



# Sustainability Annual Report 2018



### **Bundjil Statement**

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

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# 1. About this report



## 1.1. Report Scope

This is the fourth annual sustainability report for RMIT University, spanning the calendar year from 1 January to 31 December 2018. The report documents RMIT's progress, highlights key achievements and provides context on our sustainability agenda. The report shows the impact that teaching and learning, research and operations have on the environment, local economies and society. It also highlights RMIT's commitments and progress towards becoming a more sustainable organisation.

This report has been prepared in accordance with the Global Reporting Initiative (GRI) Standards: Core option. In line with GRI requirements, this report presents RMIT's significant economic, social and environmental impacts and contributions, both current and those that RMIT can reasonably foresee. The report addresses where these impacts have occurred and how RMIT has contributed to them. The information contained herein has not been the subject of external assurance.

This report covers all Australian entities listed under the RMIT annual report with additional data from RMIT Vietnam where available and as indicated. This report does not contain any restated information.

In preparing this report, RMIT has considered the following GRI Reporting Principles:

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



## 1.2. Materiality

This report has been informed by the GRI Reporting Principles for defining report content - *stakeholder inclusiveness, sustainability context, materiality and completeness*. It has also been informed by the principles of the AA1000 standard which provides guidance to organisations to identify and respond to sustainability issues. In 2017 RMIT undertook a content determination and materiality assessment informed by these principles. A full materiality assessment is undertaken at RMIT every two years. In 2018, RMIT undertook a desktop review against key sectoral trends, University plans and enterprise risks.

## 1.3. Sustainability Context

Following the content determination and materiality assessment, the material topics identified were:

- Ready for life and work
- Research impact
- Green buildings and infrastructure
- Learning and teaching
- Student health, safety and wellbeing
- Empowering staff
- Governance
- Diversity and inclusion

RMIT welcomes enquiries and feedback on this report via [sustainability@rmit.edu.au](mailto:sustainability@rmit.edu.au)

## 1.4. Reporting on the Goals

RMIT recognises the important role the education sector can play not only in supporting the UN Sustainable Development Goals (SDGs) agenda, but also in promoting and contributing to the achievement of all 17 Goals.

This report employs the SDGs as a framework to demonstrate RMIT's global sustainability impact. For more information on the SDGs and the University's contribution see Section 4 and 6. Detailed contributions to relevant goals and indicators are included in the report index.

### Sustainability engagement



### Research impact



### Supporting students



### Living RMIT values



### Empowering people



### Sustainable operations



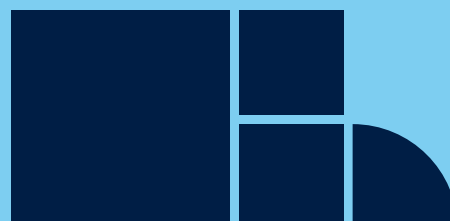
## 1.5. Engagement mechanisms

RMIT identifies stakeholders based on the following key criteria:

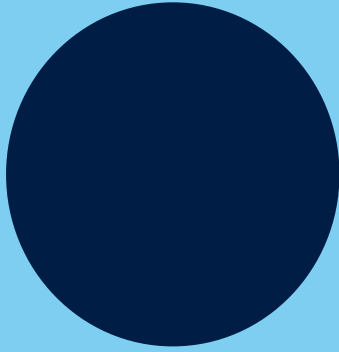
1. **Representation:** those who represent or can legitimately claim to represent key interests with which RMIT interacts.
2. **Dependency:** those who are dependent on RMIT or who RMIT depends on for University operations.
3. **Responsibility:** those to whom RMIT has direct responsibility such as legal,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

The table below shows how RMIT engages with stakeholders:

Stakeholder Group	Engagement methods	Frequency
<b>Students</b>	<ul style="list-style-type: none"><li>• Biennial surveys</li><li>• Meetings with student groups</li><li>• RMIT University Student Union (RUSU)</li><li>• Student Experience Advisory Committee</li></ul>	Constant
<b>Staff</b>	<ul style="list-style-type: none"><li>• Annual surveys</li><li>• Annual performance development reviews</li><li>• University support services</li></ul>	Constant
<b>Alumni</b>	<ul style="list-style-type: none"><li>• Website</li><li>• Events</li><li>• Mailing lists</li></ul>	As required
<b>Industry partners</b>	<ul style="list-style-type: none"><li>• Advisory boards</li><li>• Relationship managers</li><li>• Work integrated learning (WIL)</li></ul>	As required
<b>Suppliers</b>	<ul style="list-style-type: none"><li>• Contractual management process</li><li>• Tender processes</li><li>• Relationship management</li></ul>	Constant
<b>Governments</b>	<ul style="list-style-type: none"><li>• Meetings</li><li>• Project collaboration</li><li>• Annual reports</li></ul>	As required
<b>Local communities</b>	<ul style="list-style-type: none"><li>• Website</li><li>• Publications</li><li>• Open Day</li></ul>	As required



## 1.6. Highlights

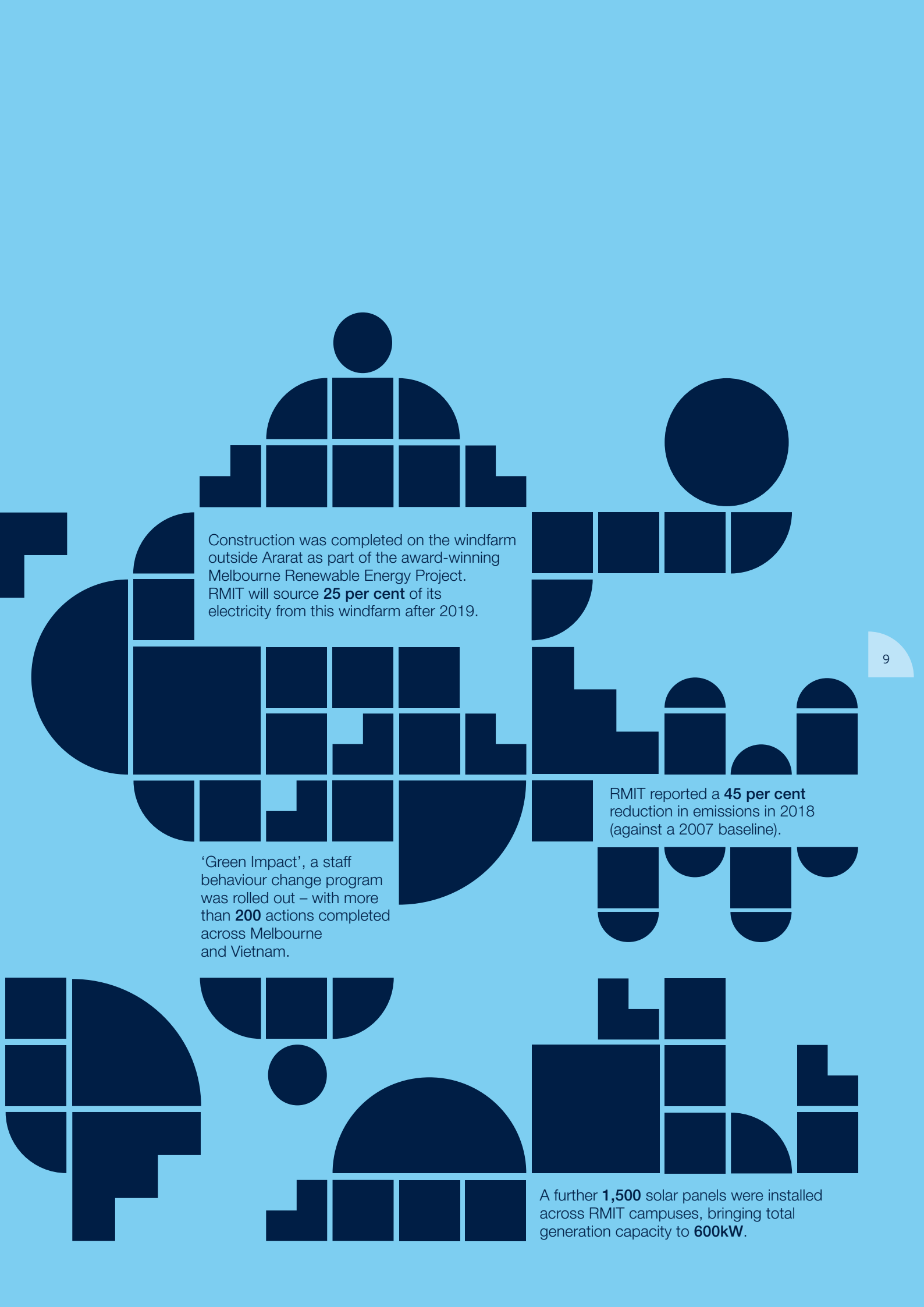


RMIT won the Green Gown Award for Continuous Improvement Institutional Change. This category recognises sustained and successful activities to improve the sustainability performance of tertiary education institutions. In recognition of a long-term, whole-of-institution approach to sustainability, RMIT is the only university in Australasia to have received this award twice.

New sustainability micro-credentials were created to build student skills through online learning.

The University's commitment to the UN Sustainable Development Goals (SDG) was demonstrated by signing a national commitment and creating a role dedicated to SDG impact.





Construction was completed on the windfarm outside Ararat as part of the award-winning Melbourne Renewable Energy Project. RMIT will source **25 per cent** of its electricity from this windfarm after 2019.

'Green Impact', a staff behaviour change program was rolled out – with more than **200** actions completed across Melbourne and Vietnam.

RMIT reported a **45 per cent** reduction in emissions in 2018 (against a 2007 baseline).

A further **1,500** solar panels were installed across RMIT campuses, bringing total generation capacity to **600kW**.

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## 2. Vice-Chancellor's Statement



RMIT is continuing to make significant progress towards the goals in our *Ready for Life and Work* strategy. Providing students with life-changing experiences and shaping the world with research, innovation, teaching and engagement. All while improving environmental outcomes and building on our reputation for sustainability leadership.



We take our responsibility very seriously and in 2018 we formalised that commitment by creating a role dedicated to the SDGs. Supported by the Sustainability Committee, the role raises awareness, fosters collaboration, provides advice and assistance, measures impact and communicates our contributions to the SDGs across the University.

RMIT was the proud recipient of the Green Gown Award for Continuous Improvement Institutional Change. This award category is unique in recognising a whole-of-institution approach to sustainability. It acknowledges that we are delivering our sustainable infrastructure commitments, engaging our community and embracing our diverse population of students and staff.

As part of our University-wide digital credentials program, RMIT has delivered four new sustainability micro-credentials. The creds, available to students and staff, include *Sustainability 101*, *Learning to Walk the Talk*, *Ethical Cities* and *Sustainable Change*. They were developed in partnership with industry to provide a strong foundational knowledge of sustainability.

Other key events and achievements during the reporting period include:

- Launching Bundyi Girri – Shared Future, our University-wide change strategy to support non-Indigenous people into their relationship with Aboriginal and Torres Strait Islander peoples.
- Continuing to drive energy efficiency initiatives and further on-site solar projects, reducing our emissions by 45 per cent on our 2007 baseline. This builds on the considerable effort of previous years, progressing towards our goal to be carbon neutral by 2030.
- Becoming a partner of the Melbourne Renewable Energy Project, purchasing 25 per cent renewable energy. This agreement has seen the construction of 39 wind turbines at the Crowlands Windfarm near Ararat, increasing renewable energy generation in Victoria.
- Committing to support our people through the 'Be the Change' and 'It's OK to not be OK' campaigns. We want our community to feel supported through the difficult times too, ensuring there is always somewhere to turn.
- Rolling out the Green Impact program designed to help staff and students embed sustainability and social responsibility practices at work. More than 200 actions were completed by staff across Melbourne and Vietnam, recorded by students trained as auditors.

Sustainable thinking continues to be front and centre at RMIT. Our desire is to take this a step further, as leaders and champions for impactful change in the communities we serve and beyond.

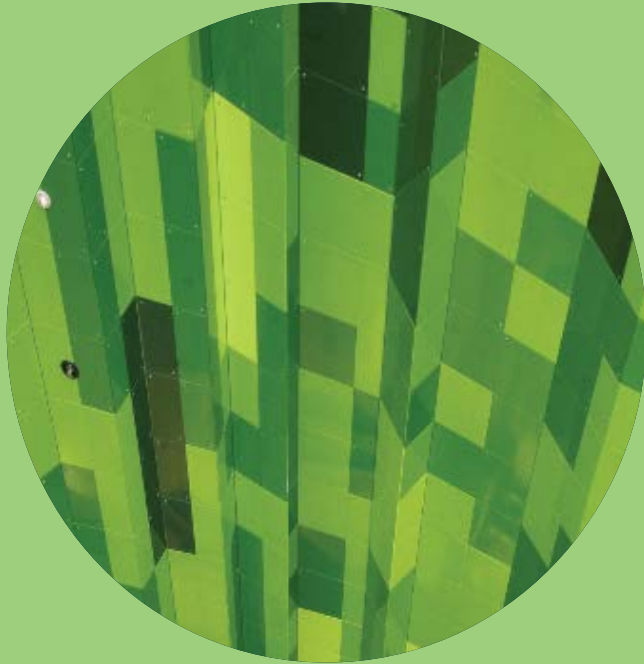
Martin Bean CBE

**Vice-Chancellor and President**





# 3. About RMIT



## 3.1. Organisational profile

RMIT is a multi-sector university of technology, design and enterprise with a mission to help shape the world through research, innovation, quality teaching and engagement. RMIT creates life-changing experiences for students, getting them ready for life and work.

