

## Criterion Reference

<b>Domain</b>	Risk Behaviour
<b>Criteria Number</b>	#94
<b>Description</b>	The university organises prevention programmes to reduce bullying and violence towards groups of people that might be discriminated.
<b>Purposes/Objectives</b>	<ol style="list-style-type: none"> <li>1. Reduce the consumption of alcoholic beverages and not allow the use of products prohibited by law (University of Maia, Portugal).</li> <li>2. Prevent risks associated with alcohol consumption and road accidents. Raise awareness of individuals so that they can decide to assume safer behaviours in relation to the previous determination to drive under the influence of alcohol (University of Algarve, Portugal).</li> <li>3. To educate the UDST community about the harms of smoking and to encourage people to quit for the sake of themselves, others, and the environment. (University of Doha for Science and Technology, Qatar).</li> <li>4. To create a tobacco free campus using a living lab approach (Trinity College Dublin, Ireland).</li> <li>5. Improve well-being of students during their student life or/and festive life by developing their knowledge and adopting healthy behaviours. Students are trained to raise awareness among their peers on the topics of addiction (alcohol, tobacco, psychotropic, etc.) and the risks associated with student festive life. They also refer to professionals. (Université Libre de Bruxelles, Belgium).</li> <li>6. To encourage students to choose proper nutrition and balanced meals over drugs (Myongji University, Seoul, South Korea).</li> </ol>

## Evidence Overview:

The university organises comprehensive prevention programs to reduce bullying and violence, including gender-based violence against groups experiencing discrimination or marginalisation, and to build a campus culture of respect, safety, consent, and inclusion.

RMIT’s prevention approach is aligned to Australia’s National Student Safety Survey recommendations, the National Action Plan to End Gender-Based Violence and the National Code to Prevent and Respond to GBV:

1. **Reduce drivers of GBV** within campus environments by shifting harmful attitudes, behaviours, norms, and power dynamics.
2. **Educate and empower students and staff** to recognise, prevent, and respond to sexual harm, harassment, coercion, and discrimination.
3. **Promote active bystander behaviours** and peer accountability, particularly in high-risk environments (residential spaces, social events, sport, clubs).
4. **Strengthen reporting pathways and early intervention supports** to ensure victim-survivors feel safe, believed, and supported.
5. **Embed trauma-informed and intersectional co-design processes** with students as equal partners.
6. **Address high-risk factors** including alcohol-related harms, hazing, institutional power dynamics, ableism, racism, sexism, homophobia, and transphobia.

### Example One: UniSport Nationals Training

Name of Program / Policy	GBV Prevention x RMIT UniSport Nationals Training
<b>Campus</b>	City
<b>Description</b>	The RMIT Prevention & Respect team consulted with RMIT Active staff, and RMIT captains and team managers, to develop and deliver GBV prevention training for RMIT sport team leaders attending UniSport Nationals 2025. Training focused on everyday sexism, gender stereotypes, respectful relationships, positive team culture, and responding safely to incidents during travel and social activities.
<b>Objective</b>	To create safer sporting and travel environments by preventing alcohol-facilitated harm, sexist or discriminatory behaviour and build leadership capability across sports clubs.
<b>Target Audience</b>	Student sport leaders (captains and team managers), and RMIT Active staff


<b>Timeframe (start &amp; finish if applicable)</b>	23 <sup>rd</sup> July to 25 <sup>th</sup> August 2025
<b>Evaluation</b>	Online pre, post, and 3-month post training feedback surveys
<b>Recommendations</b>	Expand training to all club members, introduce the concept of cofacilitated/peer led training
<b>Responsible RMIT Team</b>	RMIT Prevention & Respect – Gender-based violence prevention, RMIT Active
<b>External Partners</b>	Unisport

## Evidence Provided

Type	Link
Meeting 1	Co-design session with RMIT Active staff, team managers and RMIT Prevention & Respect: <a href="#">Team Managers First Co-Design Meeting 23 July.pptx</a>
Meeting 2	Co-design session with RMIT Active staff, team managers and RMIT Prevention & Respect: <a href="#">2nd Co-design Sports Clubs.pptx</a>
Meeting 3	Co-design session with RMIT Active staff, team managers and RMIT Prevention & Respect: <a href="#">Team Managers Sports Clubs 3rd Co-design session.pptx</a>
Meeting 4	<i>Gender-based Violence Prevention training:</i> <a href="#">Team Leaders Sports Club Training Aug 25.pptx</a>

