RMIT response to Yoorrook Justice Commission

**Request for information –
Inquiry into the Tertiary Education Sector**

March 2024 (updated February 2025)

RMIT UNIVERSITY

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

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Table of Contents

February 2025 updates

Tables 1(i) and 1(ii) were updated in February 2025; no other changes to the original response were made.

- Student numbers in the Non-Indigenous columns were updated to indicate the proportion of domestic students only.

- 2024 completions data that was not available at the time of the original submission has now been included.

- Slight variations in enrolment and completions figures in recent years (including for Indigenous students) are likely due to refinements to the underlying data source (HEAL), by data engineers, to improve trustworthiness. However, overall trends remain consistent, and the variations are not considered material.

- An error mixing up the Higher Education and Vocational Education columns has been corrected.

1. First Nations students

Request Number 1

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

including as a proportion of all domestic onshore students.

Table 1 (i) Enrolment numbers (in EFTSL)

Report Year	Indigenous		Non-Indigenous	
	HE	VE	HE	VE
2018	157.50	129.58	27,983.00	7,947.97
2019	153.25	120.61	28,708.50	8,497.53
2020	169.13	115.63	29,160.00	7,928.91
2021	166.38	84.54	30,227.25	7,778.60
2022	161.50	66.09	27,985.38	7,544.92
2023	138.75	84.63	27,026.47	8,470.78
2024	152.13	112.88	28,383.25	10,111.77

Table 1 (ii) Completion rates

Report Year	Indigenous		Non-Indigenous	
	HE	VE	HE	VE
2018	38.71%	49.09%	50.98%	51.84%
2019	28.30%	49.02%	48.05%	53.69%
2020	41.07%	33.33%	57.28%	47.88%
2021	46.05%	26.79%	60.44%	49.49%
2022	45.07%	32.11%	59.01%	46.18%
2023	41.11%	36.25%	57.22%	39.92%
2024	43.14%	40.06%	55.18%	42.97%

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

Request Number 2

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

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

Table 2 (i) Age breakdown - First Nations students

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

Table 2 (ii) Gender breakdown - First Nations students

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

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

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

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

Request Number 3

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

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

including whether by research or coursework.

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

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

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

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

Request Number 4

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

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

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

Table Reference:

a. The year that the University had its first First Nations graduate – highlighted in yellow.
b. The number of First Nations graduates in 2023 is outlined in the 2023 column

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

Request Number 5

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

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

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

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

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

Table 5 (ii) First Nation student enrolments by field of study, proportion by percentage

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

Request Number 6

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

RMIT response:

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

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

As part of this process, applicants are invited to attend an informal interview with the relevant Program Manager or Selection Officer for their chosen program, along with a Ngarara Willim staff member to provide support during the interview. After the interview, Program Managers confirm whether they would support the student receiving an offer from the college. Throughout the IAP process applicants are provided with individualised support from Ngarara Willim Centre staff, and the IAP has been effective in providing successful course offers through an alternative entry pathway approach.

Request Number 7

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

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

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

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

Notes:

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

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

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

Request Number 8

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

a. Course delivery; or
b. Student support,

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

a. Course Delivery:

- 2016, 2017 & 2019 - Certificate IV Small Business Management delivered offsite in Preston.
- 2018 & 2024 – delivery of First Aid, CPR, Level 1 Sports Training to Community cohorts on site at RMIT Bundoora campus.
- 2018-2021 Certificate IV and Diploma of Alcohol and Other Drugs delivered in collaboration with Indigenous AOD services within communities across Alice Springs, Tennant Creek, and Katherine.
- 2019-2020 – Diploma of Community Services in partnership with Dardi Munwurro. Delivery off site in Preston.
- 2020-2022 - Certificate IV Project Management Practice, online delivery.
- 2020– 2021 – Diploma of Community Services, delivered in collaboration with the Dandenong and District Aboriginal Corporation (DDACL) was conducted off site at the organisation.
- 2021 - 2022 - Diploma of Community Services, delivered in collaboration Victorian Aboriginal Legal Service (VALS) was conducted off site at the organisation.
- 2023 - Graduate Certificate in Domestic and Family Violence delivered in collaboration with Wathaurong Aboriginal Cooperative; training was delivered off site at the organisation.
- 2023 - Diploma of Community Services delivered in collaboration with Wathaurong Aboriginal Cooperative, training was delivered off site at the organisation.

b. Student Support:

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

i. Orientation/Transition

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

ii.   Student Success Planning

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

iii.   Social and Emotional Wellbeing

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

iv.   Equitable Learning

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

v.   Social Engagement

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

vi.   Scholarships and Financial Support

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

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

vii.   On Country and Global Opportunities

On Country programs feature in much of our planning and delivery in relation to student engagement. During the COVID-19 pandemic, engagement with Boon wurrung Elder N'Arweet Professor Carolyn Briggs AO and Woi wurrung Wurundjeri Elder Bambu Di Kerr took place as part of the Ngarara Willim Leadership and On Country Experience Program, which was moved online. From 2023, a cultural camp was available to students who wanted to immerse themselves in a cultural experience and learn more about being on Country. This is a feature of our support activity, and we are continuing to develop these valuable experiences for students. Global opportunities and experiences have been an important addition to the student experience. During the COVID-19 pandemic, we had to put these on hold, but we are now working collaboratively to offer these valuable experiences to students. Global experiences have included Canada and New Zealand, and we are working on upcoming opportunities to Fiji, Vietnam, Cambodia, and Canada.

viii.   Tutoring and Academic Support

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

ix.   Higher Degree by Research (HDR) Support

In 2022, a review of support and processes for HDR students was conducted. As a result, an HDR Working Group was formed, and enhanced communication efforts were made to inform Indigenous HDR applicants and students about the available support services through the Ngarara Willim Centre. These actions have facilitated more timely resolution of HDR issues and have garnered positive feedback from students and stakeholders involved in the process.

Request Number 9

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

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

Indigenous Student Experience journey mapping

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

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

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

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

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

Student Space Survey

In 2019, the Property Services Group and Ngarara Willim conducted an online survey of Indigenous students in both Higher Education and Vocational Education regarding their use of university spaces for study and social activities. This was an activity within *the Dhumbah Goorowa Reconciliation Plan 2019-2020*, designed to inform a more strategic and long-term

approach to creating culturally safe spaces for Indigenous students across all RMIT Australian campuses. Fourteen students participated in the survey. Key themes included that space was mostly used individually by Indigenous students for non-study related activities, and that students felt mostly safe and included. The survey was focused on the New Academic Street spaces at RMIT City Campus. This led to further discussions about creating shared spaces for Indigenous students to share with non-Indigenous friends for both study and social purposes at all locations, as well as the specific need for city-based Vocational Education students to have dedicated space allocated in closer proximity to VE teaching spaces. The COVID-19 pandemic limited further action being taken due to lockdowns and restricted access to campuses. This strategic priority has been carried over into the new *Indigenous Student Success Strategy* (see below).

Student Experience Survey

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

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

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

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

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

Due to capacity constraints within the Office of Indigenous Education, Research and Engagement (OIERE), the data from 2020 to the present has not yet been fully analysed. In late 2023 OIERE began a project in collaboration with data scientists in the College of STEM to properly analyse the data and publish the results. The project is due to be completed in mid-2024.

Indigenous Student Success Strategy

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

Ngarara Willim Centre Engagement

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

Request Number 10

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

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

RMIT response:

   a. Number of complaints since 2018: 9

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

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

2. Staff

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

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

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

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

Request Number 11

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

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

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

2023 Breakdown (as at 31 December)

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

2022 Breakdown (as at 31 December)

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

2021 Breakdown (as at 31 December)

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

2020 Breakdown (as at 31 December)

Q1 2020: Recruitment controls in place which paused recruitment

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

2019 Breakdown (as at 31 December)

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

2018 Breakdown (as at 31 December)

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

Request Number 12

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

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

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

2023 Breakdown (as at 31 December)

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

2022 Breakdown (as at 31 December)

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

2021 Breakdown (as at 31 December)

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

2020 Breakdown (as at 31 December)

Q1 2020 Recruitment controls in place which paused recruitment

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

2019 Breakdown (as at 31 December)

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

2018 Breakdown (as at 31 December)

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

Request Number 13

In relation to First Nations professional staff currently employed by the University, provide a breakdown of the areas of the university in which they work.

2023 Breakdown (as at 31 December)

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

2022 Breakdown (as at 31 December)

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

2021 Breakdown (as at 31 December)

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

2020 Breakdown (as at 31 December)

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching	
	COBL|Students & Operations	
	Total:	
College of Vocational Education	CoVE|Executive Advisory	
	CoVE|Programs & Delivery	
	Total:	
Design and Social Context	DSC|Academic Development Group	
	DSC|School - Media & Communication	
	Total:	
Education Portfolio	EDU|Office of Academic Registrar	
	EDU|Students Group	
	Total:	
International and Engagement	I&E|BSP|Philanthropy	
	I&E|Experience	
	Total:	
Operations Portfolio	OPS|Human Resources	
	OPS|Property Services Group	
	Total:	
PSI | Policy, Strategy & Impact	COBL|Centre for Innovative Justice	
	PSI | Indigenous Education, Research and Engagement	
	PSI | IMP | Activator Education & Programs	
	Total:	
Research & Innovation Portfolio	R&I|Research & Innovation Capability	
	R&I|Research Partnerships &Translation	
	R&I|Research Strategy & Services	
	R&I|School of Graduate Research	
	Total:	
STEM College	STEM|College Operations	
	STEM|Diversity & Inclusion	
	STEM|Learning, Teaching and Quality	
	Total:	
	Grand Total:	29.5

2019 Breakdown (as at 31 December)

College/Portfolio	School/Department	First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching	
	COBL|Students & Operations	
	Total:	
College of Vocational Education	CoVE|Executive Advisory	
	CoVE|Programs & Delivery	
	Total:	
Design and Social Context	DSC|Academic Development Group	
	DSC|School - Media & Communication	
	Total:	
Education Portfolio	EDU|Office of Academic Registrar	
	EDU|Students Group	
	Total:	
International and Engagement	I&E|BSP|Philanthropy	
	I&E|Experience	
	Total:	
Operations Portfolio	OPS|Human Resources	
	OPS|Property Services Group	
	Total:	
PSI | Policy, Strategy & Impact	COBL|Centre for Innovative Justice	
	PSI | Indigenous Education, Research and Engagement	
	PSI | IMP | Activator Education & Programs	
	Total:	
Research & Innovation Portfolio	R&I|Research & Innovation Capability	
	R&I|Research Partnerships &Translation	
	R&I|Research Strategy & Services	
	R&I|School of Graduate Research	
	Total:	
STEM College	STEM|College Operations	
	STEM|Diversity & Inclusion	
	STEM|Learning, Teaching and Quality	
	Total:	
	Grand Total:	32

2018 Breakdown (as at 31 December)

College/Portfolio	School/Department		First Nations Professional Headcount
College of Business and Law	COBL|Learning & Teaching		
	COBL|Students & Operations		
		Total:	<5
College of Vocational Education	CoVE|Executive Advisory		
	CoVE|Programs & Delivery		
		Total:	<5
Design and Social Context	DSC|Academic Development Group		
	DSC|School - Media & Communication		
		Total:	10
Education Portfolio	EDU|Office of Academic Registrar		
	EDU|Students Group		
		Total:	<5
Operations Portfolio	OPS|Human Resources		
	OPS|Property Services Group		
		Total:	<5
PSI	Policy, Strategy & Impact	COBL	Centre for Innovative Justice		
	PSI	Indigenous Education, Research and Engagement		
	PSI	IMP	Activator Education & Programs		
		Total:	10
STEM College	STEM|College Operations		
	STEM|Diversity & Inclusion		
	STEM|Learning, Teaching and Quality		
		Total:	<5
		Grand Total:	31

Request Number 14

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

a. As a percentage of the total number of academic staff employed in that field of study
b. An indication of whether they are employed to undertake research only or teaching and research.

2023 Breakdown (as at 31 December)

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

2022 Breakdown (as at 31 December)

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

2021 Breakdown (as at 31 December)

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

Request Number 15

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

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

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

RMIT response:

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

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

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

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

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

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

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

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

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

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

Request Number 16

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

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

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

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

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

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

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

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

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

The *RMIT Aboriginal & Torres Strait Islander Employment Plan 2024-2026* includes a commitment to implementing cultural competence and safety capability programs within RMIT, and delivering a behavioural change program focused on anti-racism to support enhanced experience of First Peoples staff. As outlined in Q15, the University is also reviewing its cultural capability programs to ensure they reflect our commitment to Responsible Practice.

Request Number 17

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

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

RMIT response:

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

3. Research

Request Number 18

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

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

RMIT response:

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

Dhumbah Goorowa was RMIT's second Reconciliation Plan. *Dhumbah Goorowa's* Action Area 3: Excellence and Impact in Research and Innovation included three priorities.

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

Development of an RMIT Indigenous Research and Innovation Strategy

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

Outcomes recorded:

- RMIT's Academic Board approved the RMIT Indigenous Research Plan for implementation in September 2023, see supporting document 18.2.
- The RMIT Indigenous Research Network was launched in November 2023. Establishing this Indigenous interdisciplinary research network directly aligns with Action Area 3, Creating an Enabling Environment, of the RMIT Indigenous Research Plan.

Supporting documents (in Appendix A)

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

Request number 19

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

RMIT response:

Vice-Chancellor's Indigenous Doctoral Fellowship Scheme

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

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

ABORIGINAL AND TORRES STRAIT ISLANDER EARLY ACADEMIC CAREER DEVELOPMENT

PhD Students

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

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

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

Pre-Doctoral Fellows

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

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

Successful applicants receive:

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

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

A list of RMIT Vice-Chancellor's Indigenous Research Fellowships awarded between January 2018 and March 2024 is provided in supporting document 19.4.

More information:

RMIT Vice-Chancellor's Indigenous Doctoral Fellowship Scheme

RMIT - Vice-Chancellor's Indigenous Research Fellowships

Supporting documents (included in Appendix A)

- 19.1 VC-Indigenous-Doctoral-Fellow-Position Description 2024
- 19.2 VC-Indigenous-doctoral-fellow-applicant-guide 2024
- 19.4 RMIT VC Indigenous Research Fellows January 2018 and March 2024

Request Number 20

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

a. Allocated
b. Reported upon

including in each case to the Traditional Owner groups directly.

RMIT Internal Research Funding Schemes

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

Allocation

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

Reporting

Funding decisions are based on merit and scheme criteria determined by selection panels. Reports and acquittals of these funded activities are managed internally via milestone and closure reports. Presently internal research funding schemes are not reported to Traditional Owner groups directly.

Supporting documents (included in Appendix A)

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

4. Curriculum

Request Number 21

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

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

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

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

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

Table 21 (i) Indigenous specific courses in Social Work programs

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

Nursing

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

Table 21 (ii) Indigenous specific courses in Nursing programs

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

Medicine

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

Law & Justice

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

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

Table 21 (iii) Indigenous specific courses in Criminology & Justice programs

Course Name	Compulsory / Elective	Program levels
Applied Human Rights and Indigenous Peoples	elective	Undergrad and Postgraduate
Indigenous Sovereignty and Contemporary Land Policy	elective	Postgraduate
Indigenous Studies	elective	Undergraduate and Postgraduate
Policy Making and Indigenous Peoples	compulsory	Postgraduate

Education

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

Table 21 (iv) Indigenous specific courses in Education programs

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

Supporting Documents (included in Appendix A)

- Course outlines

5. Leadership

Request Number 22

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

a. Name(s);
b. Level,

including in reference to an Organisational Chart.

RMIT response:

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

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

2021: Role vacant

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

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

Request Number 23

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

RMIT response: From 1 January 2018 to present, upper leadership accountabilities in relation to Aboriginal and Torres Strait Islander students have been clearly outlined in RMIT's strategic, governance, and reporting approaches.

In 2018, RMIT was in the final year of its *Reconciliation Action Plan 2016-2018*. At this time the accountability of upper leadership to Aboriginal and Torres Strait Islander students was led by the Reconciliation Implementation Committee (RIC) and reported at the University Scorecard level via a specific KPI (KPI 10 Reconciliation). The RIC was chaired by the Vice-Chancellor, and membership included various members of the Vice-Chancellor's Executive (VCE), along with senior Indigenous leaders and student leadership.

To support upper leadership accountability, VCE-level KPIs related to completion of the Reconciliation Plan were part of executive work plans and progress was reported annually to the Nominations, Remuneration and People Committee of University Council (chaired by the Deputy Chancellor). All Colleges and Portfolios were required to report on the implementation of RAP initiatives to the Reconciliation Implementation Committee. Reporting was coordinated by RMIT's Enterprise Planning and Business Performance team.

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

RMIT's current university strategy, *Knowledge with Action 2031* contains five Indigenous Strategic Commitments. The Indigenous Strategic Commitments are embedded within the Strategic Directions and Adaptive Priorities of the strategy in lieu of creating a third, separate, reconciliation plan. The Commitments are: Indigenous Students, Indigenous Staff, Indigenous Knowledges (Research, Learning and Teaching), Community Engagement, and Reconciliation to Responsible Practice.

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

Request Number 24

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

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

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

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

Request Number 25

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

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

RMIT response:

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

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

Request Number 26

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

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

RMIT response:

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

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

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

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

Request Number 27

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

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

6. Universities as beneficiaries of colonisation/truth-telling

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

Request Number 28

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

RMIT response:

The first Working Men's College building was on land acquired from the State Government of Victoria on the corner of La Trobe and Bowen Streets, Melbourne in [insert date - Archives is continuing to research this]. Over time, RMIT University and its predecessor institutions inhabited buildings across Melbourne and Victoria. Today, RMIT University has campuses in Melbourne (on and around the original site), Bundoora, and Brunswick, and regional sites at Point Cook and Bendigo.

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

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

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

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

Supporting Document (included in Appendix A)

- 28.1 RMIT Family Tree

Request Number 29

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

RMIT response:

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

Request Number 30

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

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

RMIT response:

a. RMIT Archives is continuing to research this request.

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

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

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

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

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

Request Number 31

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

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

RMIT response:

RMIT has an ongoing ad hoc engagement strategy with Traditional Owners, which includes procuring services for Welcome to Country, language services for naming, as well as engagement on planning and strategy development.

RMIT will seek to formalise this strategy through the development of a Community Engagement Strategy, as well as the establishment of an Indigenous Governance Committee in 2024.

7. Other

Request Number 32

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

RMIT response:

Nil for this submission.

8. Appendix – Supporting Documents and Course Outlines

Supporting Document 18.1

Dhumbah Goorowa

Performance Report

2019–2021

RMIT
UNIVERSITY

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 biik biik (lands) we conduct the business of the University.

RMIT respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the biik biik (lands) and wurneet (waterways) across Australia where we conduct our business.

Bundjil Statement

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

> **Bundjil was a powerful man, who travelled as an Eagle. He was the head man of the Kulin people. Bundjil taught us to always welcome guests. Bundjil asks what is your purpose for coming and understanding place.**
>
> **When you are on place you make dhumbali (promise/commitment) to Bundjil and the land of the Kulin Nation.**
>
> **The first dhumbali, is to obey the ngarn-ga (understandings) of Bundjil.**
>
> **The second dhumbali, is to not harm the bubups (children).**
>
> **The third is not to harm the biik biik (land) and wurneet (waterways) of Bundjil.**
>
> **As the spirit of Kulin ancestors live in us, let the wisdom, the spirit and the generosity in which Bundjil taught us influence the decisions made on place. Do this by understanding your ways of knowing, your ways of doing, and your ways of being on place.**

In support of the development of the Bundjil Statement, we acknowledge the contribution and guidance of N'arweet Dr Carolyn Briggs AM.

As an RMIT community, Bundjil's Statement reminds us that country was here long before us and will be here long after we are gone. Bundjil asks us to recognise that our ways of knowing, being and doing are implicit in how we conduct ourselves and how we live our values. These ways are shaped through formal education, life experience, and vocational choices; the process of shifting our perspectives and evolving our understanding of the world around us is a continuing journey of self-inquiry and learning.

The Bundjil Statement also speaks to how we comply with our obligations in our place of business, wherever that may be. Bundjil provides us with a frame for how we develop policies, implement systems, deliver education, undertake research and engage with others on place. Bundjil helps us to understand how we govern and regulate ourselves and our behaviour, so that we are all responsible, and accountable, for how we live and work on place.

Vice Chancellor & Pro Vice Chancellor Indigenous Education, Research and Engagement Foreword

Since 2016, RMIT has embraced and evolved two Reconciliation Plans, guiding our activities and engagement with Aboriginal and Torres Strait Islander peoples. They tell the story of a university-wide commitment that has generated profound impact on individuals and the RMIT community as a whole. Building meaningful relationships with Aboriginal and Torres Strait Islander peoples is now firmly at the heart of how the RMIT community lives its values.

This growth in our reconciliation maturity is reflected throughout RMIT's new strategy, Knowledge with Action 2031, which embeds five Indigenous strategic commitments throughout the strategy, without the additional need of a guiding, stand-alone reconciliation plan.

At the heart of our Indigenous strategic commitments is a shift in focus from reconciliation to responsible practice. This transition consolidates the lessons we have learned during our reconciliation journey so far, and translates them into authentic daily behaviours, relationships, and activities that are values-based and informed by principles of reconciliation, diversity, cultural safety, and ethical responsibility.

Along with the transition to responsible practice, we will continue to support Indigenous student success, build a strong and vibrant Indigenous workforce, deepen our relationship with Indigenous communities, and recognise the importance of Indigenous Knowledges in our learning and teaching, and research and innovation goals.

This is an important juncture in an ongoing journey. The achievements and learnings of the past six years have set the foundation for us to continue to strengthen meaningful and respectful relationships with Aboriginal and Torres Strait Islander communities into the future. We invite you to join us in reflecting on Dhumbah Goorowa.

Professor Alec Cameron
Vice Chancellor and President

Professor Gary Thomas
Pro Vice Chancellor Indigenous Education, Research and Engagement

Interim VC Foreword

Dhumbah Goorowa set out our dhumbali to Aboriginal and Torres Strait Islander peoples' self-determination and a commitment to creating an RMIT community that studies and works respectfully on Kulin country. I continue to be incredibly proud of RMIT's dhumbali to embed reconciliation in everything we do and am delighted to reflect on the way Dhumbah Goorowa has forged new pathways for our community.

Delivering on our commitments

The completion of Dhumbah Goorowa was originally planned for the end of 2020. However, the stark realities of the COVID-19 pandemic necessarily diverted both our focus and our ability to facilitate activities on campus. As a result, 2021 became a bridging year for the Plan and we worked hard to complete our commitments and reframe Action Areas that were no longer fit for purpose.

Several critical but incomplete initiatives have now been carried into 2022 as part of RMIT's Annual Operating Plan. These include the development of an Indigenous Research Strategy, the continuation of the RMIT-wide policy review and the ongoing implementation of Indigenous workforce development initiatives.

Recognising our success

While we actively continue our journey, it is important to reflect on some of the significant achievements of the past three years.

The creation of the Ngulu (voice) network of Reconciliation Champions and Facilitators across our Colleges and Portfolios has proven integral to generating momentum. I have been so pleased with how Ngulus have formed and engaged to progress reconciliation engagement within their areas. In 2021, we enhanced this important network with the appointment of College Reconciliation Advisors, who have deepened understanding and commitment in their College communities.

The development and adoption of the Bundjil statement as a commitment to working and studying lawfully and respectfully on Kulin country has progressed our understanding of place. Moreover, the incorporation of this statement into the Policy Governance framework and as a basis for the new Code of Conduct has directly fostered the University's responsibility for the land where we work, teach, learn and research.

Along with the shift to working from home came tangible progress for many of our staff along their personal reconciliation journey. We saw an increase in the sharing of local stories of First Nations people through Acknowledgements of Country and this reflects the shift in culture we are seeing at RMIT.

The implementation of our Aboriginal and Torres Strait Islander Employment Plan 2021-2022 and Aboriginal and Torres Strait Islander Future Workforce Strategy 2021-2025 was another key achievement, embedding hybrid accountability within each College and Portfolio. We exceeded our goal to recruit 15 staff by the end of 2021 and by the end of the year had 46 Aboriginal and Torres Strait Islander people within our staff community.

Supporting our students along their journeys

RMIT continues to provide support for Aboriginal and Torres Strait Islander students and opportunities for all students to nurture a relationship with Australian First Nations peoples. Ngarara Willim enhances Aboriginal and Torres Strait Islander student journeys by offering a clear point of connection throughout their RMIT experience and the team played a central role in supporting Aboriginal and Torres Strait Islander students in the shift to online activities. The pivot included providing online academic, cultural, and social engagement activities, with the RMIT Counselling and Health and Wellbeing teams in attendance.

Ongoing collaboration between RMIT Student Life and RMIT's Student Union (RUSU) benefits our whole student population through initiatives such as the Indigenous Solidarity Art Project. This project gave staff and students the opportunity to help create the four-metre-long platypus sculpture. We also celebrate our extraordinary alumni community, and RMIT Diploma of Visual Arts alumnus Indianna Hunt, a proud Wemba Wemba, Gunditjmara, Jardwadjali, Wergaia woman was the artist behind the 2021 creative project, The Journey of Mapiyal.

Looking ahead

I would like to thank all our staff and students for their commitment and contribution to Dhumbah Goorowa because it takes a community to deliver on a promise of this scale. My gratitude also to the incredible Indigenous Education and Engagement team, who worked tirelessly and with greater determination than ever through a very difficult time. Our collective achievements are a testament to their leadership.

As we look forward, I am delighted that Professor Gary Thomas, the University's first Pro-Vice-Chancellor Indigenous Education, Research and Engagement has joined RMIT to lead us through the next phase of our reconciliation journey. However, while his leadership will be pivotal, we need to remember that we all share our dhumbali to reconciliation. Please join me in continuing to live RMIT's commitment to reconciliation by progressing our personal journeys.

Dionne Higgins
Senior Vice-President, Strategy and Operations
Interim Vice-Chancellor, 1 July 2021– January 2022

Our Dhumbali to Reconciliation

As a Western university RMIT was established, and continues to operate, as a colonial institution on Aboriginal country. At its foundation sustainable reconciliation must be progressed in partnership with First Nations peoples and done so in a way that supports the realisation of Aboriginal and Torres Strait Islander Peoples self-determination and sovereignty, as outlined in the United Nations Declaration on the Rights of Indigenous Peoples.

Our reconciliation dhumbali is underpinned by the recognition that:

- Australian First Peoples have been creating, sharing, evolving, preserving, and protecting knowledges, languages, culture and country for over 2000 generations. They will continue to do so into the future.

- Australian First Peoples have experienced social, political, economic and education disadvantage due to historical and ongoing colonisation, dispossession and unjust legislation, policies, and practices.

- Australian First Peoples cultures are critical to Australia's heritage and make an essential and dynamic contribution to the community and our university.

- Australian First Peoples have a right to self-determination, to equitable participation in the community and the University, to equitable access to resources and services, and to be treated with respect.

- The reconciliation process is important in building new relationships between Indigenous and non-Indigenous Australians, and that for reconciliation to be sustainable over time, local communities and institutions must support, and be involved in, the process.

Educational institutions have a particular responsibility, and are uniquely placed, to redress disadvantage through Indigenous education and research, and to overcome prejudice by educating the Australian community about the cultures and experiences of Aboriginal and Torres Strait Islander peoples.

Our Reconciliation Journey so Far

RMIT's current efforts in reconciliation are the continuation of a journey that is more than 25 years in length, and one that the University is determined to carry into the future.

1990's

1992 — The Koorie Education Unit is established. The Unit is renamed the Aboriginal and Torres Strait Islander Support and Liaison Unit in 1999.

2000's

2006 — The Indigenous Access Scheme is established as an alternative entry program for Aboriginal and Torres Strait Islander students wanting to study at RMIT. After proving to be a successful program, in 2009 it is formally made an ongoing part of the University's business.

2007 — RMIT launches its Togip Gabaareng Indigenous Employment Strategy (revised and renamed in 2012: RMIT Aboriginal and Torres Strait Islander Employment Strategy). The Strategy builds upon RMIT's success in terms of equity and diversity within employment practices, introducing targeted goals to increase representation of Aboriginal and Torres Strait Islander people in employment at RMIT.

2008 — RMIT signs a pledge committing to 'Close the Gap'.