One of Australia's original educational institutions founded in 1887, RMIT University now has 91,000 students and 11,000 staff globally.

The University enjoys an international reputation for excellence in professional and vocational education, applied and innovative research, and engagement with the needs of industry and the community.

RMIT prides itself on the strong industry links it has forged over its 131 year history. Collaboration with industry is integral to the University's leadership in applied research and education, and to the development of highly skilled, globally focused graduates.

RMIT has three campuses in Melbourne – Melbourne City, Brunswick and Bundoora. Internationally, RMIT has two campuses and a language centre in Vietnam (Hanoi and Ho Chi Minh City) and a research and industry collaboration centre in Barcelona, Spain, RMIT is a truly global university. RMIT also offers programs through partners in Singapore, Hong Kong, mainland China and Indonesia, with research and industry partnerships on every continent.

RMIT is the largest landholder in the City of Melbourne, this positions the University to take a leading role in driving sustainable urban outcomes for the city. In total, RMIT's global property portfolio comprises more than 141 buildings (approximately 544,000m<sup>2</sup> gross floor area).

The consolidated 2018 net operating result for RMIT University and its subsidiaries was \$89.4 million or 6.2 per cent of revenue, continuing the strong results of recent years.

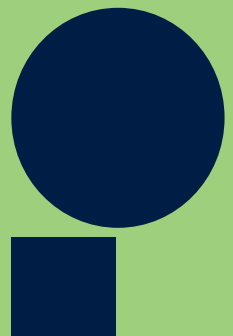
RMIT subsidiaries are governed by a Board of Directors which includes a member or members of the RMIT University Council. Financial performance, operational highlights and risk management are reported quarterly to Council.

Subsidiaries as at December 2018 were:

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

The University's Annual Report contains further information on financial performance, subsidiaries and executive profiles. [www.rmit.edu.au/annualreport](http://www.rmit.edu.au/annualreport)

RMIT University was established and is governed in accordance with the Royal Melbourne Institute of Technology Act 2010 (Vic).



## 3.2. RMIT Heritage

RMIT's three campuses in Melbourne are located on the unceded lands of the people of the Woi Wurrung and Boon Wurrung language groups of the eastern Kulin Nation. The Traditional Owners of the land were the first practitioners of sustainability and RMIT respectfully recognises their Ancestors and Elders past, present and future.

RMIT was founded on a culture of philanthropy from a donation from Francis Ormond, originally establishing the Working Men's College in 1887. Over time it has grown to incorporate several schools and colleges around Melbourne, including being awarded royal patronage in 1954. In more recent times it has grown to encompass the international operations through which RMIT takes a more active role in developing communities.

To explore more of the journey, including the RMIT family tree visit: <https://www.rmit.edu.au/about/our-heritage>

### The Vice-Chancellor's Executive

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

For further information about the governance structure, please visit the website: [www.rmit.edu.au/about/governance-and-management](http://www.rmit.edu.au/about/governance-and-management)

### The Sustainability Committee

Established in 2009, the Sustainability Committee is the highest governing body for sustainability at the University. The Committee reports on the University's sustainability performance and makes recommendations about sustainability-related commitments, policies, strategies and targets. It reports through the Chairperson, Professor Paul Gough, to the VCE.

Its duties also include the provision of advice and assistance to the VCE and University Council in implementing and monitoring sustainability actions.

The aim of the Committee is to ensure sustainability principles and practices are holistically embedded within strategic planning, governance, teaching and learning, research and operational activities.

The Sustainability Committee has committed to ensuring RMIT delivers on the objectives of the United Nations SDGs, through supporting and encouraging collaboration, innovation and engagement across the RMIT community.

In recognition of the leadership commitment shown by RMIT's Sustainability Committee, the University won the Green Gown Award for Continuous Improvement Institutional Change. RMIT was also listed as a finalist in the International Awards for Sustainability Institute of the Year (awards not issued at time of printing).

## 3.3. Governance

### University Council

RMIT is a public university created under the Royal Melbourne Institute of Technology Act 1992, governed by the RMIT Council and managed by the RMIT Chancellery. Under the legislation, the RMIT Council is responsible for the "general direction and superintendence" of the University including formulating policy and monitoring performance.

The Council has 13 members, including one elected staff representative and one elected from the student body. Its chair is the RMIT Chancellor, Dr Ziggy Switkowski AO. RMIT is compliant with the Voluntary Code of Best Practice for the Governance of Australian Universities.

The University Council is provided regular updates on sustainability initiatives at RMIT through the Sustainability Committee Chair. In 2018 the University Council adopted the Carbon Management Plan and sets a new voluntary target to become Carbon Neutral by 2030.





## 3.4. Key documents

### Strategic Plan - Ready for Life and Work

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

<https://www.rmit.edu.au/about/our-strategy>

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

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

The 2018 Annual Report discusses how progress is being made towards three key directions from the Strategic Plan: life-changing experiences; passion with purpose; and shaping the world. The annual report can be found on the RMIT website:

<https://www.rmit.edu.au/about/governance-and-management/annual-reports>

### Sustainability Policy

RMIT's Sustainability Policy was formalised in 2012 with the objective of embedding sustainability principles and practices throughout learning and teaching, research and operational activities. It sets a number of goals across the areas of culture, tertiary education, research, community, partnerships, infrastructure and operations and links to a range of strategies and policies that guide specific activities.

The Sustainability Policy is publicly available at

<https://www.rmit.edu.au/about/governance-and-management/policies/sustainability>

### Code of Conduct

The RMIT Code of Conduct for Staff defines how RMIT's values are demonstrated in the day-to-day activities of the University. The Code outlines the expected standards of behaviour and how members of the RMIT staff community are to conduct their duties while representing RMIT and working towards achieving the goals of the University.

Within the code of conduct it states that staff are expected to use all University facilities, equipment and processes efficiently, carefully and in a proper manner by being green in the workplace: pursuing the principles of sustainability and understanding the impacts and opportunities of their work.

RMIT also has a Student Conduct Regulations which maintain and protect academic integrity at the University.

For more information visit:

[www.rmit.edu.au/about/governance-and-management](http://www.rmit.edu.au/about/governance-and-management)

### Risk Management Framework

The University's Risk Management Policy and Framework is based upon and guided by the International Risk Management Standard AS/NZS ISO 31000:2018.

RMIT Council provides strategic oversight and monitoring of risk management activities and performance. The Council also ensures the degree of exposure that RMIT is prepared to accept in pursuit of its objectives is established and articulated in alignment to acceptable University thresholds.

The Audit and Risk Management Committee of the RMIT Council, with support of the Internal Audit and Risk Management functions, periodically reviews the effectiveness of the RMIT risk management policy, its associated processes and its application to potential risk exposures. It also monitors the management of key risks within the University's risk profile and ensures Internal Audit plans for the RMIT Group include appropriate consideration of risk.

### Graduate Attributes

RMIT graduate attributes are a set of broad skills that students will have acquired and be able to demonstrate to an appropriate level upon graduating. Two key graduate attributes relating to sustainability are:

- **Environmentally aware and responsible**

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

- **Culturally and socially aware**

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



## 3.5. Policy Governance Framework

A new Policy Governance Framework, came into effect on 1 November 2018. The principles-based framework is underpinned by the Code of Conduct and Student Charter and aims to strengthen policy governance, minimise risk and maximise opportunities associated with strategic and operational activities through a consistent and quality-focused approach.

A key framework objective is to provide a structure for incorporating reconciliation and Aboriginal and Torres Strait Islander self-determination as a core value. From 2019, all RMIT binding governance policies will include a Bundjil statement of commitment to place.

In 2018 a new policy advisory team was formed to focus on strengthening integrity controls and increasing policy communication and engagement. A range of structures have been put in place to improve engagement including targeted training and communications for policy authors and users. A Policy Governance Working Group was put in place to consider policy governance matters and develop awareness initiatives for RMIT group policies. A new policy register was implemented with the objective of creating an improved user experience as well as strengthened governance.

RMIT also bolstered its commitment to the UN Global Compact 10 Principles on human rights, labour, environment and anti-corruption, by:

- Developing and launching a new suite of integrity policies, covering conflicts of interest, gifts, benefits and hospitality and anti-corruption and fraud prevention.
- Creating a Corporate Social Responsibility framework to identify, screen and monitor individuals, businesses or organisations that could create a potential reputation or ethical risk to the University.
- Updating the Sustainability Policy, in effect since 2009, to strengthen social commitments and acknowledge the important role the University can play in achieving the UN Sustainable Development Goals.
- Forming a Modern Slavery working group to ensure that RMIT has systems and processes in place to avoid exploitative practices including human trafficking, slavery, forced labour, child labour and slavery-like practices and to meet obligations under the new Federal Government legislation.

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## 3.6. Memberships

RMIT is a member of key local and global organisations which relate to sustainability, these include:

### **United Nations Global Compact Network Australia**

The United Nations Global Compact is the world's largest corporate sustainability initiative, with over 13,500 participating businesses and non-business organisations. The Compact calls for organisations to align their strategies and operations with universal principles on human rights, labour, environment and anti-corruption, and take actions to advance societal goals – particularly the SDGs.

The Global Compact Network Australia (GCNA) is a country level, business-led network of the UN Global Compact which brings together signatories of Australia's leading companies, non-profits and universities. RMIT has been a signatory to the Compact since 2003. Since 2018, GCNA staff have been provided with working spaces on RMIT's City campus strengthening collaboration with the University.

### **Australian Technology Network (ATN)**

The Australian Technology Network brings together four of the most innovative and enterprising universities in the nation: RMIT University, University of Technology Sydney, University of South Australia and Curtin University. In 2018 the group was chaired by RMIT Vice-Chancellor and President, Martin Bean CBE. The ATN is committed to forging partnerships with industry and government to deliver practical results through real-world research.

### **Australasian Campuses Towards Sustainability (ACTS)**

RMIT is a member of ACTS, a network which aims to inspire, promote and support change across the Australasian tertiary education sector to deliver best practice sustainability within operations, curriculum and research. In 2018, RMIT participated in the Green Impact Engagement Program delivered by ACTS.

### **Green Building Council of Australia (GBCA)**

RMIT is a member of the GBCA to support and drive the adoption of green building practices in the property industry. With six buildings rated under the Green Star system, in 2018 RMIT was finalising a submission under the Interiors Pilot Tool for the New Academic Street project.

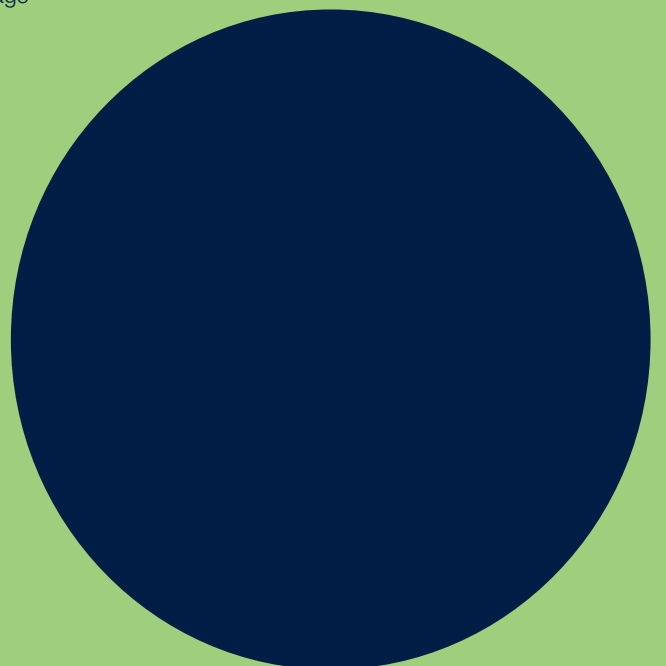
### **Sustainable Development Solutions Network (SDSN)**

As a member of the Sustainable Development Solutions Network (SDSN), RMIT is part of a network that shares practical solutions for sustainable development and best practice sustainability teaching and research.

### **Tertiary Education Facilities Management Association (TEFMA)**

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

- In addition, RMIT has memberships with the Property Council of Australia and the Facilities Manage



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# 4. UN Sustainable Development Goals



The SDGs provide a common platform where organisation, civil society and government representatives can contribute to solving the world's biggest sustainable development challenges.

RMIT recognises the important role the education sector can play in promoting, supporting and contributing to the SDGs agenda. RMIT remains committed to modelling institution-wide excellence in response to local, national and international calls for a sustainable future.

