

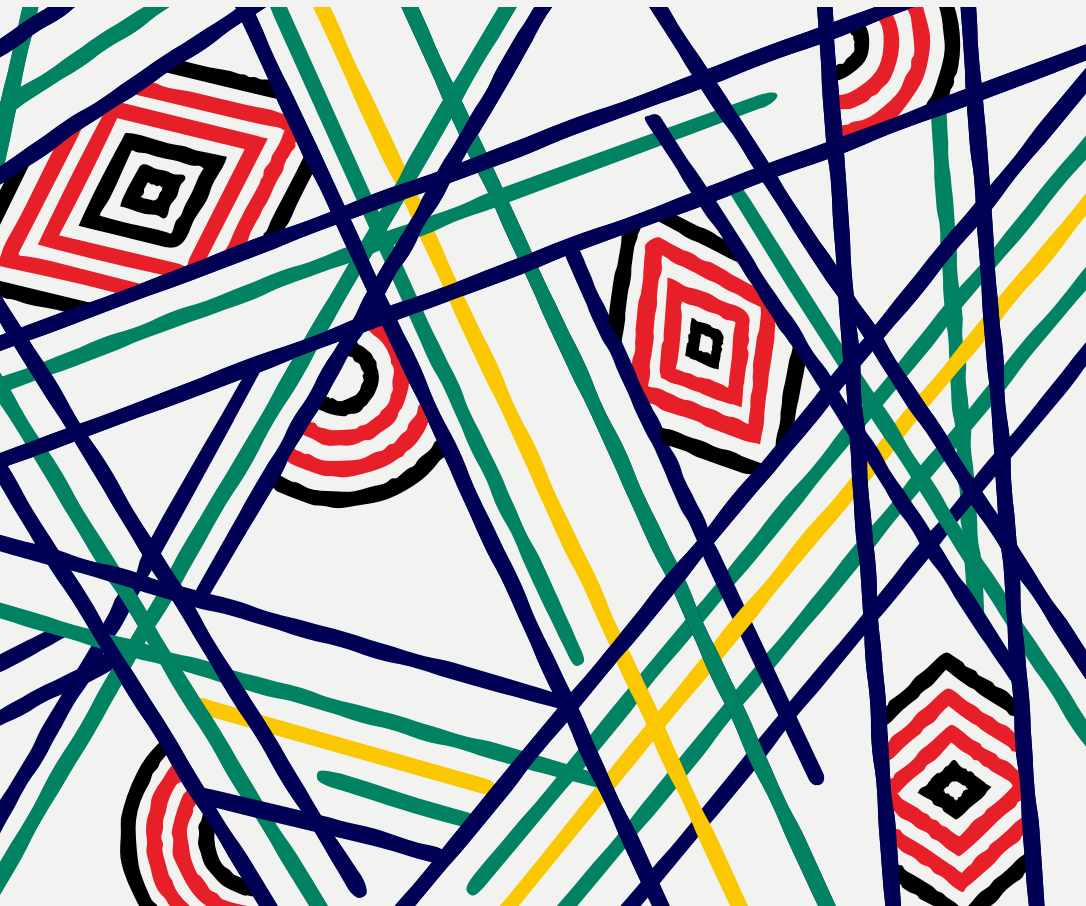
RMIT's Anti-Racism and Religious Discrimination Commitment and Action Plan