Photos



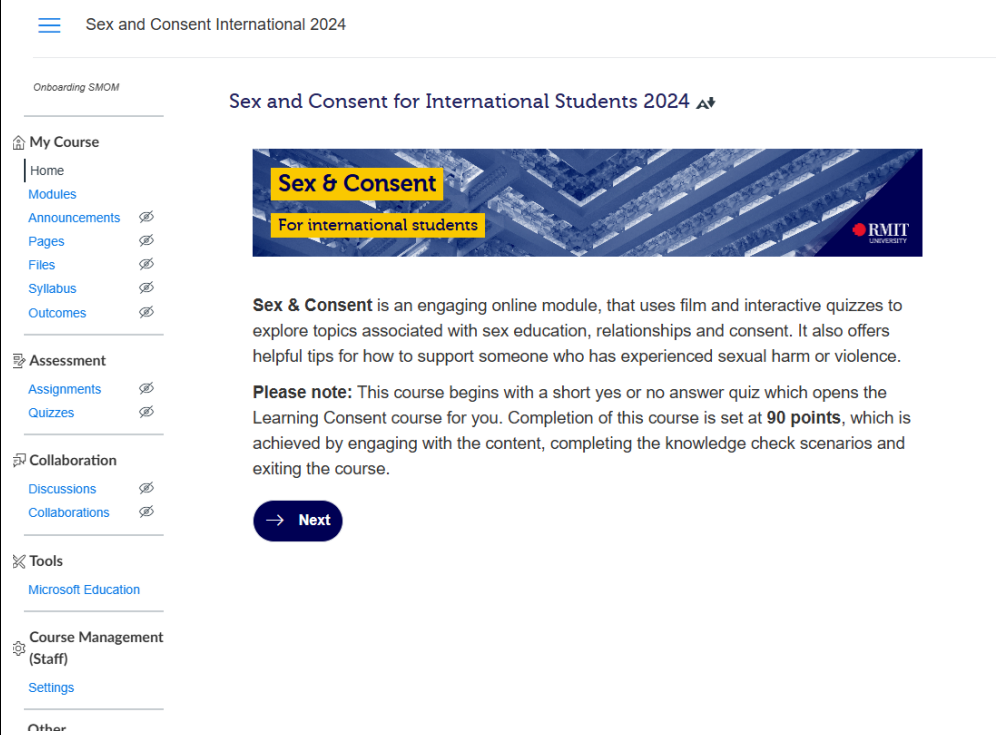
	
Social media	<a href="#">Instagram</a>
Feedback forms (pre and post training)	<p><i>Pre training:</i> <a href="#">PRE - training survey: Team Captains &amp; Managers - Unisport Nationals – Collaboration</a></p> <p><i>Post training:</i> <a href="#">POST - training survey: Team Captains &amp; Managers - Unisport Nationals – Collaboration</a></p> <p><i>3 months post training:</i> <a href="#">3 month POST - training survey: Team Captains &amp; Managers - Unisport Nationals – Collaboration</a></p>

## Example Two: Sex & Consent Online Modules

<b>Name of Program / Policy</b>	Sex & Consent mandatory online module (currently being updated to explicitly include GBV – new module sem 2 2026)
<b>Campus</b>	Online across all campuses in Melbourne
<b>Description</b>	Evidence-based learning module delivered to all commencing students, covering consent, coercion, bystander action, safer socialising, and rights to support. Customised for the Australian tertiary sector and intersectional student experiences.

<b>Objective</b>	Normalise consent, prevent first-year vulnerability, and reduce harassment and sexual harm in student housing, social spaces, and class environments.
<b>Target Audience</b>	All first year RMIT students (mandatory for higher education)
<b>Timeframe (start &amp; finish if applicable)</b>	Ongoing
<b>Evaluation</b>	Completion rates
<b>Recommendations</b>	Redevelopment curriculum outline; student co-design workshop summaries; feedback surveys;
<b>Responsible RMIT Team</b>	Prevention & Respect – Gender-Based Violence;
<b>External Partners</b>	Learning Consent

## Evidence Provided

Type	Link
<p>Module (International Students)</p>	 <p>Sex and Consent International 2024</p> <p>Onboarding SMOM</p> <p>Sex and Consent for International Students 2024 <sup>AT</sup></p> <p><b>Sex &amp; Consent</b> For international students</p> <p><b>Sex &amp; Consent</b> is an engaging online module, that uses film and interactive quizzes to explore topics associated with sex education, relationships and consent. It also offers helpful tips for how to support someone who has experienced sexual harm or violence.</p> <p><b>Please note:</b> This course begins with a short yes or no answer quiz which opens the Learning Consent course for you. Completion of this course is set at <b>90 points</b>, which is achieved by engaging with the content, completing the knowledge check scenarios and exiting the course.</p> <p>→ Next</p>

<p>Module (Domestic Students)</p>																															
<p>Completion Rates</p>	<table border="1"> <thead> <tr> <th>College</th> <th>Commencing</th> <th>Sex and Consent</th> <th>Academic Integrity</th> <th>How2RMIT</th> </tr> </thead> <tbody> <tr> <td>STEM</td> <td>8,575</td> <td>82.9%</td> <td>80.3%</td> <td>52.8%</td> </tr> <tr> <td>CoVE</td> <td>8,530</td> <td>49.4%</td> <td>50.6%</td> <td>45.1%</td> </tr> <tr> <td>DSC</td> <td>5,659</td> <td>79.3%</td> <td>77.0%</td> <td>47.9%</td> </tr> <tr> <td>CoBL</td> <td>3,933</td> <td>75.6%</td> <td>77.7%</td> <td>39.1%</td> </tr> <tr> <td><b>Total</b></td> <td><b>26,683</b></td> <td><b>70.3%</b></td> <td><b>70.7%</b></td> <td><b>47.4%</b></td> </tr> </tbody> </table>	College	Commencing	Sex and Consent	Academic Integrity	How2RMIT	STEM	8,575	82.9%	80.3%	52.8%	CoVE	8,530	49.4%	50.6%	45.1%	DSC	5,659	79.3%	77.0%	47.9%	CoBL	3,933	75.6%	77.7%	39.1%	<b>Total</b>	<b>26,683</b>	<b>70.3%</b>	<b>70.7%</b>	<b>47.4%</b>
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**Example Three:** GBV & Bystander Training for Student Residential Leaders