2008 — The Aboriginal and Torres Strait Islander Support and Liaison Unit is renamed the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples. The name is derived from ngarara willim, meaning gathering place in the Woi wurrung language of the Wurundjeri people, the Traditional Owners of the land where RMIT stands.

2008 — The Vice Chancellor, Professor Margaret Gardner, responds to the National Apology to the Stolen Generations made in the Australian Parliament by Prime Minister Kevin Rudd.

2009 — RMIT releases a Reconciliation Statement, which recognises and respects the unique cultures and contributions of Aboriginal and Torres Strait Islander peoples.

2009 — The Indigenous Specialisation is developed to enable all undergraduate students to take elective courses in the field of Australian Aboriginal and Torres Strait Islander studies. The elective courses provide students with an understanding of the cultural, historical and contemporary frameworks that have shaped the lives of Aboriginal and Torres Strait Islander peoples in Australia and Indigenous peoples globally.

2010
RMIT's enabling legislation is updated. A new Section, 5(f), is added creating a specific objective that outlines our responsibility to Aboriginal and Torres Strait Islander peoples:

...to use its expertise and resources to involve Aboriginal and Torres Strait Islander people of Australia in its teaching, learning, research and advancement of knowledge activities and thereby contribute to:
a) Releasing Aboriginal and Torres Strait Islander aspirations; and,
b) The safeguarding of the ancient and rich Aboriginal and Torres Strait Islander cultural heritage

Also relevant to Aboriginal and Torres Strait Islander communities is the requirement in Section 5(g) that the University is:
...to provide programs and services in a way that reflects the principles of equity and social justice.

2014
Aboriginal and Torres Strait Islander flags are flown at every RMIT campus.

2015
RMIT increases its financial commitment to the Ngarara Willim Centre to improve access, participation and outcomes in education for Aboriginal and Torres Strait Islander peoples.

2016
RMIT launches its first Reconciliation Action Plan (RAP). Championed by the Vice Chancellor, the University's senior executives and a dedicated community of RAP Champions, the RAP is embraced across RMIT resulting in a significant shift in the ways we think and work.

2017
Appointment of RMIT's first Deputy Pro Vice Chancellor Indigenous Education and Engagement, Professor Mark McMillan.

2018
The Bundyi Girri project pilot phase commences. Using a strength-based, embedded approach, the project focuses on non-Indigenous Australians and enabling them to engage actively in reconciliation.

2019
Professor Mark McMillan assumes the role of Chair, Academic Board, and as a result also becomes a member of the University Council.

2019
RMIT adopts the Bundjil Statement as a formal commitment on behalf of the entire RMIT community to studying and working lawfully and respectfully on Kulin country.

2020
The new RMIT Code of Conduct embeds the Bundjil Statement as the foundational framework for our 'Ways of Working', 'Ways of Knowing' and 'Ways of Being'.

2020
The Aboriginal and Torres Strait Islander Peoples Future Workforce Strategy 2020-2025 is approved for implementation across the RMIT Group

2021
The Aboriginal and Torres Strait Islander Employment Plan 2021-2022 is implemented across RMIT. The Plan embeds hybrid responsibility for employment outcomes across the Colleges and Portfolios.

Reconciliation at RMIT

Our commitment to a just and meaningful relationship between Indigenous communities and the RMIT community is at the durrung (heart) of how we live our values and has formed the foundation for our two Reconciliation Plans. The first was launched in 2016 and focused on raising awareness within the university community of Aboriginal and Torres Strait Islander Peoples' knowledges, cultures, and languages, and promoted engagement with reconciliation.

Dhumbah Goorowa "Commitment to Share" (2019-2020) was designed as a two-year bridging plan between our first Reconciliation Action Plan (2016-2018) and the Knowledge with Action 2031 University strategy. Its goal was to establish a foundational framework in terms of policy, processes, systems, investment, and culture that would enable the university to subsequently embed our commitment to Aboriginal and Torres Strait Islander People's self-determination and sovereignty across the RMIT Group with the implementation of Knowledge with Action 2031.

The plan was developed collaboratively through a series of workshops that brought Aboriginal and Torres Strait Islander staff, students, and Elders in Residence together with members of the university community to envision what a shared future at RMIT would look like, and identify the specific commitments required to bring this reality to life.

Dhumbah Goorowa was extended into a third year in 2021. This was due to the ongoing impacts of the COVID-19 pandemic and the broader university requirement to manage 2021 as a bridging year between our previous University strategy, Ready for Life and Work, and Knowledge with Action 2031.

Outline of Dhumbah Goorowa

Action Areas

1 Governance, Leadership, Management and Engagement

2 Academic Excellence and RMIT Student Community

3 Excellence and Impact in Research and Innovation

4 RMIT Staff Community

The Action Areas were comprised of 19 Priority Initiatives and a total of 46 Actions

Dhumbah Goorowa was originally structured around six separate Reconciliation Action Areas, which represented core strategic pillars of focus for our reconciliation ambition. The Action Areas were carried over from our first Reconciliation Action Plan and provided continuity of focus and the opportunity to progress maturity in key areas across the RMIT community and our operations.

Progress within each of the Action Areas was monitored by Reconciliation Action Area Committees, which met quarterly and were each chaired by members of the Vice Chancellor's Executive. The Reconciliation Implementation Committee, which was established under our first RAP and chaired by the Vice Chancellor, continued to oversight implementation of Dhumbah Goorowa and other reconciliation activity across the RMIT Group.

Throughout the life of Dhumbah Goorowa, we closely followed the progress of priority activity via a structured monitoring and evaluation process. We adopted RMIT's project management platform, PPM, to monitor the completion status of priority activity and provide a quantitative measure of performance that could be reported through university governance committees.

We also developed a Reconciliation Evaluation Framework to support the university to qualitatively evaluate the outcomes and impacts of reconciliation activity across all levels within the colleges, portfolios and entities.

In 2021, we consolidated the original six Reconciliation Action Areas into four Action Areas to reflect strong progress and the completion of several priorities across the reconciliation plan. This consolidation enabled us to deploy resources and monitor the implementation of Dhumbah Goorowa more effectively during its third year.

It is important to note that despite this consolidation, this Performance Report outlines our progress within all 19 priority initiatives and 46 actions from the six original Reconciliation Action Areas.

Performance and Highlights Snapshot

74%
Overall Performance

82%	**72%**	**53%**	**80%**
Action Area 1	**Action Area 2**	**Action Area 3**	**Action Area 4**
Governance, Leadership, Management and Engagement	Academic Excellence and RMIT Student Community	Excellence and Impact in Research and Innovation	RMIT Staff Community

Despite a strong start in 2019 and continued commitment during the challenges of the COVID-19 pandemic in 2020/21, we have not met our target to complete 85% of our Dhumbah Goorowa priorities.

Significant work was progressed across the university in 2019, including the development of several frameworks and initiatives that were approved for implementation during 2020 by the Reconciliation Implementation Committee and the Vice Chancellor's Executive. However, the impact of the COVID-19 pandemic in 2020/21 severely restricted the implementation of initiatives that required physical presence on campus or face-to-face engagement. Ensuring the health, safety, and wellbeing of the RMIT community and our partners necessarily became the overarching concern as we navigated repeated hard lockdowns that were mandated by the Victorian Government. Initiatives that were affected in this way include, for example, implementation of the Community (Industry) Indigenous Engagement Framework, and Shared Spaces for Indigenous and non-Indigenous students.

The university completed a significant restructure in 2020 and this, coupled with the redeployment of staff to support the shift to online learning, reduced our organisational capacity to progress some reconciliation activity. This includes, for example, the RMIT-wide Policy Review and associated work to build staff capability in culturally safe policy development and implementation, as well as the full implementation of the Reconciliation Capability Development Framework.

During this time there was also a change in the senior Indigenous leadership of the university. Some initiatives were paused until new leadership was in place to provide strategic direction for these priorities. These included initiatives such as Indigenous Perspectives in the Curriculum and the development of an Indigenous Research and Innovation Strategy.

Notwithstanding these challenges, we were able to implement several critical initiatives. This includes our commitments to enhance Aboriginal and Torres Strait Islander Peoples workforce capability and capacity, and enhancing Aboriginal and Torres Strait Islander student success through a continual improvement model of student support via the Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples.

Ngarara Willim was also central in the development the online Reconciliation: Racism and Cultural Safety program of professional development, which was important in continuing to build reconciliation capability across the RMIT community during the remote working environment of COVID lockdowns. This program, together with a Leadership Series on Reconciliation Capability, enabled us to proceed with implementing the Reconciliation Capability Development Framework, although in a more limited way than was originally intended.

Innovative thinking and a desire to create new ways of being and doing also led to some unexpected but very welcome initiatives that have fundamentally changed the RMIT landscape. This includes the incorporation of the Bundjil Statement into the Policy Governance Framework, as well as the Bundjil Statement forming the foundational framework for a new RMIT Code of Conduct. The development of the On Country initiative by the Global Experiences team challenged us to rethink the idea of ethical global citizenship as a skill that can only be learned by experiencing different peoples, cultures, and perspectives by travelling overseas. We have also seen our commitment to reconciliation expand across the RMIT Group, with RMIT Training, RMIT Online, RMIT Vietnam and RMIT Europe all appointing Reconciliation Champions and establishing Ngulu Reconciliation Committees to advance initiatives in support of our reconciliation goals.

It is also important to recognise that some of the initiatives that were developed in 2019 and subsequently paused have seen limited implementation or have been able to inform other significant projects during 2020/21. For example, the Indigenous Perspectives in the Curriculum approach has informed the university-wide Curriculum Architecture project and College-specific implementation approaches. The Community (Industry) Indigenous Engagement Framework was partially implemented via a review into the university's industry engagement approach during 2021. Importantly, both Frameworks are values-based and were collaboratively developed with Aboriginal and Torres Strait Islander staff and communities. They can therefore be revisited and updated in support of the strategic directions set under the new university strategy to foster a process of evolution and continuing maturity in our reconciliation journey.

Highlights

Bundjil Statement, Code of Conduct and Policy Governance Framework

Aboriginal and Torres Strait Islander Peoples Future Workforce Strategy and Aboriginal and Torres Strait Islander Employment Plan

Enhancing the **Ngarara Willim Centre Service Delivery Model**

On Country initiative

Expansion into RMIT Training, Online, Europe and Vietnam

Appointment of Reconciliation Advisors

Trade Routes First Nations Global Growth Program

Reconciliation Capability Development Framework created

Reconciliation: Racism and Cultural Safety program of professional development modules

Community (Industry) Indigenous Engagement Framework

Ngulu Reconciliation Committees

Aboriginal and Torres Strait Islander Student Success

Enhancing the Ngarara Willim service delivery model to support Aboriginal and Torres Strait Islander students was a key priority within Dhumbah Goorowa and focused on four key pillars: (i) Student Success; (ii) Vocational Education; (iii) Academic Excellence; and (iv) Outreach and Recruitment.

As the COVID-19 pandemic progressed this work became even more critical and Ngarara Willim staff worked tirelessly to ensure Aboriginal and Torres Strait Islander students were supported in the transition to online learning and during periods of lockdown. Notwithstanding the impacts of COVID-19 on the academic year, 104 Indigenous students graduated in 2021.

For Ngarara Willim, the focus was providing online academic, cultural and social engagement activities for students. The Centre consolidated our personalised approach of continuous communication through calls, emails, Microsoft Teams, and the Ngarara Willim Canvas site. Students were encouraged to participate in a broad range of activities online including, the Ngarara Willim Reading Club, weekly conversations with Boon wurrung Elder N'Arweet Dr Carolyn Briggs AM and engagement with Woi wurrung Wurundjeri Elder Bambu Di Kerr as part of the Ngarara Willim Leadership and On Country Experience Program.

We also implemented an improved student dashboard, developed a new internal case management system, heightened engagement with Vocational Education students, created partnerships to increase visibility of RMIT outreach and engagement activities, and delivered regular Ngargee lunchtime sessions promoting Indigenous student academic excellence. We increased support to Vocational Education students through scholarships and tutoring. This enabled us to provide additional supports and opportunities for Indigenous students in community organisations to complete a tertiary qualification. In 2021 we worked towards creating a position for a dedicated counsellor for Indigenous students, with the recruitment process occurring in 2022.

In 2021 we also piloted the On Country Indigenous Leadership Program in collaboration with the Global Experiences team, to provide students with the opportunity to recognise their leadership potential and that they can have one of the richest cultural experiences without leaving Australia through engaging with the oldest continuing living cultures in the world. The program was offered to Aboriginal student leaders, and later to all enrolled Indigenous Students, bringing them together for a series of activities (online and in person) with Indigenous Community leaders and Indigenous students from across the globe. This program created the opportunity for RMIT to employ a new Indigenous Global Experiences Coordinator to support the growth and development of the initiative.

Our First Nations students and Deadly Alumni developed and delivered Indigenous Cultural Tours on campus, initially in person and then online to support the RMIT community into a better understanding of the cultural significance and importance of place. 500 RMIT staff and students registered, with 300 able to attend Tour sessions during 2021.

Our focus on Deadly Alumni also continued, connecting the Indigenous alumni cohort with RMIT activities, engagement with the Ngarara Willim Centre, and employment opportunities within RMIT.

We have maintained our relationships with Indigenous Communities despite the impacts of COVID-19 on our planned initiatives and activities. We continued to build our online connections with the Koorie Education workforce in Victoria through Community meetings, participation in the Koorie Staff Network (KSN) and Toorong Marnong meetings, and participation in forums held by Victorian Aboriginal Education Association Incorporated (VAEAI). Outreach and Access staff held four online sessions with 39 Engagement Support Officers and Koorie Engagement Coordinators from across Victoria to build on connections and information sharing in order to support the aspiration of our young people.

We partnered with the Victorian Aboriginal Legal Service and Dardi Munwurro to deliver the Diploma of Community Services to Indigenous students in Melbourne and delivered the Certificate IV in Project Management Practice to two Indigenous student cohorts from community organisations across 2020 and 2021, with cohorts continuing into 2022. We continue to work with the Northern Territory Government to deliver training to meet industry demand through programs such as the Diploma in Alcohol and Other Drugs. We also have strong relationships with several Aboriginal community-controlled organisations including Danilla Dilba Health Service, Vendale Rehabilitation Centre, Kalano Community Association, and BushMob Aboriginal Corporation. We have successfully trained workers from these organisations and they continue to work with us to develop key electives and learning outcomes as well as determining the appropriate level of qualification and location to suit the next student cohort.

RMIT Code of Conduct

In late 2018 RMIT began a university-wide Policy review, with the purpose of ensuring that Reconciliation was embedded across RMIT's Policies. Concurrently, the Indigenous Education, Research and Engagement team, in collaboration with Boon wurrung Elder N'Arwee't Dr Carolyn Briggs AM, developed the Bundjil Statement as a formal commitment on behalf of the entire RMIT community to studying and working lawfully and respectfully on Kulin country.

Recognising the fundamental importance of the Bundjil Statement in guiding the ways of knowing, being and doing for RMIT staff, the Chief Audit and Risk Officer and Policy Team incorporated the Bundjil Statement into the Policy Governance Framework.

At the same time, the RMIT Policy Team undertook a review of the RMIT Code of Conduct (the Code), including a survey of RMIT staff members to determine awareness among staff of RMIT's values, and to seek input into the Code's review process. Despite Reconciliation not being one of the formal values of the University, a significant proportion of survey respondents selected it as an RMIT value in the survey.

Given this response the Code Steering Committee agreed to base the structure and broad themes of the Code on the principles of the Bundjil Statement and used these to steer the development of the new Code.

The set of enforceable standards in the new Code were framed under three pillars that reference Bundjil – 'Ways of Working', 'Ways of Knowing' and 'Ways of Being'. This approach also supports the employment relationship in the context of RMIT's mission, values, and commitments.

Following consultation with the University community, the new Code was approved, including an acknowledgement of our commitment to place as explained in the Bundjil Statement, with the following wording providing the framing context:

RMIT is a public University that stands on Aboriginal Country of the Kulin Nation. The Bundjil Statement helps us to understand what it means to be on the Kulin biik biik (land). For staff, Bundjil is about working respectfully and in accordance with the Statement when you are on place, wherever we conduct the business of the University. The Code supports staff to develop their understanding of and connection to place and to actively participate in reconciliation activities.

In addition to the preceding paragraphs, the Code of Conduct also sets out guidance for staff to respond to the Womin Djeka (Welcome) we all receive to be on place through our ways of working, our ways of knowing, and our ways of being in line with the principles of Bundjil.

As the University's foundational policy document, the Code demonstrates the University's commitment to embedding reconciliation, and ensuring its implementation aligns with related policies covering workplace behaviour and intellectual freedom.
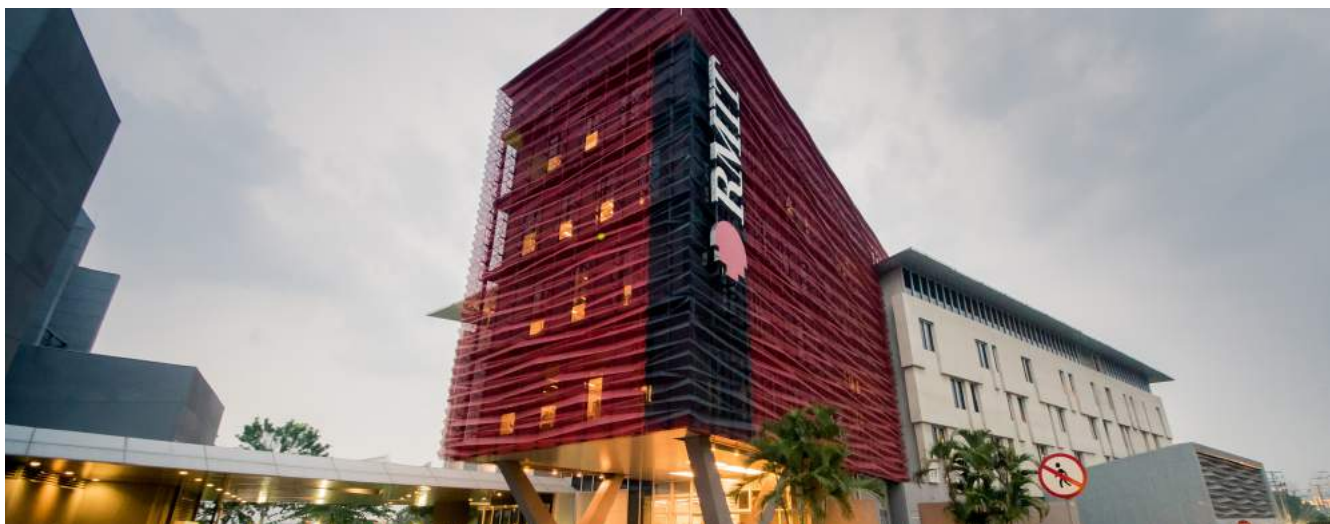
RMIT On Country Global Experiences

Working with Traditional Owners, RMIT is taking students "on country" to experience, and learn from, the oldest continuous living cultures in the world. Through experiential learning opportunities designed in partnership with Traditional Owners and Elders these programs have helped RMIT students – both Indigenous and non-Indigenous – across all learning levels (Vocational Education, Higher Eduction, Postgraduate and research) to build awareness of their place, role and responsibility toward the advancement of reconciliation.

On Country offers various layers of engagement. Initially, students can build their foundational understanding of Aboriginal and Torres Strait Islander peoples by completing two online micro-credentials:

• Wominjeka-Indigenous Orientation and

• Truth Telling: Racism and Reconciliation.

Students are also invited onto Country, physically and virtually, by selecting from a range of cultural immersion opportunities. The options include learning activities and experiences such as:

• Indigenous RMIT campus tours, including the Photography tour led by an RMIT Indigenous staff member

• Traditional Owner-led walking tours of culturally significant sites beyond RMIT such as Birrarung Marr, Fitzroy and Inner-city Scar trees;

• Day trips onto Country, for example, the Sorry day trip to Rye;

• Face-to-face and online masterclass experiences aligned with discipline groups, for example:

• College of Design and Social Context (Yarning with Uncle Jack Charles – in person),

• College of Business and Law (Blak Business Panel - online) and

• STEM College (Technology and Culture - online) partnered with Traditional Owners, Elders and contemporary young Indigenous business owners / industry practitioners

• camps, to Budj Bim National Park or to Coranderkk Station for example, are also usually part of the suite of opportunities.

Key to the success of On Country is building strong relationships with Traditional Owner knowledge groups by understanding what knowledge they hope to impart. This could range from sharing land management knowledge, to hearing about the impacts of colonial dispossession, to comparing contemporary Blak business ideas and practices. Bringing Traditional Owners and Elders together with our students on Country initiates two-way conversation which promotes understanding, respect and trust. Given historical acceptance is a key part of reconciliation, each experience is underscored by story and truth-telling.

Equally, On Country is about creating opportunities for RMIT's Aboriginal and Torres Strait Islander students to reconnect with Country. RMIT's Ngarara Willim Centre designs immersions for Indigenous students that support their individual journey of self-identity and purpose. This is reinforced with interactions with Indigenous students from RMIT's international exchange partnership network via an online Indigenous student leadership forum.

RMIT Reconciliation Advisors: How has RMIT performed?

Cathy Doe (Irukandji)

Reconciliation Advisor, College of Design and Social Context

Dhumbah Goorowa has had an everlasting impact in my College, but I feel like it's a good time, given our changing social space, to complete this work and move into a new chapter. During my time in the College of Design and Social Context, I've learnt a lot about why and how we work with the Aboriginal and Torres Strait Islander community, and the different reconciliation journeys that people travel. I've been humbled by some of the incredible work people do with and for the Indigenous community and am proud to have been involved with some fantastic events. I have particularly loved sharing more about my culture, the Indigenous community in Victoria, and celebrating our student's achievements. Aboriginal and Torres Strait Islander people have powerful voices and stories to tell, and I'm looking forward to developing responsible practice and continuing conversations in the future.

Lewis Brown (Dja Dja Wurrung, Yorta Yorta & Gunditjmara)

Reconciliation Advisor, STEM College

Since commencing the Reconciliation Advisor role in STEM College, I felt in good murrup (spirit) by seeing an open workforce with a strong commitment to Dhumbah Goorowa. What we have achieved from Dhumbah Goorowa has been amazing to witness and lays a great foundation of more learnings and work to come. In the past 10 months, I am pleased to have witnessed some great initiatives including the voice of the STEM College Ngulu committee, celebration of significant dates for First Nations people, the incorporation of First Nations perspective in curriculum, and many more. I am also excited to share that STEM College now has 4 First Nations professional staff, who deserve to be celebrated for their continuous hard work. I look forward to seeing a growing workforce First Nations STEM College workforce who are strong in identity and can contribute so much to the industry.

Photo courtesy of Leni Ciuro

Enhancing RMIT's Aboriginal and Torres Strait Islander Peoples Workforce Capability and Capacity

Dhumbah Goorowa promoted a whole of university approach to the employment, development, and retention of Aboriginal and Torres Strait Islander staff members. A deliberate and determined commitment to changing behaviours in the approach to Aboriginal and Torres Strait Islander Peoples employment and retention by senior executives, the People team and leaders across RMIT has resulted in an increase in the recruitment and retention of Indigenous workforce. At the end of 2021, 46 Aboriginal and Torres Strait Islander staff members were employed by the university in continuing roles.

Key elements of our approach included:

• The development and implementation of the RMIT Aboriginal and Torres Strait Islander Peoples Future Workforce Strategy and Aboriginal and Torres Strait Islander Peoples Employment Plan 2021-2022, which embedded hybrid accountability for Indigenous employment and retention within each College and portfolio, supported by individual College and Portfolio Aboriginal and Torres Strait Islander Employment Action Plans.

• An integrated approach within the People team, with a strong focus on building RMIT's profile with Indigenous candidates.

• Increased internal transfer and promotion(s) for existing Indigenous workforce.

• An increased number of appointments of Aboriginal and Torres Strait Islander academics.

• RMIT meeting its Scorecard employment and retention targets for Aboriginal and Torres Strait Islander workforce.

• Development of guidelines for the People team and Hiring Managers on role design, recruitment, and retention of Aboriginal and Torres Strait Islander People.

• An increased focus on the employee experience and retention, with the Indigenous Staff Network's (ISN) launch of the ISN Message Stick newsletter and ISN Professional Development Offsite Day in December 2021.

• Continuing to build RMITs Indigenous Employee Value Proposition, Employment Strategy brand in the marketplace, amplified by the impact of key individuals who hold a strong sphere of influence in community. This included building RMIT's Indigenous Careers page.

Trade Routes 2022
First Nations Global Growth Program

Global Growth Program
Exploring Global Growth Opportunities

Ongoing and self-directed

8 months

Kick off
Monthly events

Ongoing
Online learning modules accessed through LMS and community platform

Suggested time commitment
2 hours /week
Online learning
4 hours/month
Events and networking

Market Entry Program
Activating Global Growth Opportunities

Optional learning extension

3 months

Monthly
Intensive, elective expert/ mentoring sessions, coaching and bespoke market entry strategy

Weekly
90 minutes
Masterclasses
5 - 8 hours
Self-directed work

Ongoing
LEARNING
Self-paced education

- Growth ambitions and readiness
- Business model design
- Vision and goal setting

Ongoing
CONNECTION
Shaping your community

- Experiences focused on sharing and knowledge exchange
- Featuring First Nations businesses

Optional
GLOBAL FOCUS
Strategies for market entry

- Framework for global entry
- Choosing the right market
- Indentifying pathways

Optional
OPTIMISATION
Strategies for success

- Finding your customers
- Optimising your product
- International marketing

Optional
SHOWCASE
Celebrating your business!

Participants who have engaged with the online learning and have opted-in the Market Entry Program who want to showcase their products can join the Trade Routes Expo

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Detailed performance results by Reconciliation Action Area and Priority

Action Area 1 – Governance, Leadership, Management and Engagement

Priority	Actions	Completion Status	Commentary
1.1 Leadership in the Tertiary sector	(a) Use our role as a publicly funded civic institution to influence public policy outcomes in Indigenous affairs. (b) Engage within the sector to promote Indigenous issues and opportunities in relation to governance, leadership, and management. (c) Influence governing bodies within RMIT to build capability and opportunity. (d) Continue to work towards meeting our commitments under the Universities Australia Indigenous Strategy 2017-2020.	90%	Good progress in 2019 but rescoped during 2020 because of the pandemic and shifting priorities of government and other stakeholders due to COVID-19 impacts. Activities included: • Regular engagements across the RMIT Group with government and stakeholders, locally and globally, to influence policy and promote Indigenous issues and opportunities in the sector. • Vice Chancellor contributing to the development of the Universities Australia Indigenous Strategy 2022-2025. • Annual reporting to Universities Australia on progress of Indigenous Strategy implementation.
1.2 Sustainable Reconciliation Investment	(a) Work collaboratively across the university to determine an appropriate resourcing model to embed reconciliation as a core element of RMIT values, structure, and operations for the longer term. (b) Identify and implement open and transparent governance and management structures to support sustainable investment in reconciliation across RMIT and monitor and report progress.	43%	A draft Sustainable Reconciliation Investment framework was developed in 2020/early 2021 following background work completed in 2019. Progression was paused pending the appointment of a new PVC Indigenous Education, Research, and Engagement and to align with investment in implementation of the Knowledge with Action 2031 University strategy.
1.3 RMIT Policy Review	(a) Prioritise the policy review according to operational importance and target these areas first. (b) Review RMIT Policies to ensure they include an Indigenous voice and reflect our commitment to reconciliation. (c) Build staff capability and capacity to undertake policy development and review in a way that incorporates Indigenous perspectives. (d) Develop guidelines for new activity that inform practice and policy development within RMIT.	86%	This priority was undertaken as part of the broader RMIT Policy Review. Actions (a) and (b) were completed as part of this university-wide review process. The Bundjil Statement was included in the Policy Governance Framework and formed the basis of the new RMIT Code of Conduct. Work to support (c) and (d) was deferred due to staff capacity constraints and is being progressed as a commitment in the 2022 Annual Operating Plan.
1.4 Reconciliation as an Organisational Capability	(a) Review the RMIT Be Ready leadership program to include reconciliation content. (b) Expand the RMIT Capability Development Frameworks to include reconciliation, specifically the Bundyi Girri project.	79%	The Be Ready leadership program was paused in 2019 pending review. A Reconciliation Capability Development Framework (RCDF) was collaboratively developed in 2019 and approved for implementation within the RMIT Capability Development Frameworks in 2020. The RCDF was launched in the RMIT Leadership series in Q3 2020 and embedded into RMIT Learning via the Reconciliation: Racism and Cultural Safety program of professional development in 2021.