RMIT aims to demonstrate its global leadership by embedding the SDGs into its strategies, processes, policies, and practices. By using measurement and reporting mechanisms RMIT will continue to transparently disclose performance towards achieving these goals.



## 4.1. Goals into actions

As the governing body responsible for sustainability at the University, the RMIT Sustainability Committee ensures RMIT delivers on our commitment to the objectives of the SDGs. The commitment was made through membership to the Sustainable Development Solutions Network.

As part of this, RMIT employed a dedicated Sustainable Development advisor to oversee an institution-wide SDG project aimed at maximising RMIT's contribution and improving accountability and collaboration.

The project involves four concurrent phases:





The ambitious and innovative project delivered a number of positive initiatives in 2018, including:

### **Policy Review**

The RMIT Sustainability Policy was reviewed and updated to better demonstrate a commitment to advancing the SDGs. A new principle was added with this in mind:

*Adopt a leadership role at a national and international level to shape a sustainable environment and society, contributing to the UN Sustainable Development Goals.*

### **Materiality Assessment**

A Materiality Assessment was conducted to identify the sustainable development goals that are aligned with RMIT's core business and strategic outcomes. In 2019, KPIs will be developed to further drive and monitor these contributions.

### **Mapping**

Qualitative and quantitative keyword search analysis was conducted to map RMIT research contributions to SDGs. This approach has since been widely adopted by universities and research institutes worldwide.

### **Times Higher Education – SDG Impact Rating**

RMIT was included in the inaugural THE impact ranking highlighting university progress against the SDGs. RMIT was ranked in the top 15 SDG 10, in recognition of the University's strong global footprint and ongoing focus on education and capacity-building in low and middle-income economies.

### **Support**

In acknowledgement of the fundamental role that research plays in providing solutions to sustainable development challenges, RMIT implemented an SDG assistance program. This program provides assistance and support for academics to embed SDGs into their research projects and has created a growing network to increase awareness and share knowledge.

### **Events**

RMIT hosted roundtables, presentations and seminar series to share expertise, foster collaboration and drive awareness amongst the RMIT community.

### **Sector Working Group**

RMIT participated in a working group with the SDSN and ACTS to share best practice and respond to other issues such as the THE Impact rating methodology and the Australian Government Voluntary National Review.

### **Engagement Plan**

An engagement plan was developed which outlines the strategy for RMIT to engage with internal and external key stakeholders. The aim of this plan is to increase awareness, foster collaboration and embed SDGs in RMIT strategies, programs, activities and practices.

### **Communication Plan**

A communication plan was developed which articulates RMIT's goals, key stakeholders and communication channels.

### **Website**

A dedicated public-facing website was created to highlight RMIT's commitment and transparently track the University's progress [www.rmit.edu.au/sdgs](http://www.rmit.edu.au/sdgs)

### **RMIT Creds**

Four sustainability micro creds were developed to ensure staff and students have a firm understanding of the goals, their application and how to make a personal contribution to the increasing global challenge.

### **SDG Global Goals Jam**

RMIT participated in the Global Goals Jam for its second consecutive year, alongside experts from over 65 cities around the globe. RMIT participants applied social innovation and design thinking to rapidly prototype some viable solutions that addressed 'microplastics in the Maribyrnong and Yarra Rivers' in the context of SDG 11 (Sustainable Cities and Communities), 12 (Responsible Consumption and Production) and 14 (Life Below Water).





## 4.2. Partnerships for the Goals

RMIT recognises that the SDGs can only be realised with strong commitments, global partnerships and cooperation. Improving and developing partnerships is an important way to foster innovation for sustainable development. Some of RMIT's SDG partnerships include:

### RMIT Europe

RMIT Europe is located in the low-carbon Media-TIC building in the innovation and technology district (22@) in Barcelona – a city represented as a signatory of the UN SDGs.

The University's European hub connects Europe to Australia and Asia through research and innovation, industry partnerships and student global experiences.

In 2018, researchers at RMIT Europe commenced work on the European funded project EdiCitNet: Strategies towards integrating urban edible city solutions for social resilient and sustainably productive cities in Europe.

The team also delivered a research report commissioned by Barcelona City Council on the factors putting citizens at risk of energy poverty.

RMIT Europe Executive Director, Marta Fernandez, said connecting student experiences with the SDGs was a priority, with plans in place for SDG-focused study tours to address issues including urban heat, city decarbonisation and the transition from linear to circular economies.

### One Planet Network

RMIT is a member of the UN One Planet Network, designed to pool international expertise, resources and innovation across different sectors to enable the shift to more sustainable modes of production and consumption.

The Network provides a platform for SDG 12 across six key areas: - public procurement, consumer information, tourism, lifestyles and education, buildings and construction, and food systems. These programs pool expertise and resources from hundreds of organisations across civil society, government, academia, and the private sector to help countries accelerate and implement mechanisms for SDG 12.

Since 2015, RMIT has been working closely with the Government of Finland and the United Nations Environment Programme on sustainable buildings and construction (SBC). The SBC aims to improve the knowledge of sustainable construction and support mainstream sustainable building solutions. Major sustainable construction activities have been funded through the initiative across India and Nepal, Burkina Faso and Kenya, Nicaragua and Colombia. Plans are also in place for smart cities in Egypt and responsible sourcing of concrete in Colombia, Panama and Costa Rica.

Work to date has involved sharing best practice; developing tools for resilience, adaptation and mitigation; promoting supply chain sustainability; discussing tensions in planning and building regulation; researching alternative low-cost building materials; and education and training on creating cooperative networks and garnering commitment to sustainable construction.

### Jean Monnet Sustainable Development Goals Network

Based at the RMIT European Union (EU) Centre, the Jean Monnet Sustainable Development Goals Network brings together researchers, policy think tanks and non-government organisations who share an interest in the EU's contribution to SDG implementation in the Asia Pacific.

By strengthening collaboration amongst researchers and policy makers, the Network promotes an effective evidence-base for EU institutions to engage with nations in the region.

In 2018, the EU Centre hosted 17 seminars to address each of the 17 SDGs.

### UNEVOC Centre

RMIT launched the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) in 2018 to reactivate its membership in a global network of more than 230 centres.

The UNEVOC Centre focuses on the Vocational Education curriculum and pedagogy for best practice education, student benefit and leadership development.

### UN Global Compact – Cities Programme

In 2018, RMIT celebrated 10 years in partnership with the UN Global Compact – Cities Programme. As the lead global partner, RMIT hosts the International Secretariat of the UN Global Compact – Cities Programme on behalf of the UN Global Compact, the world's largest corporate sustainability initiative.

The Cities Programme acts as a platform for action through partnered sustainable urban development, and fosters collaboration across government, business and civil society. The objective is to address complex global challenges; advance SDGs at the local level; and promote the UN Global Compact 10 principles on human rights, labour, the environment and anti-corruption in cities.

The Cities Programme also supported the formation of Local 2030 Hubs to grow an ecosystem of partners for the advancement of the SDGs at the local level. Local 2030 Hubs created in 2018 include Curitiba, Madrid and Hawaii.

After launching globally in 2018 during the World Urban Forum, the Australian City Partnerships Challenge was also piloted in the same year. The Challenge supported the development of five local multi-sector partnership projects that have upskilled employees within local government, generated interest from the private sector, and progressed SDG progress on a local scale. This pilot was the first step in trailing an applied process of collaboration between local governments, private sector and civil society to create and implement transformative sustainable urban projects that can attract investment.

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# 5. Sustainability Engagement



RMIT remains committed to widespread engagement across the RMIT community to encourage and ensure the adoption of sustainable practices and outcomes.

The community is engaged through sustainability initiatives including events, behaviour change programs, social media campaigns and a living lab project.

RMIT's 2018 sustainability engagement plan objectives included:

1. **Increase visibility** of the sustainability team through face-to-face activities, curation of the sustainability space and digital engagement.
2. **Deliver sustainability inductions** by promoting behaviour change to increase recycling rates and reduce environmental impacts.
3. **Promote sustainability commitment** through events and promotional activities.
4. **Increase sustainability profile** and create shared dialogue on global issues through external partnerships, conference papers, campus tours and student living lab projects.
5. **Demonstrate maturity and competency** to generate student and staff advocacy on campus.

## 5.1. Sustainability Ambassador Program

RMIT's student sustainability ambassador program continued to build momentum in 2018, in its second year.

The program integrates sustainability into the student's learning journey across workshops, events and initiatives.

Students who fulfil induction training requirements and 15 hours of voluntary work receive academic recognition through the 'Future Edge' – a University-wide initiative designed to support and improve key skills for future employment.

In 2018, ambassadors participated in RMIT's Green Impact staff behaviour change program. As part of this program, 10 student ambassadors were trained as accredited auditors by the International Society of Sustainability Professionals.





## 5.2. Green Impact Engagement Program

Launched in 2018 across Melbourne and Vietnam, the RMIT Green Impact program was developed to support the delivery of positive actions aligned with the University's sustainability strategy.

The program is based around a bespoke online toolkit that educates staff about what they can do at an individual level to take sustainability action at home and work. Actions are broken down based on levels of complexity, each with a corresponding badge: gold, silver and bronze. The program also connects staff with the Australasian Campuses Towards Sustainability network to create a community of people working together towards common goals.

**12** teams participated in the inaugural program, delivering **200** actions



### Green Impact in Vietnam

The Green Impact program also extended to RMIT Vietnam's campuses in Ho Chi Minh City and Hanoi. The engagement from the Vietnamese teams was tremendous with five teams registering, reflecting how RMIT is influencing positive social change in the region.

As a developing nation, Vietnam is faced with some extreme challenges which extend beyond the walls of the University including equality, access to clean water, issues with air pollution and a lack of waste infrastructure.

Participants ranged from those just wanting to learn more about sustainability to highly-engaged individuals going beyond their role, taking charge to drive more sustainable outcomes.

One participant Nhan Nguyen has created a group called 'Vietnam Clean & Green' <http://vietnamsachvaxanh.org/> primarily focusing on reducing litter and behaviour change. He founded the association with the objective of raising awareness about waste and litter problem in Vietnam. The movement has grown to 18,000 Facebook followers and tens of thousands of active participants in Ho Chi Minh City.

Another participant Audrey Gray had a proposal approved by the senior leadership of RMIT Vietnam which focuses on decreasing single-use plastics on campus, primarily focusing on food retailers.

The Vietnam Green Impact Team Hanoi Big Team drew for first place with an Australian team reaching a Silver Accreditation. We have worked on a customised workbook for Vietnam in 2019 to maximise engagement and sustainability outcomes as the program continues to gain momentum.

### Green Impact

Taking actions at a localised team level has helped to empower hundreds of staff participating in the first year. Katherine Buzza was the team leader of Captain Planets which aims to achieve a gold level in 2019.

"Working with my colleagues across the Academic Registrar's Group to have more plants in the office, increase the use of re-useable coffee cups and reduce our paper usage was easy to do. The program helped us to collaborate and develop our influencing skills as sustainability leaders in the department and university. Moving through the workbook to achieve the gold level will be challenging but this year we have a committed team who are already getting involved."

Linda Schalken who was nominated by her team members in Team Awesome as a true inspiration received the Special Award. Linda was proud of her department embracing their sophisticated waste management station.

"Team Awesome set up recycling and reusable items for the Communications area, for as many waste streams as possible. Our area saw a huge behaviour change, and greatly reduced how much rubbish was sent to landfill."

Students were then chosen as auditors to verify that the actions recorded in the workbook were implemented at a satisfactory level. This form of work-integrated learning was an opportunity to get valuable experience in a field of work many students are looking to pursue.



## 5.3. Digital Engagement

Digital channels were used comprehensively to engage the RMIT community in 2018, with more than 200 sustainability stories shared across RMIT's digital channels including internal and public-facing websites, LinkedIn, Facebook and Twitter. Top stories included RMIT's involvement in the development of a world-first rechargeable proton battery, myth busting about homelessness, and a feature on RMIT's award-winning Sustainable Urban Precincts Program (SUPP)

Alongside the existing [sustainability webpage](#), an [SDG webpage](#) was launched in 2018. RMIT also produces a Sustainable RMIT newsletter, allowing the community to follow the sustainability journey and get involved.

## 5.4. Curation

### Sustainability Space

A Sustainability Space was created in 2018 that aims to educate the community about RMIT's sustainability initiatives and demonstrate how to be more sustainable on campus.

A Sustainability Space curation guide was developed by students from RMIT's public arts program to ensure the space will continue to be engaging and creative.

Future use of the space will include new 'living lab' projects from staff, students and alumni.

### Fielding Exhibition

A research project and public art installation, 'Fielding', was on display at the city campus from September to October 2018. The exhibition spanned landscape architecture, science, art and sound design and featured an installation of native plants and a curated soundscape.

Curated by staff and students, the project brought nature to the city in non-traditional forms. This exhibition was part of the Designing Greening Spaces for Biodiversity and Human Wellbeing project.