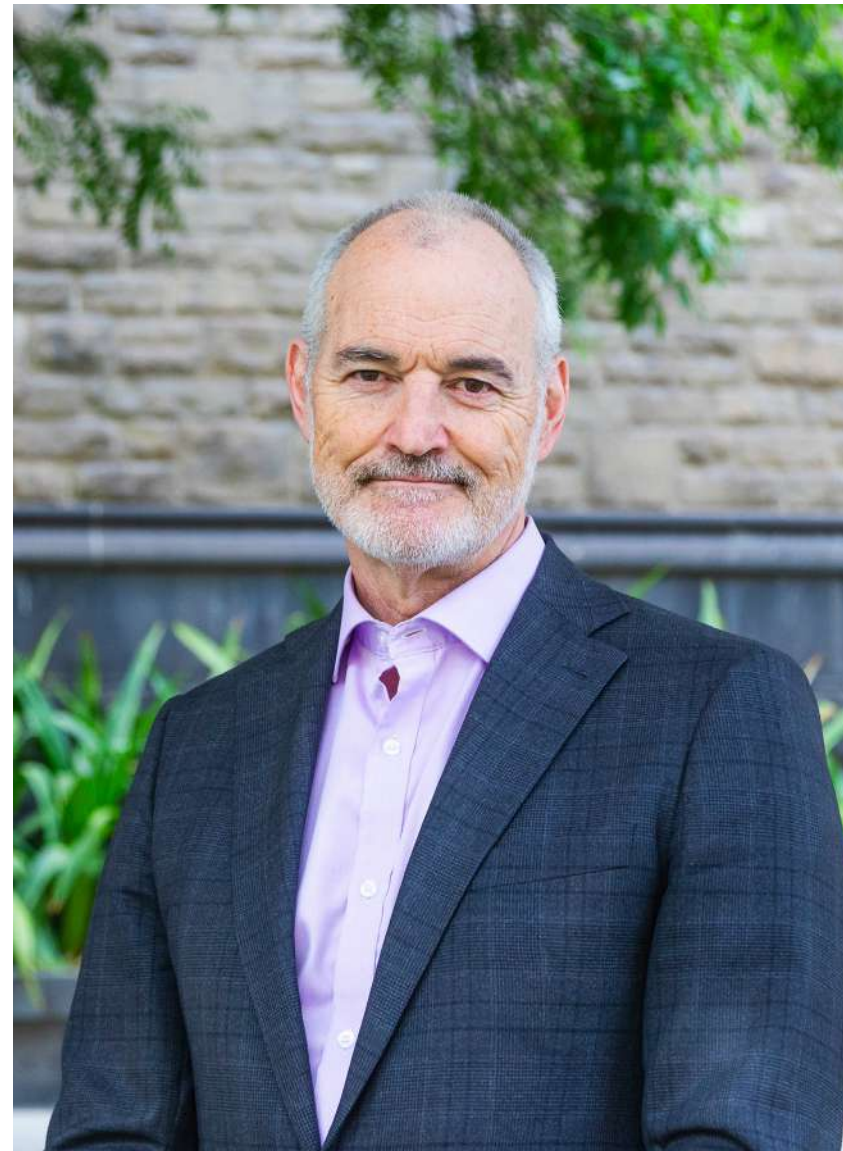
Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University. RMIT University respectfully acknowledges their Ancestors and Elders, past and present. RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

Artwork – ‘Sentient’ by Hollie Johnson, Gunaikurnai and Monero Ngarigo woman from Gippsland who graduated from RMIT with a Bachelor of Arts (Photography) in 2016.



Vice-Chancellor Foreword



RMIT University's Anti-Racism and Religious Discrimination Commitment and Action Plan is part of our unwavering commitment to lead with integrity and to foster a safe, inclusive, and respectful culture for every member of our community in a complex and challenging environment.

Across Australia, the region, and the world, difficult debates about identity, belonging, culture, and safety remain alive in our communities and institutions. These challenging conversations are also happening across our own campuses, as places of inquiry where the respectful expression of diverse ideas and perspectives should be welcomed.

Unfortunately, for many, racism and discrimination are not matters of conversation or concerned observation; they are matters of deeply personal and painful experience. It is unacceptable that abhorrent events of this nature continue to take place at RMIT – to our people and to the students who place their trust in us.

Within this context, universities are being asked to demonstrate meaningful action, transparency, and accountability. These expectations are legitimate and we will meet them, but at RMIT our ambition extends beyond compliance to include the standards we set, the behaviours we reinforce, and the experiences we create.

This plan is designed to address systemic and interpersonal racism, as well as religious discrimination. Its successful implementation, and the change we seek, will depend on all of us doing our part.

Ours is a diverse, global, and intentionally inclusive institution, with strong values, dedicated people, and much of which to be proud. However, confidence in our strengths cannot replace our willingness to confront the areas where improvement is urgently required.

I deeply appreciate the collective effort, throughout our institution, to shape this approach, and I ask every member of our community to ensure that we make it count.

Professor Alec Cameron
Vice-Chancellor and President, RMIT University



Building on RMIT's Responsible Practice

At RMIT, our commitment to anti-racism and religious discrimination builds on the foundations of Responsible Practice, a university-wide commitment to challenging bias, removing barriers, and creating equitable opportunities for all.