Priority	Actions	Completion Status	Commentary
6.1 Respectfully engage with Aboriginal and Torres Strait Islander Communities	(a) Develop an RMIT Indigenous Community Engagement Framework and implement via Portfolio Community Engagement Plans.	77%	The Community (Industry) Indigenous Engagement Framework was developed in 2019 and approved for full implementation in 2020. Limited implementation occurred due to university restructuring and the COVID-19 pandemic.
	(b) Revise procurement policies and instructions to suppliers to promote the use of Indigenous businesses and providers.	85%	Indigenous Procurement Guideline and Procedure developed 2019-20. Roll-out paused due to a review of RMIT procurement policies in 2021. The Procurement Policy was updated and implemented in July 2022, including the Indigenous Procurement Guideline and Procedure, to reflect RMIT's commitment to the triple bottom line approach regarding environmental, social and financial sustainability.

All procurement decisions will take account of RMIT's responsibilities and obligations supporting the business and entrepreneurial endeavours of Aboriginal and Torres Strait Islander peoples, and procurement templates have been updated to ensure Indigenous suppliers and employment opportunities must be taken into consideration in the supplier selection strategy and evaluation criteria. |
| **6.2 Recognise the transformative value of reconciliation in our industry partnerships** | (a) Develop a micro credential for external organisations to assist them develop and implement a reconciliation plan.

(b) Embed reconciliation in our approach to industry partnerships. | 100% | Following industry consultation (a) was rescoped into Bundyi Girri for Business, a program of reconciliation professional development for non-Indigenous staff, tailored to the needs of external organisations. The program was piloted at RMIT during 2019 with select industry partners. It was subsequently developed into a standalone consulting company.

Embedding reconciliation into our approach to industry partnerships was incorporated into 6.1(a) the development of a Community (Industry) Engagement Framework. |
| **6.3 Actively promote reconciliation university-wide, within the sector and with our external partners** | (a) Implement and review a whole-of-university Indigenous communications strategy.
(b) Share our success and learnings as we continue our reconciliation journey. | 100% | University-wide Indigenous Communications Strategy developed and implemented in 2019. It is updated as a living document year on year. Action (b) was rolled into (a). |

Action Area 2 – Academic Excellence and RMIT Student Community

Executive Sponsors: Deputy Vice Chancellor and Vice President, College of Design and Social Context; Deputy Vice Chancellor and Vice President College of Business and Law

Priority	Actions	Completion Status	Commentary
2.1 Prepare our staff and students for the workforce by promoting a shared future	(a) Enable staff and students to understand their relationship with Indigeneity and Aboriginal and Torres Strait Islander sovereignty by embedding Indigenous perspectives in the learning and teaching experience.	61%	(a) Indigenous Perspectives in the Discipline Framework developed in 2019 and approved for implementation. Implementation paused during 2020-21 pending the appointment of new senior Indigenous leadership, although the Framework informed the Curriculum Architecture project and the development of the Knowledge with Action 2031 strategy.
	(b) Explore the development of a student Global Leadership experience focused on Indigeneity.	100%	(b) A Global Leadership Forum featuring First Nations speakers was delivered each year from 2019-2021, with over 1000 attendees at the 2021 event.
			The On Country Indigenous Leadership Program was piloted in 2021. The program was offered to Aboriginal and Torres Strait Islander student leaders, and later to all enrolled Indigenous students, bringing them together for a series of activities (online and in person) with Indigenous Community leaders and Indigenous students from across the globe.
			Development of the On Country Program was a highlight of this priority.
2.2 Create innovative learning and teaching models that embed Indigeneity	(a) Work with the colleges to investigate new teaching and learning models that reflect discipline-specific Indigenous knowledges in select programs. Assess the potential to roll out to a broader range of programs post-2020.	68%	(a) Rescoped to focus on L&T models that include Indigenous Perspectives. Case studies and desktop research completed in 2019. Paused during 2020-21 pending the appointment of new senior Indigenous leadership.
	(b) Develop an implementation plan for the Indigenous aspects of the RMIT Program Principles.	N/A	(b) Rolled into Priority 2.3 and progressed as part of the Curriculum Architecture project.
2.3 Academic Governance	(a) Review the academic policy parameters that impact on reconciliation.	79%	Rescoped to align with the university-wide Curriculum Architecture project. The Colleges and the Indigenous Governance Committee were consulted on Indigenous aspects of the Program Principles. Engagement is ongoing to ensure reconciliation and Indigenous perspectives are suitably embedded.

Priority	Actions	Completion Status	Commentary
5.1 Deadly Alumni Refresh	(a) Revitalise 'Deadly Alumni' model so that our Indigenous alumni are an active part of the University's community.	84%	A review and the development of a refresh plan was completed in 2019. The Alumni team and Ngarara Willim continued to drive activity with alumni across 2020-21, with an amended approach due to inability to connect face-to-face. Overall positive progress with continued focus on refreshing the program in 2022.
5.2 Improve the student experience for Aboriginal and Torres Strait Islander students in order to have a positive impact on attrition, retention and completion	(a) Implement a continuous improvement service delivery model to enhance the Aboriginal and Torres Strait Islander student journey.	95%	The delivery model to enhance the Aboriginal and Torres Strait Islander student journey focused on four key pillars: (i) Student Success; (ii) Vocational Education; (iii) Academic Excellence; and (iv) Outreach and Recruitment. Key initiatives implemented include the implementation of an improved student dashboard, development of a new internal case management system, heightened engagement with Vocational Education students, creation of partnerships to increase visibility of RMIT outreach and engagement activities, and delivery of regular Ngargee lunchtime sessions promoting Indigenous student academic excellence. There was significant impact to effectively deliver campus events for Aboriginal and Torres Strait Islander students due to the COVID-19 pandemic. This focus was de-scoped from this priority for 2020/21.
5.3 Shared spaces for Indigenous and non-Indigenous students onw our campuses	(a) Undertake a feasibility study to explore property spaces that could be used as shared space. (b) Conduct activities that bring Indigenous and non-Indigenous students together to engage with culture	15%	A preliminary survey of campus spaces and a student use survey was conducted in 2019. This priority was descoped from Dhumbah Goorowa in 2020 due to pandemic lockdowns and limited access to campus during 2020-21.

Action Area 3 – Excellence and Impact in Research and Innovation

Executive Sponsors: Deputy Vice Chancellor and Vice President Research and Innovation; Deputy Vice Chancellor and Vice President STEM College

Priority	Actions	Completion Status	Commentary
3.1 RMIT Indigenous Research and Innovation Strategy	(a) Develop an RMIT Indigenous Research and Innovation Strategy (b) Create positive impact for Aboriginal and Torres Strait Islander communities, and the broader community, by fostering interdisciplinary inquiry and driving innovation, entrepreneurship, and research translation through our Enabling Capability Platforms. (c) Adopt a whole-of-university approach to the development and mainstreaming of Indigenous research. (d) Fit-for-purpose research leadership, funding and administrative structures.	62%	Items (b) – (d) rolled into (a). A 12-month 2020 Indigenous Research Strategy was developed in 2019. Limited implementation occurred in 2020. An R&I Indigenous Research Strategy Considerations document was drafted in 2021 to support the development of a longer-term Indigenous Research Strategy. Further action towards the development of the strategy was paused pending the appointment of new senior Indigenous leadership and the finalisation of the Knowledge with Action 2031 university strategy.
3.2 Enhance the supervisory environment for Indigenous graduate researchers	(a) Establish a community of support for Indigenous graduate researchers, designed to enhance academic achievement, peer support and pastoral care. (b) Create professional development offerings for supervisors that enhance their ability to supervise Indigenous researchers at all academic levels.	73%	A Ngarara Willim Indigenous Postgraduate Research Capacity Program was run in both 2019 and 2020 by senior Indigenous researchers. The program featured sessions for Indigenous graduate researchers and their supervisors. An Indigenous Research Studies Research Network was established in 2021.
3.3 Develop and empower the next generation of Indigenous researchers	(a) Develop a research internship program for Indigenous undergraduate and postgraduate coursework students. (b) Create supervisor training for host supervisors to ensure a culturally safe environment for students.	23%	A Research Internships for Indigenous Students Outreach Program was developed in 2019. A pilot was proposed with STEM College but put on hold due to pandemic lockdowns and limited campus access during 2020-2021.

Action Area 4 – RMIT Staff Community

Executive Sponsor: Chief Operating Officer

Priority	Actions	Completion Status	Commentary
4.1 Enhance RMIT's Aboriginal and Torres Strait Islander workforce's capability and capacity via a whole-of-university approach	(a) Implement and promote the RMIT 2018 Higher Education Enterprise Agreement principles relating to Aboriginal and Torres Strait Islander employment, retention, and advancement. (b) Develop and support the RMIT Indigenous Staff Network to enhance employment, retention and professional development experiences and opportunities. (c) Career development for Aboriginal and Torres Strait Islander staff, including governance and leadership training and community engagement opportunities. (d) Develop and implement the Indigenous Workforce Strategy. (e) Monitor and review progress via the Aboriginal and Torres Strait Islander Employment Committee.	97%	High levels of completion in this priority were supported by the appointment of a Principal Advisor, Indigenous Workforce Development in 2019, which catalysed greater focus and sustainable progress in Aboriginal and Torres Strait Islander employment and retention across the RMIT Group. The formalisation of the Aboriginal and Torres Strait Islander Employment Committee in 2019 was critical in establishing governance and accountability for Indigenous employment and retention. See Page 18: Enhancing Aboriginal and Torres Strait Islander Peoples Workforce Capability and Capacity for further details of activities and initiatives completed within this priority.
4.2 Sustainable Cultural Transformation across RMIT	(a) Create a suite of Advancing Reconciliation professional development offerings. (b) Include reconciliation goals in the RMIT staff work planning system as an option for development. (c) Include cultural awareness in all new staff inductions at RMIT. (d) Highlight Indigenous engagement within the 'Engagement Metrics' of the academic promotion process to recognise and drive Indigenous engagement and relationships (e) Revise recruitment practices to emphasise the importance of reconciliation as part of the RMIT values.	100%	(a) Reconciliation: Racism and Cultural Safety professional development program created and implemented. Modules include: - Cultural Safety at RMIT - Building your Reconciliation Capability: An Introduction - Advancing Reconciliation (micro credential) A Reconciliation Capability Leadership Series was also created and launched for RMIT Leaders in late 2020. (b) - (e) All other actions were completed in 2019/20.
4.3 Continue to roll out of Bundyi Girri	(a) Cascade Bundyi Girri roll-out across colleges and portfolios.	41%	The Bundyi Girri project was discontinued in 2020 following the departure of the Deputy Pro Vice Chancellor Indigenous Education and Engagement from RMIT. The Bundyi Girri reconciliation professional development program of workshops (including a leadership-specific program) was rolled out to more than 200 staff prior to cessation.

*Completion Status has been assessed by tracking the progress and completion of priority actions over the life of Dhumbah Goorowa. Where work has been re-scoped, with the endorsement of the Reconciliation Implementation Committee, we have measured the completion of the re-scoped activity (as noted in the Commentary column).

Beyond Dhumbah Goorowa:

Moving from Reconciliation to Responsible Practice

As the Foreword from the Vice Chancellor and Pro Vice Chancellor Indigenous Education, Research and Engagement outlines, our strategic focus is now shifting from Reconciliation to Responsible Practice. This transition reflects growth in the university's maturity in this space and the reconciliation journey we have been on over the last six years.

We no longer require a stand-alone reconciliation plan but are ready to translate our learnings and passion into authentic behaviours, relationships, and activities as we continue our journey through our new university strategic plan.

Five Indigenous strategic commitments have been included in RMIT's Knowledge with Action 2031 strategy. We look forward to bringing these commitments to life as we move towards 2031. The commitments are:

Reconciliation to Responsible Practice - The RMIT Community – as a collective and individuals – is continuing to connect and build-on respectful ways of working and understanding, to acknowledge the histories and experiences of Aboriginal and Torres Strait Islander Peoples and strengthen relationships between Indigenous and non-Indigenous peoples for the benefit of all Australians.

Indigenous Students - We are committed to growing and empowering Aboriginal and Torres Strait Islander learners and professionals as part of a distinctive learning ecosystem.

Indigenous Knowledges - Research, Learning and Teaching - RMIT's impact-driven approach to research and innovation recognises and integrates Aboriginal and Torres Strait Islander peoples' perspectives, world views and lifeways as important knowledge systems for driving impact across society.

Community Engagement - RMIT's purposeful approach to partnership works closely together with Aboriginal and Torres Strait Islander communities to ensure genuine, respectful, and impactful engagement.

Indigenous Staff - RMIT's approach to fair and open recruitment will include building the Aboriginal and Torres Strait Islander Tertiary Education Workforce for shared achievement and sustained success.

What is
Responsible Practice?

Responsible Practice is about behaving in a fair, honest and ethical manner in all our activities and relationships. This involves recognising, interpreting, and acting upon multiple principles and values according to the field in which we work and the context of all our activities and relationships.

These principles and values include reconciliation, cultural safety, ethical responsibility and diversity, among others, as well as being conscious of and working to address the power dynamics, biases and prejudices at play in our own and other's behaviours and that are embedded structurally within the university and across society more broadly.

Responsible practice is therefore about working continually and with great focus to enliven these principles and values in our day-to-day as part of who we are, not as separate or standalone activities that we engage with at specific times or in certain contexts.

In reframing our commitment to reconciliation as responsible practice it is important to acknowledge that:

- Reconciliation continues to be a social motivator for individuals and teams to engage with Aboriginal and Torres Strait Islander peoples

- Responsible Practice is the consolidation of the achievements and lessons we have learned through the completion of our second Reconciliation Plan, Dhumbah Goorowa

- Responsible Practice is focused on pragmatic outcomes across RMIT business with Aboriginal and Torres Strait Islander Peoples

- Responsible Practice is achieved through promoting behaviours, deepening relationships and ensuring sustainability in our efforts

RMIT
UNIVERSITY

Supporting Document 18.2

RMIT Indigenous Research Plan 2023-2025

Office of Indigenous Education, Research and Engagement

July 2023

Contents

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 Ancestors and Elders past, present and emerging. RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business. RMIT conducts research with Aboriginal and Torres Strait Islander peoples and communities across Australia and the university pays respect to their continuing custodianship of Country.

Acknowledgements

The *RMIT Indigenous Research Plan 2023-2025* is based on the *RMIT Indigenous Research and Innovation Considerations Paper*, which was developed by the Research and Innovation portfolio in 2021 under our *Dhumbah Goorowa 2019-2021* Reconciliation Plan. A significant process of consultation with RMIT's research community and other key stakeholders supported the development of the *Considerations* paper and the subsequent *Plan.*

We gratefully acknowledge and thank the many academic and professional members of the RMIT research community who have contributed views, advice, and expertise.

Statement of Intent

The *RMIT Indigenous Research Plan 2023-2025* (*The Plan*) commits the university to pursuing excellence in Aboriginal and Torres Strait Islander (Indigenous) research and creating positive impact with integrity that is Indigenous led, engages meaningfully with, and is of benefit to Aboriginal and Torres Strait Islander peoples. The importance of Indigenous leadership in this context also recognises the valued and significant contributions from collaborators, partners, and supporters from many different backgrounds, cultures and places.

The Plan focuses on five strategic objectives:

1. **Growing capacity and capability**
2. **Creating sustainable and integrated pathways**
3. **Creating an enabling environment**
4. **Conducting ethical and responsible research**
5. **Focusing on research impact and excellence**

These strategic objectives will create a sustainable environment which produces impactful outcomes that support Indigenous self-determination, with a focus on creating impact and value for both Indigenous peoples and communities as well as broader society. Responsible Practice guides the fulfilment of the objectives, seeking to position Indigenous research activity as valuable for its contribution to excellent research outcomes and careers. Responsible Practice involves recognising, interpreting, and acting upon multiple principles and values according to the field in which we work and the context of our activities and relationships. These principles and values include reconciliation, cultural safety, ethical integrity, and diversity, among others. They require us to be conscious of the power dynamics embedded structurally within the university and across broader society, and which may be at play in our behaviours, biases, and prejudices.

In the research context, the *AIATSIS Code of Ethics for Aboriginal and Torres Strait Island Research* (*AIATSIS Code of Ethics*, 2020) outlines the ethical and Responsible Practice of research. The application of *AIATSIS Code of Ethics* through the *RMIT Decadal Aspirations: enabling research and innovation for impact* (*Decadal Aspirations*) and the initiatives of *The Plan* will ensure that Responsible Practice becomes embedded across the RMIT research, innovation, and impact enablement ecosystem over the life of RMIT's strategy *Knowledge with Action 2031.*

The development of *The Plan* has been led by the Pro Vice Chancellor Indigenous Education, Research and Engagement, in collaboration with the Deputy Vice Chancellor Research and Innovation.

The priorities and actions of *The Plan* will be implemented as a whole-of-university responsibility across the 2023-2025 timeframe, which corresponds with the first horizon of *Knowledge with Action 2031*. We will use the university's established governance and reporting mechanisms to monitor progress and ensure accountability for implementing the actions in The Plan.

Key Concepts

The term 'Indigenous' in this document refers to Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander (Indigenous) Research

RMIT understands Aboriginal and Torres Strait Islander (Indigenous) research as:

> All research that impacts or is of particular significance to Aboriginal and Torres Strait Islander peoples, including the planning, collection, analysis and dissemination of information or knowledge, in any format or medium, which is about or may affect Indigenous peoples, either collectively or individually. (*AIATSIS Code of Ethics* 2020, p.6)

Specifically, *The Plan* adopts the definition of Aboriginal and Torres Strait Islander research given in the *AIATSIS Code of Ethics* namely:

Any research that concerns or impacts Aboriginal and Torres Strait Islander peoples in any of the following ways:

- The research is about Aboriginal and Torres Strait Islander peoples, societies, culture and/or knowledge, Aboriginal and Torres Strait Islander policies or experience.
- The target population is Aboriginal and Torres Strait Islander individuals, groups, communities or societies, or the target population is not explicitly Aboriginal and Torres Strait Islander individuals or communities, but the research population includes a significant number of Aboriginal and Torres Strait Islander people.
- Aboriginal and/or Torres Strait Islander peoples have been incidentally recruited and researchers wish to do separate analysis of Indigenous-specific data.
- There are Aboriginal and Torres Strait Islander individuals or communities contributing to the research.
- There is new or pre-existing data related to Aboriginal and Torres Strait Islander peoples being used in the research.
- The research concerns Aboriginal and Torres Strait Islander peoples' lands or waters.

Indigenous led Research

The Plan promotes Indigenous led research as research that fundamentally recognises and respects Aboriginal and Torres Strait Islander peoples' right to self-determination and unique connection to Country as articulated by the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP, 2007).

The *AIATSIS Code of Ethics* states that:

> Research is considered Indigenous led in Australia when Aboriginal and/or Torres Strait Islander people have genuine decision-making responsibility, and the research is informed by Indigenous priorities, values, perspectives and voices. Indigenous leadership should be evident both in the 'why' as well as the 'how' of research, from conceptualisation to communication of research. (p.17*)*

The Plan seeks to promote Aboriginal and Torres Strait Islander peoples' agency within RMIT research practice, excellence and translation. The Office of Indigenous Education, Research and Engagement provides strategic directions and advice to senior officers and teams with responsibilities for the research environment. To be Indigenous led, research at RMIT must align to national priorities and be guided by the needs of Traditional Owner and local community groups.

Strategic Alignment

The Plan and its implementation are closely interdependent with other international, national and RMIT strategies and policies, particularly:

- *Royal Melbourne Institute of Technology Act 2010*
- RMIT University strategy *Knowledge with Action 2031*
- RMIT Decadal Aspirations: enabling research and innovation for impact
- RMIT Aboriginal and Torres Strait Islander Peoples' Future Workforce Strategy (2021-2025)
- RMIT Aboriginal and Torres Strait Islander Employment Plan (2023-2025)
- RMIT Research Policy
- RMIT Human Research Ethics Procedure
- *AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research* (2020)
- *Australian Code for Responsible Conduct of Research (2018)*
- *National Statement on Ethical Conduct in Human Research* (2018)
- *United Nations Declaration on the Rights of Indigenous Peoples* (2007)
- *Universities Australia Indigenous Strategy 2022-2025*

The strategic directions and objectives of The Plan supports RMIT's key objectives under the *Royal Melbourne Institute of Technology Act 2010* to realise Aboriginal and Torres Strait Islander aspirations and safeguard the richness of Indigenous cultural heritage (section 5f).

The Plan enacts RMIT's commitment to Reconciliation and Responsible Practice expressed through our two previous Reconciliation Plans, our *dhumbali* (promise/commitment) to the Bundjil Statement and the Indigenous Strategic Commitments that are included in the *Knowledge with Action 2031* university strategy.

The Plan is closely aligned to the *Decadal Aspirations* supporting the university's strategic ambitions to continue evolving an increasingly integrated, connected and accessible research and innovation ecosystem to enable positive impact with our partners and community. Each of the Priorities in *The Plan* align to the enablers outlined in the *Decadal Aspirations,* thereby supporting impactful outcomes towards our desired Futures, which are Fairer, Healthier, Productive and Creative, Secure and Resilient, Sustainable, and Connected.

Vision, Values and Principles

Vision

The Plan commits to pursuing excellence in Aboriginal and Torres Strait Islander (Indigenous) research and creating positive research impact with integrity that is Indigenous led, engages meaningfully with, and is of benefit to Aboriginal and Torres Strait Islander peoples, the research community and society.

Values

The Bundjil Statement outlines the university's *dhumbali* (promise/commitment) to live and work lawfully on Kulin Country.

The Bundjil Statement provides a values framework for undertaking ethical research with spirit and integrity through a holistic understanding of the interconnections between being, knowing and doing.

- Respecting, including and understanding Aboriginal and Torres Strait Islander peoples' knowledges, cultures, perspectives and rights (i.e., respecting the ngarn-ga (understandings) of Bundjil);
- Undertaking research ethically and with spirit and integrity for the benefit of current and future generations (e.g., not harming *bubups* (children));

6

- Ensuring that the impact of research is positive, sustainable and does not harm the *biik biik* (land) and *wurneet* (waterways) of Bundjil.

The Plan enacts our *dhumbali* to the Bundjil Statement by reflecting on our ways of being, knowing and doing ethical research with spirit and integrity which has Aboriginal and Torres Strait Islander peoples, their rights, and aspirations at its core (Diagram 1).
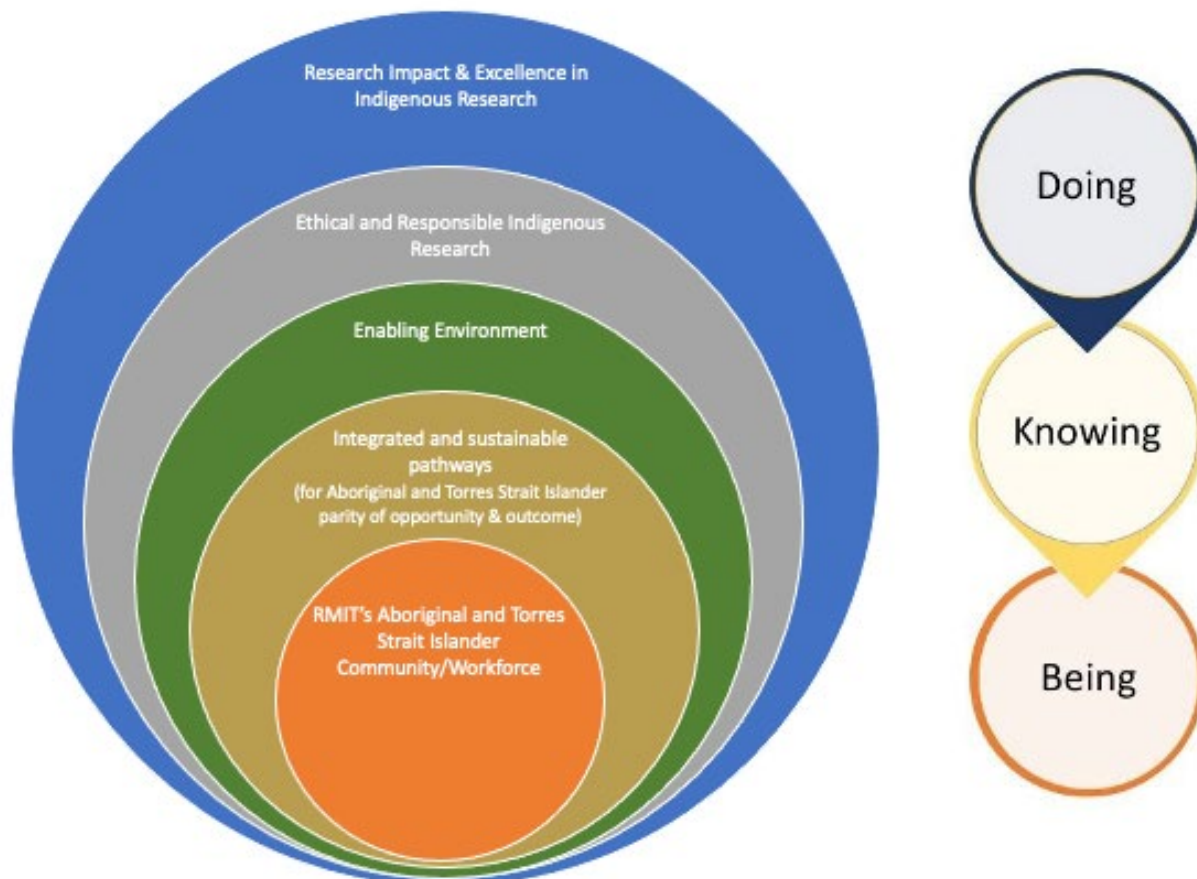

Diagram 1 – *RMIT Indigenous Research Plan* overarching aims

Principles

The Plan is underpinned by the ethical and responsible practice of research as outlined in *the AIATSIS Code of Ethics* (Diagram 2), and adheres to the principles of:

- Indigenous self-determination
- Indigenous leadership
- Impact and value
- Sustainability and accountability

These principles are reflected in RMIT's refreshed research policy suite, incorporating an increased focus on research integrity and ethics. This includes reference to the revised *Australian Code for Responsible Conduct of Research*, (2018) produced by the National Health and Medical Research Council (NHMRC), Australian Research

Council and Universities Australia. It also includes provisions relating to the ethical conduct of human research involving Aboriginal and Torres Strait Islander peoples and communities, referencing the updated *National Statement on Ethical Conduct in Human Research* (2018) and related guidance documents produced by NHMRC and more recently the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS).

Diagram 2: The AIATSIS research ethics framework. *AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research (2020).*

Strategic directions, objectives, and outcomes

RMIT has led applied research for more than a century, and creating knowledge for application in the world is part of our DNA. RMIT's *Knowledge with Action 2031* strategy commits the university to developing an impact-driven research and innovation ecosystem that recognises and integrates Aboriginal and Torres Strait Islander peoples' perspectives, world views and lifeways as important knowledge systems for driving impact across society.

This commitment forms one of five Indigenous Strategic Commitments in the university strategy, all of which are relevant to the directions and objectives of *The Plan*:

1. **Reconciliation to Responsible Practice:** The RMIT Community – as a collective and individuals – is continuing to connect and build-on respectful ways of working in acknowledgement of the histories and experiences of Aboriginal and Torres Strait Islander peoples to strengthen relationships between Indigenous and non-Indigenous peoples for the benefit of all Australians.

2. **Indigenous Students:** We are committed to growing and empowering Aboriginal and Torres Strait Islander learners and professionals as part of a distinctive learning ecosystem.

3. **Indigenous Knowledges (Research, Learning and Teaching):** RMIT's impact-driven approach to research and innovation recognises and integrates Aboriginal and Torres Strait Islander peoples' perspectives, world views and lifeways as important knowledge systems for driving impact across society.

4. **Community Engagement:** RMIT's purposeful approach to partnership works closely together with Aboriginal and Torres Strait Islander communities and community organisations to ensure genuine, respectful and impactful engagement.