## 5.5. Living Lab Projects

In line with RMIT's objective to provide real-world experiences, drive industry connections and encourage sustainability engagement outside the classroom, more than 110 students from a range of disciplines completed a unique sustainability project in 2018. The project leveraged the campus as a living lab learning tool and linked to RMIT's overarching sustainability goals.

Highlights included:

Climate Change Mitigation and Adaptation

Responding to the increasing awareness of the impacts of climate change on urban settings, students undertook work on:

- Assessing RMIT's current state of biodiversity.
- Storm water capture and reuse.
- Urban cooling through greening.
- Ground-based thermal comfort analysis.

Project recommendations focused on identifying hotspots on campus and looking at potential greening application designs to help cool the built environment. Solutions for stormwater capture and reuse centred around storage and utilisation.

### Renewable Energy

In collaboration with industry, Architecture students proposed a new sustainable landmark on a Melbourne beach that is both public art and a power plant. The landmark, known as 'Light Up', won the Land Art Generator Initiative (LAGI) design competition.

### Brunswick Transport Audit

Bachelor of Urban and Regional Planning students conducted a transport survey at the Brunswick campus to better understand traffic flows, demographics and motivation behind transport methods. The team produced a number of recommendations based on their findings, primarily focusing on the efficient use of resources including carpooling initiatives, storage and cycling infrastructure.

## 5.6. Events

The Sustainability Team ran an impressive 25 events in 2018 that were aimed at educating students and staff on sustainability and what it means to RMIT. With an average of two sustainability events per month, RMIT are confident in the capacity to embed sustainability on campus, while showcasing the best of what RMIT has to offer.

### Sustainability Living Festival

RMIT has participated in the Sustainable Living Festival for more than five years. In 2018, RMIT alumni 'green innovators' were invited to share their successes and hardships as eco-entrepreneurs since graduation.

### Sustainability Week

Every year, RMIT holds a sustainability week campaign with a range of curated events, including movie screenings; Indigenous campus tours; speaker sessions with industry experts across energy, biodiversity, climate change, consumption and waste, sustainable design and planning; and RMIT renewable energy park tours.

### Sustainability Showcase

This day-long event is designed to highlight sustainability achievements and opportunities as part of an annual sustainability showcase. The 2018 showcase focused on waste and included a workshop on SDGs with the Future Business Council, sustainable food cooking demonstrations, an RMIT Activator panel and entrepreneurship networking session, as well as campus tours.

### Choose Reuse

RMIT developed a short film competition, encouraging students to create a short clip to promote recycling.

To hand out the awards, RMIT ran a choose reuse event with a panel with speakers from Sustainability Victoria, Roller Bottle and Take 3 For The Sea. The panel shared their expertise on issues including – but not limited to – waste avoidance and reusable solutions to single-use products. The winning student film, The Reusables recreated single-use products into people who had committed crimes but successfully reinvented themselves as reusable products.

### Fashion Revolution Week

RMIT hosted an Ethical Fashion Expo on the City campus in support of Fashion Revolution Week. The expo included a clothes swap and guest speakers from The Conscious Closet and Blue Umbrella Lane with the discussion focusing on vintage clothing and social impact.

## 5.7. Student-led Groups

RMIT remains committed to fostering a culture that empowers students to uphold sustainability principles and pursue their own sustainability initiatives.

In 2018, there were eight sustainability groups in action on campus:

- **RUSU Sustainability Department:** Drives sustainability initiatives on campus with coordination from a dedicated Sustainability Officer within the RMIT University Student Union (RUSU).
- **RUSU Grow:** Connects students on sustainability and horticulture and cares for the RUSU edible gardens on the City and Bundoora campuses.
- **Engineers Without Borders:** Comprises students who are passionate about creating social value through engineering, as well as support members to become involved in local projects and events.
- **RMIT Oxfam:** Enables students to access resources and participate in Oxfam activities, as well as develop campus focused activities and campaigns.
- **Greening RMIT:** Promotes urban agriculture, gardening and sustainable food on campus, through education, collaboration and a range of urban greening products and services.
- **Fossil-Free RMIT:** Campaigns for the University's divestment from fossil fuels from the University's philanthropic funds.
- **Australian Youth Climate Coalition:** Supports the social movement to solve the climate crisis by organising protests, fundraising and other events and inspiring others to become part of the collective change movement.
- **Environmental Engineering Student Association:** Hosts social and industry events, in what is the longest-running engineering student organisation at RMIT.
- **Student Association for Sustainable Systems Engineering (SSE):** Helps students adjust to University life and encourages connections between other SSE students.



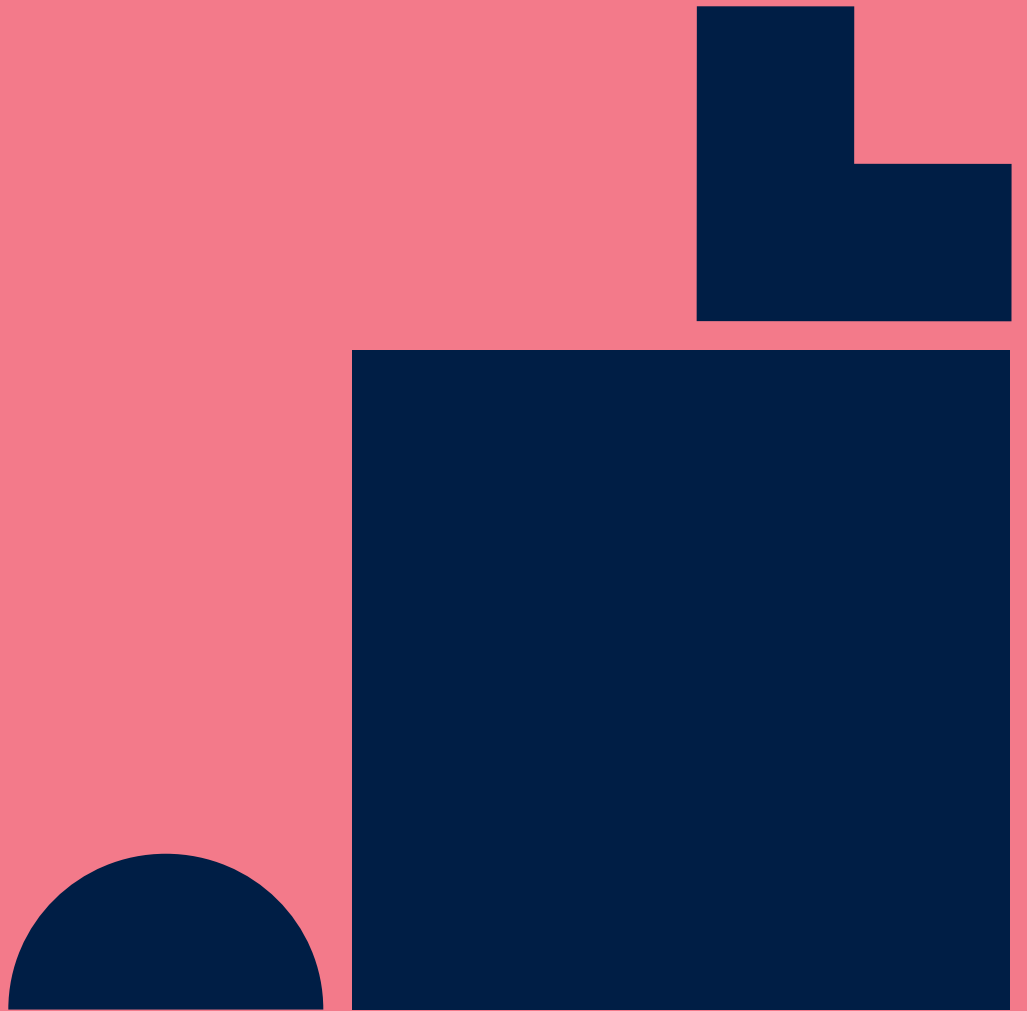






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# 6. Research Impact





As a leading global institution, RMIT remains committed to working closely with industry, bridging the gap between research and impact and creating transformative experiences for students.

## 6.1. Contributions to the SDGs

In recognising the important role that universities play, in 2018 RMIT delivered 621 research projects in service of the Sustainable Development Goals.

RMIT is proud to report the number of research projects contributing to the SDGs on the target level. The diagram below provides a snapshot of the number of research projects that address one or more of targets embedded in the SDGs.

### 2018 Snapshot RMIT SDG Research Impact



## 6.2. Enabling Capability Platforms (ECPs)

In order to foster collaboration and connect researchers from multiple disciplines under thematic topics, RMIT has eight Enabling Capability Platforms (ECPs) designed to foster multi-disciplinary collaboration. The ECPs enable RMIT to more comprehensively address critical local and global challenges.

1. Advanced Manufacturing and Fabrication
2. Advanced Materials
3. Biomedical and Health Innovation
4. Design and Creative Practice
5. Global Business Innovation
6. Information and Systems (Engineering)
7. Social Change
8. Urban Futures

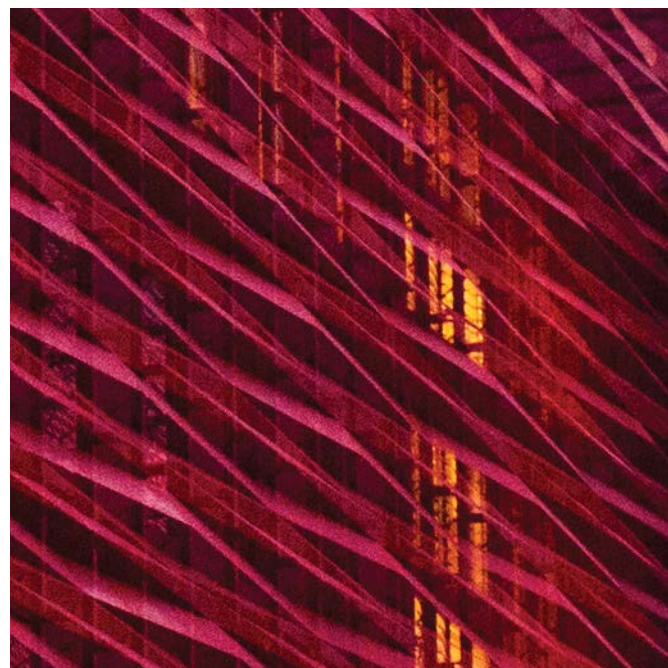
ECPs serve as a single point of contact within the University for research projects and partnerships that focus on using our strengths to drive high-profile research initiatives with significant impact in the communities where RMIT operates.

## 6.3. Research Translation

RMIT encourages researchers to deliver positive societal, environmental, economic and cultural impact through their research.

34 The Research Translation team supports researchers in planning to achieve impact through their research. This includes developing a 'pathway to impact', from idea to research application and uptake in real-world settings, as well as impact measurement techniques to demonstrate research value.

Industry sector managers also providing expert advice on industry needs and challenges, to enable partnerships and collaboration between researchers, government, industry and community organisations.



## 6.4. Addressing global, regional and local sustainability problems

RMIT is focused on innovative research to generate ideas that help solve complex local, regional and global sustainability problems.

### Gender Gap Affecting women's progress at work

Assertiveness is linked to professional success, so ambitious women should work on building their confidence, right? Wrong, according to an important piece of research.

The RMIT research, led by Dr Leonora Risse in the School of Economics, Finance and Marketing in the College of Business, revealed a personality gender gap affecting women's progress at work. The research showed that while having a confident personality boosts men's chances of job promotion by 3.3 per cent, women gain no sizeable benefit.

Findings of this study challenge the prevailing assumption that the best way to improve gender equality in the workplace is to encourage women to become more assertive, suggesting that popular approaches like the "lean in" movement championed by Facebook executive Sheryl Sandberg could be misguided.

Dr Risse argues that in fact, there is a risk that placing the onus on women to change their behaviour deflects attention from the bigger issue, which is the gender bias that appears to simmer beneath the surface in many organisational environments. Rather than pushing for behavioural change among women, workplaces should instead check for gender biases in how they value their workers' attributes to ensure they don't reward charisma over competence.

The study was the largest of its kind in Australia, examining the promotion prospects and confidence levels of more than 7,500 working men and women across the country. Using nationally-representative workforce-wide data collected in the Household, Income and Labour Dynamics in Australia (HILDA) Survey, the research for the first time offers a comprehensive view of the interplay between gender, confidence and job promotion prospects.

### Evidence-based management of community buildings

Professor Sujeeva Setunge is the Deputy Dean Research and Innovation, School of Engineering Cluster. She leads a research project that assists local councils in Victoria to plan, target and validate building expenditure.

Victorian communities heavily rely on council buildings to provide crucial services and facilities including maternal and child health care, school holiday programs, sport and recreation spaces and libraries. This need equates to \$15 billion dollars' worth of investment into infrastructure. However, the complex nature of predicting and planning for building degradation has resulted in a 40 per cent funding loss for building maintenance which has impacted the effective delivery of community amenities.