Responsible Practice calls on each of us to reflect on our assumptions, recognise systemic inequities, and take meaningful action to create a more inclusive and culturally responsive university. It acknowledges the unique place of Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands on which we learn, work and gather, and commits us to elevating First Nations voices, knowledges and perspectives.

RMIT's Anti-racism and Religious Discrimination Commitment and Action Plan extends this work by applying the same principles of equity, respect and accountability to address racism and religious discrimination in all its forms.

It provides a practical roadmap to strengthen inclusion, remove systemic barriers, build capability, and foster environments where every member of our community feels safe, respected and valued.

Together, these commitments support RMIT's vision of a university where diversity is celebrated, belonging is strengthened, and everyone can participate fully and confidently in university life.

RMIT's Anti-Racism and Religious Discrimination Commitment

At RMIT University we will protect the right of every member of our community to learn, interact and participate fully in university life, confident that they are welcome, they are safe, and they belong.

At RMIT University we will protect the right of every member of our community to learn, interact and participate fully in university life, confident that they are welcome, they are safe, and they belong.

Racism and religious discrimination are deeply felt and generationally entrenched, woven into our social fabric, undermining equity, wellbeing and trust across our community. We acknowledge this harm, both historic and present, and we are resolute in our determination to change it.

We are a proud, diverse, multi-cultural, and multi-faith community. As a place of learning, we hold ourselves to the highest standard and reject all racism and religious discrimination within our University. We commit with courage to actively reduce and ultimately eliminate it.

This reflects our commitment to the Bunjil Statement and our promise to live and work respectfully on the unceded land of Aboriginal and Torres Strait Islander peoples. It frames how we educate, research, govern and conduct ourselves.

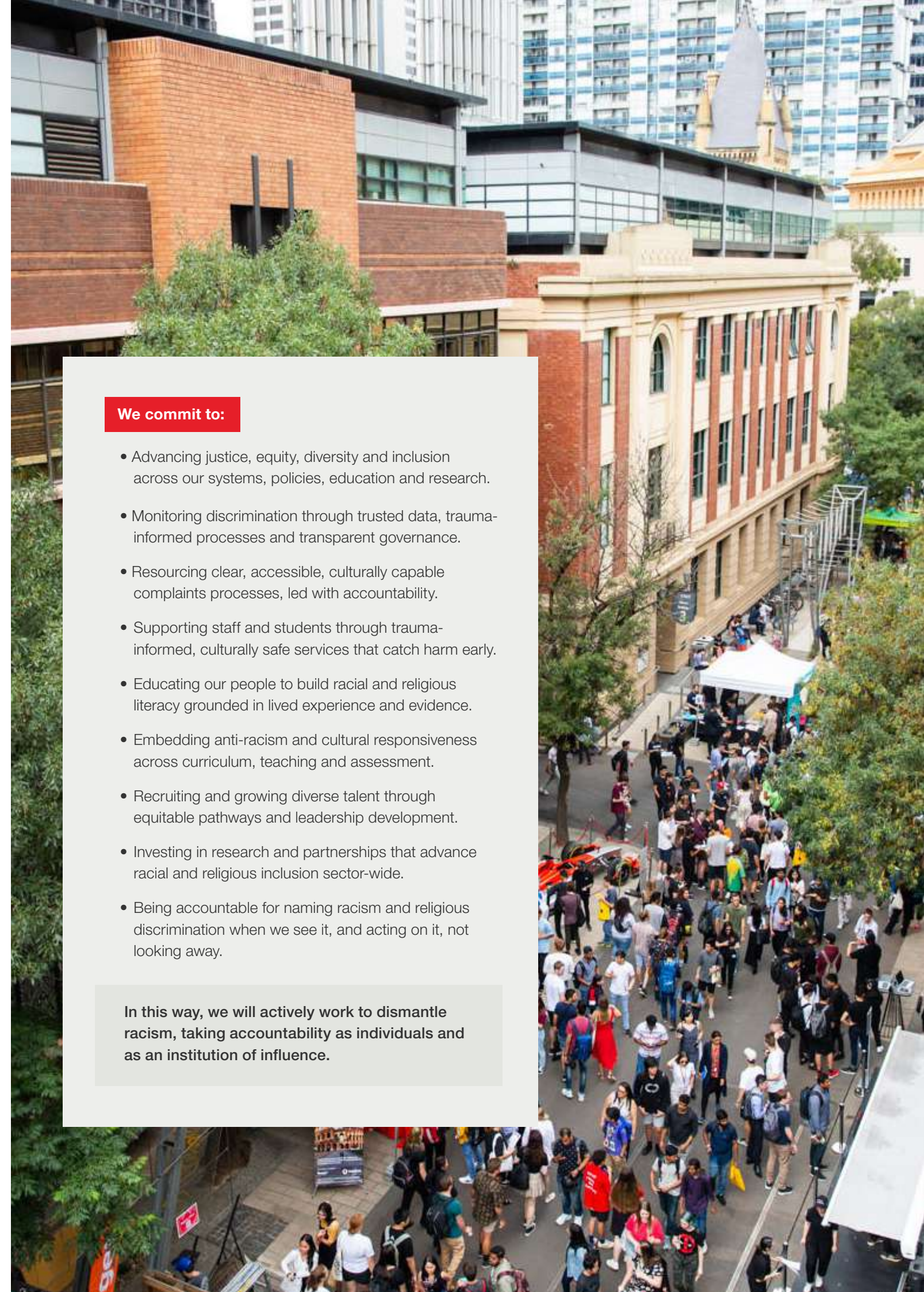
Respect underpins the way we engage with each other. We embrace freedom of speech and academic freedom, but never at the expense of respect, and never as cover for harassment, vilification, intimidation or discrimination.