5. **Indigenous Staff:** RMIT's approach to fair and open recruitment will include building the Aboriginal and Torres Strait Islander Education and Research Workforce for shared achievement and sustained success.

RMIT is at an early stage of building a vibrant research community that is focused on creating impact through and from Indigenous research. Considering the aspirations expressed by RMIT's research community and some of the principles informing the development of *The Plan*, a set of initial strategic objectives (Action Areas) have been developed as our focus for the first three-year strategic horizon of *Knowledge with Action* from 2023-2025. These are:

- **Growing capacity and capability** - Investing in and nurturing the growth, development and retention of a skilled and empowered Aboriginal and Torres Strait Islander academic workforce with strong capability and capacity for leadership and excellence in *any* field of research and increasing the number of higher degree by research (HDR) candidates. Aligns to Action 1 (Deepen Research Impact Culture and Capabilities) of the *Decadal Aspirations*.

- **Creating sustainable and integrated pathways** - Developing integrated and sustainable learning, development and career pathways that will enable Aboriginal and Torres Strait Islander students and researchers to achieve their aspirations within and beyond the university, and to achieve parity of opportunity and outcome in higher education. Aligns to Action 1 (Deepen Research Impact Culture and Capabilities) and Action 4 (Grow Impact Focused Research Training) of the *Decadal Aspirations*.

- **Creating an enabling environment** - Creating a culturally safe, supportive and enabling institutional environment where Aboriginal and Torres Strait Islander peoples, cultures, knowledge systems and rights to self-determination are embedded broadly within the research and innovation eco-system, including the

curriculum, and are recognised, respected and valued. This enabling environment includes the development and implementation of appropriate mentoring as well as the provision of high-quality infrastructure, facilities and support structures for Indigenous academics, staff and students. Aligns to Action 2 (Foster Partnerships for Sustained Impact at scale) and Action 3 (Scale up Applied Transdisciplinary Research) of the *Decadal Aspirations*.

- **Conducting ethical and responsible research** - Building the cultural capability and research capacity of RMIT by ensuring all Portfolios, Colleges and Schools implement the ethical code of conduct requirements expressed in the *AIATSIS Code of Ethics* and the *Guidelines* (2020) ensuring the protection of Indigenous Cultural and Intellectual Property (ICIP) rights and Indigenous Data Sovereignty (AIATSIS, 2019). Aligns to Action 1 (Deepen Research Impact Culture and Capabilities) and Action 4 (Grow Impact Focused Research Training) of the *Decadal Aspirations*.

- **Conducting ethical and responsible research** - Create positive impact through excellence in Indigenous research and innovation and enhanced working relationships and partnerships with Indigenous communities that improves knowledge and understanding for the benefit of Aboriginal and Torres Strait Islander nations and Australian society. Aligns to Action 2 (Foster Partnerships for Sustained Impact at scale), Action 3 (Scale up Applied Transdisciplinary Research) and Action 5 (Accelerate Research Translation and Commercialisation) of the *Decadal Aspirations*.

Action Area 1 – Growing capacity and capability

RMIT will invest in and nurture the growth, development, and retention of a skilled and empowered Aboriginal and Torres Strait Islander academic workforce with strong capability and capacity for leadership and excellence in *any* field of research. We will also increase the number of Indigenous higher degree by research (HDR) candidates.

Priorities	Actions	Accountability	Target / Timeframe	AIATSIS Research Ethics Framework Alignment
1.1 Growth and retention of a skilled and empowered Aboriginal and Torres Strait Islander academic workforce with strong capability and capacity for leadership, excellence and impact in *any* field of research.	(a) Implement a Capacity Development Plan that is aligned with RMIT's Future Workforce Strategy across all academic levels, Colleges, Enterprise Portfolios and HDRs, in areas of agreed research focus. (b) Continue to develop programs and initiatives to uplift research skills and expertise of Aboriginal and Torres Strait Islander academics and HDR students.	DVC R&I / College DVCs / College ADVCRs / CPO	(a) Develop Capacity Development Plan in 2023, implement in 2024. (b) Review current offerings and identify new opportunities in 2023; develop and implement new programs and initiatives in 2024 and 2025.	Principle 1 – Self Determination • Sections 1.1 to 1.4 Recognition and respect • Sections 1.13 to 1.15 Cultural capability and learning Principle 2 - Indigenous leadership • Sections 2.1 to 2.4 Indigenous-led research • Sections 2.5 and 2.6 Indigenous perspectives and participation
1.2 Increased Indigenous voice and leadership in consultative and decision-making activities across the university's learning, teaching and research domains.	(a) Pro-actively engage Indigenous researchers and students in university committees and working groups. (b) Grow governance and leadership capacity of Indigenous researchers that supports participation in committees and working groups.	DVCE / DVC R&I / College DVCs / College ADVCRs / CPO	(a) & (b) Review current state and develop a sustainable approach to increasing Indigenous voice and leadership in university governance, committees and working groups in 2023 and 2024.	Principle 4 – Sustainability and accountability • Section 4.3 Ongoing Indigenous governance • Section 4.4 Reporting and compliance

Action Area 2 - Creating sustainable and integrated pathways

RMIT will develop integrated and sustainable learning, development and career pathways that will enable Aboriginal and Torres Strait Islander students and researchers at RMIT to achieve their aspirations within and beyond the university, and to achieve parity of opportunity and outcome in higher education.

Priority	Action	Accountability	Target/ Timeframe	AIATSIS Research Ethics Framework Alignment
2.1 Add value to the Indigenous student experience and enhance Indigenous graduates' skills though opportunities to engage with research and innovation.	(a) Develop targeted and coordinated programs and initiatives that provide opportunities for Indigenous students to engage in research and innovation to support their career and personal aspirations.	DVCE / DVC R&I	(a) Develop programs and initiatives in 2023; Pilot programs and initiatives in 2024 and 2025.	Principle 1 – Self Determination • Sections 1.1 to 1.4 Recognition and respect • Sections 1.13 to 1.15 Cultural capability and learning Principle 2 - Indigenous Leadership • 2.5 and 2.6 Indigenous Perspectives and Participation
2.2 Support enhanced access and opportunities for Indigenous students and staff to progress to higher degree research (HDR) programs.	(a) Include enhanced access to HDR within the Indigenous Student Success Strategy and articulate opportunities for Colleges to innovate in the delivery of research pathways and training. (b) Implement the career development aspects of the Aboriginal and Torres Strait Islander Future Workforce Strategy.	DVC R&I / College DVCs / PVC IERE/ College ADVCRs / CPO	(a) Develop Indigenous Student Success Strategy in 2023 and implement in 2024. (b) Implement career development aspects of the Indigenous Workforce Strategy in 2023.	

2.3 Develop integrated and sustainable career pathways that enable Aboriginal and Torres Strait Islander researchers to achieve their research career goals	(a) Review existing programs and develop opportunities for career progression.	DVC R&I / College DVCs College ADVCRs / CPO	(a) Review existing programs in 2023; develop opportunities in 2024 and 2025.	

Action Area 3 - Creating an enabling environment

RMIT will create a culturally safe, supportive and enabling institutional environment where Aboriginal and Torres Strait Islander peoples, cultures, knowledge systems and rights to self-determination are embedded broadly within the research and innovation eco-system, including the curriculum, and are recognised, respected and valued. This enabling environment includes the development and implementation of appropriate mentoring as well as the provision of high-quality infrastructure, facilities and support structures for Indigenous academics, staff, and students at RMIT.

Priority	Action	Accountability	Target/ Timeframe	AIATSIS Research Ethics Framework Alignment
3.1 Create an enabling environment that recognises and integrates Aboriginal and Torres Strait Islander peoples' perspectives, world views and lifeways as important knowledge systems for driving impact in research and innovation across society.	(a) Establish an Indigenous Interdisciplinary Research Network that promotes engagement, partnerships and knowledge exchange thematically aligned to the futures outlined in the *Decadal Aspirations*. (b) Support and empower Indigenous researchers to achieve success with clearer, smarter, simpler support systems and services. (c) Provide high quality infrastructure, support functions and facilities for Indigenous researchers. (d) Provide appropriate resources and time to enable effective engagement with research by Aboriginal and Torres Strait Islander staff and students.	DVC R&I / College DVCs / PVC IERE / College ADVCRs / COO	(a) Establish network in 2023; grow network across 2024 and 2025. (b) Engage Indigenous researchers in Project MODERN in 2023; ensure on going system and process support in 2024 and 2025. (c) & (d) Review current state in 2023; implement recommendations in 2024.	Principle 1 – Self Determination • Sections 1.1 to 1.4 Recognition and respect • Sections 1.13 to 1.15 Cultural capability and learning Principle 2 – Indigenous leadership • Section 2.5 and 2.6 Indigenous perspectives and participation Principle 3 – Impact and value • Section 3.1 Benefit and reciprocity • Section 3.2 and 3.3 Impact and risk Principle 4 – Sustainability and accountability • Sections 4.1 and 4.2 Indigenous lands and waters

				• Section 4.3 Ongoing Indigenous governance • Section 4.4 Reporting and compliance

Action Area 4 - Conducting ethical and responsible research

RMIT will build the cultural capability and research capacity of staff and students by ensuring all Portfolios, Colleges and Schools implement the ethical code of conduct requirements expressed in the *AIATSIS Code of Ethics* (2020) and *Guidelines* (2020) ensuring the protection of Indigenous Cultural and Intellectual Property (ICIP) rights.

Priority	Action	Accountability	Target/ Timeframe	AIATSIS Research Ethics Framework Alignment
4.1 Ensure the ethical conduct of Indigenous research which creates impact and value for Aboriginal and Torres Strait Islander peoples and communities.	(a) Implement appropriate research policies that mandate ethical conduct of Indigenous research. (b) Develop researcher capability to undertake ethical Indigenous research in accordance with RMIT Research Policy and the *AIATSIS Code of Ethics (2020).* (c) Embed ethical policy and practice at all levels of university operations and curricula, including Indigenous Research literacy programs.	DVC R&I / DVCE / PVC IERE	(a) Establish a policy review approach and timeline in 2023 to ensure all relevant policies are updated at the earliest possible opportunity. (b) Develop cultural capability training and resources to support full implementation of the *AIATSIS Code* and *Guidelines* (2020) and Indigenous Data Sovereignty (AIATSIS, 2019) in 2023 and 2024.	Principle 1 – Self Determination • Sections 1.1 to 1.4 Recognition and respect • Sections 1.5 to 1.8 Engagement and collaboration • Sections 1.9 to 1.12 Informed consent • Sections 1.13 to 1.15 Cultural capability and learning Principle 2 – Indigenous leadership • Sections 2.1 to 2.4 Indigenous-led research • Sections 2.5 and 2.6 Indigenous perspectives and participation • Sections 2.7 to 2.9 Indigenous knowledge and data Principle 3 – Impact and value • Section 3.1 Benefit and reciprocity • Section 3.2 and 3.3 Impact and risk Principle 4 – Sustainability and accountability • Sections 4.1 and 4.2 Indigenous lands and waters • Section 4.3 Ongoing Indigenous

				governance
				• Section 4.4 Reporting and compliance

Action Area 5 – Focusing on research impact and excellence

RMIT will create positive impact through excellence in Indigenous research and innovation and enhanced working relationships and partnerships with Indigenous communities that improves knowledge and understanding for the benefit of Aboriginal and Torres Strait Islander nations and Australian society as a whole.

Priority	Action	Accountability	Target/ Timeframe	AIATSIS Research Ethics Framework Alignment
5.1 Enable the achievement of excellence and impact in areas of strategic research focus and priority for Indigenous Research Leaders. 5.2 Focus on research, and translation of research knowledge, that provides beneficial and sustainable outcomes to Indigenous peoples and communities. 5.3 Achieve entrepreneurial outcomes for Indigenous researchers, and mainstream Indigenous Knowledges by amplifying Indigenous voices through publishing and media opportunities.	(a) Invest in seed funding in areas of strategic research focus and priority for Indigenous Research Leaders. (b) Establish opportunities for Indigenous Research Leaders within the Research Translation Fellowship Scheme to uplift impactful research translation and management. (c) Embed the use of Indigenous knowledge, expertise and resources in university learning, teaching, research, and advancement of knowledge activities. (d) Invite Indigenous stakeholders to lead the development of research programs that address their priorities, objectives and challenges. (e) Develop and embed transdisciplinary research, building on, where appropriate, interdisciplinary programs such as the Enabling Impact Platforms.	DVC R&I / College DVCs / PVC IERE / College ADVCRs	(a) & (b) Establish opportunities in 2023; monitor and grow in 2024 and 2025. (c) Develop Indigenous Knowledges Framework in 2023; implement in 2024. (d) Develop a research focused approach to Indigenous Community engagement by the end of 2023. (e) Explore opportunities and develop an approach to embed in 2023; implement in 2024 and 2025.	Principle 1 – Self Determination • Sections 1.1 to 1.4 Recognition and respect • Sections 1.5 to 1.8 Engagement and collaboration • Sections 1.9 to 1.12 Informed consent • Sections 1.13 to 1.15 Cultural capability and learning Principle 2 – Indigenous Leadership • Sections 2.1 to 2.4 Indigenous-led research • Sections 2.5 and 2.6 Indigenous perspectives and participation Principle 3 – Impact and Value • Section 3.1 Benefit and Reciprocity • Sections 3.2 and 3.3 Impact and Risk Principle 4 – Sustainability and

				Accountability
				• Section 4.3 Ongoing Indigenous Governance

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Supporting Document 19.1

RMIT UNIVERSITY

Vice Chancellor's Indigenous Doctoral Fellow (Identified role)[1]

Position Details

Position Title: Vice Chancellor's Indigenous Doctoral Fellow (Identified role)

College/Portfolio: TBD

School/Group: TBD

Campus Location: Based at the TBD campus but may be required to work and/or be based at other campuses of the University.

Classification: Academic Level A

Employment Type: Fixed term

Time Fraction: FTE 1.0

RMIT University

RMIT is a multi-sector university of technology, design and enterprise. The University's mission is to help shape the world through research, innovation and engagement, and to create transformative experiences for students to prepare them for life and work. For more information on RMIT University follow the links below.
https://www.rmit.edu.au/about
https://www.universitiesaustralia.edu.au/university/rmit-university/
https://www.rmit.edu.au/about/facts-figures

Our three main campuses in Melbourne are located in the heart of the City, Brunswick and Bundoora. Other locations include Point Cook, Hamilton and Bendigo, two campuses in Vietnam (Hanoi and Ho Chi Minh City) and a centre in Barcelona, Spain. RMIT is a truly global university.
https://www.rmit.edu.au/about/our-locations-and-facilities

We are also committed to redefining our relationship in working with, and supporting, Indigenous self-determination. Our goal is to achieve lasting transformation by maturing our values, culture, policy and structures in a way that embeds reconciliation in everything we do. We are changing our ways of knowing, working and being to support sustainable reconciliation and activate a relationship between Indigenous and non-Indigenous staff, students and community. Our three campuses in Melbourne (City, Brunswick and Bundoora campuses) are located on the unceded lands of the people of the Woi Wurrung and Boon Wurrung language groups of the eastern Kulin Nation.

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[1] This is an Aboriginal and Torres Strait Islander Designated Position, classified under 'special measures' of section 12 of the Equal Employment Opportunity Act 2010. Only Aboriginal and/or Torres Strait Islander people are eligible to apply.

Why work at RMIT University

Our people make everything at the University possible. We encourage new approaches to work and learning, stimulating change to drive positive impact. Find out more about working at RMIT University, what we stand for and why we are an Employer of Choice. https://www.rmit.edu.au/careers

We want to attract those who will make a difference. View RMIT's impressive standings in university rankings. https://www.rmit.edu.au/about/facts-figures/reputation-and-rankings

College/Portfolio/Group

Dependent on hiring School.

Position Summary

The primary focus of the VC Indigenous Doctoral Fellow is to undertake research activities directed towards the completion of a PhD in line with the University's research strategy.

It is expected that the VC Indigenous Doctoral Fellow will meet all requisite PhD milestones as required during the course of the position and complete their PhD within the four years of the appointment of this role.

There will be limited other functions associated with the position, which may include engagement activities, presentation of lectures and tutorials, assessment of students and course administration in line with the University's quality assurance requirements; these duties may also include community engagement activities as required by the school. A maximum of 10% of workload is to be allocated to non-PhD related activity.

Reporting Line

Reports to: TBD

Organisational Accountabilities

RMIT University is committed to the health, safety and wellbeing of its staff. RMIT and its staff must comply with a range of statutory requirements, including equal opportunity, occupational health and safety, privacy and trade practice. RMIT also expects staff to comply with its policy and procedures, which relate to statutory requirements and our ways of working.

RMIT is committed to providing a safe environment for children and young people in our community. Read about our commitment and child safe practices. https://www.rmit.edu.au/about/our-locationsand-facilities/facilities/safety-security/child-safety

Appointees are accountable for completing training on these matters and ensuring their knowledge and the knowledge of their staff is up to date.

Key Accountabilities

1. Complete all requisite PhD milestones appropriate to a fulltime PhD candidature.
2. Conduct research under supervision towards the degree of Doctor of Philosophy in an appropriate discipline, undertake all necessary coursework requirements for the PhD degree program and maintain satisfactory progress in the completion of the research program in line with the university's requirements.
3. Undertake limited engagement and teaching activities as required.
4. Undertake appropriate professional development in support of PhD, engagement and teaching duties as directed.
5. Participate in School governance activities as requested and undertake administration related to the position.

Key Selection Criteria

1. Appropriate academic background or equivalence to gain admission to PhD candidature.
2. Ability to work autonomously whilst displaying a strong commitment to work in a team environment, including the demonstrated ability to confidently and effectively work with colleagues, project team leaders, and industry partners.
3. Demonstrated ability to meet deadlines and effectively manage varying workloads and respond to changing priorities as required.
4. Demonstrated high level written and verbal communication skills.

Qualifications

Mandatory: Applicants must meet the eligibility criteria for PhD candidature.

RMIT recognises that an individual's Aboriginal and/or Torres Strait Islander heritage and identify is personal. However, proof of Aboriginal or Torres Strait Islander heritage is required as this is an Aboriginal and Torres Strait Islander Designated Position, classified under 'special measures' of section 12 of the Equal Employment Opportunity Act 2010. Only Aboriginal and/or Torres Strait Islander people are eligible to apply. Confirmation of Aboriginality can be obtained through a land council in the area your family came from, or through a community controlled organisation.

Appointment to this position is subject to passing a Working with Children Check and other checks as required by the specific role. Maintaining a valid Working with Children Check is a condition of employment at RMIT.

Endorsed:	Signature: Name: Title: Date:	**Approved:**	Signature: Name: Title: Date:

Supporting Document 19.2

VC Indigenous Doctoral Fellowship Applicant Guide

Bundjil Statement

RMIT recognises and acknowledges the laws of Bundjil, the Kulin Nation's ancestral creator, who travels as an eagle hawk. These laws help all RMIT staff to respectfully work, live and study on Aboriginal country.
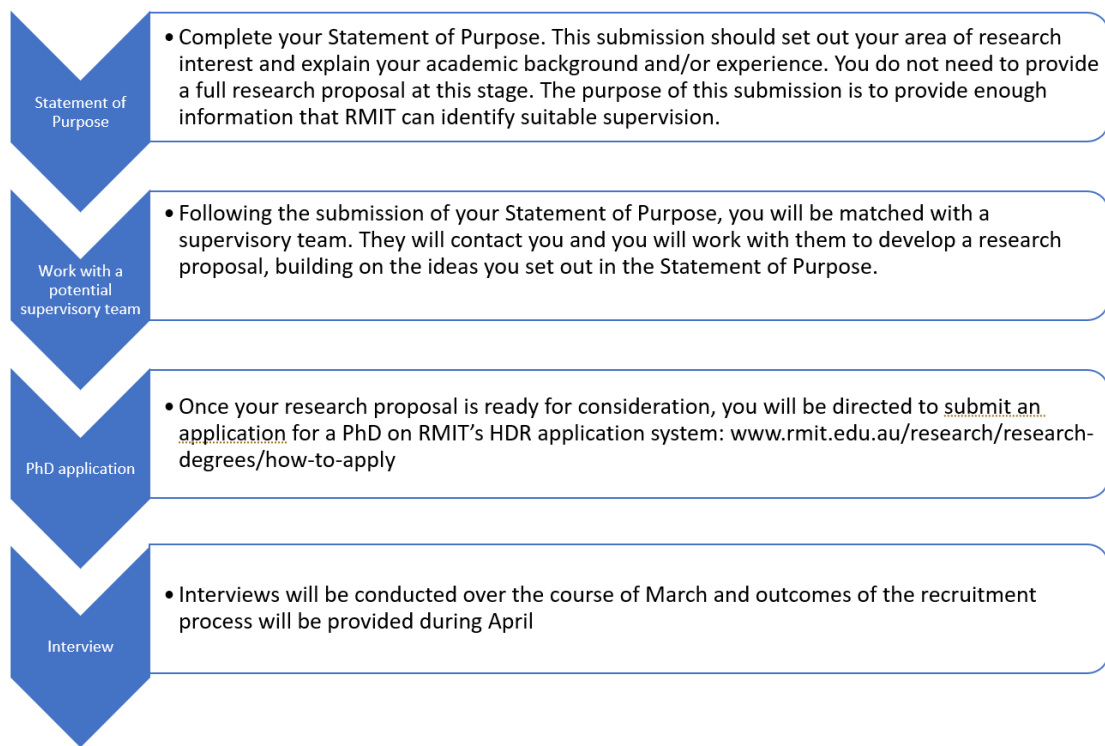
Introduction

This guide sets out the application process and timelines for the RMIT Vice-Chancellor's Indigenous Doctoral Fellowship scheme for 2024.

The VC Indigenous Doctoral Fellowship scheme aims to further build and develop Indigenous knowledges and perspectives and Indigenous academic capability at RMIT and forms part of RMIT's commitment to providing Indigenous researchers early career opportunities through the 'Grow Our Own' career pathway strategy. It is embedded in RMIT's Enterprise Agreement and Aboriginal & Torres Strait Islander Employment Plan 2021-22.

Application process and timelines

There are four stages to the recruitment process for the Fellowship.

Statement of Purpose
- Complete your Statement of Purpose. This submission should set out your area of research interest and explain your academic background and/or experience. You do not need to provide a full research proposal at this stage. The purpose of this submission is to provide enough information that RMIT can identify suitable supervision.

Work with a potential supervisory team
- Following the submission of your Statement of Purpose, you will be matched with a supervisory team. They will contact you and you will work with them to develop a research proposal, building on the ideas you set out in the Statement of Purpose.

PhD application
- Once your research proposal is ready for consideration, you will be directed to submit an application for a PhD on RMIT's HDR application system: www.rmit.edu.au/research/research-degrees/how-to-apply

Interview
- Interviews will be conducted over the course of March and outcomes of the recruitment process will be provided during April

The deadlines for each stage are set out below:

Statement of Intent	Open until place is filled
Working with proposed supervisory team	From February until place is filled
Lodge PhD application	As soon as research proposal is ready
Interviews	March until place filled
Outcomes communicated to applicants	April onwards
PhD/employment commences	May-June 2024 (with the possibility of later commencement if necessary)

Unsuccessful applicants may be offered an RMIT Indigenous HDR Scholarship.

Frequently Asked Questions

### Do Fellows have to be enrolled and employed full-time during the Fellowship?

The Fellowships are full time roles, however flexible work options, including part-time arrangements are available for the successful applicant.

Do Fellows have any other responsibilities other than completing their PhD?

Typically, Doctoral Fellows may be asked to conduct teaching tasks such as tutoring, demonstrating or lecturing (if skilled to do so). This activity is capped at 10% of workload allocation. Each College has their own approach to workload allocation so activities and workload allocations may vary.

What is the structure of an RMIT PhD program?

The RMIT PhD program is made up of enabling coursework and three milestone reviews. The milestone reviews are an opportunity for you to present your research to other discipline experts who will provide feedback and advice. Broadly speaking the structure of an RMIT PhD degree looks like this:
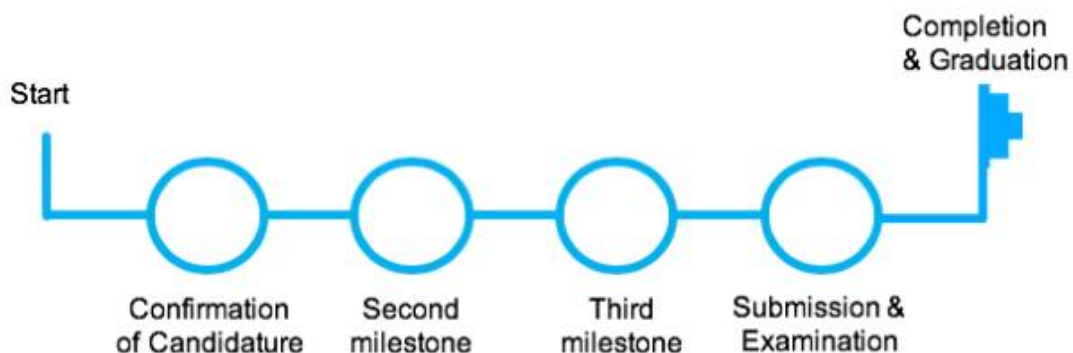
Coursework is required at the commencement of your program and depending on your enrolling School, may also be required later in the program. You can read all about RMIT's HDR curriculum here.

Am I expected to write a research proposal as part of my application?

RMIT requires a research proposal as part of the PhD application. You will be matched with some RMIT academics who will be able to assist in the preparation of this document and, who, if you are successful, will form part of your supervisory team.

What documentation do I need to provide as proof of Aboriginality for the VC Indigenous Doctoral Fellowship?

The following types of documentation are accepted as proof of Aboriginality by the university:

- Letter from an Aboriginal or Torres Strait Islander organization
- A certificate of Aboriginality, or
- A confirmation of Aboriginality form from a recognized Indigenous organization

Original versions of these documents will need to be sighted and they should contain a signature or stamp from the relevant organisation.

What support is available to me once I enrol and start my employment?

In addition to joining the academic community in your School, you will also have access to support from the wider VC Indigenous Doctoral Fellows network, other early career networks across the University relevant to your research discipline. RMIT's early career advisors will ensure you are connected with the relevant networks and provide introductions to key people.

Ngarara Willim Centre provides a community space and 'home away from home' for the Aboriginal and Torres Strait Islander people who study and work at RMIT. The Centre is contributing to the next generation of Indigenous leaders, who are proud of their cultural heritage and strong in their identity; and is a cultural gathering place for Indigenous peoples of the University.

Can I be considered for other HDR scholarships if I am unsuccessful in my application for a Doctoral Fellowship?

Yes, all applicants will be considered for an RMIT Indigenous HDR Scholarship (RIHS). These scholarships can be used to support a PhD or Masters by Research. The RIHS provides the following benefits to recipients:

- a stipend of $46,428 per annum pro rata (full-time study) which represents a generous RMIT top-up of approximately $12,000 above the RTP (Research Training Program) rate
- All candidates are provided with an RTP Fee Offset scholarship. Applicants in receipt of an RTP Fee Offset scholarship are not required to pay tuition fees for the maximum duration of their candidature
- a relocation allowance for the cost of relocating to take up their postgraduate research program, up to $515 per adult and $255 per child to a maximum of $1,540
- paid sick, maternity and parenting leave (within the limits of the Scholarship Terms and Conditions).

The duration of a RMIT Indigenous HDR Scholarship depends on the degree undertaken. The duration of support for a PhD is three and a half years full-time. The duration of a Masters by Research is two years full-time. These allowances will be reduced by any periods of study undertaken towards an equivalent research degree prior to the commencement of the program at RMIT University.

Do I have to be based in Melbourne to be considered for this position?

RMIT's purpose is to provide life-changing experiences for our students, and to shape the world with research, innovation, teaching and industry engagement. Central to this purpose is connection; connection to our students, our community and our teams. We want to provide a vibrant campus experience for our staff and students, as well as provide flexibility and options for how, when and where we study and work. Every staff member is expected to have a regular presence on campus – whether it's to teach, research, connect or collaborate, innovate and celebrate as a team. This will be dependent on the requirements of your role and should be discussed with your manager.

I have some more questions. How do I contact the University?

Feel free to contact us on VCIPFS@rmit.edu.au.

Acknowledgment 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.