<b>Name of Program / Policy</b>	Our Watch/Unilodge /RMIT & other institutions collaboration
<b>Campus</b>	UniLodge City
<b>Description</b>	RMIT collaborated with Our Watch, Unilodge and partner universities to deliver specialised gender-based violence prevention training to residential student leaders. Training addressed the heightened risk of GBV in accommodation environments including online safety, coercion, harassment, and abuse. It focused on real-world scenarios, active bystander skills, responding to disclosures, and embedding respect in community culture.
<b>Objective</b>	To reduce incidents of GBV and harassment in residential environments by strengthening leadership capability, cultural safety, and peer accountability. Build a network of trained student leaders across multiple universities to ensure consistent safety standards within UniLodge settings.
<b>Target Audience</b>	Residential Advisors living in UniLodge
<b>Timeframe (start &amp; finish if applicable)</b>	Once off – however Unilodge has engaged Our Watch to continue their GBV Prevention training as required under the national code
<b>Evaluation</b>	Our Watch evaluated this through pre and post surveys.
<b>Recommendations</b>	RMIT & Unilodge provided feedback on context and real-world case studies. Unilodge and Our Watch to continue feedback loops
<b>Responsible RMIT Team</b>	Prevention & Respect
<b>External Partners</b>	Unilodge, Our Watch, Melbourne University, Monash University Victoria University

## Evidence Provided

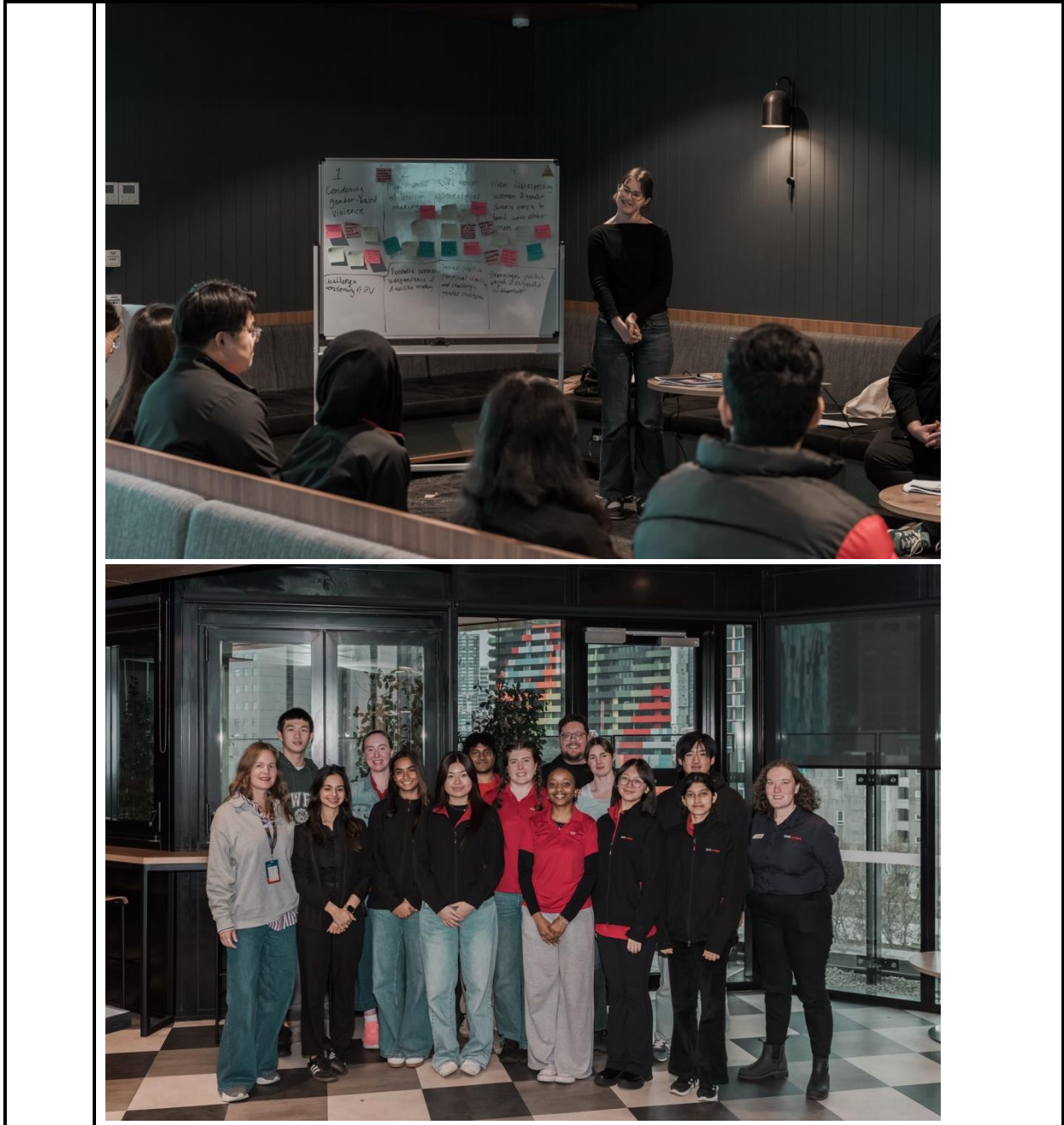
Type	Link
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Training 1	22/07/25
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Training 2	28/07/25
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Photos