Racism in all its forms is a lived reality for many in our community: our First Nations students and staff, our Asian, African, Jewish and Muslim communities, and our international students. Whether casual, interpersonal, systemic or politically motivated, we reject it wherever and against whoever it occurs.

We commit to:

- Advancing justice, equity, diversity and inclusion across our systems, policies, education and research.
- Monitoring discrimination through trusted data, trauma-informed processes and transparent governance.
- Resourcing clear, accessible, culturally capable complaints processes, led with accountability.
- Supporting staff and students through trauma-informed, culturally safe services that catch harm early.
- Educating our people to build racial and religious literacy grounded in lived experience and evidence.
- Embedding anti-racism and cultural responsiveness across curriculum, teaching and assessment.
- Recruiting and growing diverse talent through equitable pathways and leadership development.
- Investing in research and partnerships that advance racial and religious inclusion sector-wide.
- Being accountable for naming racism and religious discrimination when we see it, and acting on it, not looking away.

In this way, we will actively work to dismantle racism, taking accountability as individuals and as an institution of influence.



Understanding racism and religious discrimination

We recognise that racism and religious discrimination can occur independently or can intersect, affecting individuals and communities in complex and compounding ways.

These forms of discrimination can arise through interpersonal interactions, as well as through systemic barriers embedded within organisational practices, policies, institutions, and broader societal structures.

We also acknowledge that individuals and groups experience racism and religious discrimination in different and unique ways.

First Peoples have endured the impacts of colonisation and ongoing racism. As the Traditional Custodians of the lands now known as Australia, these experiences carry particular significance and harm, continuing to affect wellbeing, opportunity, and belonging. Addressing racism requires Responsible Practice, including recognising systemic inequities that impact Aboriginal and Torres Strait Islander Peoples, challenging bias, and fostering culturally responsive environments.

We recognise antisemitism as a distinct and unique form of discrimination, which has become more prevalent and concerning in recent years. Its rise presents a challenge to social cohesion, community safety and the values of inclusion and respect that are crucial to society.

We also recognise that a wide range of unique forms of racism and religious discriminations, including Islamophobia and other forms of cultural and faith-based discrimination, are experienced across our community, often resulting in different and unique experiences of exclusion, harm, and reduced sense of belonging.

Our approach

Our approach to implementing the Anti-Racism and Religious Discrimination Commitment and Action Plan has been essential in driving consistent decision-making and accountability across the university. It acknowledges that racism and religious discrimination are often shaped by institutional systems, policies, cultures and practices, and requires a coordinated response to address their impact on staff and students.

Our approach was informed by staff and student voices, sector-leading practice and research. It responds to calls for meaningful and transparent action, stronger leadership accountability, and culturally responsive practice.