Supporting Document 19.4

RMIT Vice-Chancellor's Indigenous Research Fellowships awarded between January 2018 and March 2024

Name	Status	Commencement Date	Academic Level at appoinment	Academic level: Present or when exited the Fellowship	Additional Research Support Funding per year	Status as at March 2024
Dr Crystal McKinnon	Completed Program	16/04/2018	B2	C1	$10,000.00	Associate Professor, University of Melbourne
Dr Vicki Couzens	Completed Program	23/04/2018	B2	C1	$10,000.00	Research Fellow RMIT University
Dr Jodi Edwards	Completed Program	28/03/2022	A8	A8	$10,000.00	Vice-Chancellor's Research Fellow, University of Wollongong
Dr Eugenia Flynn	Completed Program	31/03/2022	B1	B3	$10,000.00	Vice-Chancellor's Postdoctoral Research Fellow, RMIT University
Dr Shannon Kilmartin-Lynch	Completed Program	24/04/2023	B1	B2	$10,000.00	Associate Professor, Monash University
Mark Jones	Completed Program	26/03/2018			$10,000.00	PhD (Management)
Brian McKinnon	Completed/Graduated Posthumously	26/03/2019			$10,000.00	PhD (Art)
Jyhia Sheppard	Discontinued	10/03/2020			$10,000.00	PhD (ChemicalEng)
Megan Kelleher	Active in Program	5/03/2018			$10,000.00	PhD (Media & Comm)
Alara Barnes	Active in Program	16/07/2018			$10,000.00	PhD (Psychology)
Luke Williams	Active in Program	9/03/2020			$10,000.00	PhD (BiomedicalScience)
Beau De Belle	Active in Program	26/03/2020			$10,000.00	PhD (Arch & Design)
Kevin Moore	Active in Program	12/04/2020			$10,000.00	PhD (Management)
Neika Lehman	Active in Program	31/01/2021			$10,000.00	PhD (Media & Comm)
Clint Hansen	Active in Program	29/03/2021			$10,000.00	PhD (EnvironmentalEng)
Miimi Morris	Active in Program	19/07/2021			$10,000.00	PhD (Glob Urb & Soc Stud)
Michelle Gissara	Active in Program	1/02/2023			$10,000.00	PhD (Glob Urb & Soc Stud)
Robert Wilson	Active in Program	4/03/2023			$10,000.00	PhD (Management)
Rebecca Hird Fletcher	Active in Program	6/03/2023			$10,000.00	PhD (Health Science)
Dameeli Coates	Active in Program	12/03/2023			$10,000.00	PhD (Art)

Supporting Document 20.1

Year	Funding Scheme	Lead Applicant Name	Project Title/Description where available	Funding Amount
2018	Innovation Seed Funding - Industry Engagement	Libby Porter	I Want My Kids Grown Up Strong: Honouring Cultural Identity at the Willum Warrain Bush Playgroup	Unknown
2018	Innovation Seed Funding - Proof of Concept	Christine Phillips	Embedding Indigenous Thinking within Design: Indigenous Led Principles	Unknown
2018	Enabling Capability Platforms - Capability Development Fund	Dein Vindigni	Aboriginal Health in Aboriginal Hands. Sports Training Program for the Community	$6,000
2018	Enabling Capability Platforms - Capability Development Fund	Marc Demange	Towards Ecological Bushfire Management Models
A multidisciplinary 3 day workshop gathering scientists and stakeholders from various domains: ecology, social science, technology, Earth observation science, data science, computer science and mathematics, so as to identify new opportunities and research avenues for bushfire management and, more generally, for land management.
1. Ecological wager of fire and alternative practices including notably the impact of fires on emblematic species and the question of traditional Aboriginal fires
2. Data science for ecological data that merges data mining, geospatial sciences and space technologies.
3. Ecological and ecosystem perspective in model-based bushfire management: a capstone on how to embed the conclusions of the two first days into mathematical optimisation models for fire land management.	$8,330

2018	Enabling Capability Platforms - Capability Development Fund	Jing Qi	Transcultural Knowledge Exchange: Doctoral Education Workshops & Exhibitions of 'Time Maps' of Doctoral Candidates and Supervisors Increase intercultural knowledge exchange and nurture links with partner organizations for future collaboration. The workshop series will include four sessions that cover topics including Australian/China literacy, Western/Chinese intellectual history and culture, multilingual knowledge co-construction, intercultural supervisory relationships, and time mapping. The development of these modules are informed by Innovative Indigenous Knowledge frameworks that produce transformative learning experiences, including creative, intercultural, participatory and experiential methodologies, will be used to explore. These training modules will be trialed in Melbourne at RMIT in July, and conducted in two Chinese universities in Beijing and Changchun in October and November.	$10,000
2019	Enabling Capability Platforms - Capability Development Fund	Dein Vindigni	Aboriginal Health in Aboriginal Hands (AHAH) in the Community The inaugural AHAH program in 2018 providing Sports training for Aboriginal and Torres Strait Island students proved to be particularly successful in providing employment, hands-on industry skills and knowledge training for Aboriginal and Torres Strait Islander students enrolled in the SHBS. The objective of 'AHAH in the Community' is to expand the reach and impact of this program by recruiting newcoming Aboriginal and Torres Strait Islander students as well as other mentors in the Community.	$2,500
2019	Enabling Capability Platforms - Strategic Capability Development Fund	John Fien and Elizabeth Grant	Research Network for Contemporary Indigenous Architecture and Placemaking Builds capacity at RMIT for research and study in the field of contemporary indigenous architecture and placemaking of, for, and by Indigenous Peoples. This project established RMIT as a node for research on Indigenous Architecture and Placemaking www.indigenousarchitecture.com.au/home	$23,000

2019	Enabling Capability Platforms - Strategic Capability Development Fund	Marnie Badham/Vicki Couzens	Revisiting the Possum Skin Cloaks - community stories and social impact Pilot Collaboration with a focus on capability development regarding indigenous engagement in research. Produced a Short Film Series The Power that we have…Listen Up! Showcased three strong Aboriginal women reflecting on and discussing their experiences of community consultation and collaboration with non-Indigenous settler educators and organisations.	$40,000
2019	Enabling Capability Platforms - Strategic Capability Development Fund: Concept Paper	Serene Ho	Towards a Co-Designed Place-Based Information System for Advanced Treaty in Victoria: Concepts, Considerations and Conditions The Concept Paper explores and defines concepts, considerations and conditions for a co-designed place-based information system that responds to the information needs of Victoria'a Aboriginal communities as input for Treaty negotiation. Output / Outcome of this Project include Concept Paper published Thinking About Treaty Spatially exploring spatial implications of treaty for land and geospatial professionals for building a shared future. https://dcp-ecp.com/reports/thinking-about-treaty-spatially	$20,000
2022	Enabling Impact Platforms - Platform Activity Funds	David Kelly	Forum for Dwelling Justice One-day public symposium that brings together grassroots individuals, groups and activist-scholars to identify the radical potential for resistance to dispossession, displacement and precarity in housing campaign work. The event will establish a multi-campaign network of grassroots organisations and scholars that are collectively working toward housing justice outcomes that take First Nations sovereignty seriously in their work. At present in Australia, there are few examples of collaboration between grassroots housing justice campaigns/organisations and First Nations sovereignty movements. The underlying objective of this event to align these concurrent struggles.	$3,000

| 2022 | Enabling Impact Platforms - Platform Activity Funds | Renata Kokanovic | Big Anxiety Forum 2022
This event is actively promoting an environment that will engage with Aboriginal and Torres Strait Islander knowledges, cultures and diversity. We will work closely with Uti Kulintjaku, a mental health literacy project of the NPYWC [Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Women's Council]. Elders and ngangkari (traditional healers) are creating a special video installation for the RMIT Design Hub exhibition Archives of Feeling.They will also demonstrate their innovative virtual reality and multimedia projects, developed with Anangu youth to promote mental health and suicide prevention. The presentation will be led by Rene Kulitja, lead artist for the Uluru Statement from the Heart. | $9,000 |

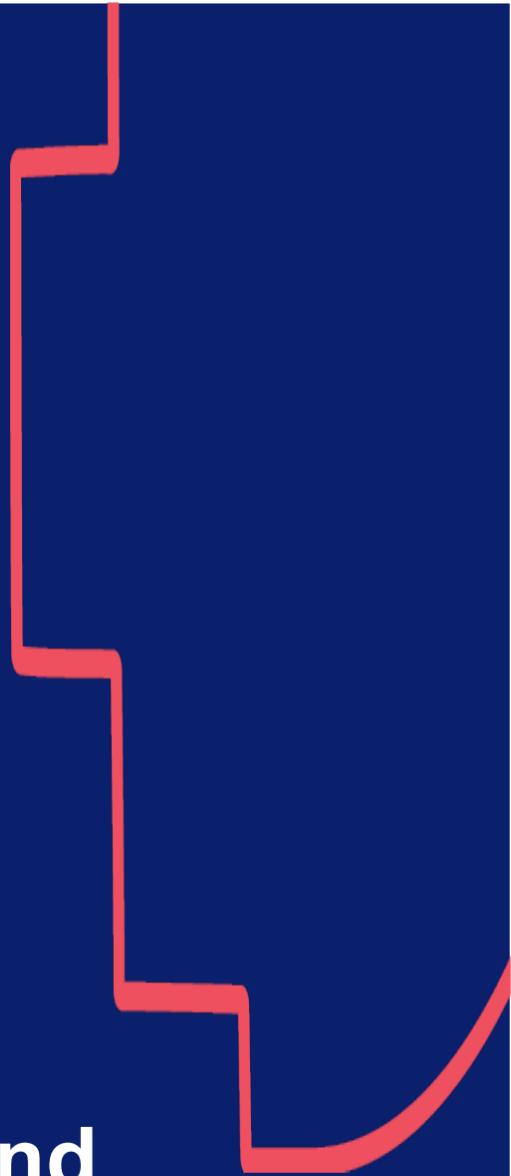| 2022	Enabling Impact Platforms - Platform Activity Funds	Chloe Powell	Visual Arts Work event series A 2-part public program focusing on strategies and interventions for a more sustainable Australian arts sector: 1. "Visual Arts + Work Symposium" (July 29) will centre HDR and ECR voices among university and independent researchers with industry partners at an RMIT event. The sessions will run over one afternoon followed by a reception to researchers to build new collaborations. www.visualartswork.net.au/events.html 2. "Best Practices in Visual Arts Webinar" (TBC) will host Dr Terri Janke, Indigenous lawyer with expertise in Traditional Cultural Knowledge (TCK), with colleagues from Accessible Arts and the National Association of Visual Arts to discuss urgent questions of industry issues including cultural safety, access, and remuneration. Bev Munro, Wiradjuri (cultural economics PhD) is a core symposium committee member to co-curate the program and present her research on the Discourse of Authenticity in the Aboriginal Art Market. Inaugural VC Indigenous Post Doc Jodi Edwards (School of Art) will also present her research Working on Country through language, story and performing arts leading to public art outcomes. Further, we will invite Wuthathi/Meriam lawyer Terri Janke, an international authority on Indigenous Cultural and Intellectual Property (ICIP), to present a keynote. She has written leading ICIP Protocols and models for various sectors including the arts, museums, archives, film and business. Our program creates space around Bev, Jodi and Terri's expertise curated amongst HDR researcher presentations in relation to other labour standards and ethical practices in the visual arts. By centring and sharing Indigenous knowledges, we can create a productive space for dialogue, exchange and new relationships between research, industry, students, and the public.	$2,996

2022	Enabling Impact Platforms - Platform Activity Funds	Hayley Timmers	A Biodiversity Roadmap to Connect and Care for Nature at RMIT University Drive cross-sectional collaboration, sharing and engagement to establish an action-oriented biodiversity roadmap for how we connect and care for nature across our RMIT campuses. Conduct a series of stakeholder engagement interactions, including workshops, meetings and interviews with researchers, industry, community and first nations people. Deep engagement with the traditional custodians of the land where RMIT stands and the Ngarara Willim Centre will be vital to the establishment of a viable Biodiversity Roadmap for RMIT and for our individual reconciliation journey.	$3,000
2022	Enabling Capability Platforms - Strategic Capability Deployment Fund	Vicki Couzens/Marnie Badham	Weenthayoothan: towards a relational and ethical cultural framework for making public art on Country A large public event brought together RMIT researchers from across the University with public stakeholders to engage in important conversations about working on unceded Aboriginal lands. Four speakers including three Aboriginal leaders spoke about their own research and creative practice to a large auditorium at the Museum. Films were screened and discussion was facilitated providing opportunities for shared learning and exchange.	$10,000
2023	Translation Investment Fund	Marnie Badham/Vicki Couzens	Sharing Oral Knowledge of Cultural Objects: Elders, Community & Museum In response to increasing industry demand for Indigenous led co-created methodologies and cultural content, this project translates decolonising and intergenerational practices of story sharing. The project translates existing methods developed by Vicki Couzens and Marnie Badham with industry partners: GARUWA (Aboriginal media) and Bunjilaka Cultural Centre at the Melbourne Museum. Vicki and Marnie's work has created transformational social impact for industry including LGAs and the GLAM sector (galleries, libraries, and museums)	$37,696

2023	Translation Investment Fund	Samantha Harman	First Nations Pathways to Health Education and Healthcare The First Nations Pathways Program (FNPP) aims to encourage and support First Nations students with an interest in pursuing a career in Allied Health by scoping culturally safe and flexibly-delivered blended learning packages; and to increase the number of Indigenous clinicians in Allied Health. This translational approach is unique in that is co-designed, co-delivered and co-evaluated with the Communities it collaborates with. Community members and Elders from the Gunditjmara Country in Warrnambool, Yorta Yorta Country in Echuca, Latji Latji Country in Mildura and Wurundjeri Country in Melbourne.	$30,000
2023	Enabling Impact Platforms - Strategic Impact Fund	Libby Porter	Blue Mountains Community Land Trust Collaboration: Addressing Housing Insecurity Through Governance and Capacity Building This project is a collaborative arts and advocacy impact initiative between researchers of housing and land injustice and community stakeholders to enable the establishment of a First Nations-informed Community Land Trust (CLT) in the Blue Mountains, NSW.	$30,000
2023	Enabling Impact Platforms - Platform Activity Funds	N'arwee't Professor Carolyn Maria Briggs AM	Regenerating a body of water: a walk with Birrarung-ga Reframing waterways through urban play - starting with Boon Wurrung journey cycles - this workshop is situated along the Birrarung to speculate on a near-future flooded world.	$3,000
2023	Enabling Impact Platforms - Platform Activity Funds	Dein Vindigni	First Nations Pathways to Health Education and Hands-On Healthcare The First Nations health education and healthcare pathway project involves the preliminary mapping of a co-designed culturally sensitivity remedial massage program for First Nations students	$5,980
2023	Enabling Impact Platforms - Platform Activity Funds	Priya Kunjan	Dwelling Justice Network The funding will be used to support two 2-hour workshops with community-based stakeholders – primarily housing justice and First Nations organizations/collectives on the front lines of Australia's housing crisis – as part of our research on housing insecurity in Melbourne under ongoing colonization	$3,000

2023	Enabling Impact Platforms - Platform Activity Funds	EIP support of the PRS	Practice Research Symposia (PRS) | 'Yoonggama: understanding First Nations Knowledges' The Practice Research Symposia (PRS) is a Higher Degrees by Research gathering of practitioner-researchers, supervisors and visiting examiners to openly conduct the presentation, review and collective development of practice knowledge, social impact and ways of knowing. The PRS opening event will include Associate Professor Suzi Hutchings and Dr Vicki Couzens in an Opening Night discussion titled 'Yoonggama: understanding First Nations Knowledges' before a keynote will be given by Boisbouvier Chair in Australian Literature at the University of Melbourne Professor Tony Birch	$3,000
2023	Enabling Impact Platforms - Platform Activity Funds	Christine Phillips	Yulendj Weelam Lab The Lab explores how academics, Indigenous knowledge holders and design practitioners can work together to ensure Australia's built environment respectfully celebrates, engages with and supports our First Nations people and culture.	$3,000

Supporting Document 20.2

ENABLING IMPACT PLATFORMS

Strategic Impact Fund 2024 Guidelines

Table of Contents

1. BACKGROUND AND OVERVIEW

The Research & Innovation portfolio has a suite of funding initiatives available to support activities that enable impact to be achieved from research and innovation.

The Enabling Impact Platforms (EIPs) work to bring together researchers and HDR students from different disciplines to harness resources and expertise to achieve high quality, impactful research translation outcomes. Research impact is achieved when the knowledge generated from research is translated into practice or application, working closely with government, community, or industry partners.

Released in November 2023, RMIT's Decadal Aspirations: Enabling research and innovation for impact (Decadal Aspirations) recognised that RMIT's rich and diverse range of research activities can produce different impacts in different ways, with 'Diversified Impact Pathways' highlighted as one of the nine key enablers of the Decadal Aspirations.

The EIPs enable a multitude of diverse, conventional, and unconventional, impact pathways through the **Strategic Impact Fund (SIF)**.

SIF supports the development of interdisciplinary opportunities that explore diverse (conventional and unconventional) pathways to research impact, and are aligned to RMIT's six desired Futures, through two funding streams:

   i. supporting strategic influence and engagement through interdisciplinary thought leadership and knowledge exchange; and
   ii. catalysing or consolidating pathways to impact by tackling large, complex problems or opportunities

2. OUTCOMES

The Strategic Impact Fund is intended to support the implementation and application of research capability across RMIT's disciplines to create impactful outcomes that align to RMIT's six desired Futures, and contributes to:

- *Increasing* the readiness and application of RMIT's research and innovation capability to respond to current and future strategic initiatives, particularly large-scale impact-focused initiatives with high impact-potential

- *Enhancing* the readiness of RMIT's research and innovation capability to respond to externally focused, high impact-potential opportunities

- *Enabling, demonstrating and de-risking* the application of innovative research capability to new or adjacent areas of application

- *Catalysing* interdisciplinary research and engagement, including through the establishment of transdisciplinary networks and initiatives across disciplines and with external stakeholders.

- *Strengthening* a positive interdisciplinary research culture

OUTCOMES cont.

- *Growing* RMIT's reputation for creative / strategic / interdisciplinary thought leadership related to issues of societal importance and/or solutions that assist external groups (beyond academia) with decision-making

- *Demonstrating* other possible futures through speculative, conjectural, visionary prototypes or designs

NOTE: this scheme is not suitable for research grant proposals, such as seed grants for research projects or proposals for new primary research. Prior to submitting an application for Strategic Impact Funding, it is recommended applicants review RMIT's other internal funding opportunities to determine which funding scheme/s best align with the project.

The Innovation Proof of Concept Fund and the Translation Investment Fund are also now open for applications, for details go to the Researcher Portal Internal funding opportunities guide. (Those without Portal access can request access through RMIT's ServiceNow).

3. FUNDING

3.1 Strategic Impact Funding streams

To increase competitiveness of applications, you are welcome to approach one of the EIP Directors for guidance. Before contacting an EIP Director, please take the time to read these Guidelines and the Strategic Impact Fund Tips for Success document.

The Strategic Impact Fund has 2 streams of funding:

i) Strategic/interdisciplinary thought leadership ($3,000 - $10,000)

This fund supports strategic influence, advocacy and engagement, through modes including (but not limited to) externally-facing concept papers, roadmaps, policy briefs/briefing papers, proof of principle demonstration, speculative designs, and demonstration projects.

Strategic/interdisciplinary thought leadership proposals must demonstrate external engagement as a pathway to societal or environmental impact as a key focus and design feature.

These proposals must be aligned to more than one EIP.

ii) Enabling Strategic Impact Proposals ($5,000 - $50,000; typically awarded $20,000 - $30,000)

Strategic Impact Funds will support activities that focus on modes of building or consolidating pathways for engaging with community, industry, or government to create positive societal or environmental impacts from research outcomes. Priority will be given to projects that seed high impact-potential initiatives to tackle large, complex problems or to capture large opportunities. Typical grants will range from $20,000-$30,000; in rare cases, for projects of significant scale, grant requests between $30,000-$50,000 will be considered.

These proposals must be developed across more than one EIP.

4. ELIGIBILITY

4.1   Applicant Eligibility

Each proposal must have a Project Leader. Project Leaders must:

- be a current RMIT academic staff member with a Research Only or Teaching & Research role in a continuing or fixed term position (fixed term employment contract which expires no earlier than 31 December 2024)
- have an EIP Affiliation. The Project Lead must also remain affiliated with RMIT for the duration of the funded activity. Those not already affiliated with one of the EIPs are able to sign up online as an EIP Affiliate (Note: If awarded, and the Project Lead leaves RMIT prior to 31 December 2024, another RMIT team member must take over leadership of the project for it to continue.)
- demonstrate they have sufficient time and capacity to make a sustained commitment to the project
- attend showcase events (or delegate to another team member) to present outcomes from their project

Applications are strongly encouraged from:
- interdisciplinary teams with diverse skills
- Early and Mid-Career Researchers
- Indigenous researchers undertaking eligible activities
- any researchers undertaking eligible activities that focus on translation of Indigenous research

NOTE: HDR students are not eligible to be Project Leaders, but can participate as team members, if endorsed by their Principal Supervisor.

4.2   Proposal Eligibility

Strategic impact proposals must identify more than one aligned EIP and demonstrate interdisciplinary themes. Applications with multiple Schools/Colleges participating and demonstrating cross-EIP interactions will be prioritised.

Proposals must align with the broad impact outcomes of (at least) one of 6 Futures themes;
- Fairer
- Healthier
- Productive & Creative
- Secure & Resilient
- Sustainable
- Connected

Proposals must demonstrate a clear need for funding (e.g., why the project cannot be funded from existing internal or external funding mechanisms).

Those who wish to apply for support are encouraged to:
- review the EIP Platform priorities available on the EIP Sharepoint site and the EIP Website
- read the RMIT's desired Futures document
- read the Strategic Impact Fund Tips for Success document
- approach one (or more) of the EIP Directors for guidance

5. KEY SELECTION CRITERIA

All eligible applications will be assessed by the Strategic Impact Fund (SIF) Selection Panel. The Panel will assess applications against selection criteria, including:

- **Strength of Impact and engagement potential**

  - Potential for transformative societal or environmental impact
  - Potential for short-, medium-, or long-term external engagement, research translation and/or societal impact
  - Likelihood of project initiating or sustaining meaningful interdisciplinary collaborations across RMIT and beyond (eg with NGOs, cultural organisations, hospitals etc).
  - Level of industry, community, or government engagement
  - Clarity of impact pathway/s

- **Interdisciplinarity**

  - Activities or project demonstrates interdisciplinary engagement and societal / environmental impact
  - Activities or project initiating or sustaining meaningful interdisciplinary collaborations
  - Activities or projects spanning across multiple EIPs

- **Innovation, relevance, or strategic alignment**

  - Boldness, ingenuity, and potential for transformative societal or environmental impact
  - Potential to contribute to RMIT's ability to respond to current and future externally-focused, impact-oriented strategic initiatives (such as high impact-potential initiatives)
  - Originality of approach/es to interdisciplinary research engagement and impact and involvement of community, industry, or government
  - Strength of alignment to one or more of RMIT's six futures themes/s

- **Project Feasibility**

  - Quality of the value proposition
  - Budget appropriateness and value for money
  - Achievability of project and delivery of outcomes within the timeframe
  - Involvement of interdisciplinary teams demonstrating diversity in gender, life experience, expertise, and career stage
  - Expertise and capacity of the team to deliver the planned activities

6. ACTIVITIES FUNDED

All activities must demonstrate clear pathway/s to societal, environmental, or economic benefit.

6.1 *Strategic/interdisciplinary thought leadership ($3,000 - $10,000)*

Activities may include, but are not limited to:
- Developing strategic influence, through mechanisms including:
    - Externally-facing concept paper
    - Roadmap
    - Policy briefs/ briefing paper
    - Proof of Principle Demonstration
    - Speculative designs
    - Demonstration projects
    - Externally focused summaries and reports
    - Other strategic engagement mechanisms

Priority will be given to those activities that are undertaken in consultation with community, industry, government or other significant external stakeholders.

6.2 *Enabling Strategic Impact Proposals $5,000 - $50,000 (typically $20,000-$30,000)*

Activities may include, but are not limited to:
- Projects that Identify/enable major interdisciplinary opportunities to create impact from the translation of research including high impact-potential initiatives
- Projects and activities driving interdisciplinary collaboration and interdisciplinary research capability, including transdisciplinary collaboration across disciplines and with external collaborators and organisations (i.e., from community, industry, government or other significant external stakeholders)
- Engaging with external industry partners or stakeholders to foster research translation and adoption of innovations
- Best practice processes enabling more effective research engagement and research translation for a clear strategic purpose/opportunity
- Scaling up of existing research capabilities that contribute to RMIT's ability to create impact from existing research outcomes
- Developing new expertise/skills to address specific needs on the part of external partners or stakeholders
- Engaging with external stakeholders for co-development of significant opportunities to innovate, or to deploy innovation
- Fundable activity includes eligible activities related to Indigenous knowledges, knowledge systems, and engagement with Indigenous knowledge holders.

Priority will be given to proposals that provide evidence of input from potential industry, community, or government partners (e.g. hospitals, arts organisations), including in-kind and/or cash contributions.

7. SUPPORTED EXPENDITURE

Eligible funding items include:

- Personnel (Contractors, consultants, research assistance, casual staff support)
- External engagement costs – eg for organising and delivering events and workshops
- Travel (where appropriate) – for activity that clearly provides direct benefit to the activity, eg travel to meet with stakeholders to host a roundtable
- Other items that directly support the project, such as:
  - the dissemination of outcomes (e.g., production costs for reports, video creation etc.)
  - training sessions (e.g., workshop fees for research translation skills development)
  - consumables to develop and share a new capability

Expenditure *not* supported

- Research costs as the sole purpose of the request
- HDR stipends or fees
- Capital expenditure
- Research costs as the sole purpose of the request
- Buying out of teaching or marking
- Travel as the sole purpose of the request; travel to academic conferences; travel that does not directly benefit the research impact activity

Note: All activities and spending under this scheme must be completed within the 2024 calendar year and be in accordance with RMIT procurement and expenditure procedures and policies.

8. APPLICATION PROCESS

Applications open 10am Monday 19th February 2024

1. Submit an application online via the SmartyGrants portal. The application link is available at the EIP Funding Opportunities page. The application form requires applicants to nominate at least two EIP platforms which most closely align to your idea (one as 'Lead' EIP). To increase competitiveness of application, you are welcome to approach the EIP Directors for guidance.

NOTE: For Strategic/interdisciplinary thought leadership applications – applicants submit an application only (i.e. no pitch presentation will be required).

2. Shortlisted applications invited to present/pitch proposal

For **Enabling Strategic Impact Proposal funding,** after applications have been submitted on the SmartyGrants portal, the SIF Selection Panel will review and invite a select number of applicants to present and pitch their proposals prior to final funding decisions being made.

It is anticipated that Pitch sessions for the shortlisted Enabling Strategic Impact Proposal Funding applicants will take place on the morning of *Wednesday 17th April 2024*. Those invited to a pitch presentation will be provided with a short pitch template, with presentations expected to be 3-5 minutes followed by questions. Invited pitch participants are expected to attend the nominated pitch session if they wish to be considered for funding. It is anticipated pitch sessions will cater for hybrid presentation (i.e. either online or face-to-face).