Sujeeva's research has developed new probabilistic methods to assess the future degradation of buildings. In partnership with four local councils and managing over \$4 billion in public assets, she created the Central Asset Management System (CAMS); a cloud-based software solution and app. CAMS has already informed and improved building management across Victoria; enhancing community services, reducing costs and more efficiently allocating limited council resources.

Utilising building inspection data, CAMS forecasts lifecycle expenses and allows councils to plan, target and validate building expenditure. The data management and prediction function of CAMS enables users to observe where they are in real time and indicate changes required for the future. Through a wider lens, CAMS has established superior insight into ensuring sufficient budget allocation and has assisted with decreasing the funding gap within an infrastructure.

The results generated by CAMS have not only been significant in improving the accuracy and quality of infrastructure maintenance and development, but have further paved the way for future projects and collaborations to arise. The systematic innovation that the CAMS project stimulated has opened the floodgates to high impact future collaboration opportunities and new possibilities for intelligent asset management using cutting edge technology to create smarter, healthier, more sustainable cities.

## Aquatic Pollution Prevention Project

Another great example of a long-term applied research partnership creating positive impact is the Aquatic Pollution Prevention Project. This \$5 million research partnership between Melbourne Water and RMIT combats pollution in Australia's waterways and bays.

The growing pressure from increasing population growth and urban development means it is vital to gain a greater understanding of current, new and emerging aquatic pollutants. This partnership addresses these issues creating impact through collaboration.

Leading experts in aquatic ecology and pollution research are joining forces to investigate ways to protect Melbourne's waterways and keep them healthy for the long term. This partnership is a great opportunity to further protect Australia's waterways and bays from pollution and expand research in an area that is of global importance.

Professor Vincent Pettigrove from the School of Science in the College of Science, Engineering and Health, leads the research team, along with Professor of Ecotoxicology, Dayanthi Nugegoda. Key elements of this research partnership include:

- Investigating pollutants including pesticides, industrial pollutants, and subtle and emerging pollutants such as nanoparticles and pharmaceuticals.
- Developing new ways to monitor and assess the risk of aquatic pollution.
- Focusing on chemicals that affect aquatic plants and animals.
- Identifying effective options to reduce aquatic pollution in waterways.

## OpenInno Train

OpenInnoTrain is a €2.5M (\$AU4.06 million) research project focused on open innovation and research translation between academia and industry with a 22-member research consortium with partners from several countries. The project fosters better ways for academia and industry to work together to translate research into products and services that benefit society and the opportunity to bring together global experts from research centres, industry groups and universities to make a real and positive difference to our communities.

This open innovation approach for research translation is the prerequisite for societal impact through value creation by embedding research generated knowledge into practices, transforming knowledge made available in academic publications to new or improved products and services and behavioural changes. The four sectors addressed by this project are:

- FinTech: A new financial industry that applies technology to improve or innovate financial services
- Industry 4.0: Digitalisation of fully integrated, automated, optimised manufacturing flows
- CleanTech: A range of low carbon technologies aimed at providing solutions to environmental problems
- FoodTech: Application of advanced tech to production, packaging & distribution of food

This project is funded by the European Commission's prestigious Horizon 2020 research and innovation scheme and it was recently launched at RMIT Barcelona. This is the first project that connects European and Australian research at this scale within such a global network of industrial partners and academic institutions.

## Fight Food Waste CRC

RMIT University is part of three major new Cooperative Research Centres (CRC), that in the next years are investing more than \$420 million to tackle the critical challenges of food waste, future fuels and digital health. The centres bring together industry, government and researchers from universities, both in Australia and overseas, to achieve national objectives and solve global problems.

Associate Professor Karli Verghese from the School of Design in the College of Design and Social Context leads the CRC's Reduce Program, which addresses food waste throughout the value chain. Associate Professor Verghese said the program tackles the issue of inefficiency in our food supply chain, combining industrial design, food science and technology, cold chain integrity, packaging and processing and consumer behaviour.

Food waste costs Australian approximately \$20 billion a year and a triple-bottom-line approach to reduce and transform food waste, such as the REDUCE program, is much needed. The REDUCE activities include:

- mapping resource flows, waste and root cause analysis.
- reviewing functions and consumer perceptions of packaging and processing.
- investigating product-specific supply chains and identifies opportunities.
- investigating methods to increase food donation and measures its social impact.



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# 7. Supporting Students





RMIT is committed to enabling graduates to meet future challenges and take advantage of new opportunities. Graduate attributes are designed to ensure that every graduate is equipped with the practical skills and expertise that employers consider most valuable:

1. Work-ready
2. Global in outlook and competence
3. Environmentally aware and responsible
4. Culturally and socially aware
5. Active and lifelong learners
6. Innovative

## 7.1. RMIT Creds

RMIT Creds is a University-wide digital credentials program designed to help students and staff develop their own skills and experiences, actively preparing them for future life and work. Many digital credentials are available online.

In late 2018, RMIT delivered a set of micro-credentials for staff and students to build sustainability knowledge and capabilities:

### **Sustainability 101:**

Helps learners untangle contemporary approaches to sustainability, giving them a solid grounding in the fundamentals of what it means today. They discover how attitudes towards sustainability are influenced by different worldviews and cultures and learn how to make informed decisions to achieve sustainable outcomes. This cred was also embedded in the Diploma of Information Technology in 2018.

### **Sustainable Change:**

Gives learners the skills, tools and strategies they need to bring real, sustainable change to an organisation. The course profiles a whole range of approaches taken across different industries, to tackle competing interests inside an organisation and gain practical techniques for measuring success.

### **Learning to Walk the Talk:**

Gives learners the skills and know-how to create, promote and drive sustainability changes inside an organisation. It outlines the fundamentals to implement sustainability in a corporate environment, including how to align sustainability with business strategy and how to measure, report and communicate progress. It also demonstrates how to apply the SDGs to a business environment in order to make a real global difference.

### **Ethical Cities:**

Developed in partnership with the UN Global Compact Cities Programme, this course gives learners a grounding in building the cities of the future. By embarking on a survey of case studies from around the world and a deep dive into the principles of the United Nations

Global Compact, they can construct their own personal approach to improving governance, boosting sustainability and developing a better quality of life for their chosen city.

Staff capacity-building initiatives included a sustainability induction for new academic staff and a symposium on sustainability in learning and teaching, designed to demystify sustainability in the curriculum and demonstrate its multi-disciplinary relevance.



## 7.2. Every Graduate Ready

RMIT helps students to be Ready for Life and Work. The work RMIT is doing in the 'Every Graduate Ready' Focus Area put these words into action.

What sets RMIT apart is the clear focus on making it real for students. This focus empowers students with knowledge, real-world skills and connections to industry to set them up to succeed throughout their work and life.

RMIT supports teachers to be their best, transforming curriculum and assessment in programs and enhancing student's real-life skills. As part of this project the following initiatives were undertaken in 2018:

- Establishing program principles to provide a best-practice blueprint for program design.
- Undertaking 'microsurgery' interventions at a course level as part of continuous improvement.
- Making digital transcripts available to all students.
- Creating a new professional development framework.

Anchored in RMIT's Program Principles, the Designing Effective Programs staff credential provides opportunities for RMIT academics and teachers to engage in professional development to support the creation, enhancement and delivery of contemporary educational experiences. A formal assessment is available to evidence your transformative practice and to gain the Program Design Badge.

## 7.3. Work-Integrated Learning

40 Work-integrated learning (WIL) connects the classroom to the workplace and is an integral part of the University's commitment to work-relevant, industry-engaged education. Providing students with the opportunity to integrate academic learnings into workplace application, not only prepares students for real life situations but also allows them to test drive their career options.

WIL is available across most disciplines and more importantly are co-designed with industry and community partners. WIL activities can occur in the workplace, in simulated workplace environments, at the university, online or face-to-face. Industry-engaged WIL activities involve students interacting with organisations (industry, government and community) through discipline relevant projects and work placements. A partner organisation may host a student placement or have teams/individuals undertake a project based on real problems or industry/ community needs. Industry partners are engaged in the project and provide genuine, constructive feedback to the students.

Whether the activity is a placement or project, WIL can be tied to one or more courses within the student's program, as the activity is formally assessed for credit and therefore contributes to their degree.

In 2018 RMIT students undertook 18,921 WIL placements and projects. Careers and Employability worked closely with schools and portfolios in Melbourne and Vietnam to provide support systems and processes, develop university-wide resources, facilitate the sharing of best practice through the WIL Community of Practice and broker WIL opportunities into the University from employers and community partners. Careers and Employability staff were also involved in a range of national projects around WIL innovation, WIL quality benchmarks and access to WIL for diverse cohorts including international students.

## 7.4. Careers and Employability

Careers and Employability plays a significant role in preparing students to be ready for life and work upon graduating. In 2018 careers and employability undertook a review of the student service model and a tiered triage service model has adopted, ensuring RMIT resources provide the greatest impact on student employability. Targeted strategies have been enhanced for specific cohorts of students including final year, indigenous, international and students from a low socioeconomic background resulting in significantly increased engagement across all these cohorts.

Careers and Employability (C&E) have developed and supported a suite of micro-credentials across the Leadership and Work Ready capabilities. These micro-credentials are offered to students as both co-curricular and embedded creds within Programs. Work is underway to develop more Work Ready and Leadership focused micro-credentials with a focus on preparing international students for WIL and Career Essentials.

## 7.5. Enterprise

Activator is RMIT's home of entrepreneurship – dedicated to preparing an ever-growing community of staff, students and alumni for the future of life and work through:

- Transformative face-to-face workshops
- Online learning experiences
- Internship opportunities
- Networking events and Community meetups

Working with industry experts and top organisations around the world, Activator have identified the key skills that are required to help people thrive in their future workplace. They foster entrepreneurial capabilities because RMIT believes that these capabilities are valuable regardless of the business or industry one enters, or career journey one embarks on. This is achieved by educating the community for an entrepreneurial mindset and support venture creation and growth.

### Perfection at Pitch@Palace

Seven RMIT Activator teams pitched their ventures at Pitch@Palace Melbourne in 2018. RMIT entrants included:

- **Recovawear:** providing post-surgery clothing and wellbeing solutions for patients.
- **IDA Sports:** designing the world's best football boot for women.
- **STEM Hub:** an online platform that connects industry with STEM students and graduates.
- **Kontent Labs:** an EdTech company that digitises frontline knowledge for better service, analytics, compliance, and capability.
- **Jaunt:** upcycling iconic cars to build electric vehicles and a community-owned car share network.
- **Made of Bamboo:** a social enterprise that uses environmentally friendly bamboo toys to educate.
- **Girigiri:** a platform to help entertainment businesses promote their experiences in real time, and allow consumers to live in the moment.

Recovawear and IDA Sports made it through to the final in Brisbane, with IDA Sports going on to compete at Pitch@Palace Global at St. James's Palace in London in 2019.

### Major boost for Indigenous entrepreneurs at RMIT

Launched in 2018, RMIT's Ngamai monthly meet-ups feature Indigenous guest speakers who share stories about their businesses.

The brainchild of RMIT Industry Fellow for Indigenous Enterprise, MBA student and founder of Kalinya Communications, Jirra Harvey, Ngamai was among four businesses to receive funding through LaunchVic. The pilot was originally funded by RMIT.

The events began in June 2018 with The aim of the program is to build a network of Indigenous entrepreneurs and start-ups.

80 per cent of the program budget was spent with small Aboriginal-owned businesses in 2018.

Elder-in-Residence N'Arwee't Carolyn Briggs helped name the initiative in Boon wurrung language, with Ngamai Moorroop Wilin meaning light the spirit of the fire – referencing the Australian ecosystem thriving after fire, with seeds sprouting and flowers blooming.



## The RMIT Activator achieved the following milestones in 2018:

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- \$432,500** in start-up funding has been awarded, bringing the total to date **\$1.2 million**.
  - 6,500** people joined the Activator community.
  - 40** start-up teams were supported.
  - 43** interns were placed within Activator start-ups.
  - 200** people participated in the pre-accelerator program.
  - 17** business ventures were launched into the market.
  - 8** online enterprise micro-creds were developed, with 3,000 enrolments.
  - 120** entrepreneurial experiences were delivered.
  - RMIT Activator Vietnam was launched.
  - Activator IGNITE was piloted in Singapore.

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### Right >

Jemma Lobwein RMIT student.

“Combining traditional elements with contemporary aesthetics, Poetic Processes aims to foster relationships with textiles while addressing the need for conscious efforts in designing for fashion. Prints depict botanical impressions with large and real-sized flowers appearing on silk, linen and cotton fabrics coloured with natural dyes from madder root, avocado seed and marigold. Poetic Processes explores the crossover between crafted processes and inspiration taken from nature; the collection aims to add emotional value to each garment by cherishing the handmade.”





**Feature Case Study – The School of Fashion and Textiles**

2018 was an exciting year for the School of Fashion and Textiles as staff and students used their creativity to drive sustainability across the curriculum and campus.