	
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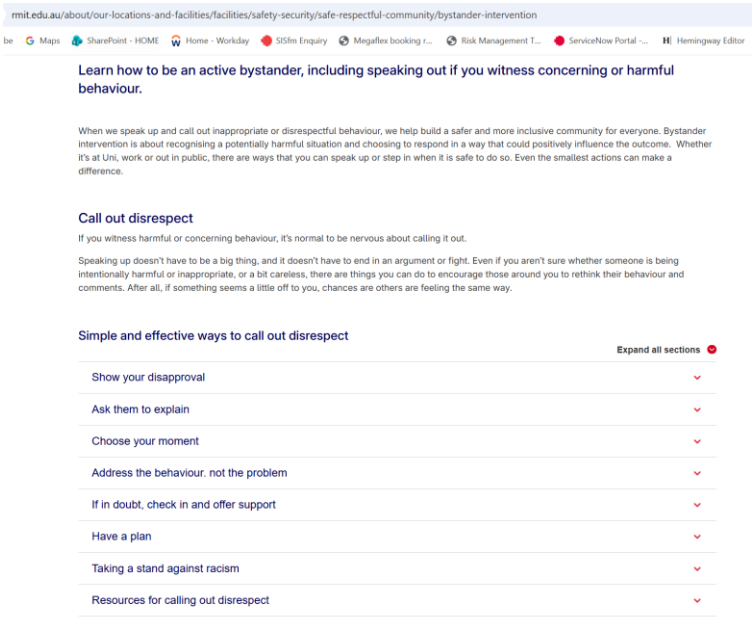

### Example Four: Safer Community

Name of Program / Policy	Safer Community
<p><b>Campus</b></p>	<p>All Campuses</p>
<p><b>Description</b></p>	<p>Safer Community provide specialist support for RMIT students and staff regarding experiences of violence, concerning, inappropriate, unwanted or threatening behaviour, including sexual harassment, harm and violence. The team provide confidential advice, support, reporting options and referrals to help individuals feel safe and navigate next steps.</p>

	<p>Safer Community are often invited to present to key areas of the university such as training for student club leaders and various school presentations.</p> <p>Safer Community are able to support students and staff who experience bullying, threats, hate speech, assault, stalking, image based abuse, doxing, catfishing or partner and family violence.</p>
<b>Objective</b>	To promote a safe and respectful university environment by supporting students and staff affected by concerning, unwanted or threatening behaviour, providing guidance on reporting options, and connecting individuals with appropriate support and protective measures.
<b>Target Audience</b>	All students and staff
<b>Timeframe (start &amp; finish if applicable)</b>	Ongoing
<b>Evaluation</b>	N/A
<b>Recommendations</b>	<p>To continue strengthening awareness and visibility of the Safer Community service through consistent promotion during orientation and key student lifecycle touchpoints.</p> <p>To continue to strengthen collaborations with internal support services and external specialist providers to ensure coordinated, trauma informed responses.</p>
<b>Responsible RMIT Team</b>	RMIT Safer Community
<b>External Partners</b>	N/A

## Evidence Provided

Type	Link
Website	<a href="https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/safer-community">https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/safer-community</a>

<p>Website</p>	<p>Bystander intervention - <a href="https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/safe-respectful-community/bystander-intervention">https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/safe-respectful-community/bystander-intervention</a></p> 
<p>Image/Media</p>	<p>Some slides taken from the Safer Community Club Leader Development Day training</p> 

	<div data-bbox="451 205 706 233" data-label="Section-Header"> <h3>What is Safer Community</h3> </div> <div data-bbox="451 252 714 342" data-label="Text"> <p>Safer Community is RMIT's dedicated service for students and staff, to seek support about experiences of violence, concerning, inappropriate, unwanted or threatening behaviour.</p> </div> <div data-bbox="451 357 695 447" data-label="Text"> <p>This includes threats or hate speech, discrimination, sexual harm and harassment, assault, stalking, image based abuse/ doxing/ catfishing or partner and family violence.</p> </div> <div data-bbox="451 462 711 514" data-label="Text"> <p>If something has happened or you are feeling uncomfortable or unsafe, either on campus or off.</p> </div> <div data-bbox="451 529 711 567" data-label="Text"> <p>Reach out and we can share the options and supports that are available to you.</p> </div> <div data-bbox="784 214 1408 312" data-label="Text"> <p>Safer Community provides support and advice to those who have experienced concerning, threatening or inappropriate behaviour.</p> </div> <div data-bbox="784 361 1369 390" data-label="Text"> <p>It doesn't matter where or when the behaviour occurred:</p> </div> <div data-bbox="784 396 1247 533" data-label="List-Group"> <ul style="list-style-type: none"> <li>• On campus or at a university event</li> <li>• At home or in your personal life</li> <li>• Online or in an online learning environment</li> <li>• Recent or historical</li> </ul> </div> <div data-bbox="490 655 1023 705" data-label="Section-Header"> <h3>Common areas of support</h3> </div> <div data-bbox="542 726 1006 993" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Threatening or aggressive behaviour</li> <li>• Bullying, <u>harassment</u> and discrimination</li> <li>• Family violence or intimate partner abuse</li> <li>• Students feeling unsafe/uncomfortable</li> <li>• Witnessing concerning behaviours</li> <li>• Supporting others who had made a disclosure</li> <li>• Concern for children and young people (U18s)</li> <li>• Sexual harm</li> </ul> </div> <div data-bbox="493 1142 1192 1186" data-label="Section-Header"> <h3>Creating a safe &amp; respectful community</h3> </div> <div data-bbox="505 1209 1050 1234" data-label="Text"> <p>We have an obligation to respond and prevent gender-based violence:</p> </div> <div data-bbox="505 1243 1183 1491" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Ensure relationships and interactions are respectful</li> <li>• Ensure our campuses, classrooms, <u>events</u> and worksites are free from sexual harassment, harm &amp; assault.</li> <li>• Increase awareness of how to access support services and reporting options.</li> <li>• Develop opportunities to learn and host events aimed to prevent harm and violence and build connection</li> <li>• People who use violence and harm are <u>identified</u> and are held to account</li> <li>• RMIT collaborates nationally with other tertiary institutions to help stop harm and harassment on campuses and within classrooms and worksites.</li> </ul> </div>
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## Example Five: Inclusion, Diversity, Equity and Access Framework


