, *Knowledge with Action 2031,* driving a more integrated approach to accountability in RMIT's broader monitoring and evaluation structures, including the University Scorecard (see response to Q23). Key accountability measures are tracked through the Strategy Execution Plan, which tracks activities outlined in enabling plans and strategies that support the implementation of *Knowledge with Action 2031*. These include RMIT's *Education Plan to 2025*, RMIT's *Aboriginal and Torres Strait Islander Employment Plan 2024-2026*, RMIT's *Decadal Aspirations – Enabling Research and Innovation for Impact* (including the *Indigenous Research Plan 2023-2025*), and RMIT's *Indigenous Student Success Strategy 2024-2025*.

Request Number 26 - For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to:

   a. **Recognising Traditional Owners' relationship with the land;**
   b. **Truth-telling;**
   c. **Proposed works and developments of the University; and**
   d. **Day-to-day operations.**

RMIT is committed to involving Aboriginal and Torres Strait Islander people of Australia in its teaching, learning, research, and advancement of knowledge. Through this it seeks to realise Aboriginal and Torres Strait Islander aspirations and safeguard their cultural heritage. (See, *RMIT Act 2010* (VIC), Part II, section 5 (f) (i)-(ii)). This includes unique commitments to Traditional Owners, on which lands RMIT conducts its business.

RMIT formally recognises the Boon Wurrung and Woi Wurrung people of the Kulin Nation as the traditional custodians of the lands where RMIT's campus is located. Since 2018, These commitments have been reflected in multiple strategies and plans, including: RMIT's *Reconciliation Action Plan* 2016-2018; and *Dhumbah Goorowa Reconciliation Plan* 2019-2020, and most recently in the Responsible Practice framework. These plans included developing and implementing protocols for Welcome to Country and Acknowledgment of Country at significant events; developing and implementing learning materials for staff and students such as the 'Advancing Reconciliation' micro-cred; and the 'Womin Djeka' micro-cred for students.

RMIT has embedded commitments across several internal instruments, such as the Locations Framework, the Bundjil Statement (embedded within the Policy Governance Framework), as well as other informal arrangements which create engagements with Traditional Owners.

RMIT has identified opportunities for improvement in its engagement strategy and will develop a Community Engagement Strategy within its Responsible Practice framework, which will outline protocols for procurement arrangements, project engagement, as well as resource sharing with Indigenous communities, including Traditional Owners. The Community Engagement Strategy will be developed in the second half of 2024.

Request Number 27 - For the period 1 January 2018 to present, describe any relevant agreements between the University and Traditional Owner groups – for example, in relation to support for operations, use of facilities etc.

RMIT has no identified formal agreements between the University and Traditional Owner groups. This has been identified, and RMIT seeks to address this in the development of our Community Engagement Strategy in 2024.

RMIT UNIVERSITY

UNIVERSITIES AS BENEFICIARIES OF COLONISATION / TRUTH-TELLING

Please note: *The responses in this section are based on information sourced within the timeframe available and are not complete. RMIT was established as the Working Men's College in 1887 and has subsequently acquired several institutions (Supporting Document 28.1) to which these questions apply. RMIT Archives is continuing to research several aspects of the Commission's Request for Information as they relate to predecessor institutions. We will provide this information as soon as it is available. Reference material and details of records used can be provided on request.*

Request Number 28 - Provide an explanation of the date(s) and circumstances in which the key lands on which the University's campuses and facilities are situated came to be granted to or acquired by the University.

The first Working Men's College building was on land acquired from the State Government of Victoria on the corner of La Trobe and Bowen Streets, Melbourne in [*insert date - Archives is continuing to research this*]. Over time, RMIT University and its predecessor institutions inhabited buildings across Melbourne and Victoria.

Today, RMIT University has campuses in Melbourne (on and around the original site), Bundoora, and Brunswick; and regional sites at Point Cook and Bendigo.

Bundoora: RMIT acquired the Bundoora site when it merged with Phillips Institute in 1992. The site was originally a family-owned farming homestead, and the State Government bought the land from that family *[Archives is continuing to research this]*.

Brunswick: Originally Melbourne College of Textiles *[Archives is continuing to research this]*.

Point Cook: RMIT Flight Training, Point Cook Airfield [*Archives is continuing to research this*].

Bendigo: RMIT Flight Training, Bendigo Airfield *[Archives is continuing to research this]*.

Request Number 29 - Provide an overview of any key land grants to the University by prominent early colonisers who may have been involved in (or encouraged, tolerated, or benefited from) violence against First Peoples.

RMIT Archives is continuing to research this for the original site in and around the Melbourne CBD, RMIT's Bundoora site, and predecessor institutions.

Request Number 30 - Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of:

   a. **Land grants for limited or no consideration;**
   b. **Teaching or conducting research based upon racist premises (e.g. eugenics, terra nullius); and**
   c. **Holding or acquiring First Peoples' ancestral remains.**

a. RMIT Archives is continuing to research this request.

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b. RMIT University's history goes back to 1887, when the Working Men's College was established. Technical education has been the focus of the curriculum throughout RMIT's history, and to this day RMIT emphasizes technical and applied education in its offerings. According to the records RMIT University Archives holds about its inception, the Working Men's College offered trade and technical courses (e.g. Engineering, Metallurgy, Chemistry, Physics, Architecture, Commerce), but there were also classes in 'humanistic subjects such as History, Latin, Political Economy, Logic and Physiology' (Royal Melbourne Technical College Calendar 1955, p15).

We do not have detailed descriptions of what was taught in the humanistic subjects. We have not been able to find any evidence of teaching or conducting research on racist premises such as eugenics or terra nullius, however they could have been taught in a history subject for example.

We have some records about RMIT and its predecessor organisations at the Bundoora facility. Some records e.g. *Coburg Teachers' College / State College of Victoria at Coburg - Course Syllabuses 1966-1977* are at Public Records Office Victoria (PROV). RMIT University Archives hold *Coburg Teachers' College / State College of Victoria at Coburg - Handbooks (1961-1981)*, and from these we have been able to glean that Australian History was taught there, but not the details of what was taught. Archives will continue to review the records we hold at Bundoora.

c. There are no ancestral remains at RMIT University Archives, and Archives staff have not heard or seen evidence of any ancestral remains at the University.

RMIT University Archives (2021) [Collection Guidelines](#) explicitly state that RMIT University Archives do not collect: Records or other materials stolen or displaced from the communities and places of their creation. For example, in the case of Aboriginal or Torres Strait Islander communities, cultural, intellectual, religious, and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Request Number 31 - Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including:

  a. **Regularity and context (e.g. whether ad hoc, or routinely conducted, in accordance with relevant engagement plans, policies);**
  b. **At what level(s) of formal interaction and/or engagement occurs (including the level of seniority of university staff and/or executives undertaking that interaction and/or engagement); and**
  c. **Governance structures for the interactions and/or engagements to be reported through (including, where appropriate, in reference to an Organisational Chart).**

RMIT's has an ongoing ad hoc engagement strategy with Traditional Owners, which includes procuring services for Welcome to Country, language services for naming, as well as engagement on planning and strategy development. RMIT will seek to formalise this strategy through the development of a Community Engagement Strategy, as well as the establishment of an Indigenous Governance Committee in 2024.

OTHER

Request Number 32 - Are there any other matters which the University would like to add, relevant to Yoorrook's inquiries?

Nil for this submission.