### **Copenhagen Fashion Summit**

The Copenhagen Fashion Summit is a prestigious event held in partnership with the United Nations Global Compact, Global Fashion Agenda and the Copenhagen School of Design and Technology. This two-day event engaged 1,300 key players from more than 50 countries representing the fashion sector. Politics, NGOs, academia and the media gathered for the sixth edition of the world's leading annual business event on sustainability. The Summit's focus considered fashion's impact in relation to SDG 3 (Good Health and Wellbeing and SDG 5 (Gender Equality).

Three students were selected to represent RMIT and participate in the Youth Summit alongside 112 students from other leading fashion schools across Australia, Asia, the United States, South America and Europe.

### **Establishing the Dye Garden**

In service of RMIT's commitment to embedding sustainability across learning and teaching, RMIT's Brunswick Dye Garden was completed in September 2018. A Garden Committee was established to oversee its management, with plant species carefully selected for the purpose of creating an experimental lab. A composting system was established to close the loop on waste streams and natural dyes from the selected plants are now used in the textiles studio. Further research relating to textile waste composting and landfill diversion has also been commissioned.

The very first harvest was celebrated in November, which saw the official opening of the garden and welcomed the RMIT Brunswick community. Guests were given dye packages with pieces of calico and silk, instructions for dyeing and a vegetable to take home to test for themselves.

### **Embedded Sustainability**

#### **• Bachelor of Arts (Textile Design)**

The Textile Practice and Theory course includes a 'Re.Constructed' group project which introduces students to sustainable textile design.

#### **• Master of Fashion Entrepreneurship**

The two-year Master of Fashion Entrepreneurship program has a significant focus on sustainable design and production. As an example, in 2018, a Sustainable Product Design and Development for Fashion studio project brief focused on creating a more sustainable product range at the RMIT Campus Store.

### **Brunswick Fashion Career Forum**

The Brunswick campus hosted its annual fashion careers forum, featuring multinational retailers, local entrepreneurs and social media innovators, as well as sessions on sustainability and ethical practice.

### **Showcasing Student Work: So, Sow, Sew**

The So, Sow, Sew end-of-year event celebrates Bachelor of Fashion (Design) (Honours) students with an exhibition, fashion show and awards across a variety of categories, including the Fashion Futures Sustainability Award. Georgia Zulian won the 2018 award for her work on the YOURDROBE studio, bringing the 'wardrobe' and sustainability together with emotional design and clothing habits.



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"I have always been interested in sustainable fashion, particularly through recycled materiality, so I was instantly drawn to the key concepts of this studio: physical clothing, sustainability and the 'wardrobe'. I was curious to embark on an investigative journey into my relationship with clothing and sustainability as well as learning more about emotionally durable design. The studio allowed me to step back from regular fashion design and production to better understand emotional design and my own clothing habits."

Georgia Zulian, RMIT Student.

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**This Page**

Katherine Nolan, third-year Artisan in the Anthropocene studio from 2018.

**Right >**

Jemma Lobwein RMIT student.

Katherine has been grappling with upcycling methods of garment construction using odd-shaped remnant pieces. She sent these remnants to Pakistan to be embellished onto, incorporating handmade resin beads she created that contain small pieces of natural and artificial waste.

She writes: "Moving forward, I hope to continue growing my artisanal work in re-purposing waste fabrics in the context of evening wear. I am also interesting in continuing experimentation with resin as a method of preserving plant life amongst the plastic that kills our ecosystems."





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## 8. Living RMIT values

RMIT understands the importance of a values-based culture, ensuring that RMIT is an inclusive place to study and work.

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“We stand proud about cultural inclusion, and access for people of all backgrounds, no matter what our race, culture, religion or identity.”

Martin Bean CBE

**Vice-Chancellor and President.**

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## 8.1. Diversity and Inclusion

Led by the values of inclusion and courage, RMIT aims to create an environment where everyone can contribute, grow and succeed. Diversity and inclusion is celebrated and equal opportunity is an absolute.

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“Inclusion means a fair go for everyone, and truly respecting and valuing the talents, skills and expertise of every individual. It’s vital that every person has the same opportunities and support to achieve their goals and contribute in a meaningful way.”

Professor Peter Coloe

**Pro Vice-Chancellor Science, Engineering and Health and Vice-President. Executive Champion for Diverse Genders Sexes and Sexualities**

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The University Diversity and Inclusion Framework and related Action Plans are designed to build a diverse and inclusive community by:

- Promoting diversity and inclusion through visible commitments and actions.
- Implementing leading practice in the equity and inclusiveness of policies, facilities, services, workplace culture and behaviour.
- Improving access to education, employment and enterprise for diverse students.
- Improving access to employment at the University for staff with a diverse range of personal circumstances and characteristics.

In 2018, RMIT received the Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality (EOCGE) citation for a second consecutive year. The citation demonstrated a continued commitment to best practice in promoting gender quality in Australian workplaces.

RMIT was also awarded Gold Employer status by the Australian Workplace Equality Index (AWEI) at the Australian LGBTI Inclusion Awards. The Gold Employer status is limited to the 12 organisations across Australia with the highest AWEI national benchmarking scores, demonstrating the work and impact of LGBTI inclusion initiatives.



## 8.2. Reconciliation

RMIT recognises and respects the unique culture and contribution that Aboriginal and Torres Strait Islander people bring to our communities. Staff and students, and the institution itself each have a relationship with eastern Kulin Nation sovereignty.

Through strategies and plans, RMIT is strengthening its commitment to engaging with our Aboriginal and Torres Strait Islander communities.

The Ngarara Willim Centre provides a gathering place for Aboriginal and Torres Strait Islander staff and students, with study, cultural and personal support provided to Aboriginal and Torres Strait Islander students. The centre provides specialist services and support to Indigenous students and employees.

In 2018 RMIT took a significant step in launching Bundyi Girri, to reset and strengthen the relationship with the Boon wurrung and Woi wurrung peoples. Bundyi Girri is underpinned by the recognition of shared sovereignties as the basis of a prosperous and enduring relationship between Indigenous and non-Indigenous Australians.

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### What does Bundyi Girri mean?

‘Bundyi Girri’ (pronounced Boongee Gear-ri) is Wiradjuri. Bundyi poses the question; asking for something to be shared – shared with me / us? Girri is futures.

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In advancing reconciliation, RMIT also released a staff credential as an important piece of professional development to serve as an introduction to Bundyi Girri. It provides an overview of:

- The different ways that colonial dynamics have shaped, and continue to shape, Aboriginal and non-Indigenous relations.
- The importance of recognising Aboriginal sovereignty.
- The importance of thinking critically about how this knowledge relates to self.

Over the period of RMIT's first Reconciliation Action Plan (2016 – 2018) RMIT exceeded its action completion target of 85 per cent. During this time, RMIT developed a community of practice within each College and Portfolio by appointing a Reconciliation Champion, who was responsible for promoting reconciliation in their area and monitoring and reporting on each area's commitment. A number of areas also appointed Indigenous Reference Committees to monitor and report to their executive leaders on the progress of their Indigenous Engagement Plans.





## 8.3. Mental Health and Wellbeing

Mental health and wellbeing is a core institution-wide priority and is vital to ensuring RMIT remains a supportive, diverse and inclusive place to study and work.

In 2018 RMIT launched an It's OK to not be OK campaign to address the stigma of mental health issues on campus. The campaign was developed with representatives from RMIT, RUSU and a diverse group of students.

By sharing experiences and advice about mental health issues, It's OK to not be OK aims to create a more positive culture around mental health issues, and promote the range of support services available.

Other actions included:

- Building teaching staff capability to support and respond to students' mental wellbeing needs.
- Empowering students to take the lead and foster strong partnerships.
- Enhancing access to support services and exploring innovative digital solutions.
- Developing mental health knowledge and skills, with a focus on building resilience.

## 8.4. Changing the Course

In 2017, RMIT developed a three-year Changing the Course framework, designed to build a community where every student and staff member is safe, respected, valued and treated as an equal.

Recognising that no one single initiative could achieve this goal, RMIT sought to target the drivers of sexual harm with evidenced-based strategies to prevent it occurring in the first instance. RMIT is committed to achieving this by:

- Creating a culture of respect – Preventing sexual harm from occurring in the first place.
- Providing support and care – Supporting those experiencing sexual harm and targeting interventions aimed at those at risk of perpetrating these behaviours.
- Institutional responses – Responses after sexual harm has occurred to minimise impacts, prevent re-occurrence and ensure perpetrator accountability.

Since 2017, actions have included:

- Bystander intervention education with a particular focus on student clubs and leaders
- Supporting and responding to disclosures with care and urgency through better staff and student education and building stronger relationships with Victoria Police
- A program of restorative engagement, delivered by RMIT's Centre for Innovative Justice
- Specialist training for the RMIT Executive in responding to sexual assault disclosures and restorative conferencing.
- The launch of the 'Be the Change' campaign, designed to build community understanding about every day sexism, the importance of calling out inappropriate behaviour and raising awareness of the support services available.
- Roll-out of the Consent Matters online training course, providing students with information about sexual consent, respectful relationships and positive bystander intervention.



## 8.5. Accessibility

Driven by its Accessibility Action Plan, RMIT is committed to enhancing inclusion and ensuring full and effective participation by all.

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“Inclusion means maintaining accessible environments and ways of working that are inclusive of people with a disability. It means ensuring our educational and staff services are upheld, evaluated and improved, to make a difference for all.”

Dionne Higgins

**Chief Operating Officer**

**Executive Champion for Accessibility**

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The Equitable Learning Services (ELS) team provides support for students with a disability, long-term illness and/or mental health condition and primary carers of individuals with a disability. Support services can include adjustments to study conditions through equitable assessment arrangements and assistive technologies. These services are integrated into student support channels through RMIT Connect.

RMIT values the richness of diversity among staff and recognises the contribution being made already by those working with disability. As a signatory to the Disability Confident Recruitment Charter, RMIT offers advice and support through recruitment processes to ensure inclusive applicant management. The Accessibility at Work team focuses on making workplace adjustments for staff which may include physical changes to the working environment, technological adjustments or working arrangement flexibility.

In 2018 RMIT was ranked fourth in the Australian Network on Disability (AND) Access and Inclusion Index, recognising its efforts in providing an inclusive and accessible workplace.

In 2018, RMIT completed building entry works, and furniture and amenity upgrades to deliver accessibility improvements. Five Changing Places facilities are also now available across RMIT's three campuses, providing change tables and hoists for people with severe or profound disability. In what is the third stage of a University project to improve campus accessibility, \$1.1 million was also allocated for further accessibility upgrades in the 2019 calendar year.

## 8.6. Philanthropy

The RMIT Philanthropy Fund was established thanks to the generosity of donors to support scholarships, research and other major projects.

In 2017, RMIT developed Responsible Investment Principles which now guide the management of RMIT investments to achieve strong financial outcomes, whilst ensuring environmentally and socially responsible investment decisions are also made.

In 2018 RMIT secured a fund manager to help the University achieve its Responsible Investment Principles within the limited scope of investment products available. The 2018 – 2019 implementation phase was to move the entirety of RMIT funds into two responsible investment products:

- **Russell Investments Australian Responsible Investment ETF:** the fund is weighted towards companies that demonstrate positive environmental, social and governance (ESG) characteristics after negatively screening for companies that have significant involvement in a range of activities including tobacco, gambling and controversial weapons. For the past year, RMIT has had a seat on the Responsible Investment Committee and we have successfully pushed for the fund to divest from fossil fuel exposures, with RARI divesting from the Underground 200 at the end of March 2019.
- **Russell Investments Low Carbon Global Shares Fund:** the fund maintains a reduced carbon exposure, whilst also increasing exposure to renewable energy. The fund of international share is designed for investors who value environmental, social and governance (ESG) considerations within the investment decision-making process, particularly those related to climate change risk. Other ESG exclusion include controversial weapons, uranium and tobacco companies. This was actioned by RMIT in June 2019.

As at June 2019, the fossil fuel liability of the Philanthropy Fund has reduced to 3.56 per cent following the implementation of the new responsible investment structure. Previous years exposures was 5.22 per cent in June 2018 and 4.29 per cent in June 2017.

The Philanthropy Fund in numbers for 2018:

<b>1,954</b> scholarships awarded	<b>52%</b> of funds raised supported ground-breaking research
<b>26%</b> of funds raised supported transformational scholarships	<b>21%</b> of funds raised supported the RMIT Capitol Theatre Appeal

For more information visit:

[www.rmit.edu.au/responsibleinvestment](http://www.rmit.edu.au/responsibleinvestment)  
[www.rmit.edu.au/alumni-and-giving/giving](http://www.rmit.edu.au/alumni-and-giving/giving)





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# 9. Empowering People



RMIT's future success is dependent on attracting and retaining the best people. By empowering all staff to thrive, the University can better achieve its aim of shaping the world by developing innovative and creative solutions to complex local, national and global problems.