Name of Program / Policy	Inclusion, Diversity, Equity and Access Framework
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<p><b>Campus</b></p>	<p>All Campuses</p>
<p><b>Description</b></p>	<p>RMIT’s prevention programs are shaped by the Inclusion, Diversity, Equity and Access (IDEA) Framework, which has a focus on Universal Design for Learning, intersectionality, and creating conditions where every student and staff member feels respected, safe and able to thrive. The framework’s commitment to ‘inclusive by design: everyone, everywhere, all the time’ underpins initiatives that address structural and cultural barriers faced by groups vulnerable to discrimination.</p> <p>The framework is informed by lived experience, with consultation involving diverse students, staff and researchers to ensure prevention strategies respond to real needs. Efforts extend across education, community partnerships and capability building, consistent with IDEA’s focus on creating environments where inclusion is embedded into systems and everyday practice.</p> <p>The University’s outreach, mentoring, counselling and peer-support initiatives also contribute to reducing social exclusion, a known precursor to bullying and violence, particularly for underrepresented or marginalised cohorts. These programs promote belonging, equip students with skills and confidence, and strengthen connections across diverse communities, reinforcing respectful relationships and reducing stigma.</p> <p>Through these integrated strategies, RMIT actively works to prevent bullying and violence by fostering a culture of respect, equity and shared responsibility, ensuring all community members can participate fully and safely in university life.</p>

<b>Objective</b>	To prevent bullying and violence by embedding the RMIT Inclusion, Diversity, Equity and Access Framework's principles into proactive education, engagement and support initiatives to foster belonging, safety and respect.
<b>Target Audience</b>	All students and staff
<b>Timeframe (start &amp; finish if applicable)</b>	Ongoing
<b>Evaluation</b>	Data and impact analysis with Annual Report published and governance.
<b>Recommendations</b>	<p>Continue strengthening its prevention programs by deepening co-design with diverse student and staff communities, ensuring initiatives remain responsive to emerging forms of bullying and discrimination.</p> <p>Ongoing evaluation, reporting and co-design will further embed inclusive practices across systems, fostering a campus culture where bullying and violence towards groups of people that might be discriminated against is reduced.</p>
<b>Responsible RMIT Team</b>	RMIT Student Equity IDEA team and IDEA People team
<b>External Partners</b>	N/A

## Evidence Provided

Type	Link
Website	<p>Inclusion, Diversity, Equity and Access (IDEA) Framework webpage outlining Background, Key Insights, Guiding Principles, Aspirations, Action planning</p> <p><a href="#">Inclusion, Diversity, Equity and Access at RMIT - RMIT University</a></p>
Webpage with IDEA	IDEA Framework along with background, development, priorities, planning, governance and a model for action

Framework document	<a href="https://www.rmit.edu.au/content/dam/rmit/au/en/about/our-values/diversity-and-inclusion/rmit-idea-framework.pdf">https://www.rmit.edu.au/content/dam/rmit/au/en/about/our-values/diversity-and-inclusion/rmit-idea-framework.pdf</a>
Webpage with Evaluation Report	2024 Evaluation report, including data, highlights, resources and outcomes <a href="https://www.rmit.edu.au/content/dam/rmit/au/en/about/our-values/diversity-and-inclusion/idea-case-studies/idea-annual-report-24.pdf">https://www.rmit.edu.au/content/dam/rmit/au/en/about/our-values/diversity-and-inclusion/idea-case-studies/idea-annual-report-24.pdf</a>
Image/Media	<p>Some images from Inclusion, Diversity, Equity and Access Framework</p>  <p><b>Inclusion, Diversity, Equity and Access Framework</b></p> <p><b>Inclusive by Design: Everyone, Everywhere, All the Time</b></p> 

**Guiding principles to inform our aspirations and actions**

This Framework builds on a foundation of inclusion, with existing policies and processes that have fostered inclusion and built our capability in IDEA at RMIT. Recognising this, the principles below will further elevate our IDEA maturity across RMIT Group, ensuring consistent inclusive experiences across campuses, colleges, portfolios and entities.