Developed in partnership with MindTribes, specialist consultants on race and cultural inclusion, the approach draws on a phased, evidence-informed process that included consultation, document review, co-design and executive testing.

The approach includes:

- Four anti-racism and religious discrimination change principles that shape how we think and act to achieve the intent across planning and implementation, and
- Four pillars that enable our growth and maturity through implementation across nine focus areas of the Action Plan.



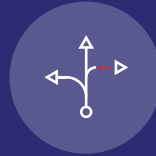
Anti-Racism and Religious Discrimination

Change Principles



CONSCIOUSLY EVOLVING MINDSETS

Build capability in racial
and religious literacy



EQUITABLE SYSTEMS

Address racism through
systemic change



SHARED POWER

Centre affected voices in
decision-making



SUSTAINED WELLBEING

Monitor cultural load
and racial fatigue

Four pillars

to guide prevention of and response to racism and religious discrimination

ACKNOWLEDGE

UNDERSTAND

RESPOND

PREVENT

Nine areas

in the Anti-Racism and Religious Discrimination Action Plan



Leadership and
Governance



Capability
Development



Data



Learning and
Teaching



Workforce



Complaints



Racism Free
Environments



Research and
Partnerships



Support and
Services

Anti-Racism and Religious Discrimination

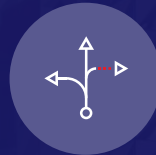
Change Principles



CONSCIOUSLY EVOLVING MINDSETS

Build capability in racial and religious literacy

An ongoing and professional commitment to actively develop racial and religious literacy and inclusion



EQUITABLE SYSTEMS

Address racism through systemic change

Acknowledge and address racism and religious discrimination by consistently applying a systems and structural perspective, even when this is challenging.



SHARED POWER

Centre affected voices in decision-making

Amplify Aboriginal and Torres Strait Islander voices, racially diverse and faith-diverse voices in decision making so that those most impacted by racism and religious discrimination shape the solutions that should serve them.



SUSTAINED WELLBEING

Monitor cultural load and racial fatigue

Continuous assessment of cultural load and fatigue on those who are sharing lived experience and lending their voices to co-design and transformation of systems



Four pillars

to guide prevention of and response to racism and religious discrimination

ACKNOWLEDGE

We will explicitly recognise and name racism and religious discrimination by elevating lived experiences, challenging denial and dismissal, and building a shared understanding that racism and religious discrimination exists and must be addressed.

UNDERSTAND

We will build organisation-wide capability to understand how racism and religious discrimination manifest, who they impact, and their effects on wellbeing, using evidence, lived experience, and ongoing learning to deepen insight and empathy.

RESPOND

We will strengthen culturally responsive, safe and accountable systems for reporting and addressing racism and religious discrimination, ensuring timely action, meaningful resolution, and clear feedback for those impacted.

PREVENT

We will proactively embed anti-racism and religious inclusion into policies, practices and culture to address systemic drivers of racism and reduce the likelihood of harm occurring in the first place.

Implementation of the Action Plan will be supported by:

- Insights from external and internal research and practice, reports and recommendations
- Information resources such as data and lived experience shared by students and staff
- Professional development programs and events
- Case study examples
- Tools to recognise and navigate denial, dismissal, and defensiveness
- Reflective questions for implementation teams to identify and dismantle systems and structures that contribute to racism and religious discrimination.



Anti-Racism and Religious Discrimination Action Plan

Actions have been closely modelled on recommendations from the 2026 Australian Human Rights Commission survey into antisemitism and Islamophobia, racism and the experience of First Nations people, tailored to the RMIT context following engagement with RMIT leaders, staff and students.

Actions will be implemented under these areas, prioritised into the following stages:

Stage 1: Foundational (Years 1–2)

Establishing the core systems, structures, and capabilities required to operationalise the Action Plan.

Stage 2: Embedding and Integration (Years 3–5)

Implementing and embedding actions across all areas of the university to drive consistent impact on staff and student experience.

Stage 3: Sustaining and Transforming (Year 5+)

Sustaining progress and driving long-term cultural change and sector leadership.