## 9.1. RMIT workforce

Australian on-shore employees are covered by Enterprise (Collective) Bargaining Agreements. A full breakdown of University employment data is available in the 2018 annual report, including a split by gender, age and contract type by headcount and full-time equivalent (FTE) please see the RMIT University Annual Report 2018 [www.rmit.edu.au/annualreport](http://www.rmit.edu.au/annualreport)

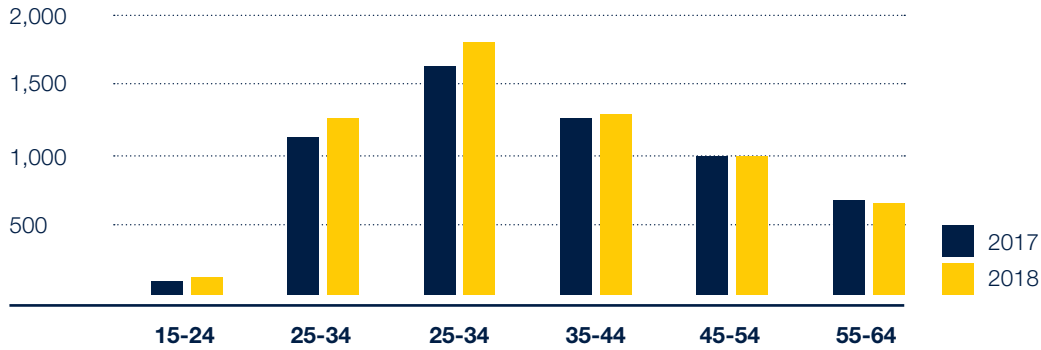
### Employment Statistics

Workforce by Age (FTE)	2017	2018
15-24	92	119
25-34	1,139	1,265
35-44	1,625	1,798
45-54	1,264	1,299
55-64	995	992
64+	685	657

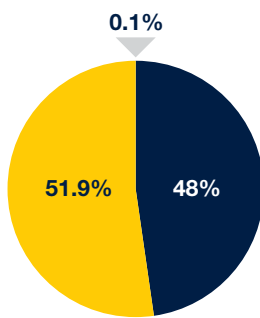
Workforce by Gender (FTE)	2017	2018
Female	3,296	3,073
Male	2,956	2,857
Trans and Gender Diverse	7	4

Workforce by Contract (FTE)	2017	2018
Ongoing	3,634	3,651
Fixed Term and Casual	2,201	2,149

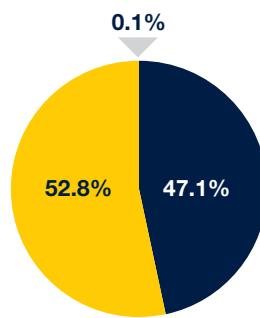
### RMIT Workforce by Age



### Workforce by Gender 2017



### Workforce by Gender 2018



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

### Aboriginal and Torres Strait Islander Workforce

Aboriginal and Torres Strait Islander Workforce	2017	2018
Total Staff (Headcount)	27	31

## 9.2. Gender Equality

RMIT continues to identify and address barriers to women’s inclusion and progression. Guided by the Gender Equality Action Plan, the University is focusing on delivering strategic, sustainable and meaningful change across three key areas: leadership and governance, employment conditions and women’s career advancement.

“Being named an Employer of Choice for Gender Equality is an incredible honour. We’ve seen that the work involved in this accreditation positively impacts the University. We know that we need to maintain a long-term view and sustain our efforts, promoting gender equality in every part of RMIT”

Kate Koch

**RMIT’s Chief Financial Officer  
Executive Champion for Gender Equality**

RMIT reports under the Workplace Gender Equality (WGEA) Act 2012. This report encompasses all employees (headcount) in Australia including full-time, part-time, casual and temporary employees. WGEA defines specific occupational categories to classify and report on managers and non-managers. Managers include the CEO, key management personnel, general managers, senior managers and other managers. As a result, the statistics below may differ from those reported within the 2018 annual report.

### Women in leadership roles

	Total		Female		% Female	
	2017	2018	2017	2018	2017	2018
Governance bodies	13	13	6	7	46.2%	53.8%
Managers	488	526	249	279	51.0%	53.0%
Non-managers	10,344	10,314	5,410	5,426	52.6%	52.6%

### Women in leadership roles

	Promotions		Appointments		Resignations	
	2017	2018	2017	2018	2017	2018
Managers	33.3%	56.5%	55.4%	54.2%	42.6%	53.8%
Non-managers	39.1%	61.1%	56.6%	56.9%	54.4%	53.0%

\*WGEA metrics reported as staff headcount for the full year ending 31 March 2018.

RMIT is a member of the Science in Australia Gender Equity (SAGE) Athena Scientific Women's Academic Network (SWAN). In line with this, RMIT is working to improve gender equity and diversity in the science, technology, engineering, mathematics and medicine (STEMM) disciplines. To achieve this, RMIT has committed to the 10 principles of the Athena SWAN Australia Charter.

“More diverse workplaces are healthier, far more productive and far more innovative than those that are not.”

Professor Kay Latham  
**Deputy Dean, Learning and Teaching, School of Science**  
**Lead for SAGE Athena SWAN**

RMIT's Athena SWAN project is driven by a working party with comprehensive membership across the STEMM discipline and a four-year action plan. The RMIT Sage Athena Swan Action Plan is focused around seven key themes:

- **Leading local action:** driving transformation to support female careers in STEMM
- **Building the pipeline:** inspiring and attracting future female talent
- **Supporting fulfilling careers:** nurturing existing female talent
- **Engaging moments of transition:** creating in-time and flexible support mechanisms
- **Transforming culture:** delivering an inclusive, respectful and compassionate workplace
- **Supporting and encouraging intersectional communities**
- **Strengthening foundations:** future-proofing Athena SWAN through good governance and leadership.

### 9.3. Flexibility

RMIT recognises the increasing importance of flexible working arrangements in maintaining a diverse and adaptable workforce. To support working flexibly at RMIT, a toolkit of resources has been developed for staff to guide the process.

Flexible working arrangements may include:

- Flexible patterns of work (formal or informal).
- Flexible work location.
- Flexible ways of working.

At RMIT over 25 per cent of staff undertake a formal form of flexibility, this may include working part-time, purchasing leave or working a compressed work week.

#### Formal flexibility rates

Total	Male	Female
25.54%	14.80%	34.52%

RMIT also provide a flexible workplace to support staff with parenting and caring responsibilities. Staff are entitled to parental leave under the Enterprise Bargaining Agreement.

#### Parental leave taken by RMIT workforce

	Primary Carer's leave		Secondary Carer's leave	
	Female	Male	Female	Male
Managers	12	0	0	3
Non-Managers	142	2	0	52
Total	154	2	0	55

\*WGEA metrics reported as staff headcount for the full year ending 31 March 2018.



## 9.4. Developing workforce capability

RMIT offers staff a range of development opportunities including compliance education, online training, face-to-face learning, and mentoring programs. Professional development opportunities are linked to specific capabilities under a capability development framework.

In line with RMIT's commitment to creating a talented and motivated workforce, a program of micro-credentials was launched in 2018. The micro-credentials are designed to personalise learning opportunities and provide distinctive value in the changing world of work. Upon completion, staff are awarded a digital badge or web-enabled visual evidence of achievement

There are a number of micro-credentials available to staff across areas including – but not limited to – reconciliation, cultural intelligence and sustainability.

## 9.5. Occupational Health and Safety

Along with the wellbeing programs highlighted in Section 8.3 Health and Wellbeing, a health promotion campaign was also rolled out to staff in 2018, with 2,000 flu vaccinations, 1,000 skin checks and 650 health checks completed.

With the continued rollout of RMIT's Global Safety Model, RMIT also maintained its commitment to providing a safe environment to work, study and visit.

RMIT also continued the use of its Proactive Risk and Incident Management Excellence (PRIME) tool, enabling staff to report incidents and hazards and providing comprehensive assistance in the avoidance and management of existing and emerging risks. Increased awareness has led to an increase in hazard and incident reports. A full breakdown of health and safety statistics are available in the 2018 [annual report](#).









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# 10. Sustainable Operations





RMIT is a complex and diverse institution with a far-reaching global footprint. The management of financial, physical, social and environmental assets is focused on improving long-term performance and delivering the best possible campus experience for the RMIT community.

## 10.1. Energy and emissions reduction

In 2018 RMIT saw a 45 per cent decrease in greenhouse gas emissions versus a 2007 baseline, in what was the first full-year of operation following the completion of numerous energy efficiency upgrades. RMIT's co-generation and tri-generation plants generated more than 24GWh of electricity on-site, reducing almost 12,000 tCO<sub>2</sub>-e of emissions.

As a proud partner in the Melbourne Renewable Energy Project, in 2018 RMIT began purchasing renewable energy from the Crowlands Windfarm in regional Victoria. RMIT has committed to purchasing 25 per cent of its electricity from the wind farm over the next 10 years. The project highlights RMIT's commitment to lowering campus emissions and being an advocate of change through collaborative partnerships.

On-site solar photovoltaic (PV) was expanded in 2018 with the addition of more than 1,500 panels, bringing total on-site solar PV generation to 600kW. RMIT also upheld its commitment to offset 20 per cent of electricity consumption, with 8,000 tCO<sub>2</sub>-e offset through the University's Carbon Offset Strategy.

RMIT follows the Greenhouse Gas Protocol in calculating Scope one and two emissions (emissions intensity and emissions reductions), using 2007 as the base year. In 2007, RMIT total emissions were 78,120 tCO<sub>2</sub>-e. The RMIT 2018 emissions profile includes all Australian campuses in alignment with the National Greenhouse and Energy Reporting (NGER) calculation methods.

### Energy and emissions statistics

Energy and Emissions by Campus 2018			
	Natural Gas GJ	Electricity kWh	Emissions tCO <sub>2</sub> -e
City	219,318	24,464,357	37,607
Bundoora	115,650	4,037,068	10,301
Brunswick	6,047	2,125,986	2,598
<b>Total</b>	<b>341,015</b>	<b>30,637,410</b>	<b>50,551</b>

\* This table accounts for all RMIT building related energy and emissions associated with Australian activities. RMIT has not yet included data from international operations due to the complexity at this stage, there is currently no timeframe for inclusion in this report.



## Energy and emissions statistics

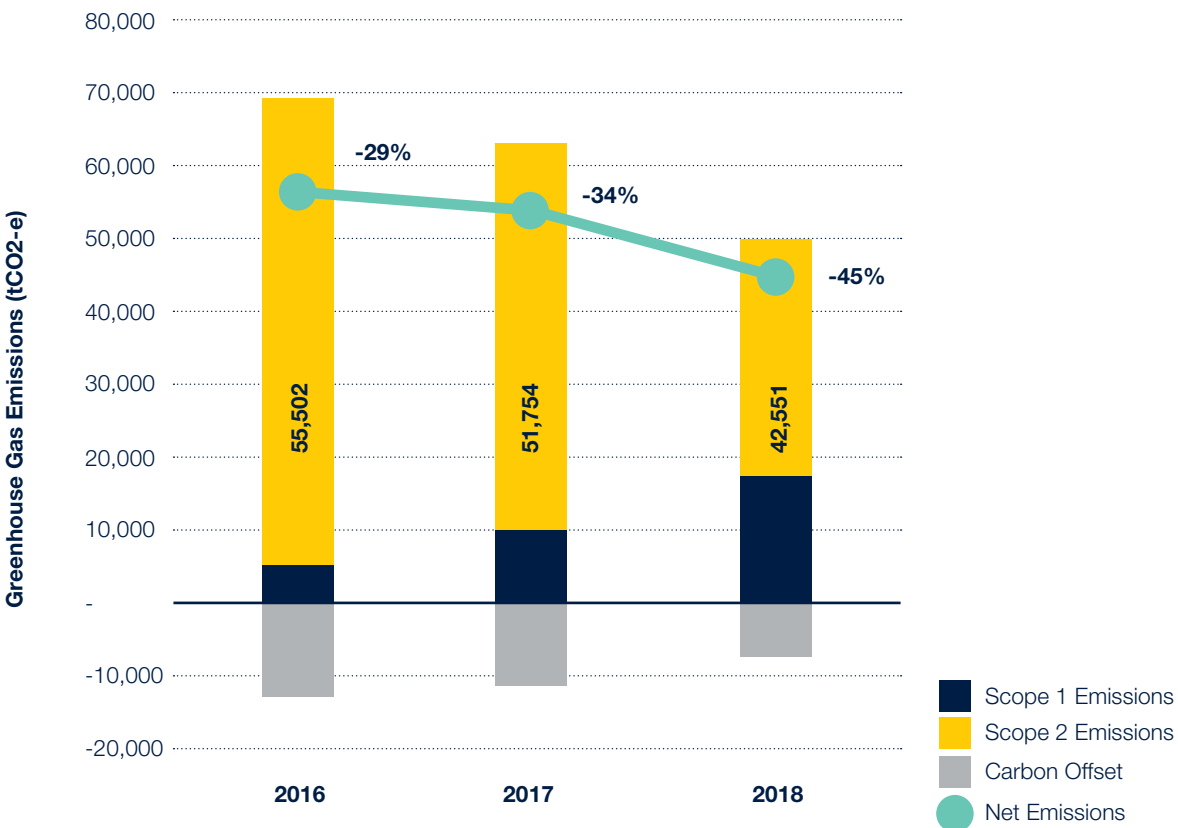
RMIT University Energy and Emissions by Year 2016-18			
	2016	2017	2018
Electricity kWh	55,908,498	49,216,846	30,637,410
Natural Gas GJ	124,108	200,775	341,684
Energy Intensity GJ/m2	0.684	0.785	0.942
Emissions Offset tCO2-e	13,000	12,000	8,000
Net Emissions tCO2-e	55,502	51,754	42,551

\* The energy intensity ratio is measured as total gigajoules of building energy use per square meter of gross floor area.