These five principles underpin the aspirations and priority actions identified throughout the Framework:

<p><b>Intersectional</b></p> <p>RMIT will adopt and drive an intersectional whole-of-institution approach, sharing and celebrating our good practice and aligning around common aspirations.</p>	<p><b>Responsible Practice</b></p> <p>We commit to recognising, interpreting, and acting upon multiple principles and values including reconciliation, cultural safety, ethical responsibility, diversity and inclusion, in all our activities and relationships.</p>	<p><b>Universal Design</b></p> <p>Ensuring that our products, systems and environments are built for the diversity of the community from the outset so they are usable by all people underpins our commitment of being 'inclusive by design'.</p>	<p><b>Local Leadership</b></p> <p>Local leadership and action will support continued insight and action on inclusion, diversity, equity and access across all locations and operations in the RMIT Group.</p>	<p><b>Flexibility</b></p> <p>Having the flexibility to respond to emerging needs and priorities will be essential to our aspiration of being inclusive by design for everyone, everywhere, all the time.</p>
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**Our aspirations for inclusion, diversity, equity and access for 2031**

**Inclusive by Design: Everyone, Everywhere, All the time.**

This Framework sets out five domains of Inclusive Excellence:

- 1. Access, Participation and Success**  
A more diverse learner and staff profile with equity in retention, success and outcomes.
- 2. Culture, Capability and Leadership**  
An environment where all individuals are supported, are respected, feel a sense of belonging and are thriving.
- 3. Education and Research**  
Education and research that demonstrate best practice in inclusion, diversity, equity and access.
- 4. Infrastructure, Services and Operations**  
Inclusive facilities, tools and services. Planning, resourcing and communicating our IDEA aspirations and achievements.
- 5. Community and Partnerships**  
We engage reciprocally and in partnership with the communities we serve, promoting inclusion, diversity, equity and access.

The following pages further articulate RMIT's IDEA Framework, including our aspirations and priorities for action under each of the five domains of Inclusive Excellence.



Image/Media

Images of Evaluation Framework and Images of Evaluation report showing some achievements for each of the key domains.

## Evaluating our impact

Evaluating our impact will involve assessing our position as a leader in inclusion, diversity, equity and access against external benchmarks and peak body research, identifying and measuring learner and workforce demographics against comparative populations and analysing qualitative and quantitative feedback to ensure accountability and delivery of the Framework.

	This evaluation area means:	Example indicators for monitoring progress include:
<b>Who we are</b>	We aim to understand the diversity of our learner and staff profile and to measure representation, retention, progression, and outcomes for priority groups. Where relevant, we will compare data for priority groups to a relevant comparator population such as all students or all staff, with a view to moving towards parity over the course of the Framework.	<ul style="list-style-type: none"> <li>Staff recruitment outcomes for priority diversity groups, where relevant by work role, or level</li> <li>Numbers of applications and enrolments from our student equity access schemes</li> <li>Access rates of commencing students from priority groups</li> <li>Representation of diverse identities and backgrounds in student and staff leadership roles</li> <li>Distribution of students and staff across disciplines, including those in which certain groups are traditionally under-represented (such as women in STEM)</li> </ul>
<b>How we feel and what we say about RMIT</b>	Understanding how our learners and staff experience the culture and navigate the systems, tools, and structures at RMIT will indicate progress towards an RMIT that is 'inclusive by design'. We expect that this will be reflected in qualitative and quantitative data across all demographics, comparing outcomes for the priority diversity cohorts to other cohorts of learners or staff to identify gaps.  Our goal is an RMIT Group where all individuals are supported, respected, feel a sense of belonging and are thriving with the tools, facilities, support and development they need to succeed.	<ul style="list-style-type: none"> <li>Staff engagement survey: identifying differences in the scores and qualitative feedback of staff across backgrounds, abilities, orientations and identities including their intention to stay at RMIT and perceptions of career development opportunities</li> <li>Mental Health and Wellbeing Survey: identifying mental wellbeing indicators and psychosocial safety risks that are exacerbated or disproportionate for staff and/or students across diverse backgrounds, orientations, identities and abilities</li> <li>Evaluative measures of teaching, learning, and the student experience, as in student survey responses on 'overall satisfaction' and the 'Good Teaching' score</li> <li>Number of student equitable learning plans containing recommended reasonable adjustments for students with disabilities</li> <li>Student participation in developmental programs and services and work integrated learning</li> <li>Retention of priority student cohorts</li> </ul>
<b>What we achieve</b>	We aim for parity in completion and graduate outcomes for our students, and in career progression and recognition for our staff. This requires inclusive programs, curriculum, pedagogy, and delivery that are inspiring, accessible, and flexible for our students. For our staff, this means ensuring access to developmental and higher-level opportunities.	<ul style="list-style-type: none"> <li>Outcomes for priority student cohorts including courses passed, retention, and program completion</li> <li>Graduate outcomes (such as graduates in employment or further study) for priority cohorts</li> <li>Staff and student access and participation in events, professional development opportunities, resources and guidance materials</li> <li>Academic promotion among priority cohorts: rates of application and success</li> <li>Internal mobility (workforce demographics) – internal recruitment rates, short term opportunities such as secondments and higher duties appointments, appointments to higher level roles.</li> </ul>
<b>How we influence</b>	RMIT's ambition is to make a positive societal difference in the communities where we are located. Understanding the nature and scale of our impact will inform how we continue to contribute to a more inclusive community, wherever we operate.	<ul style="list-style-type: none"> <li>Research outputs related to Sustainable Development Goals</li> <li>Social procurement outcomes and panel partnerships</li> <li>Evaluative frameworks for industry partnerships and projects</li> </ul>

IDEA Framework 30

## IDEA Framework Domain 1: Access, Participation and Success

We aim to create a more diverse student and staff profile with equity in retention, success and outcomes

This domain focuses on enhancing diversity among our students and staff while ensuring everyone can thrive in learning and careers. We implement strategies to attract underrepresented groups, facilitate successful transitions, and develop responsive policies and targeted initiatives.