Indicators:

- * Piloted approach, with view to roll out broadly
- + Staged implementation
- > Ongoing



Action Plan areas

The Action Plan provides a practical roadmap for change across leadership, governance, capability, systems, education, support and culture over the next five years. These are:



Leadership and Governance

Embed accountability for anti-racism and religious inclusion across leadership and decision-making.



Complaints

Ensure safe, trusted and effective pathways for reporting and addressing harm.



Capability

Build the skills and confidence to identify, prevent and address racism and religious discrimination.



Racism-Free Environment

Create safe, respectful environments free from racism and religious discrimination.



Data

Use data and insights to understand issues, track progress and drive action.



Research and Partnerships

Advance anti-racism through research, collaboration and community partnerships.



Learning and Teaching

Foster inclusive learning through culturally responsive teaching and curriculum.



Support and Services

Provide accessible, culturally safe support for staff and students.



Workforce

Create a diverse, inclusive and equitable workforce where everyone can thrive.

LEADERSHIP AND GOVERNANCE		
ACTION	ACTION OWNER	STAGE
Review and update the Sustainability and Equity Evaluation Tool to explicitly incorporate anti-racism and religious discrimination considerations, ensuring these are systematically addressed during policy review.	University Secretariat	Stage 1 - Foundational
All executives and leaders have a SMART cascading goal aligned to the Commitment and specific to addressing racism and religious discrimination in their sphere of influence, with quarterly reporting to governing bodies.	People and Culture – Reward and Workforce Initiatives	Stage 2 – Embedding and Integration

CAPABILITY		
ACTION	ACTION OWNER	STAGE
Implement role-specific racial literacy and Responsible Practice capability development for staff (differentiated for teaching staff, professional and student-facing staff, leaders and people managers), students and student leaders. All programs will be co-designed with community and informed by lived-experience expertise, research and evidence-based sources. Participants will develop an individual and role-aligned antiracism goal to apply within their area of responsibility, with accountability embedded through employee lifecycle processes. *	People and Culture - Employee Experience and Capability, Education	Stage 1 - Foundational
Implement a series of role-specific capability development for staff and students to combat forms of religious discrimination, including antisemitism and Islamophobia. Capability Development will be co-designed with community and informed by lived-experience expertise, research and evidence-based sources. Participants will develop a personal, role-aligned antisemitism/religious inclusion goal to apply within their area of responsibility, with accountability embedded through employee lifecycle processes. *	People and Culture - Employee Experience and Capability, Education - Students Group	Stage 1 - Foundational

DATA		
ACTION	ACTION OWNER	STAGE
Co-design and implement organisation-wide standards and protocols to consistently identify and record racism and religious discrimination.	People and Culture – Employee Experience and Capability, Education – Students Group, Operations – Central Complaints and Investigations	Stage 1 - Foundational
Establish and maintain comprehensive data collection on racism and religious harm, enabling voluntary self-identification (aligned with ABS standards) and capturing representation, experiences, feedback, and complaints.	People and Culture – Employee Experience and Capability, Education – Students Group	Stage 1 - Foundational
Build trust in data practices through transparent, culturally safe communication about how data is collected, used, and protected, supported by ongoing engagement with staff and students.	People and Culture – Employee Experience and Capability, Education – Students Group, University Communications	Stage 1 - Foundational
Develop trauma-informed, institution-wide mechanisms to measure prevalence, nature, and impact, analyse alongside de-identified complaints and wellbeing data, enable early identification, and report through governance for action and evaluation.	People and Culture – Employee Experience and Capability, Education – Students Group	Stage 2 – Embedding and Integration