9. KEY DATES

Monday 19 February 2024, 10am	**Round Opens**
Thursday 22 February 2024, 9am	**Strategic Impact Fund Information Session Click here to join the meeting** *A recording of the session will be made available on the EIP Funding Opportunities page.*
Monday 18 March 2024, 12 noon	**Round Closes and applications close**
19 March – early April	**Assessment period**
Friday 12 April, 12 noon	**Pitch Briefing session (invite only)**
Wednesday 17 April (am session)	**Pitch presentations (invite only – hybrid session anticipated) NOTE: f**or *Enabling Strategic Impact Proposal funding only*
Late April 2024	**Notification of Outcomes**

10. ENQUIRIES AND FURTHER INFORMATION

Please direct all enquiries, including queries regarding the application and selection process to research.capability@rmit.edu.au.
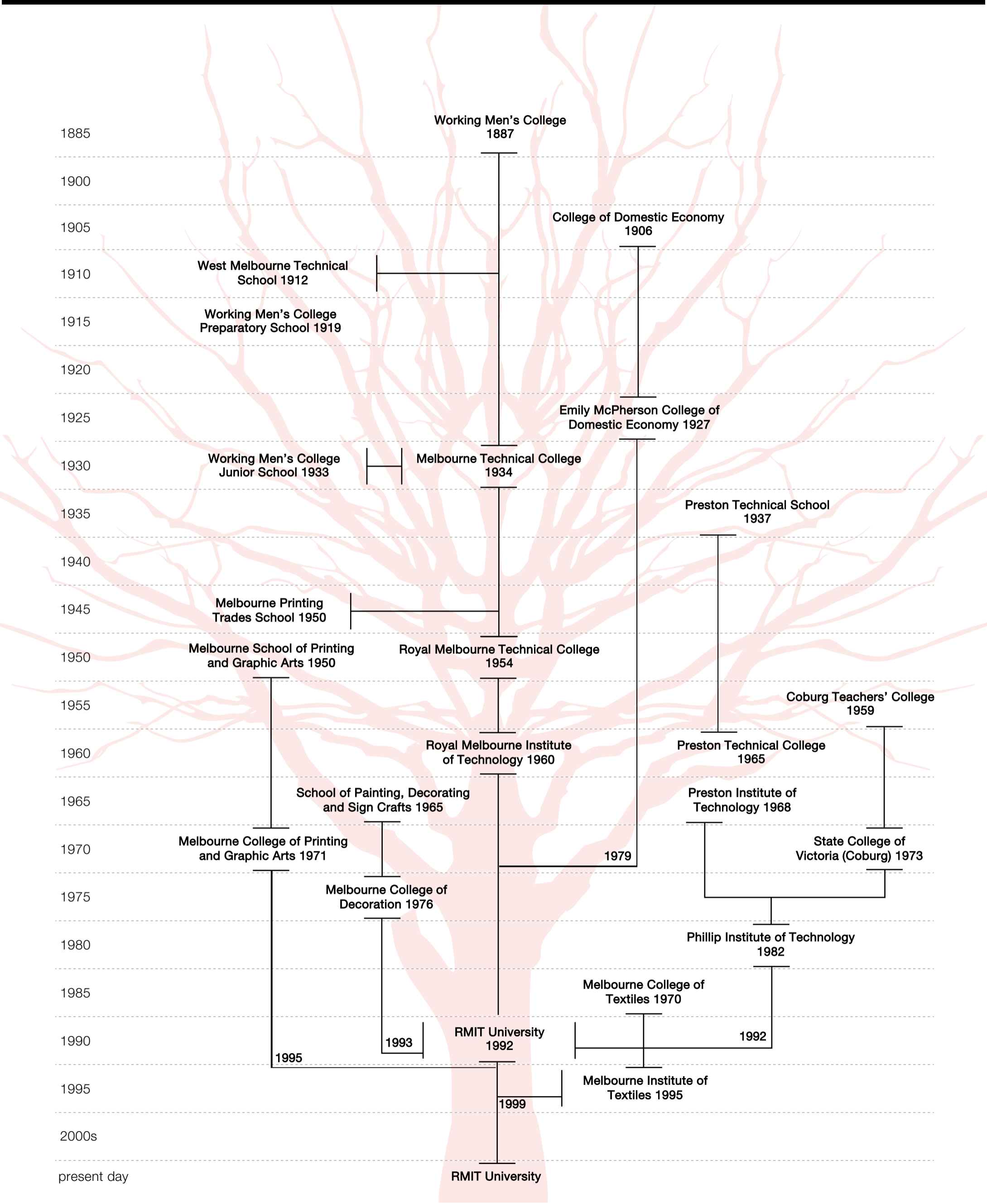
Contact details for the eight Enabling Impact Platform Directors are available from the relevant Platform pages at the EIP Sharepoint site.

Supporting Document 28.1

RMIT UNIVERSITY FAMILY TREE

1885

Working Men's College
1887

1900

College of Domestic Economy
1906

1905

West Melbourne Technical
School 1912

1910

Working Men's College
Preparatory School 1919

1915

1920

Emily McPherson College of
Domestic Economy 1927

1925

Working Men's College
Junior School 1933

Melbourne Technical College
1934

1930

Preston Technical School
1937

1935

1940

Melbourne Printing
Trades School 1950

1945

Melbourne School of Printing
and Graphic Arts 1950

Royal Melbourne Technical College
1954

1950

Coburg Teachers' College
1959

1955

Royal Melbourne Institute
of Technology 1960

Preston Technical College
1965

1960

School of Painting, Decorating
and Sign Crafts 1965

Preston Institute of
Technology 1968

1965

Melbourne College of Printing
and Graphic Arts 1971

1979

State College of
Victoria (Coburg) 1973

1970

Melbourne College of
Decoration 1976

1975

Phillip Institute of Technology
1982

1980

Melbourne College of
Textiles 1970

1985

1993

RMIT University
1992

1992

1990

1995

Melbourne Institute of
Textiles 1995

1995

1999

2000s

present day

RMIT University

RMIT
UNIVERSITY

Indigenous specific courses in Social Work programs

RMIT UNIVERSITY

Back   Home

Course Title: Applied Human Rights and Indigenous Peoples

Part A: Course Overview

Course Title: Applied Human Rights and Indigenous Peoples

Credit Points: 12.00

Course Coordinator: Professor Rob Watts

Course Coordinator Phone: +61 3 9925

Course Coordinator Email: rob.watts@rmit.edu.au

Course Coordinator Location: 37.4.14

Course Coordinator Availability: Email for appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None.

Course Description

Welcome to this course. This course will enable you to develop a basic understanding of indigenous peoples and human rights in contemporary Australia. It involves an exploration both of what an indigenous person might experience in their daily interactions with 'mainstream' Australian society, as well as of ways indigenous people are represented in Australia. This will require you to engage in self-reflexive learning in order to 'discover the Other'.

The course will commence by introducing you the global processes of 'Othering' non-European peoples that developed and became highly influential during the age of European colonialism (ca.1492-1948). Through an engagement with European colonialism you will be asked to consider the impact of racism and racial categories and hierarchies have had in framing 'mainstream' representations of Indigenous people in Australia -and elsewhere.

We then introduce you to the current international legal and political framework of human rights that identifies the specific rights of Indigenous people. This will require an understanding especially of the United Nations Declaration on the Rights of Indigenous Peoples. Adopted by the General Assembly of the United Nations in 2007, the Declaration was the outcome of 25 years lobbying by indigenous political representatives. You will be asked to consider what the political and legal implications of the Declaration might be and how we can best interpret these within the prevailing human rights framework. Importantly, you will also be asked to consider why Australia, a country that represents itself internationally as a defender of human rights was (along with Canada, the United States and New Zealand) one of the fiercest opponents to the adoption of the Declaration.

The course will then draw your attention to the ways in which the international human rights framework has informed local human rights discourse. The Victorian Charter of Human Rights and Responsibilities 2006 introduced in 2008 will be discussed as an important break with Australian political tradition. In the absence of a national bill of rights what can and does the Victorian Charter achieve. You will be asked to consider the ability of legal instruments like bills of rights to achieve political and social change. You will also be asked to consider how the Victorian Charter might work better to uphold the human rights of Indigenous people who live in the State of Victoria. The course will also ask you to survey the relationship between Declarations and Charter statements of human rights and the substantive experience of Indigenous peoples in contemporary Australia, Canada and the United States. You will be asked to critically assess why proclamations of human rights in these contexts appear to be highly problematic in terms of protecting and extending the rights of Indigenous people in particular.

The course will provide you with an opportunity to engage critically with the 'human rights' agenda so as to get more insight and deeper understanding of the difficulties that appear to be inherent in the application of human rights to the rights of Indigenous peoples. This will require you to consider the history of Indigenous experience in the contact period and to think about the impact of processes captured in categories like 'colonialism', 'post-colonialism', 'racism', 'racial habitus' and 'agency''structure'. You will also be asked to consider the validity of human rights claims to be universal and equally applicable to all peoples regardless of race, culture, religion, etc. You will be asked how ideas of human rights that originate in Anglo-American and Western Europe and embody the social and political values associated with the western democratic tradition can ever be compatible with the specific rights of Indigenous peoples grounded in their own cultural and political traditions. The course will end with a series of case studies in which provide examples of how Indigenous groups use a human rights agenda to empower their own communities and improve their daily lives.

Objectives/Learning Outcomes/Capability Development

N/A

Upon successful completion of this course you will be able to:

1. Identify and describe something of the impact of colonisation of indigenous peoples in Australia (and other 'fourth world' countries, such as Canada, New Zealand and the United States);
2. Identify, describe and critically evaluate the relevant human rights frameworks (like the Declaration on the Rights of Indigenous Peoples and the Victorian Charter of Human Rights and Responsibilities 2006) and the applicability of the human rights agendas in Australia to indigenous people;
3. Identify and describe the needs, aspirations and achievements of indigenous people in Australia;
4. Describe and reflect on the role of non-indigenous people in confronting racism and advancing indigenous interests in partnership with indigenous peoples by referring to a body of knowledge and practical experience;
5. Demonstrate some insight into the complexities of professional practice in collaboration with indigenous communities.

Overview of Learning Activities

The course has been designed to include the following student learning experiences: workshops, selected reading and research work.

You will need to demonstrate familiarity with the course handbook and at a minimum have read the recommended core readings for each week's program.

You will need to attend the workshops that will involve a mixture of lectures and learning and activities.

The workshops will enable you to engage with the relevant literature, public debates, and reflect on and discuss reading and lecture material.

Reflectively use some films/videos which explore specific topics as recommended in the course handbook;

Where possible engage with the community by attending events and cultural activities that will further inform and enhance your insight and knowledge

Overview of Learning Resources

You will be given access to a wide range of resources through a Course Reader or core textbook and also will be able to access to a wide range of online learning tools and content for your course from the student portal, myRMIT, and RMIT Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, video, and links to external websites.

Overview of Assessment

Assessment Tasks

Research essay 50%

Case Study 50%

RMIT
UNIVERSITY
Back   Home

Course Title: Indigenous Dislocation and Diaspora

Part A: Course Overview

Course Title: Indigenous Dislocation and Diaspora

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO2382	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 1 2017

Course Coordinator: Associate Professor John Whyte

Course Coordinator Phone: +61 3 9925 1079

Course Coordinator Email: john.whyte@rmit.edu.au

Course Coordinator Location: 37.2

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

Can you imagine 400 million people being forcibly dispossessed from their country? That's more than the population of most countries in the world, except China or India. This is the lived experience of the estimated 400 million Indigenous people around the world today.

In this course you will develop and apply new understandings about the protracted world history of colonisation and dispossession that has led to the current global situation where the majority of Indigenous peoples no longer live on their traditional homelands. You will learn about the dispossession of Indigenous peoples due to removal by missionaries, governments, wars, massacres and other atrocities, and you will examine the impacts and interrelationships of these dislocations. For example, you will learn how the massacre of over 150 Lakota men, women and children at Wounded Knee by US government troops in 1890 is one of the largest massacres in US history. This resonates with many Indigenous Australians, who hold family knowledge of massacres and removals off traditional lands, which have occurred in living memory.

Through case studies you will develop insight into the ongoing impacts of colonisation on health and education outcomes for many Indigenous peoples in Australia. You will also examine the history and treatment of Indigenous peoples in other colonised nations such as Canada, North America and New Zealand. Through review and comparison of the experiences and political situations and social movements of dispossessed people, such as African Americans, Palestinians and Taiwanese Indigenous groups, you will apply your new understandings to consider the relevance of these movements to Indigenous rights in Australia today.

Objectives/Learning Outcomes/Capability Development

Upon successful completion of this course you will be able to:

- Compare and critically evaluate key social, constructionist and Indigenous identity theories discussed in the course
- Discuss and identify complexities of social meanings in relation to Indigenous identity and dislocation
- Evaluate the key factors and processes involved and impacted upon by Indigenous forced dislocations and migrations.
- Apply the ideas and theories studied in this course to reflect upon your own life and experiences
- Demonstrate respect for Indigenous Knowledge Systems.

Overview of Learning Activities

Learning activities will include interactive workshop activities focusing on group-based discussion and problem solving tasks. Course learning materials will be made available in a range of formats, which may include lectures, guest speakers and online media. In workshops you will also develop academic skills including analytical reading and academic writing.

In order to develop your knowledge and skills, you will be expected to participate in interactive discussions and activities and to critically engage with the weekly reading materials. The workshops offer a supportive learning environment where you will have the opportunity to share your knowledge and experiences, and to learn from the knowledge and experience your peers. This peer-based learning may take place through small-group discussions, collaborative work on activities and assessments and/or peer reviewing of research, written work and/or oral presentations.

Overview of Learning Resources

You will be given access to a wide range of resources through a Course Reader or core textbook and also will be able to access to a wide range of online learning tools and content for your course from the student portal, myRMIT, and RMIT Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, video, and links to external websites.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes. Assessment will cover both theoretical and practical aspects of your learning. You will be able to develop your work in relation to your own specific areas of interest in your professional practice. Feedback will be given on all assessment tasks.

In this course there are three assessments. It is essential that you participate fully in the course activities as they have been designed to prepare you for assignments and to meet the intended learning outcomes of the course. The assessments are comprised of:

Group presentation [20%]

In groups of at least 4 students you will lead the tutorial on the weeks topic based on the selected readings. The presentation should not exceed 10 minutes. You team will identify the key themes, arguments and points on a specific topic or reading. This assessment will be peer reviewed by the rest of class [10%] and assessed by the tutor for content, presentation and argument [10%].

Excursion & report [30%]

In groups of up to 4 students attend an Indigenous display or exhibition at a Museum, art gallery or other cultural centre. Alternatively attend a film or play about Indigenous themes, which includes Indigenous actors and has other significant Indigenous input (e.g. director, producer etc.). Present a journal piece on what the exhibition or film was about, what the group experienced, how has this changed or has not changed your views and what you know on Indigenous people in Australia and world-wide and why. Nominate one person in the group to upload your assignment into the on-line system.

Essay [50%]

Select 1 topic from the list provided in the first week of class and write an essay, which examines the implications of dislocation on a specific group of Indigenous peoples either in Australia, North America or New Zealand. Make sure you show evidence of your research for the group you have chosen. Your essay must be fully referenced with in-text referencing or footnotes and a reference list. 2000 words.

Additional information

- If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or the Disability Liaison Unit if you would like to find out more.
- A student charter http://www.rmit.edu.au/about/studentcharter summarises your responsibilities as an RMIT student as well as those of your teachers.
- Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions which are available for review online: http://www1.rmit.edu.au/browse;ID=c15i3ciaq8ca

RMIT UNIVERSITY

Back   Home

Course Title: Indigenous Fieldwork

Part A: Course Overview

Course Title: Indigenous Fieldwork

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO2215	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 2 2007, Sem 2 2008, Sem 2 2009, Sem 2 2011, Sem 1 2018, Sem 1 2019, Sem 1 2020, Sem 1 2022, Sem 1 2024

Course Coordinator: Dr. Peter Phipps

Course Coordinator Phone: +61 3 9925 2039

Course Coordinator Email: peter.phipps@rmit.edu.au

Course Coordinator Location: 37.5.20

Course Coordinator Availability: by appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

In this experiential course you will be introduced to the practice of learning on country through fieldwork;

You will engage in nyernila, the practice of 'deep listening continuously' on country;

You will practice nyernila with Aboriginal Elders on country in Victoria (and possibly elsewhere);

You will practice nyernila with the land itself and the living systems within it (especially birds, but also wind, water, plants and so on);

You will practice nyernila with the murmurings of your own heart and mind, that is you will engage in deep self- reflection as part of the learning process;

You will also hear first-hand accounts of the lived experience of settler-colonialism, institutional and structural violence, abuse and racism.

While the emphasis of the course is on Indigenous community strength and processes of healing, students are advised that parts of this course can be confronting and possibly distressing for the reasons stated above

Objectives/Learning Outcomes/Capability Development

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Better understand the cultural and political dimensions of working with and for Indigenous communities;
2. Be able to critically investigate core assumptions of the settler-colonial project;
3. Develop a deeper understanding of relations between Indigenous and non-Indigenous peoples in Victoria, Australia and globally;
4. Understand and practice key aspects of fieldwork including deep listening, journal keeping, the importance of self reflection.

Overview of Learning Activities

This is substantially a fieldwork course. You will be engaged in learning that involves a range of activities including:

- intensive fieldwork experiences;
- reading to extensively to orient yourself for an intensive cross-cultural experience;
- analyse and critically reflect on your experiences and the data that was gathered by keeping a fieldwork journal;
- write a report which analyses and critically reflects on your experiences and the data that was gathered.

This is a challenging course that will at times be personally demanding and possibly confronting for some students. It involves camping outdoors and working intensively in a group.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes and on your development against the program learning outcomes.

Assessment Tasks

Assessment Task 1: Short response to first fieldwork module 20%(500 words) CLO3, CLO4

Assessment Task 2: Journal and Fieldwork practice 40% (1,600 words or equivalent) CLO1,CLO2,CLO3,CLO4

Assessment Task 3: Essay, artefact or performance 40% (1,600 words or equivalent) This individual (optional collaborative) assessment is presented to the class as a key part of the course CLO1,CLO2,CLO3,CLO4

Feedback will be given on all assessment tasks.

If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions.

RMIT
UNIVERSITY

Back   Home

Course Title: Indigenous Studies

Part A: Course Overview

Course Title: Indigenous Studies

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO1296	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 1 2007, Sem 1 2009, Sem 1 2010, Sem 1 2011, Sem 1 2012, Sem 1 2013, Sem 1 2014, Sem 1 2015, Sem 1 2019, Sem 1 2020, Sem 1 2021, Sem 1 2022, Sem 1 2023, Sem 1 2024
HUSO1296	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face or Internet	Sem 2 2017

Course Coordinator: Rachel Goff

Course Coordinator Phone: +61 3 9925 2328

Course Coordinator Email: rachel.goff@rmit.edu.au

Course Coordinator Location: Building 8, Level 10

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

The settler-colonial project impacts all aspects of life in so called Australia. This means that the history of colonisation and its ongoing impacts on Aboriginal and Torres Strait Islander people are upheld through colonising systems, structures, values, knowledge and beliefs. This course will introduce you to the historical and ongoing impacts of colonisation, explore what it means to reside on Indigenous land, and examine the personal and professional responsibilities that non-Indigenous people have as a result. You will critically examine notions of power, privilege, knowledge, race and sovereignty, and learn to recognise and critique settler-colonialism in society and professional practice. Critical self-reflection is a crucial component of this course, which will support you to explore your own position in relation to Indigenous sovereignty.

To guide these learnings, this course centres Aboriginal and Torres Strait Islander knowledges and perspectives. Each week you will learn from Aboriginal or Torres Strait Islander peoples including scholars and experts in key content areas, highlighting Indigenous ways of knowing, being and doing (Martin, 2003), truth-telling, contemporary cultural expression, life experiences, and aspirations. Classes are designed to promote safety for Aboriginal and Torres Strait Islander and non-Indigenous students and will develop a forum for the discussion of ideas, truths, challenges and opportunities. Note: The course may include on Country learning with traditional knowledge holders and may include an additional fee.

Objectives/Learning Outcomes/Capability Development

Program Learning Outcomes

In course you will develop the following program learning outcomes:

- Participate robustly in contemporary and changing ideological and political debates impacting on society, in an informed, flexible and grounded manner to evaluate policy and/or engage in policy debates
- Apply a body of interdisciplinary knowledge, values and skills in working with and for society's most vulnerable and marginalised individuals, families, groups and communities
- Critically analyse, synthesise and reflect on issues of social disadvantage, marginalisation and oppression in both local and international contexts, and proactively work to promote social justice and human rights.
- Demonstrate creativity, critical thinking and practical reasoning when identifying and solving problems in diverse contexts
- Work with others in a range of roles and contexts, demonstrating cultural, environmental and social awareness while promoting respectful, ethical and reflective practice

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Critically engage with the history of colonisation and its enduring impacts on Indigenous Australians
2. Understand the importance of critical reflection in relation to self and key concepts including power, knowledge, privilege, race and sovereignty
3. Build an understanding and appreciation for Indigenous culture, values and perspectives, and the ongoing contributions of Indigenous people to Australian society
4. Reflect on our individual and collective responsibility in relation to Indigenous Australia, in everyday life and professional practice

Overview of Learning Activities

Learning activities may include class activities of critical reflection to review lectures/resource content/location of self, site visits of Cultural Significance, peer learning, tutorial presentations, critical reflection, engaging the micro and essay writing and self-exploration of course resources and student research.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes and on your development against the program learning outcomes.

Assessment Tasks

Assessment Task 1:Contemporary Issues Journal, 35%, CLOs 1, 2, 3 & 4

Assessment Task 2: Connection to Country Report, 40% CLOs 1 & 3

Assessment Task 3: Responsible Practice Statement, 25% CLOs 2 & 4

Feedback will be given on all assessment tasks.

If you have a long-term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions.

RMIT UNIVERSITY

Back   Home

Course Title: Indigenous Fieldwork

Part A: Course Overview

Course Title: Indigenous Fieldwork

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO2215	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 2 2007, Sem 2 2008, Sem 2 2009, Sem 2 2011, Sem 1 2018, Sem 1 2019, Sem 1 2020, Sem 1 2022, Sem 1 2024

Course Coordinator: Dr. Peter Phipps

Course Coordinator Phone: +61 3 9925 2039

Course Coordinator Email: peter.phipps@rmit.edu.au

Course Coordinator Location: 37.5.20

Course Coordinator Availability: by appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

In this experiential course you will be introduced to the practice of learning on country through fieldwork;

You will engage in nyernila, the practice of 'deep listening continuously' on country;

You will practice nyernila with Aboriginal Elders on country in Victoria (and possibly elsewhere);

You will practice nyernila with the land itself and the living systems within it (especially birds, but also wind, water, plants and so on);

You will practice nyernila with the murmurings of your own heart and mind, that is you will engage in deep self- reflection as part of the learning process;

You will also hear first-hand accounts of the lived experience of settler-colonialism, institutional and structural violence, abuse and racism.

While the emphasis of the course is on Indigenous community strength and processes of healing, students are advised that parts of this course can be confronting and possibly distressing for the reasons stated above

Objectives/Learning Outcomes/Capability Development

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Better understand the cultural and political dimensions of working with and for Indigenous communities;
2. Be able to critically investigate core assumptions of the settler-colonial project;
3. Develop a deeper understanding of relations between Indigenous and non-Indigenous peoples in Victoria, Australia and globally;
4. Understand and practice key aspects of fieldwork including deep listening, journal keeping, the importance of self reflection.

Overview of Learning Activities

This is substantially a fieldwork course. You will be engaged in learning that involves a range of activities including:

- intensive fieldwork experiences;
- reading to extensively to orient yourself for an intensive cross-cultural experience;
- analyse and critically reflect on your experiences and the data that was gathered by keeping a fieldwork journal;
- write a report which analyses and critically reflects on your experiences and the data that was gathered.

This is a challenging course that will at times be personally demanding and possibly confronting for some students. It involves camping outdoors and working intensively in a group.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes and on your development against the program learning outcomes.

Assessment Tasks

Assessment Task 1: Short response to first fieldwork module 20%(500 words) CLO3, CLO4

Assessment Task 2: Journal and Fieldwork practice 40% (1,600 words or equivalent) CLO1,CLO2,CLO3,CLO4

Assessment Task 3: Essay, artefact or performance 40% (1,600 words or equivalent) This individual (optional collaborative) assessment is presented to the class as a key part of the course CLO1,CLO2,CLO3,CLO4

Feedback will be given on all assessment tasks.

If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions.

RMIT UNIVERSITY

Back   Home

Course Title: Mythbusting Reality: Indigenous v Western

Part A: Course Overview

Course Title: Mythbusting Reality: Indigenous v Western

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO2386	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 1 2017

Course Coordinator: Associate Professor John Whyte

Course Coordinator Phone: +61 3 9925 1079

Course Coordinator Email: john.whyte@rmit.edu.au

Course Coordinator Location: 37.2

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

If you communicate with plants, is that normal or suspicious? If you sense life in rocks are you sensitive or are you seen as a bit odd? Mythbusting Reality examines the ways in which classical Western and traditional Indigenous understandings of the world can differ in the ways people communicate with each other, the nature of interactions with physical places, ideas of animate and inanimate qualities and non-physical entities and even time travel.

These notions can involve more than just cross-cultural differences in language and custom, but can extend to pose fundamental questions of the nature of the physical and spiritual world and the ways we communicate and engage with it. In this course you will not only explore how these Western and traditional Indigenous understandings of reality can differ, but also how differences can be seen by the other as improbable, impossible, deviant or heretical. You will also explore how more recent advances in physics and consciousness studies reinforce—or contradict—long held ideas.

In this course you will develop skills in examining these theories and in applying them to an understanding of a range of social issues which confront individuals in contemporary society.

Objectives/Learning Outcomes/Capability Development

Upon successful completion of this course you will be able to:

- Explain introductory level concepts in Indigenous and Western knowledge systems.
- Explain introductory level concepts in environmental, social and spiritual interactions.
- Develop analytical research skills
- Demonstrate respect for Indigenous knowledge systems
- Reflect on your own perspectives and assumptions about Indigenous and Western ideas of reality.
- Critically evaluate Indigenous and Western explanations about the key characteristics and understandings of reality.

Overview of Learning Activities

Learning activities will include interactive workshop activities focusing on group-based discussion and problem solving tasks. Course learning materials will be made available in a range of formats, which may include lectures, guest speakers and online media. In workshops

you will also develop academic skills including analytical reading and academic writing.

In order to develop your knowledge and skills, you will be expected to participate in interactive discussions and activities and to critically engage with the weekly reading materials. The workshops offer a supportive learning environment where you will have the opportunity to share your knowledge and experiences, and to learn from the knowledge and experience your peers. This peer-based learning may take place through small-group discussions, collaborative work on activities and assessments and/or peer reviewing of research, written work and/or oral presentations.

Overview of Learning Resources

You will be given access to a wide range of resources through a Course Reader or core textbook and also will be able to access to a wide range of online learning tools and content for your course from the student portal, myRMIT, and RMIT Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, video, and links to external websites.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes and on your development against the program learning outcomes. Assessment tasks may include, but are not limited to, tutorial presentations, analysis of interview, written analysis of a biography, totalling no more than 4,000 words. Assessment will cover both theoretical and practical aspects of your learning. Feedback will be given on all assessment tasks.

In this course there are three assessments. It is essential that you participate fully in the course activities as they have been designed to prepare you for assignments and to meet the intended learning outcomes of the course. The assessments are comprised of:

Group presentation [20%]
In groups of at least 4 students you will lead the tutorial on the weeks topic based on the selected readings. The presentation should not exceed 10 minutes. You team will identify the key themes, arguments and points on a specific topic or reading. This assessment will be peer reviewed by the rest of class [10%] and assessed by the tutor for content, presentation and argument [10%].

Excursion and report [30%]
In groups of up to 4 students attend a natural or built location that has been identified as evoking strong experiences or impressions from a list of such locales provided in class. Present a journal piece on what the experiences or impressions were associated with the locale, what the group experienced, how this compares to popular commentaries or reports. Analyse how has this challenged or has not challenged your views of what you know of Western and Indigenous worldviews. Nominate one person in the group to upload your assignment into the on-line system.

In class debate [50%]

In teams of up to six students, engage in a debate around one feature of the differences in Indigenous and Western notions of reality. The teams will identify the key themes, arguments and points on both sides of the worldview differences. The debates will be peer reviewed by the rest of the class [25%] and by the teaching team for content, presentation and argument [25%].

Other information

- If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or the Disability Liaison Unit if you would like to find out more.
- A student charter http://www.rmit.edu.au/about/studentcharter summarises your responsibilities as an RMIT student as well as those of your teachers.
- Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions which are available for review online: http://www1.rmit.edu.au/browse;ID=c15i3ciaq8ca

RMIT
UNIVERSITY
Back   Home

Course Title: Researching de-colonisation: Indigenous Land Rights to Hip Hop

Part A: Course Overview

Course Title: Researching de-colonisation: Indigenous Land Rights to Hip Hop

Credit Points: 12.00

Course Coordinator: Dr Suzi Hutchings

Course Coordinator Phone: +61 3 9925 1148

Course Coordinator Email: suzi.hutchings@rmit.edu.au

Course Coordinator Location: 37.2

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

This course examines and critiques the traditional methods and assumptions informing Western social sciences, identifying ways in which they have contributed to misrepresentation and oppressive practices impacting Indigenous and other non-Western worldviews, and presenting means for the creation and use of decolonized understandings and approaches.