### Key Achievements

#### Increased Access For Under-represented Groups:

3,715 offers were made through SNAP access schemes, representing an 8% increase from 2023.

#### Enhanced Career Support for Women:

Launched a new mentoring program for women engineering students with professional development, seminars, and mentoring. Program expansion to other STEM disciplines is planned for 2025.

#### Enhanced Parent and Carer Support:

Updated resources and webpages with clear action items and key information, with targeted advertising to inform staff and managers about parental leave transition resources.

#### Robust Scholarship Program:

Awarded 2,057 equity coursework scholarships totalling \$6 million, plus added 14 new industry/donor scholarships worth \$662,000.

#### Disability Support Services:

2042 students with disabilities or mental health conditions consulted Equitable Learning Services in 2024, contributing to more than 3,000 students benefiting from individualized learning plans.

#### New Targeted Programs:

Developed specialized programs including a Diploma in IT for regional women and implemented a Disability Support Transition Officer role funded by the state government, providing intensive transition support for VE students with disabilities.

#### Recognition for Inclusive Practices:

- Achieved Disability Confident Recruiter status for the fourth consecutive year
- Received Workplace Gender Equality Agency Employer of Choice citation for the sixth time
- Retained Platinum Tier status in the Australian Workplace Equality Index (AWEI) as one of Australia's top LGBTQIA+ inclusive organizations
- Named finalist for the Trans and Gender Diverse Inclusion Award

#### Support for Asylum Seekers:

Secured additional funding for our award-winning program supporting students seeking asylum, providing fee waivers, living allowances and support services. Twelve Welcome Scholarships were awarded in 2024, with 69 students graduating over seven years.



International Women's Day event at RMIT, 2024

## IDEA Framework Domain 2: Culture, Capability and Leadership

We provide an environment in which all individuals are supported, are respected, feel belonging, and are thriving, and our leaders are diverse and empowered to apply IDEA

*This domain focuses on the core enablers of inclusion in our cultures and practices at RMIT. It recognises that the visible artefacts, the values, beliefs and behaviour, and the implicit assumptions and norms we adopt at RMIT will shape inclusion and belonging.*

*This domain also recognises the critical roles leaders at all levels play in setting the tone and in modelling inclusion. Actions in this domain aim to improve diversity among our student and staff leaders and ensure that all of our community is empowered to develop and apply best practice in IDEA.*

### Selected Achievements

- A new framework for IDEA capability development now guides our professional development programs and events, complemented by a comprehensive SharePoint site that centralizes all IDEA resources and opportunities.
- Over 3,265 staff and students participated in IDEA professional development covering LGBTQIA+ inclusivity, accessibility, race, gender, disability, and neurodivergence—with “IDEA into Action” programs receiving particularly positive feedback. Our digital presence continues to grow, with the IDEA webpage attracting over 21,500 views and 9,100 unique visitors.
- The development of an anti-racism strategy involving community workshops to address racism on campus commenced in 2024 and continues into 2025.
- RMIT celebrated key cultural events including LGBTQIA+ days (Midsumma Carnival, Pride March, IDAHOBIT, and Wear it Purple), Global Accessibility Awareness Day, International Day for the Elimination of Racial Discrimination, and multicultural celebrations like Diwali and Lunar New Year.
- Ongoing support for staff communities and student networks continues through funding, leadership structures, and inclusive practice development.



Courageous Conversation event, promotes cultural inclusion and racial equity at RMIT

## IDEA Framework Domain 3: Education and Research

Our education and research demonstrate best practice in inclusion, diversity, equity and access.

*We aim to ensure that our learning and teaching are inspiring, inclusive, accessible, and flexible. By embedding equity and inclusion principles into the curriculum, pedagogy, and assessment, we value diverse thoughts, perspectives, and experiences. Our goal is to develop graduates who are Ethical Global Citizens, capable of leading and applying IDEA best practices. We also seek to enhance the diversity of our researchers and support them to apply and lead best practice on inclusion, diversity, equity and access matters, benefiting the diverse communities we serve.*