RMIT University Emissions Attributable to Higher Education 2018*	
Total tCO2-e	34,695

\* Emissions attributable to HE activities are based on the on-site EFTSL intensity.

## RMIT Greenhouse Gas Emissions 2016-18



## Emissions Intensity by floor area



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

## Indirect Emissions

While RMIT collects data on scope three emissions, the primary focus is on travel emission (air travel and taxis) due to the robustness of systems for data collection. RMIT continues to monitor for scope three emissions data collection improvement, there is currently no timeframe for inclusion in this report.

## Power Purchase Agreements

RMIT now purchases 25 per cent of its electricity through the Melbourne Renewable Energy Project, of which RMIT is a partner. The project supported the construction of a new wind farm at Crowlands near Ararat about 200km north-west of Melbourne.

Becoming operational in 2018, the wind farm consists of 39 turbines, with a combined generation capacity of 80 megawatts. The wind farm has supported up to 140 jobs in the construction phase and up to eight ongoing jobs for facility operation.

The successful project has also created a global blueprint – a [Guide to Renewable Energy Procurement](#) – that can be used for any joint investments in renewable energy projects.

RMIT continues to actively consider power purchase agreements to encourage the development of renewable energy, create long term energy price certainty and reduce its emissions profile.

## 10.2. Materials and Waste

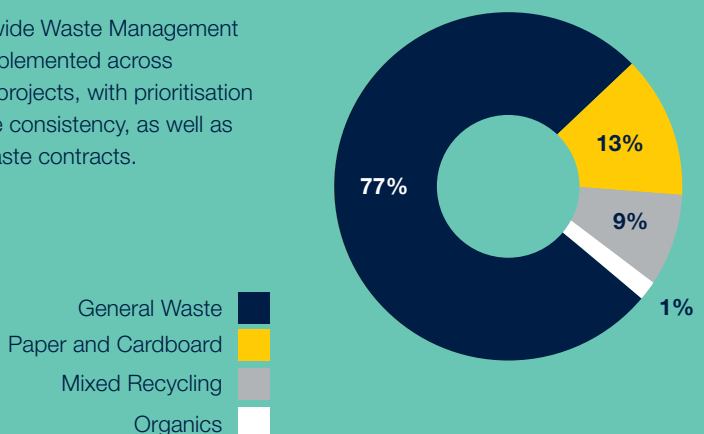
Managing materials and waste efficiently to minimise environmental impacts is vitally important. In 2018, RMIT implemented a consolidated waste contract across all of its sites and is making progress in waste management and reporting

The waste profile is provided by RMIT’s waste contractor and includes waste from all University operations within Australia, excluding confidential paper waste and construction and demolition waste. In 2018 the University produced a total of 1,272 tonnes of waste, which equates to 27 kilograms per student. RMIT had a landfill diversion rate of 22.4 per cent, improving on 2017 levels where RMIT had a landfill

diversion rate of 20.1 per cent. Recycled waste is made up of mixed recycling, paper and cardboard and organics

The University-wide Waste Management Plan is being implemented across operations and projects, with prioritisation for infrastructure consistency, as well as cleaning and waste contracts.

### RMIT Waste and Recycling 2018



## 10.3. Water

RMIT has a total of 40 smart meter devices installed across its portfolio, improving the visibility of consumption profiles.

As well as smart meter devices, RMIT has a total installed capacity of 1.3 million litres of on-site storage tanks, reducing requirements for potable water usage. Water consumption across RMIT's Australian campuses in 2018 was 232,016 kilolitres – an 18 per cent reduction in consumption per EFTSL compared to the 2007 baseline.

## 10.4. Procurement

In 2018 RMIT developed a sustainable procurement plan to fully integrate sustainability considerations into procurement practices, processes, responsibilities and governance.

This approach to sustainable procurement is aligned with the international standard, ISO 20400:2017 Sustainable procurement – guidance (ISO 20400). The standard defines sustainable procurement as procurement that has the most positive environmental, social and economic impacts possible over the entire life cycle.

As a signatory to the UN Global Compact, RMIT applies a Corporate Social Responsibility (CSR) framework to its procurement activities. Processes include supplier screening, a code of conduct to set expectations regarding ethical practices, and performance criteria to monitor the environmental, social and economic impacts of goods and services. RMIT tenders also now include detailed sustainability, Indigenous and industry engagement criteria to drive more positive outcomes for the community.

A high-level breakdown of RMIT's spend can be found in the 2018 [annual report](#).



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# 11. GRI Reporting





## 11.1. Material Topics and Impacts

### RMIT University - Scope and boundary of our material issues

Ready for life and work	Employability and graduate impact, RMIT graduates entering the workforce and organisations where alumni are employed or give their time.
Research Impact	Cities and communities where the outcomes of RMIT research is applied.
Learning and teaching	Current and future RMIT students and staff, including communities where graduates apply sustainability knowledge.
Student health, safety and wellbeing	Mental and physical health, safety and wellbeing of all students.
Diversity and inclusion	Current and future students, staff and employees who study and work at RMIT campuses and sites worldwide including staff gender equality, students from low socio-economic backgrounds, culturally and linguistically diverse backgrounds, diverse genders sexes and sexualities, Aboriginal and Torres Strait Islander backgrounds and disability and access.
Empowering staff	Staff at all campuses, including health & safety, security, attraction and retention, workplace stress, mental health and workforce casualisation.
Governance	Policies, systems and approaches to the governance of issues in sustainability including: academic integrity, bribery & corruption and human rights
Green buildings and infrastructure	RMIT building and infrastructure across all campuses and sites including energy, greenhouse gas emissions, water, waste and transport.

## 11.2. GRI Content Index

Disclosure	Location/Page
<b>GRI 101: Foundation 2016 &amp; GRI 102: General Disclosures 2016</b>	
102-1 Name of the organisation.	13
102-2 Primary brands, products, and services.	13
102-3 Location of the organization's headquarters.	124 La Trobe Street Melbourne
102-4 Number of countries where the organization operates.	<a href="http://www.rmit.edu.au/about/">www.rmit.edu.au/about/</a>
102-5 Nature of ownership and legal form.	13
102-6 Markets served: geographic locations, sectors served, types of customers and beneficiaries.	<a href="http://www.rmit.edu.au/about/">www.rmit.edu.au/about/</a>
102-7 Scale of the organisation.	<a href="http://www.rmit.edu.au/annualreport">www.rmit.edu.au/annualreport</a>
102-8 Total number of employees by employment contract (permanent and temporary), by gender.	57
102-9 A description of the organization's supply chain.	68
102-10 Significant changes to the organization's size, structure, ownership, or supply chain.	No changes since last report
102-11 Whether and how the organization applies the Precautionary Principle or approach	15
102-12 A list of externally-developed economic, environmental and social charters, principles, or other initiatives to which the organization subscribes, or which it endorses.	17, 23
102-13 A list of the main memberships of industry or other associations, and national or international advocacy organizations.	17, 23
102-14 A statement from the most senior decision-maker of the organization about the relevance of sustainability to the organization and its strategy for addressing sustainability.	11
102-15 A description of key impacts, risks, and opportunities.	71
102-16 A description of the organization's values, principles, standards, and norms of behaviour.	<a href="http://www.rmit.edu.au/about/our-values">www.rmit.edu.au/about/our-values</a> , 15, 48
102-18 Governance structure of the organization.	14
102-40 A list of stakeholder groups engaged by the organization.	7
102-41 Percentage of total employees covered by collective bargaining agreements	57
102-42 The basis for identifying and selecting stakeholders with whom to engage.	7
102-43 The organization's approach to stakeholder engagement.	7, 24
102-44 Key topics and concerns raised.	6, 71
102-45 Entities included in the consolidated financial statements.	<a href="http://www.rmit.edu.au/annualreport">www.rmit.edu.au/annualreport</a>
102-46 Defining report content and topic boundaries.	5
102-47 A list of material topics.	71
102-48 Restatements of information.	5
102-49 Changes in reporting.	71
102-50 Reporting period.	5
102-51 Date of most recent report.	5
102-52 Reporting cycle.	5
102-53 Contact point for questions regarding the report.	6
102-54 Claims of reporting in accordance with the GRI Standards.	5
102-55 GRI content index.	72
102-56 External assurance.	5

GRI Standard	Disclosure	Page
<b>Material Topic – Ready for Life and Work (Section 7 – Supporting Student)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	38
	103-3 Explanation of how the organization evaluates the management approach	
<b>Material Topic – Research Impact (Section 6 – Research Impact)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	32
	103-3 Explanation of how the organization evaluates the management approach	
<b>Material Topic – Green Buildings and Infrastructure (Section 10 – Sustainable Operations)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	64
	103-3 Explanation of how the organization evaluates the management approach.	
GRI 305-1: Emissions	Direct (Scope 1) GHG emissions	65
GRI 305-2: Emissions	Energy indirect (Scope 2) GHG emissions	65
GRI 305-3: Emissions	Other indirect (Scope 3) GHG emissions	67
GRI 305-4: Emissions	GHG emissions intensity	67
GRI 302-1: Energy	Energy consumption within the organisation	65
GRI 302-3: Energy	Energy intensity	66
GRI 303-1: Water	Water withdrawal by source	68
GRI 306-2: Water	Waste by type and disposal method	67
<b>Material Topic – Learning and teaching (Section 7 – Supporting Student)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	38
	103-3 Explanation of how the organization evaluates the management approach.	
<b>Material Topic – Supporting Students (Section 7 - Supporting Student)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	38
	103-3 Explanation of how the organization evaluates the management approach.	
<b>Material Topic – Empowering Staff (Section 9 - Empowering People)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	56
	103-3 Explanation of how the organization evaluates the management approach.	
GRI 403-2: OH&S	Types of injury and rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities	61
<b>Material Topic – Governance (Section 3 - About RMIT)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components.	12
	103-3 Explanation of how the organization evaluates the management approach	

GRI Standard	Disclosure	Page
<b>Material Topic – Diversity and Inclusion (Section 8 - Living RMIT Values)</b>		
	103-1 Explanation of the material topic and its Boundaries	
GRI 103: Management Approach 2016	103-2 The management approach and its components	48
	103-3 Explanation of how the organization evaluates the management approach.	
GRI 405-1: Diversity and Equal Opportunity	Diversity of governance bodies and employees	49

### 11.3. SDG Index

The following table identifies the SDGs and respective main SDG targets addressed by our sustainability agenda and published in our Annual Sustainability Report 2018.

SDG	Target	Page
SDG 1	1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters	55
SDG 2	2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality	36, 37
SDG 2	2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries	33
SDG 3	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	53, 61
SDG 4	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	59, 60
SDG 4	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	40, 41
SDG 4	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	50, 54, 51
SDG 4	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	15, 25, 26, 39, 44
SDG 4	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	50, 54
SDG 5	5.1 End all forms of discrimination against all women and girls everywhere	35, 53
SDG 5	5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life	35, 50, 57, 59, 58
SDG 6	6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally	36
SDG 6	6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity	68, 28
SDG 7	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix	28, 65-66
SDG 7	7.3 By 2030, double the global rate of improvement in energy efficiency	65, 66
SDG 7	7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology	33, 36
SDG 8	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial service	40, 41, 42
SDG 8	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	57, 58, 59
SDG 8	8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training	28, 40, 41

<b>SDG</b>	<b>Target</b>	<b>Page</b>
SDG 8	8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	61, 68, 57, 16
SDG 9	9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending	33, 34
SDG 9	9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities	33, 34, 36, 42
SDG 10	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	35, 41, 50, 51, 54, 59
SDG 11	11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons	28, 41
SDG 11	11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management	36, 66, 67
SDG 11	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	35, 51
SDG 11	11.A: Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning	27, 34, 35
SDG 12	12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses	37
SDG 12	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse	26, 29, 46, 67
SDG 12	12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle	5, 36
SDG 13	13.2 Integrate climate change measures into national policies, strategies and planning	55, 65
SDG 13	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	28, 39
SDG 14	14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution	36
SDG 15	15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements	28, 36
SDG 16	16.6 Develop effective, accountable and transparent institutions at all levels	14, 15
SDG 17	17.14 Enhance policy coherence for sustainable development	21, 23, 37
SDG 17	17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries	17, 23, 27, 29, 36