LEARNING AND TEACHING		
ACTION	ACTION OWNER	STAGE
Provide discipline-sensitive and practice-oriented professional learning for educational leaders, academic and professional support staff on cultural responsiveness and universal design, to support inclusive teaching. Provide opportunities to embed racial and religious literacy in course content and delivery. *	Education	Stage 1 - Foundational
Conduct a current-state implementation and resourcing analysis, develop a prioritised and phased implementation model, and allocate sufficient financial and human resources to implement the recommendations across all academic programs. Collaborate with colleagues across the sector to address collective resourcing gaps.	Education	Stage 1 - Foundational
Develop, deliver and fund initiatives that foster mutual connection and integration between international students and the broader university community, including by delivering initiatives that are ‘inclusive by design’ for all cohorts of diverse identities and experiences. Use disaggregated data to regularly assess and report on the effectiveness of these measures.	Education – Students Group	Stage 2 – Embedding and Integration
Ensure senior First Peoples and other racially impacted staff and students are meaningfully embedded in curriculum governance and development.	Education, Colleges, Indigenous Education, Research and Engagement	Stage 2 – Embedding and Integration
Incorporate racial and religious literacy and intercultural competency into program learning outcomes and assessments across disciplines.	Education, Colleges	Stage 2 – Embedding and Integration
Review all relevant performance management and student feedback policies and procedures, utilising the Sustainability and Equity Evaluation Tool, to explicitly prohibit racist conduct.	Education - Centre for Educational Innovation and Quality	Stage 2 – Embedding and Integration
Integrate Anti-racism and diverse knowledges across programs through curriculum to deepen racial, cultural, and religious literacy and the development of RMIT graduate capabilities. +	Colleges	Stage 3 – Sustaining and Transforming



WORKFORCE		
ACTION	ACTION OWNER	STAGE
Integrate racial and religious literacy and cultural responsiveness as merit-based criteria in recruitment, position descriptions and job ads for key roles, including complaints-handling, support services, and leadership positions. *	People and Culture – Employee Experience and Capability, Talent	Stage 1 - Foundational
Obtain and benchmark workforce diversity data for senior levels, to guide with setting measurable targets for diverse representation across leadership.	People and Culture – Employee Experience and Capability	Stage 1 - Foundational
Develop workforce strategies to increase representation and improve the employee experience of staff who experience racism, alongside existing First Peoples employment strategies, with targeted initiatives for attraction, progression, and retention.	People and Culture – Employee Experience and Capability, Talent	Stage 2 – Embedding and Integration
Allocate dedicated funding to create pathways into academic and professional leadership for staff from diverse racial backgrounds, with a focus on First Nations, including through fellowships, sponsorship, and targeted leadership development.	People and Culture – Employee Experience and Capability	Stage 2 – Embedding and Integration
Set measurable targets for workforce diversity at senior levels, with regular reporting to university councils.	People and Culture – Employee Experience and Capability	Stage 2 – Embedding and Integration
Review all relevant performance management and student feedback policies and procedures, utilising the Sustainability and Equity Evaluation Tool, to explicitly prohibit racist conduct.	People and Culture – Policy & Workplace Relations	Stage 2 – Embedding and Integration
Across all actions, recognise cultural load for both academic and professional staff, through workload allocation, enterprise agreement conditions, policy and practice.	People and Culture, Policy & Workplace Relations, Indigenous Education, Research and Engagement	Stage 2 – Embedding and Integration
Conduct annual intersectional pay gap analysis and report by staff category for transparency.	People and Culture – Employee Experience and Capability	Stage 2 – Embedding and Integration
Embed RMIT's antiracism and religious inclusion commitment into the Employee Value Proposition, so that prospective staff understand — before they join — that RMIT is an organisation actively working to eliminate racism and religious discrimination, and that all who join are expected to share and contribute to that commitment	People and Culture – Employee Experience and Capability, Talent	Stage 3 – Sustaining and Transforming

COMPLAINTS		
ACTION	ACTION OWNER	STAGE
Improve awareness of complaints processes by clearly communicating complaint pathways and available supports.	Operations, University Communications, Complaints Education - Student Integrity	Stage 1 - Foundational
Strengthen confidence in complaints processes by clearly outlining how complaints are to be handled, the steps involved, and the range of possible outcomes.	Operations – Complaints Education - Student Integrity	Stage 1 - Foundational
Review complaint policies to ensure explicit reference to racism, antisemitism, religious discrimination and protection against victimisation and clearly outline the grounds for lodging a complaint.	Operations – Complaints Education - Student Integrity	Stage 1 - Foundational
Ensure complaints units and equity offices are resourced and staffed to manage antisemitism, religious discrimination and racism-related complaints effectively.	Operations – Complaints Education - Student Integrity	Stage 1 - Foundational
Strengthen complaints supports by clearly communicating escalation pathways, identifying designated points of contact, alongside ongoing monitoring and annual reporting to support continuous improvement in awareness, satisfaction, and use of these pathways, combined with a commitment to repairing harm.	Operations – Complaints Education - Student Integrity	Stage 2 – Embedding and Integration
Continue to provide training to staff handling complaints to ensure responses are culturally capable and trauma-informed, with tailored content on anti-Jewish harm, anti-racism and the experiences of different groups that experience racism or religious discrimination.	Operations – Complaints Education - Student Integrity	Stage 2 – Embedding and Integration
Collect and analyse de-identified complaints data to identify systemic risks and improve practice, with regular reporting to Vice Chancellor and senior leadership.	Operations – Complaints Education - Student Integrity	Stage 2 – Embedding and Integration