### Selected Achievements

- The Student Equity team designed and delivered 36 bespoke sessions for 1,441 staff to build capability on inclusive practice for students to a variety of audiences including student services staff, academic and professional staff and leaders in Schools and Colleges, and VE educators, for example. In addition to IDEA principles and practices and their application in education and research, content covered neurodiversity, racism, and gender equity.
- Established the Community of Practice for educators on inclusive and universal design for learning to provide a forum for sharing of great research and practice insights including from RMIT educators.
- Stakeholder groups across RMIT also developed and delivered professional development resources and sessions.
- The IDEA People Team partnered with RMIT Online to review and develop content for Melba Disability Services for their course ‘Human Rights in the Support Context’.
- Education-related policies under review have been assessed against the Sustainability and Equity Evaluation tool to identify impacts and recommended improvements for diverse students.
- Guides to Diversifying Reading Lists in Canvas have been published, to support academics to broaden the resources on their lists, exposing students to various histories and narratives and to authors from under-represented or marginalised groups.
- Networks for RMIT researchers continue to flourish, including the Women’s and the LGBTQIA+ Research networks, bringing together diverse researchers and sharing good practice.
- RMIT researchers continue to publish well-regarded research outputs on issues of diversity, inclusion and equity, contributing to awareness and inclusive practice and informing policy and service provision, and sharing our expertise with the broader researcher and public community.
- The new Inclusive Data Collection guide for staff, students and researchers provides guidance on how to collect personal data from individuals in an inclusive and respectful way.
- An Education portfolio team won one of the national ADCET Accessibility in Action Awards 2024 for their educational design work in creating RMIT’s Artificial Intelligence in Learning and Teaching course.
- The 2024 Library Teaching Spotlight Series had a focus on open scholarly practices, including sessions on Inclusive Practices, and Indigenous Knowledge and Perspectives.
- In Open Textbook developments that aim to provide free or low-cost learning resources, a series of Indigenous case studies were curated for MBA programs, and an edited collection of chapters on Contemporary Topics in Mental Health Nursing has been published.



## IDEA Framework Domain 4: Infrastructure, Services and Operations

We provide inclusive facilities, tools and services. We plan, resource, review and communicate our IDEA aspirations and achievements.

*Through this domain, we aim to build an RMIT that is 'inclusive by design for everyone, everywhere, all the time.' This domain focuses on ensuring that our physical, digital and cultural environments are inclusive, accessible and safe. It is about demonstrating inclusion and welcome, while providing practical provision for our diverse community in our campus facilities, our digital tools and systems, and in our communications and operations.*

### Selected Achievements

- A new co-chair of the IDEA Committee was appointed, and the group held two meetings in 2024. Diversity working groups were refreshed with new membership and terms of reference. A new "IDEA in Action" group was established to share and learn best practices across RMIT. An IDEA celebration of achievements took place in November 2024.
- New data dashboards for priority student equity cohorts were developed and shared with colleges, portfolios, and schools. These dashboards track key metrics like representation, retention, success, and graduate outcomes, aiding in local assessment and future planning.
- Colleges, portfolios, and schools participated in "maturity assessments" against the IDEA Framework to evaluate current practices and identify areas for improvement.
- Services, programs, and initiatives across the Education portfolio adopted an "inclusive by design" approach. Strategic planning discussions were held between the Centre for Indigenous Research, Education and Engagement and IDEA to integrate the IDEA and Indigenous Student Success Strategy. The IDEA Framework's "inclusive by design" approach was embedded in strategic initiatives, including developing the next Education Plan.
- The previous disability-focused program within Property Services expanded to "IDEA" to align with the IDEA Framework. The 2024 program includes sensory-friendly spaces, disability access, and all-gender toilets across Melbourne campuses. An All-Campus Access Audit was completed to guide the next five years of IDEA work and support the RMIT Master Plan to 2045.
- 400 Bachelor of IT students attended lectures on digital accessibility, enhancing their skills in creating accessible web applications.
- Eighteen accessibility initiatives were delivered during Open Day 2024, including a sensory-friendly calm zone, accommodating over 40,000 attendees. A post-event survey showed 89% of respondents with disabilities had their access needs met.
- RMIT achieved national and international recognition, ranking #5 globally for performance against the UN Sustainable Development Goals, including #1 for "reducing inequalities," and received additional accolades for gender equality and LGBTQIA+ inclusion.



Eighteen accessibility initiatives were delivered during Open Day 2024

## IDEA Framework Domain 5: Community and Partnerships

We engage reciprocally and in partnership with the communities we serve, promoting IDEA.

*The Community and Partnerships domain considers how others contribute to our knowledge and success in relation to inclusion, diversity, equity and access, and how we can reciprocate.*

*It considers the ways we can have a positive impact in the communities we serve, sharing our resources and expertise and learning from others. We seek to be a source of good practice in inclusion, diversity, equity and access and to address our mission to the broader community through a positive influence on public policy, academic practice and broader societal debate and practice. We partner with industry, communities and community organisations to identify and overcome needs and challenges.*

### Selected Achievements

- New community partnerships were established with the Neurodiversity Hub for supporting resources, the "Raising Expectations" organisation for assisting out-of-home care youth into tertiary education, and the Board of Imams Victoria for anti-Islamophobia training.
- RMIT maintains its partnership with the Equal Employment Opportunity Network (EEO) as a venue sponsor. Five events have been held in 2024, covering AI in diversity, gender pay gaps, hybrid working, and advocacy burnout. In September, the biennial EEO Summit took place at RMIT's Storey Hall, with 85 attendees from various sectors.
- RMIT regularly presents its IDEA approach at national and international conferences and delegations, including a presentation in 2024 to a group of women leaders from Vietnam participating in an Australian government-sponsored leadership development program.
- RMIT continues to support community organisations like the Women of Colour Collective, hosting their annual event at the university.



Dr Radhika Santhanam-Martin (clinical psychologist specialising in trauma) in conversation with Summayyah Sadiq-Ojbara (Psychotherapist and counselor).

Participants at the Women of Colour event, 2024