It does this by examining the voices and social movements of Indigenous peoples in response to over 500-years of history of colonisation across the Globe. The course closely analyses and critiques the representation and misrepresentation of Indigenous peoples worldwide in historical and contemporary texts such as in museums, in the media and the social sciences, together with Western ideas of social research. It also looks at how these impact on the expectations placed on Indigenous people in their everyday interactions with the broader society. In many instances, as is investigated, this leads to acts of protest with social movements such as "Black Lives Matter", and in acts of everyday resistance to domination as heard in Indigenous Hip Hop, Reggae and Rock music produced by Indigenous youth.

The course will review local and global Indigenous politics and social movements, from the land rights movement of the 1970s to the creation of socially aware music and performance by Indigenous youth in Australia, North America, New Zealand and elsewhere. In taking an Australian focus, the course will explore the history of the land rights movement and how this has been strongly connected to events in other parts of the world such as the Civil Rights Movement in North America.

To understand how these social practices incorporate uniquely Indigenous ways of seeing and interacting in the world where oppression is a real and present phenomena, the course will scrutinize the development of Indigenous theories of de-colonisation, Indigenous knowledges and Indigenous identities.

Objectives/Learning Outcomes/Capability Development

Upon successful completion of this course you will be able to:

- Compare and critically evaluate key social, constructionist and Indigenous identity theories discussed in the course
- Discuss and identify complexities of social meanings in relation to Indigenous knowledge systems and Indigenous theoretical perspectives
- Evaluate the key factors and processes involved and impacted upon by Western colonial practices.
- Apply the ideas and theories studied in this course to reflect upon your own life and experiences
- Demonstrate your ability to engage with Indigenous Knowledge systems and critical theories.

Overview of Learning Activities

Learning activities will include interactive workshop activities focusing on group-based discussion and problem solving tasks. Course learning materials will be made available in a range of formats, which may include lectures, guest speakers and online media. In workshops you will also develop academic skills including analytical reading and academic writing.

In order to develop your knowledge and skills, you will be expected to participate in interactive discussions and activities and to critically

engage with the weekly reading materials. The workshops offer a supportive learning environment where you will have the opportunity to share your knowledge and experiences, and to learn from the knowledge and experience your peers. This peer-based learning may take place through small-group discussions, collaborative work on activities and assessments and/or peer reviewing of research, written work and/or oral presentations.

Overview of Learning Resources

You will be given access to a wide range of resources through a Course Reader or core textbook and also will be able to access to a wide range of online learning tools and content for your course from the student portal, myRMIT, and RMIT Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, video, and links to external websites.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes. Assessment will cover both theoretical and practical aspects of your learning. Feedback will be given on all assessment tasks.

In this course there are three assessments. It is essential that you participate fully in the course activities as they have been designed to prepare you for assignments and to meet the intended learning outcomes of the course. The assessments are comprised of:

Debate [20%]

Groups of 2 teams will be formed to argue for or against around a topic based on the selected readings. Each team will appoint a leader and 3 speakers to debate their group's arguments. Each speaker will have 3 minutes to present the group's case. This assessment will involve peer assessment from the whole class (10%) and a mark for team organisation and argument from the teacher (10%).

Journal [30%]

Attend an Indigenous performance, event or concert (e.g. NAIDOC march; hip hop or other music performance; rally; reconciliation day event). Write up a journal; newspaper article; or present a video of the day providing information on what you observed, who attended and what you believe was the purpose and if you believe it achieved its goals. 700 words plus students must also provide a 300-word summary of how you would apply the Indigenous theories explored in this course to analyse what you have observed.

Essay on Decolonised Social Research [50%]

Select 1 topic from the list provided in the first week of class. Analyse the implications of looking at this topic through Indigenous lenses. For example: how would you apply Indigenous de-colonised theory to the issue you have chosen; how does this help you understand Indigenous standpoints or views; do you believe this is appropriate in a multi-cultural Australia or across the Globe? Make sure to thoroughly argue your case using your research. Ensure your essay is fully referenced with in text references or footnotes and a bibliography. 2000 words.

Additional information

- If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or the Disability Liaison Unit if you would like to find out more.
- A student charter http://www.rmit.edu.au/about/studentcharter summarises your responsibilities as an RMIT student as well as those of your teachers.
- Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions which are available for review online: http://www1.rmit.edu.au/browse;ID=c15i3ciaq8ca

Indigenous specific courses in Nursing programs

RMIT
UNIVERSITY

Back   Home

Course Title: Indigenous Health and Diversity

Part A: Course Overview

Course Title: Indigenous Health and Diversity

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
PUBH1425	Bundoora Campus	Undergraduate	173H School of Health and Biomed	Face-to-Face	Sem 1 2023

Course Coordinator: Sacha Petersen

Course Coordinator Phone: +61 3 9925 7555

Course Coordinator Email: Sacha.petersen@rmit.edu.au

Course Coordinator Location: Bundoora

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

In this course, you will learn about the social, cultural and environmental determinants of health and their impact on under-represented groups, with a focus on Australian First Nations Peoples. You will learn principles of safe and high quality health care delivery, and cultural safety in all aspects of health care practice. You will also learn how contemporary society and its culture and historical context contributes to health care issues experienced by under-represented groups and First Nations Peoples.

Objectives/Learning Outcomes/Capability Development

This course contributes to Program Learning Outcomes (PLOs) for:

- BH102 Bachelor of Pharmacy (Honours)
- BH129 Bachelor of Laboratory Medicine (Honours)
- BP102 Bachelor of Nursing
- BP154 Bachelor of Psychology
- BP231 Bachelor of Biomedical Science
- BP279 Bachelor of Health Science/Bachelor of Applied Science (Osteopathy)
- BP321 Bachelor of Pharmaceutical Sciences

For more information on the program learning outcomes for your program, please see the program guide.

Upon successful completion of this course, you will be able to:

1. Compare and explain the social, cultural and environmental determinants of health with a focus on First Nations peoples amongst other underrepresented groups;
2. Describe, compare and explain health status across local and global populations with reference to under represented groups including First Nations Peoples of Australia;
3. Identify historical and cultural factors which contribute to the context of First Nations Peoples health care issues;
4. Demonstrate cultural sensitivity in several aspects of First Nations health practices and culturally appropriate research in First Nations populations;
5. Describe the impact of contemporary society and culture on the health of First Nations peoples;

6. Identify key health issues that First Nations Australians experience in 21st century Australia.

Overview of Learning Activities

This course will use a range of learning activities including lectures, and tutorial sessions, online resources and self-directed learning. Throughout the course you will work both individually and in teams. Delivery will be a mix of face to face and online.

Recorded lectures are the principal mode of information delivery and will present you with the key concepts. Lectorial sessions will contextualise your understanding of topics covered in the recorded lectures.

You are encouraged to be proactive and self-directed in your learning, asking questions of your lecturer and/or peers and seeking out information as required, especially from the numerous sources available through the RMIT library, and through links and material specific to this course that is available through myRMIT Studies Course.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through myRMIT Studies Course.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

Assessment Tasks

Assessment Task 1: Cultural Awareness Activity
Weighting 10%
This assessment task supports CLOs 3, 4 & 5

Assessment Task 2: Cultural Safety and Inclusion Activity
Weighting 25%
This assessment task supports CLOs 1, 4 & 6

Assessment Task 3: Personal Reflection
Weighting 30%
This assessment task supports CLOs 3, 4 & 5

Assessment Task 4: Group Task (Written/video/audio/visual presentation)
Weighting 35%
This assessment task supports CLOs 1, 2, 3, 4, 5 & 6

If you have a long-term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

RMIT UNIVERSITY

Back   Home

Course Title: Indigenous Health

Part A: Course Overview

Course Title: Indigenous Health

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
PUBH1402	Bundoora Campus	Undergraduate	150H Health Sciences	Face-to-Face	Sem 2 2013, Sem 1 2014, Sem 2 2014, Sem 1 2015, Sem 1 2016
PUBH1402	Bundoora Campus	Undergraduate	173H School of Health and Biomed	Face-to-Face	Sem 2 2018, Sem 2 2019, Sem 2 2020, Sem 2 2021, Sem 2 2022, Sem 2 2023

Course Coordinator: Dr. Ruby Walter

Course Coordinator Phone: +61 3 9925

Course Coordinator Email: ruby.walter@rmit.edu.au

Course Coordinator Location: Bundoora

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

This course will extend your knowledge of the cultural and societal impacts on health for Indigenous Australians. You will investigate contemporary Indigenous health/First Nations issues and review the considerations of cultural sensitivity in working with our first Australians.

Objectives/Learning Outcomes/Capability Development

This course contributes to the following Program Learning Outcomes for the Bachelor of Nursing Program BP032 in accordance with the Australian Nursing and Midwifery Council (ANMC) National Competency Standards for the Registered Nurse:

- PLO 2. Practices within a legal and ethical nursing framework
- PLO 6: Plans nursing care in consultation with individuals / /groups, significant others and the interdisciplinary healthcare team
- PLO 8: Evaluates progress towards expected individual / group health outcomes in consultation with individuals / groups, significant others and interdisciplinary team
- PLO 10: Collaborates with interdisciplinary healthcare team to provide comprehensive nursing care)

(Reference : Australian Nursing and Midwifery Council National Competency Standards for the Registered Nurse)

Upon successful completion of this course you should be able to:

1. Identify historical and cultural factors which contribute to the context of Indigenous health care problems;
2. Demonstrate cultural sensitivity in all aspects of Indigenous health practices and culturally appropriate research in First Nations populations;

3. Review the impact of historical events;
4. Describe the impact of contemporary society and culture on the health of Indigenous Australians;
5. Identify key health issues that First Nations Australians experience in the 21st century Australia;
6. Apply a cultural proficiency framework for working with First Nations populations.

Overview of Learning Activities

You will be actively engaged in a range of learning activities such as lectorials, tutorials, practicals, laboratories, seminars, project work, class discussion, individual and group activities. Delivery may be face to face, online or a mix of both.

You are encouraged to be proactive and self-directed in your learning, asking questions of your lecturer and/or peers and seeking out information as required, especially from the numerous sources available through the RMIT library, and through links and material specific to this course that is available through myRMIT Studies Course.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through myRMIT Studies Course.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

A library subject guide is available at http://rmit.libguides.com/nursing

Overview of Assessment

Assessment Tasks

Assessment Tasks 1: Womin Djeka plus one other Micro credential
Weighting 10%
This assessment item supports CLOs 1 & 2

Assessment Task 2: Multi Choice Online Quiz
Weighting 20%
This assessment task supports CLOs 2 & 6

Assessment Task 3: Written Reflection
Weighting 30%
This assessment task supports CLOs 2, 3 & 4

Assessment Task 4: Written Assessment
Weighting 40%
This assessment task supports CLOs 3, 4, 5 & 6

If you have a long-term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Indigenous specific courses in Law & Justice programs

Program Guide

Award title: Juris Doctor

Award abbreviation: JD

Total credit points: 288

Career: PGRD

Duration: Domestic students: 3 years full time; 6 years part time; International student: 3 years full-time

Location: Melbourne City campus

Owning school: Graduate School of Business and Law (660H)

Owning school URL: www.rmit.edu.au/about/schools-colleges/graduate-school-of-business-and-law

Partnered Offering/Corporate Client:

ASCED Code: 090901

CRICOS Code: 103207F

Proposed introduction: Semester One, 2023

Program proposer details: Dr Anne Kallies
Phone: +61 3 9925 1434
Email: anne.kallies@rmit.edu.au

External Accreditation and Industry Links

This program is accredited by the statutory and professional bodies listed in the table below.

To be eligible to be admitted to practice law in Australia, graduates must complete the Practical Legal Training (PLT) requirements, either a one year of Supervised Workplace Training with a law firm or an approved PLT course. The PLT course can be undertaken on a fee paying basis through the Leo Cussen Centre for Law or The College of Law.

Statutory/Professional Body	Accreditation Description
Victorian Legal Admissons Board [VLAB] www.lawadmissions.vic.gov.au	Program satisfies the academic requirements for graduates admission to the Australian Legal Profession.
Council of Australian Law Deans [CALD] www.cald.asn.au	The School is compliant with the standards for Australian Law Schools adopted by the Council of Australian Law Deans and assessed by the Australian Law Schools Standards Committee [ALSSC]

Purpose of the Program

The Juris Doctor program is accredited by the Council of Legal Education (CLE) in Victoria as meeting the educational requirements for admission to practice as an Australian lawyer. You will be able to be admitted to practice after completing a recognised Practical Legal Training course (6 months); or supervised workplace training with a law firm (12 months). You will possess a detailed and comprehensive knowledge of the Australian legal framework and fundamental legal principles, an understanding of comparative and international legal systems, an understanding of the ethical framework in which the Australian legal system operates, and a fundamental knowledge of the extra-legal factors impinging upon the substantive law.

Learning activities and experiences in this program include case-based learning with students encouraged to engage in critical discussion in seminars and online forums, supplemented by active, authentic experiential learning opportunities in various simulations that develop legal skills. These simulations include writing briefs and other legal documents, mooting, interviewing, negotiation and mediation skills. These are integrated into most substantive law courses to ensure that students you develop the skills in close connection with the legal knowledge. Clinical legal education and industry placement opportunities are also provided.

A capstone experience will be provided in the course **LAW1037 Legal Practice Management and Professional Conduct** (12 credit points) which will give you the opportunity to critically reflect on the curriculum of this program. The course promotes the integration and synthesis of a range of knowledge and skills gained in the program and the application of these in discipline related real-world scenarios.

The core research course of this program is **LAW2551 Innovative Justice** (12 credit points). This course is designed to develop your knowledge of research principles and methods and how to apply them within the contemporary business environment. You will have the opportunity to conduct a research project/proposal and further develop your skills in research methodology.

This program is delivered on-campus.

Program Learning Outcomes Statement

Juris Doctor graduates will have the foundational legal knowledge required for a career as a legal practitioner or legal/non-legal roles in a variety of law-related fields. You will also possess the ability to analyse a problem involving a question or questions of law and, through research, to provide a solution to it. You will possess the skills needed to practice law in a variety of fields, industry sectors and locations; and you will develop skills in effective writing, drafting, advocacy, interviewing and advising, negotiation, team work and presentations. You will have an understanding of the application of ethical standards; be able to demonstrate judgment and strategic reasoning; and be effective in self-management and be lifelong learners. Possessing strong self management skills, you will be able to work well individually and as members of teams. You will have sound commercial judgment and an awareness of the ethical and justice issues affecting all stakeholders in the Australian legal system.

On the successful completion of this program, you will be able to:

1. Apply an advanced and integrated understanding of a complex body of knowledge, including competence in the prescribed areas of knowledge, in professional practice.
2. Demonstrate the intellectual and practical skills needed to justify and interpret theoretical propositions, legal methodologies, conclusions and professional decisions.
3. Identify, research, evaluate and synthesise relevant factual, legal and policy issues.
4. Practice law in a variety of fields, industry sectors and locations.
5. Apply and integrate professional theory with practice in authentic Work Integrated Learning (WIL) contexts, professional contexts and industry settings.

Program Learning Outcomes Matrix

Program Learning Outcomes	#GAs	*AQF Level 9 (Extended)	Year 1 Courses	Year 2 Courses	Year 3 Courses
1.Apply an advanced and integrated understanding of a complex body of knowledge, including competence in the prescribed areas of knowledge, in professional practice.	GA1 GA2 GA3 GA5 GA6	K1 S1 S2 A1	LAW1019 Introduction to the Australian Legal System and Legal Methods LAW1020 Law of Torts LAW2524 Fundamentals of Contract Law LAW2527 Advanced Contract Law LAW2394 Criminal Law LAW1031 Negotiation and Dispute Resolution LAW1046 Jurisprudence	LAW1026 Australian Company Law LAW1029 International Law LAW1027 Federal and State Constitutional Law LAW1030 Civil Procedure LAW1024 Australian Property Law LAW1023 Administrative Law LAW2551 Innovative Justice	LAW2395 Evidence LAW1040 Legal Research Project LAW1025 Equity and Trusts LAW1037 Legal Practice Management and Professional Conduct
2. Demonstrate the intellectual and practical skills needed to justify and interpret theoretical propositions, legal methodologies, conclusions and professional decisions.	GA1 GA2 GA3 GA4 GA5 GA6	K2 S2 S3 S4 S5 A3	LAW1019 Introduction to the Australian Legal System and Legal Methods LAW2394 Criminal Law LAW1046 Jurisprudence	LAW1029 International Law LAW1027 Federal and State Constitutional Law LAW1023 Administrative Law LAW2551 Innovative Justice	LAW2395 Evidence LAW1040 Legal Research Project LAW1037 Legal Practice Management and Professional Conduct
3. Identify, research, evaluate and synthesise relevant factual, legal and policy issues.	GA1 GA2 GA3 GA4 GA5 GA6	K2 S2 S3 S4 S5 A3	LAW1019 Introduction to the Australian Legal System and Legal Methods LAW2394 Criminal Law LAW1046 Jurisprudence	LAW1029 International Law LAW1027 Federal and State Constitutional Law LAW1023 Administrative Law LAW2551 Innovative Justice	LAW2395 Evidence LAW1040 Legal Research Project LAW1037 Legal Practice Management and Professional Conduct
4. Practice law in a variety of fields, industry sectors and locations.	GA1 GA5	A1 A2	LAW1019 Introduction to the Australian Legal System and Legal Methods	LAW1030 Civil Procedure LAW1026 Australian Company Law	LAW2395 Evidence LAW1040 Legal Research Project LAW1037 Legal Practice

		LAW2551 Innovative Justice	Management and Professional Conduct
5. Apply and integrate professional theory with practice in authentic Work Integrated Learning (WIL) contexts, professional contexts and industry settings.	GA1 GA2 GA3 GA4 GA5 GA6	LAW1031 Negotiation and Dispute Resolution LAW1020 Law of Torts LAW2524 Fundamentals of Contract Law LAW2527 Advanced Contract Law	
	K1 K2 S1 S2 S3 S4 S5 A1 A2 A3	LAW1031 Negotiation and Dispute Resolution	LAW2395 Evidence LAW1037 Legal Practice Management and Professional Conduct

#GAs - RMIT Graduate Attributes

These are:
GA1 - Work Ready
GA2 - Global in competence and outlook
GA3 - Environmentally aware and responsive
GA4 - Culturally and socially aware
GA5 - Active and lifelong learners
GA6 - Innovative

*AQF

For more information on the Australian Qualifications Framework (AQF) please go to: www.aqf.edu.au

Summary of AQF Criteria

Masters Degree (Extended) - AQF Level 9

Knowledge

K1 - A body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice
K2 - Knowledge of research principles and methods applicable to the discipline and its professional practice

Skills

Graduates of a Masters Degree (Extended) will have:

S1 - Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice

S2 - Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice

S3 - Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level

S4 - Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences

S5 - Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice

Application of Knowledge and Skills
Graduates of a Masters Degree (Extended) will have:

A1 - With creativity and initiative to new situations in professional practice and/or for further learning

A2 - With a high level of personal autonomy and accountability

A3 - To plan and execute a substantial research-based project, capstone experience and/or professionally focused project

Work Integrated Learning

As a student enrolled in this RMIT University program you will be provided with an education that strongly links formal learning with professional or vocational practice. The designated Work Integrated Learning (WIL) course in this program is **LAW1031 Negotiation and Dispute Resolution** (12 credit points). This course will provide you with opportunities to apply your academic skills to a work-based context.

In particular you will:

- undertake and be assessed on structured activities that allow you to learn, apply and demonstrate your professional or vocational practice; and
- be involved in authentic engagement with partner organisations that includes industry feedback.

These learning opportunities may be in the form of industry-based projects, simulations or placements.

Approach to Learning and Assessment

Over the duration of your program, you will experience a variety of approaches to teaching and learning. The approaches used in each course will be appropriate to the core curriculum areas and graduate capabilities. It is designed to develop, and to assist you in developing skills as an independent and lifelong learner.
The major styles of teaching and learning you will experience throughout your program will include:
Classroom teaching: utilises a range of teaching and learning techniques including lectures, guest lectures by legal practitioners, class presentations, group discussion and student-led discussion. This style of learning is designed to maximise your understanding of the curriculum content and skills. It is designed to provide an environment where you can ask questions and seek feedback as well as contribute to class discussion with your peers. Classes may be offered in intensive mode over weekends or in week long blocks.
Problem-based learning: you may be in a small legal practice group or team, or work individually to apply knowledge to solve problems and examine case studies. This technique is designed to simulate the experiences you will encounter working as a lawyer.
Assignments and projects: these may be either research or problem based, and may be undertaken in teams or individually. They will provide you with experience at undertaking legal research and legal reasoning, to write effectively and to present your findings and advice to a range of audiences; and may also require you to provide oral presentations. Assignments and projects are also designed to provide a way to receive feedback on your skills development and be able to utilise this feedback to improve your skills and further develop your capabilities in the relevant area.
Moots: you will be requested to participate in moots (mock courts), in which you may play the role of a solicitor, barrister, expert witness or negotiator. These moots will develop your capabilities in relation to substantive lawyer writing and drafting legal research and legal reasoning, judgment and strategy and oral communication in advocacy and negotiation solutions.
Flexible Delivery: The program will incorporate extensive use of online teaching resources; in the provision of support resources to you the students, and for accessing research sites of relevance to the course content. *myRMIT* will be used to provide your work to a range of resources for online learning, as set out below:
Learning Resources: On enrolment in each course you will be provided with a folder of course materials described above. These materials will also be accessible on the myRMIT and will include:

- Lecture notes and presentation slides which can be used as either preparation or revision materials.
- Staff and Guest lectures digitally recorded, and provided online as audio-stream files for access from a computer, or in format compatible with personal music players.
- A number of courses have been developed as fully integrated online resources able to be studied during the Summer School. Courseware delivered via myRMIT may comprise fully online, media rich content (HTML, animations, audiovisual, etc), or text-based resources designed for on-screen viewing or printing.
- Legal research activities: Legal research is a key store to becoming a lawyer and extensive online materials will be provided, both through the RMIT Library's database subscriptions to case law and journals, and through individual course research references.

Legal cases can be browsed online at the Australian Legal Information Institutes website (http://www.austlii.edu.au).
You will be directed to legal case studies prepared to illustrate specific principles and made available via myRMIT.
Assessment and Feedback Tools: A range of assessment tools will be provided online to assist with course content and to produce immediate feedback.

- Discussion boards will be used as a forum to discuss and analyse readings, theories, events etc.
- Quizzes will be used for formative assessment and self-tests, incorporating a range of designs and feedback options.

Assessment is designed to provide you with opportunities to demonstrate the extent to which you have developed your capabilities and achieved specified learning outcomes in a given area. Methods of assessment will vary between courses, as it is appropriate to the objectives, learning outcomes and capabilities to be developed in each course.
Assessment may take the form of:

Formal examinations: which provide you with the opportunity to demonstrate your understanding and application of fundamental legal principles to either practical or theoretical issues.
Assignments, case studies and projects: may be completed individually or in teams. They will provide you opportunities to develop your abilities in legal communications, research and reasoning, and problem solving.
Research projects: which assess your ability to fixate, assimilate, analyse and critically reflect on information.
In-class tests: provide you with feedback on your early understanding within a course and allow feedback to assist you in further developing your skills and abilities.
Reflective papers: where you reflect on what you have learnt and the methods you have utilised to enhance your learning, and develop your judgment and strategy capabilities.
Presentations: which provide you opportunities to develop your research, legal reasoning and oral communication skills.
Moots: which provide you with opportunities to demonstrate advocacy, negotiation, problem solving, leadership, judgment, legal reasoning and communications skills.

Articulation and Pathways

Credit and exemptions will be assessed consistent with the principles of the RMIT University Credit Policy and Victorian Legal Admissions Board (VLAB) requirements.

Applicants who have completed or partially completed a similar program at another institution (with entry criteria similar to this program) may be granted some credits or exemptions towards this program.

Australian law degrees are required to include 11 core areas of knowledge – the 'Priestley 11'. These areas are: Criminal Law and Procedure, Tort, Contract, Property, Equity, Company Law, Administrative Law, Federal and State Constitutional Law, Civil Procedure, Evidence, Professional Conduct. Exemptions towards the Priestley 11 courses are not possible unless the equivalent Priestley 11 courses have been completed in an postgraduate law program from an accredited law school. Students are advised to seek clarification from the Victorian Legal Admissions Board (VLAB) to ensure the credit will not impact admission to legal practice.

Credit for all other law courses can only be granted if a course has been completed at an accredited law school.

If you require more information on credit and exemptions please contact RMIT Student Connect.

RMIT Master of Social Work and Juris Doctor Credit Arrangement

Students who commenced the RMIT Master of Social Work and Juris Doctor prior to 2021 may be eligible for up to 36 credit points of unspecified electives. For more information on this credit arrangement, please contact the College of Business and Law via RMIT Student Connect.

Entrance requirements

Academic requirements

You must have:
An Australian bachelor degree, higher level qualification, or equivalent in any discipline (except a Bachelor of Laws (LLB - Common Law) or Juris Doctor) with a minimum grade point average (GPA) of 2.0 (out of 4.0).
Note:
Applicants seeking to enrol in a subject or subjects required to obtain admission into legal practice will only be considered for full-fee places. A letter from the Board of Examiners, Victorian Council of Education (or equivalent interstate body) that lists the subjects(s) required to be completed must be submitted.

Commonwealth supported places
There are a limited number of Commonwealth Supported Placed (CSP) available in this program. To be considered for a CSP place you must apply for the Juris Doctor CSP offering through the RMIT Application System. Admission for CSP is competitive and eligible applicants are ranked and selected in order of merit

based on their academic achievement. The minimum GPA for CSP in an intake may be higher than 2.0 out of 4.0 as it is dependent on the number of applications received and available places in an intake.

Students currently enrolled in a full-fee place in the RMIT Juris Doctor may apply for a CSP in the Juris Doctor on completion of at least one year of full-time equivalent study (96 credit points) and have demonstrated a GPA of 2.0 (out of 4.0).

English language requirements:
You must meet the University's <u>minimum English language requirements</u> to be eligible for a place in this program.

Library, IT and specialist resources

RMIT Library provides extensive resources, services and study space. All RMIT students have access to scholarly resources including course related material, books, e-books, journals and databases. Computers, printers and group study rooms are available at each Melbourne Library location. You can access the Internet and Library e-resources. You can also access the RMIT University wireless network in the Library. Contact Ask the Library for assistance and further information www.rmit.edu.au/library.

<u>Study Support</u> is available for assistance with assignment preparation, academic writing, information literacy, referencing, maths and study skills.

Online learning tools and content

As a student in this program, you may access online learning tools and content for your program and associated courses from the student portal www.rmit.edu.au/students.

Services available to you as a student at RMIT University

RMIT University provides a wide range of resources and opportunities to assist your learning and wellbeing so you can achieve your study and career goals. Services are available face to face and online assisting with:
- transition to tertiary study and learning
- study skills, academic skills including literacy, mathematics and basic sciences if relevant
- enabling assistance if you have a disability, long term medical condition or other form of disadvantage which may impact on your learning
- career development and employment
- living and wellbeing (including advice on health, housing and financial matters)
- opportunities for scholarships, leadership and study abroad.

We also offer a dedicated support service for Aboriginal and Torres Strait Islander students. You can find more information at www.rmit.edu.au/students/support-services/indigenous.

Student expenses and charges in addition to fees

Once you are enrolled as a student in this program you will need to allow for expenses other than university tuition fees Additional expenses may relate to the purchase of lecture notes, textbooks, stationery, consumables such as printer paper, fees levied by commercial internet service providers for internet access outside of the university campus, and other relevant costs.

Program Transition Plan

PROGRAM CHANGE FROM SEMESTER 1, 2021
From Semester 1, 2021, the Juris Doctor program structure will comprise of 6 law approved electives. This means that the 3 university elective spaces in the current program structure will be removed. This change will only to apply to new students who enrol in the program for 2021 onward. Any students who commenced the Juris Doctor program prior to 2021 and have already successfully completed up to 3 postgraduate electives courses or wish to do so in the future, will still have them counted toward your program.