RACISM FREE ENVIRONMENTS		
ACTION	ACTION OWNER	STAGE
Establish initiatives that foster respectful dialogue to build capacity for constructive engagement across different groups and views, supporting safety, academic freedom and freedom of expression, with clear expectations that expression does not cause harm to others.	People and Culture	Stage 1 - Foundational
Conduct regular campus safety audits through a religious inclusion and racism-prevention lens across physical, digital, and cultural environments. Audits to be co-designed with First Peoples and staff and students of diverse cultural and religious identities. Recommended improvements to be regularly implemented into practices and protocols with findings, actions, and progress publicly reported.	Health, Safety and Risk	Stage 2 – Embedding and Integration
Apply a preventive, risk-based approach to racism and religious discrimination, complying with guidance related to psychosocial hazards and the presence of non-RMIT people or organisations on campus from regulators (e.g. TEQSA guidance on Managing External Actors).	Health, Safety and Risk	Stage 3 – Sustaining and Transforming

RESEARCH AND PARTNERSHIPS		
ACTION	ACTION OWNER	STAGE
Utilise RMIT-led and partner research, to inform and continuously improve Anti-racism Action Plan implementation through applying, sharing, and amplifying best-practice. Extend impact beyond RMIT by building allyship, influencing sector policy and practice, and contributing to public knowledge nationally and globally.	Research and Innovation	Stage 2 – Embedding and Integration
Foster a culture that deepens support for research and researchers with diverse background and identities, on anti-racism and religious discrimination at RMIT University and within the Australian context, with a primary focus on First Nations.	Research and Innovation	Stage 2 – Embedding and Integration
Continue to work with community and industry partners, and develop new partnerships, with a focus on shared values and implementation of anti-racist and religious inclusion practices.	Engagement, Colleges	Stage 2 – Embedding and Integration

SUPPORT AND SERVICES		
ACTION	ACTION OWNER	STAGE
Provide, resource, promote and continuously improve trauma-informed, culturally safe support services that are accessible to staff and students.	People and Culture, Education	Stage 2 – Embedding and Integration
Establish culturally responsive mental health support services that are data-informed for early identification of racial microaggressions and intersectional harm.	People and Culture, Education	Stage 2 – Embedding and Integration

Support services

RMIT acknowledges that topics such as racism, culture, and faith can be complex, emotionally challenging, and may deeply affect many members of our community. A range of internal and external support services are available to staff.

RMIT Safer Community: Support for RMIT students and staff personally experiencing unwanted, uncomfortable or threatening behaviour. This includes threats or hate speech, discrimination, assault, stalking, image-based abuse or family violence.

Employee Assistance Program: 1300 687 327

Staff support: Service Connect 03 9925 8000

Student support: RMIT Connect or 03 9925 5000

RMIT Counselling and Psychological Services

RMIT Chaplaincy support: 03 9925 2317,
chaplaincy@rmit.edu.au

External support services

Lifeline Australia: 13 11 14 (SMS 0477 13 11 14)

13Yarn: 13 92 86 (24/7 culturally safe crisis support for Aboriginal and Torres Strait Islander people)

Australian Human Rights Commission complaints

Supporting a safe and inclusive learning environment at RMIT

Guidance is available to assist educators in supporting RMIT's commitment to fostering a safe and inclusive learning environment for all students. [View guidance.](#)

Behavioural expectations and conduct requirements

RMIT staff and students are subject to behavioural expectations and conduct requirements in accordance with the University's core values and policies, which is vital if we are to look after the wellbeing of all in our community. These include:

- [Code of Conduct](#)
- [Student Charter](#)
- [Student Conduct Policy](#)
- [Intellectual Freedom Policy](#)

There are also changes to [Victoria's anti-vilification and social cohesion laws](#).