PROGRAM CHANGES FROM SEMESTER 1, 2020
In Semester 1 2020, the Juris Doctor program will undergo a minor change and all students will be transitioned to the new structure. All course credits that have already been obtained will be recognised in the new structure. Students who commenced prior to Semester 1 2020 should refer to the transition rules below.
- **LAW1042 Law and Information Technology** is changing course title to **LAW1042 Law and Technology** and will change from an "Approved Law Elective" to a core course of the program structure.

- **LAW2551 Innovative Justice** will replace **LAW1040 Legal Research Project** as the core research project course.

- **LAW1040 Legal Research Project** will change from a core course to an "Approved Law Elective" course

- There will be an addition of two new Approved Elective courses: **LAW2565 Discrimination Law** and **LAW2564 Business and Human Rights**

- The discontinuation of the elective course **LAW1032 Transnational Law**

Pre-requisites

From Semester 1, 2020, enforced pre-requisites have been applied to the following courses:
- LAW2524 Fundaments of Contract Law
- LAW1020 Law of Torts
- LAW2394 Criminal Law
- LAW2527 Advanced Contract Law
- LAW1023 Administrative Law
- LAW1024 Australian Property Law
- LAW1026 Australian Company Law
- LAW1027 Federal and State Constitutional Law
- LAW1030 Civil Procedure
- LAW1025 Equity and Trusts
- LAW2395 Evidence
- LAW1037 Legal Practice Management and Professional Conduct

Please refer to the relevant course guide for futher information.

Transition rules:

Transition rules will apply to students who started prior to Semester 1 2020 and are on the plan code MC161P14. These transition rules ensure that no student is required to complete more than 288 credit points. Please refer to the relevant information below that reflects your stage in the program to determine how this program structure change will affect you. Students can utilise a Transition Map by clicking here

- If you have completed LAW1040 Legal Research Project prior to Semester 1 2020, you are not required to take LAW1042 Law & Technology as a core course. You may choose this as an elective if you wish.

- If you have not completed LAW1040 Legal Research Project prior to Semester 1 2020, you may choose either LAW1040 Legal Research Project or LAW1042 Law & Technology as a core course, although please refer to the important note below to ensure you are meeting all requirements for the program.

- If you have completed LAW2551 Innovative Justice and have not yet completed LAW1040 Legal Research Project prior to Semester 1 2020, you **must** complete LAW1040 Legal Research Project as a core course; please refer to the important note below to ensure you are meeting all requirements for the program.

- Your elective courses can include any of the new courses that are being introduced.

IMPORTANT NOTE: In order satisfy the TEQSA research component of a Masters level program, you must have completed LAW1040 Legal Research Project prior to Semester 1 2020, or LAW2551 Innovative Justice after Semester 1 2020. Please be aware that the completion of LAW2551 Innovative Justice prior to Semester 1 2020 does not satisfy the TEQSA research component and you are required to complete Legal Research Project. Failure to comply with these transitions rules may result in you being ineligible to graduate and may prevent you from being admitted to legal practice.

INFORMATION FOR STUDENTS WHO STARTED ON OR AFTER SEMESTER 2, 2014 (plan code MC161P14):

If you started on, or after, Semester 2 2014, are an on-campus student and your Plan Code is MC161P14, these changes will apply to you.

The updated program structure table is provided at the end of this document for your reference.

Transition Rules

All students on the MC161P14 plan will be transitioned to the new program structure, and all course credits that have already been obtained will be recognised in the new structure.

The transition rules below ensure that no student is required to complete more than the 288 credit points. Please refer to the relevant table that reflects your stage in the program to determine how this program structure change will affect you.

If you have completed 6 or fewer electives prior to Semester 1 2018:

- If you HAVE completed LAW1037 Legal Practice Management prior to Semester 1 2018:
  1. You will be required to complete 18 core and 6 elective courses.
  2. LAW1037 Legal Practice Management will be considered a core course.

3. You will be required to complete LAW2551 Innovative Justice as one of your core courses.

- If you HAVE NOT completed LAW1037 Legal Practice Management prior to Semester 1 2018:
    1. You will be required to complete 18 core and 6 elective courses.
    2. You will be required to complete LAW1037 Legal Practice Management as one of your core courses.
    3. You will be required to complete LAW2551 Innovative Justice as one of your core courses.

If you have completed 7 electives prior to Semester 1 2018:

- If you HAVE completed LAW1037 Legal Practice Management prior to Semester 1 2018:
    1. You will be required to complete 17 core and 7 elective courses.
    2. LAW1037 Legal Practice Management will be considered a core course.
    3. You will be required to complete LAW2551 Innovative Justice as one of your core courses.

- If you HAVE NOT completed LAW1037 Legal Practice Management prior to Semester 1 2018:
    1. You will be required to complete 17 core and 7 elective courses.
    2. You can choose to do either LAW1037 Legal Practice Management or LAW2551 Innovative Justice as one of your core courses.
    Please note: LAW1037 Legal Practice Management is required if you wish to be admitted to practice

If you have completed 8 electives prior to Semester 1 2018:

- If you HAVE completed LAW1037 Legal Practice Management prior to semester 1 2018:
    1. You will be required to complete 16 core and 8 electives, as per your original program structure.
    2. LAW1037 Legal Practice Management will be considered as one of your 8 elective courses.
    3. Do not complete LAW2551 Innovative Justice as one of your core courses.

- If you HAVE NOT completed LAW1037 Legal Practice Management prior to semester 1 2018:
    1. You will be required to complete 16 core and 8 electives, as per your original program structure.
    2. You must complete LAW1037 Legal Practice Management OR LAW2551 Innovative Justice if you wish to be admitted to practice.

Program Structure

To graduate you must complete the following. All courses listed may not
be available each semester.

Year One of Program
Complete the following One (1) Commencement Course:

Course Title	Credit Points	Course Code	Campus
Introduction to the Australian Legal System and Legal Methods	12	LAW1019	City Campus

AND
Complete the following Three (3) Courses:

Course Title	Credit Points	Course Code	Campus
Fundamentals of Contract Law	12	LAW2524	City Campus
Law of Torts	12	LAW1020	City Campus
Criminal Law	12	LAW2394	City Campus

AND
Complete the following Three (3) Courses:

Course Title	Credit Points	Course Code	Campus
Jurisprudence	12	LAW1046	City Campus
Advanced Contract Law	12	LAW2527	City Campus
Negotiation and Dispute Resolution	12	LAW1031	City Campus

AND
*Select and Complete One (1) Course from the list of Approved Law
Option courses at the end of this program structure.*

AND
Year Two of Program

Complete the following Four (4) Courses:

Course Title	Credit Points	Course Code	Campus
Administrative Law	12	LAW1023	City Campus
Australian Property Law	12	LAW1024	City Campus
Australian Company Law	12	LAW1026	City Campus
International Law	12	LAW1029	City Campus

AND

Complete the following Three (3) Courses:

Course Title	Credit Points	Course Code	Campus
Federal and State Constitutional Law	12	LAW1027	City Campus
Civil Procedure	12	LAW1030	City Campus
Law and Technology	12	LAW1042	City Campus

AND

Select and Complete One (1) Course from the list of Approved Law Option courses at the end of this program structure.

AND

Year Three of Program

Complete the following Three (3) Courses:

Course Title	Credit Points	Course Code	Campus
Equity and Trusts	12	LAW1025	City Campus
Evidence	12	LAW2395	City Campus
Innovative Justice	12	LAW2551	City Campus

AND

Select and Complete One (1) Course from the list of Approved Law Option courses at the end of this program structure.

AND

Complete the following One (1) Capstone Course:

Course Title	Credit Points	Course Code	Campus
Legal Practice Management and Professional Conduct	12	LAW1037	City Campus

AND

Select and Complete Three (3) Courses from the list of Approved Law Option courses listed at the end of this program structure.

AND

Approved Law Options List:

List of Approved Law Option Courses:

Course Title	Credit Points	Course Code	Campus
Australian Taxation Law	12	LAW1028	City Campus
Intellectual Property Law	12	LAW1022	City Campus
Clinical Legal Education	12	LAW2434	City Campus
Advocacy Skills and Training	12	LAW2436	City Campus
Wills and Succession	12	LAW1043	City Campus
International Business Law	12	LAW1034	City Campus
Human Rights Law in Australia	12	LAW2432	City Campus
Insolvency	12	LAW1045	City Campus
Acquisitions, Takeovers and Mergers	12	LAW1050	City Campus
Labour Law	12	LAW1039	City Campus
Introduction to Family Law in Australia	12	LAW2531	City Campus
Environment and Planning Law Practice	12	LAW2529	City Campus
Competition and Consumer Law	12	LAW1033	City Campus
Health Law	12	LAW2549	City Campus
External Legal Competition	12	LAW2607	City Campus
JD Study Tour (CIJ): Innovative Justice and Court Innovation	12	LAW2533	City Campus

Postgraduate Legal Internship	12	LAW2554	City Campus
Discrimination Law	12	LAW2565	City Campus
Business and Human Rights	12	LAW2564	City Campus
Legal Research Project	12	LAW1040	City Campus
Asian Law and Management Issues	12	LAW2627	City Campus

RMIT UNIVERSITY

Back   Home

Course Title: Applied Human Rights and Indigenous Peoples

Part A: Course Overview

Course Title: Applied Human Rights and Indigenous Peoples

Credit Points: 12.00

Course Coordinator: Professor Rob Watts

Course Coordinator Phone: +61 3 9925

Course Coordinator Email: rob.watts@rmit.edu.au

Course Coordinator Location: 37.4.14

Course Coordinator Availability: Email for appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None.

Course Description

Welcome to this course. This course will enable you to develop a basic understanding of indigenous peoples and human rights in contemporary Australia. It involves an exploration both of what an indigenous person might experience in their daily interactions with 'mainstream' Australian society, as well as of ways indigenous people are represented in Australia. This will require you to engage in self-reflexive learning in order to 'discover the Other'.

The course will commence by introducing you the global processes of 'Othering' non-European peoples that developed and became highly influential during the age of European colonialism (ca.1492-1948). Through an engagement with European colonialism you will be asked to consider the impact of racism and racial categories and hierarchies have had in framing 'mainstream' representations of Indigenous people in Australia -and elsewhere.

We then introduce you to the current international legal and political framework of human rights that identifies the specific rights of Indigenous people. This will require an understanding especially of the United Nations Declaration on the Rights of Indigenous Peoples. Adopted by the General Assembly of the United Nations in 2007, the Declaration was the outcome of 25 years lobbying by indigenous political representatives. You will be asked to consider what the political and legal implications of the Declaration might be and how we can best interpret these within the prevailing human rights framework. Importantly, you will also be asked to consider why Australia, a country that represents itself internationally as a defender of human rights was (along with Canada, the United States and New Zealand) one of the fiercest opponents to the adoption of the Declaration.

The course will then draw your attention to the ways in which the international human rights framework has informed local human rights discourse. The Victorian Charter of Human Rights and Responsibilities 2006 introduced in 2008 will be discussed as an important break with Australian political tradition. In the absence of a national bill of rights what can and does the Victorian Charter achieve. You will be asked to consider the ability of legal instruments like bills of rights to achieve political and social change. You will also be asked to consider how the Victorian Charter might work better to uphold the human rights of Indigenous people who live in the State of Victoria. The course will also ask you to survey the relationship between Declarations and Charter statements of human rights and the substantive experience of Indigenous peoples in contemporary Australia, Canada and the United States. You will be asked to critically assess why proclamations of human rights in these contexts appear to be highly problematic in terms of protecting and extending the rights of Indigenous people in particular.

The course will provide you with an opportunity to engage critically with the 'human rights' agenda so as to get more insight and deeper understanding of the difficulties that appear to be inherent in the application of human rights to the rights of Indigenous peoples. This will require you to consider the history of Indigenous experience in the contact period and to think about the impact of processes captured in categories like 'colonialism', 'post-colonialism', 'racism', 'racial habitus' and 'agency''structure'. You will also be asked to consider the validity of human rights claims to be universal and equally applicable to all peoples regardless of race, culture, religion, etc. You will be asked how ideas of human rights that originate in Anglo-American and Western Europe and embody the social and political values associated with the western democratic tradition can ever be compatible with the specific rights of Indigenous peoples grounded in their own cultural and political traditions. The course will end with a series of case studies in which provide examples of how Indigenous groups use a human rights agenda to empower their own communities and improve their daily lives.

Objectives/Learning Outcomes/Capability Development

N/A

Upon successful completion of this course you will be able to:

1. Identify and describe something of the impact of colonisation of indigenous peoples in Australia (and other 'fourth world' countries, such as Canada, New Zealand and the United States);
2. Identify, describe and critically evaluate the relevant human rights frameworks (like the Declaration on the Rights of Indigenous Peoples and the Victorian Charter of Human Rights and Responsibilities 2006) and the applicability of the human rights agendas in Australia to indigenous people;
3. Identify and describe the needs, aspirations and achievements of indigenous people in Australia;
4. Describe and reflect on the role of non-indigenous people in confronting racism and advancing indigenous interests in partnership with indigenous peoples by referring to a body of knowledge and practical experience;
5. Demonstrate some insight into the complexities of professional practice in collaboration with indigenous communities.

Overview of Learning Activities

The course has been designed to include the following student learning experiences: workshops, selected reading and research work.

You will need to demonstrate familiarity with the course handbook and at a minimum have read the recommended core readings for each week's program.

You will need to attend the workshops that will involve a mixture of lectures and learning and activities.

The workshops will enable you to engage with the relevant literature, public debates, and reflect on and discuss reading and lecture material.

Reflectively use some films/videos which explore specific topics as recommended in the course handbook;

Where possible engage with the community by attending events and cultural activities that will further inform and enhance your insight and knowledge

Overview of Learning Resources

You will be given access to a wide range of resources through a Course Reader or core textbook and also will be able to access to a wide range of online learning tools and content for your course from the student portal, myRMIT, and RMIT Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, video, and links to external websites.

Overview of Assessment

Assessment Tasks

Research essay 50%

Case Study 50%

RMIT UNIVERSITY

Back   Home

Course Title: Indigenous Sovereignty and Contemporary Land Policy

Part A: Course Overview

Course Title: Indigenous Sovereignty and Contemporary Land Policy

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO2066	City Campus	Postgraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 1 2007, Sem 1 2009, Sem 2 2014, Sem 2 2019

Flexible Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO2066	City Campus	Postgraduate	365H Global, Urban and Social Studies	Face-to-Face	PGRDFlex21 (All)
HUSO2066	City Campus	Postgraduate	365H Global, Urban and Social Studies	Face-to-Face	PGRDFlex23 (XXXX)
HUSO2066	City Campus	Postgraduate	365H Global, Urban and Social Studies	Face-to-Face	PGRDFlex24 (FF)
HUSO2210	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	UGRDFlex23 (All)

Course Coordinator: Prof Libby Porter

Course Coordinator Phone: +61 3 9925 3585

Course Coordinator Email: libby.porter@rmit.edu.au

Course Coordinator Location: Building 8, Level 11

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

All places on the continent now called Australia are Indigenous places. This means everyone in Australia is already in a relationship with Indigenous places, sovereignties and land-based knowledge systems, whether recognised or not. This course will help you understand historical and contemporary relationships between Indigenous peoples and place, and the responsibility of non-Indigenous society to that relationship. You will examine how the structure of settler-colonialism continually disrupts Indigenous relationships to place and the ways Indigenous peoples continuously assert their land-based sovereignties and practices in the face of that disruption. You will gain an understanding of contemporary legal and policy frameworks governing the relationship between Indigenous peoples and their lands including Native Title, Cultural Heritage and Indigenous Protected Areas. The course includes on Country learning with knowledge holders within Victoria to learn with traditional knowledge holders and land managers. **Note: This course may involve field visits outside of Melbourne and may include travels costs. For Flex term delivery this may include multi-day field visits and accommodation costs.**

Objectives/Learning Outcomes/Capability Development

Course Learning Outcomes

On completion of the course you will be able to:

1. Describe and analyse a variety of ways in which non-Indigenous Australians can encounter the knowledge systems and land practices of Indigenous peoples
2. Critically appreciate settler-colonialism, its impact on Indigenous land sovereignties and practices, and its role in contemporary policy
3. Outline a well-informed perspective on the Indigenous Australian concept of 'caring for country' and its implications for contemporary land policy
4. Critically examine strategies for working within existing legislative and policy frameworks to support Indigenous peoples' place and land sovereignties and practices.

Overview of Learning Activities

You will be actively engaged in learning that involves a range of activities including lectures, workshops, guest presentations, field visits, group discussion, and group and individual research. Some additional costs may be required for field study activities.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems.

A list of recommended learning resources will be provided by your lecturer, including books, journal articles and web resources. You will also be expected to seek further resources relevant to the focus of your own learning.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

You will be assessed on the above learning outcomes. You will be assessed on how well you meet the course's learning outcomes and on your development against the program learning outcomes. Feedback will be given on all assessment tasks.

Assessment Tasks:

1. Critical reflection (20%) (individual task linked to CLO1)
2. Conceptual analysis (40%) (individual task linked to CLO 2)
3. Field study project (40%) (individual task linked to CLO 3 and 4)

If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the Program Manager or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions.

RMIT
UNIVERSITY

Back   Home

Course Title: Indigenous Studies

Part A: Course Overview

Course Title: Indigenous Studies

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
HUSO1296	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 1 2007, Sem 1 2009, Sem 1 2010, Sem 1 2011, Sem 1 2012, Sem 1 2013, Sem 1 2014, Sem 1 2015, Sem 1 2019, Sem 1 2020, Sem 1 2021, Sem 1 2022, Sem 1 2023, Sem 1 2024
HUSO1296	City Campus	Undergraduate	365H Global, Urban and Social Studies	Face-to-Face or Internet	Sem 2 2017

Course Coordinator: Rachel Goff

Course Coordinator Phone: +61 3 9925 2328

Course Coordinator Email: rachel.goff@rmit.edu.au

Course Coordinator Location: Building 8, Level 10

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

The settler-colonial project impacts all aspects of life in so called Australia. This means that the history of colonisation and its ongoing impacts on Aboriginal and Torres Strait Islander people are upheld through colonising systems, structures, values, knowledge and beliefs. This course will introduce you to the historical and ongoing impacts of colonisation, explore what it means to reside on Indigenous land, and examine the personal and professional responsibilities that non-Indigenous people have as a result. You will critically examine notions of power, privilege, knowledge, race and sovereignty, and learn to recognise and critique settler-colonialism in society and professional practice. Critical self-reflection is a crucial component of this course, which will support you to explore your own position in relation to Indigenous sovereignty.

To guide these learnings, this course centres Aboriginal and Torres Strait Islander knowledges and perspectives. Each week you will learn from Aboriginal or Torres Strait Islander peoples including scholars and experts in key content areas, highlighting Indigenous ways of knowing, being and doing (Martin, 2003), truth-telling, contemporary cultural expression, life experiences, and aspirations. Classes are designed to promote safety for Aboriginal and Torres Strait Islander and non-Indigenous students and will develop a forum for the discussion of ideas, truths, challenges and opportunities. Note: The course may include on Country learning with traditional knowledge holders and may include an additional fee.

Objectives/Learning Outcomes/Capability Development

Program Learning Outcomes

In course you will develop the following program learning outcomes:

- Participate robustly in contemporary and changing ideological and political debates impacting on society, in an informed, flexible and grounded manner to evaluate policy and/or engage in policy debates
- Apply a body of interdisciplinary knowledge, values and skills in working with and for society's most vulnerable and marginalised individuals, families, groups and communities
- Critically analyse, synthesise and reflect on issues of social disadvantage, marginalisation and oppression in both local and international contexts, and proactively work to promote social justice and human rights.
- Demonstrate creativity, critical thinking and practical reasoning when identifying and solving problems in diverse contexts
- Work with others in a range of roles and contexts, demonstrating cultural, environmental and social awareness while promoting respectful, ethical and reflective practice

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Critically engage with the history of colonisation and its enduring impacts on Indigenous Australians
2. Understand the importance of critical reflection in relation to self and key concepts including power, knowledge, privilege, race and sovereignty
3. Build an understanding and appreciation for Indigenous culture, values and perspectives, and the ongoing contributions of Indigenous people to Australian society
4. Reflect on our individual and collective responsibility in relation to Indigenous Australia, in everyday life and professional practice

Overview of Learning Activities

Learning activities may include class activities of critical reflection to review lectures/resource content/location of self, site visits of Cultural Significance, peer learning, tutorial presentations, critical reflection, engaging the micro and essay writing and self-exploration of course resources and student research.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes and on your development against the program learning outcomes.

Assessment Tasks

Assessment Task 1:Contemporary Issues Journal, 35%, CLOs 1, 2, 3 & 4

Assessment Task 2: Connection to Country Report, 40% CLOs 1 & 3

Assessment Task 3: Responsible Practice Statement, 25% CLOs 2 & 4

Feedback will be given on all assessment tasks.

If you have a long-term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions.

RMIT UNIVERSITY

Back   Home

Course Title: Policy Making and Indigenous Peoples

Part A: Course Overview

Course Title: Policy Making and Indigenous Peoples

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
POLI1112	City Campus	Postgraduate	365H Global, Urban and Social Studies	Face-to-Face	Sem 2 2019, Sem 2 2020, Sem 2 2021, Sem 2 2022, Sem 2 2023

Course Coordinator: Dr Joseph van Buuren

Course Coordinator Phone: +61 3 9925

Course Coordinator Email: joseph.macfarlane@rmit.edu.au

Course Coordinator Location: Building 37. Floor 4

Course Coordinator Availability: By appointment

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

This course provides you with a critical introduction to the impact of policy regimes on Indigenous Australians and will provide comparative international analysis. The course will explore three key areas of policy regarding Indigenous people as these have developed historically. The course will also review how these policy areas operate in contemporary politics and society. These three areas include: Law, Land and Sovereignty; Culture and Identity; Social Control and Indigenous protest.

Through a series of workshops on specific policy areas, this course will provide you with a capacity to understand, navigate and work within the relationships between governments, service providers and Indigenous people. You will develop knowledge of the history and politics behind policy making for Indigenous people in Australia and overseas, and you will develop a skill set which may assist you to direct Indigenous policy in the public, private and community sectors.

The course will enable you to critically engage with the major Indigenous policy debates and issues, such as native title and land rights. It will also assist you to develop anti-racist and decolonising practices which support Indigenous perspectives in policy making. The course will further enhance your skills to critically analyse relevant international case studies and to introduce you to the global indigenous rights movement.

Objectives/Learning Outcomes/Capability Development

In this course you will develop the following program learning outcomes:

If you enrolled in MC216 Master of Public Policy or GD068 Graduate Diploma in Public Policy:

PLO2: Make use of complex theories, diverse evidence and modes of reasoning, to extend and challenge knowledge and practice in policy and social innovation.

PLO5: Use problem solving skills/methodologies to develop creative responses to contemporary social problems/policy issues.

If you enrolled in MC223 Master of Justice and Criminology :

PLO1: Use strategic, critical, creative, and analytical thinking to develop creative solutions to a range of dynamic problems associated with crime management and the justice system

PLO2: Critically analyse, synthesise, and reflect on complex theories, principles, philosophies, and recent developments in the justice sector, both locally and globally, to extend and challenge knowledge and practice

PLO4: Synthesise, rationalise, and communicate new scholarship and research to diverse professional and non-professional audiences

Upon successful completion of this course, you will be able to:

- CLO 1: Critically analyse past and present relationships between Indigenous peoples and governments in the colonial process to contextualise and interpret Indigenous policy
- CLO 2: Explain and critique public policy processes, policy theory and policy making practice in relation to Indigenous peoples
- CLO 3: Identify key ideas, perspectives and approaches in policy making practice that support and promote Indigenous rights
- CLO 4: Critically examine, and prepare policy documents and policy research
- CLO 5: Provide policy advice and analysis which is clear and coherent, evidence based and soundly argued.

Overview of Learning Activities

The course has been designed to include the following student learning experiences: lectures, experiential exercises, selected reading and practical work on policy analysis and critique and group presentations. You are expected to:

- Become familiar with the course guide, and read and watch the recommended core readings/videos for each week's workshop.
- Attend workshops. The workshops are designed to be interactive and draw upon the wealth of knowledge and expertise within the student group. The workshops also provide a space for you and your fellow class members to work on your case study presentation. You are expected to attend all lectures and workshops.
- View films/videos exploring specific topics as recommended in the course guide, or in the lectures and workshops, or by your lecturer and tutor.
- Where possible engage with the broader Indigenous community by attending events and cultural activities that will further inform your knowledge.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems. Weekly readings and additional materials, such as assessment guides, background material and documentaries, will be made available through the course site. If this is the first course you have undertaken about Indigenous Australians at university the following resources will be useful before you start this course:

- Neumeier, B. & Schaffer, K. (eds), (2014), Decolonizing the Landscape Indigenous Cultures in Australia, Editions Rodopi.
- First Australians [documentary], dir: Rachel Perkins, (2008), Blackfella Films/Screen Australia – watch all 7 episodes, videos available online through the Library
- Perkins, R., Langton., & Atkinson, W., First Australians [book], (2010), The Miegunyah Press, Carlton, Vic.

  The University Library has extensive resources for Indigenous Studies. The Library has produced subject guides that includes quality online and print resources for your studies. Please see the Indigenous Resources Library Guide. The Library provides guides on academic referencing http://www.rmit.edu.au/library/referencing and subject specialist help via your Liaison Librarians.

Overview of Assessment

You will be assessed on how well you meet the course's learning outcomes. Assessment may include:

Assessment task	Weighting	Linked Course learning outcomes
1. Individual Case Study Presentation (PowerPoint and Audio)	20%	CLO 1, CLO 2, CLO 3, CLO 4
2. Indigenous Policy Research Paper	30%	CLO 2, CLO 3, CLO 4, CLO 5
3. Case Study Essay	50%	CLO 1, CLO 2, CLO 3, CLO 4

Feedback will be given on all assessment tasks and will be provided throughout the semester in class through individual and group feedback on practical exercises and by individual consultation.

If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions.

Indigenous specific courses in Education programs

RMIT
UNIVERSITY
Back   Home

Course Title: Indigenous Studies in Education

Part A: Course Overview

Course Title: Indigenous Studies in Education

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
TCHE2420	Bundoora Campus	Postgraduate	360H Education	Face-to-Face	Sem 2 2016, Sem 2 2017
TCHE2666	City Campus	Postgraduate	360H Education	Face-to-Face	Sem 2 2019, Sem 2 2020, Sem 2 2021
TCHE2666	City Campus	Postgraduate	360H Education	Internet	Sem 2 2023

Flexible Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
TCHE2666	City Campus	Postgraduate	360H Education	Internet	PGRDFlex22 (All)
TCHE2666	City Campus	Postgraduate	360H Education	Internet	PGRDFlex23 (All)

Course Coordinator: Angela Fitzgerald

Course Coordinator Phone: +61 3 9925 6073

Course Coordinator Email: angela.fitzgerald@rmit.edu.au

Course Coordinator Location: Bundoora East

Course Coordinator Availability: Monday - Friday

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

This course explores and critically examines Indigenous education in Australia. It introduces Aboriginal and Torres Strait Islander histories, cultures and languages and examines the ongoing impacts of colonisation on Indigenous communities in Australia. The course investigates the contemporary and historical educational experiences of Aboriginal and Torres Strait Islander people by analysing Indigenous education in relation to policy, aspirations and theoretical frameworks. A key component of this course is developing individual and professional subject positions in relation to Australian educational and social contexts, enabling respectful engagement with Aboriginal and Torres Strait Islander peoples, knowledges and cultures and the informed use of culturally responsive teaching practices.

Objectives/Learning Outcomes/Capability Development

Program Learning Outcomes

In this course you will develop the following program learning outcomes:

- Critically analyse and apply educational research to your professional practice, demonstrating inclusive, learner-focused, evidence-based teaching.
- Consolidate and synthesise expert content and pedagogical knowledge and judgement to develop highly effective and innovative teaching skills in an area of specialisation.
- Demonstrate a capacity for critically reflective practice including social, environmental and cultural professional awareness in both local and global contexts.
- Communicate and engage professionally and ethically with students, colleagues, parents, carers and education stakeholders from diverse backgrounds.
- Show commitment to ongoing professional learning, particularly in relation to meeting the Australian Graduate Standards for Teachers

Upon successful completion of this course, you will be able to:

Course Learning Outcomes	AITSL Standards
CLO 1 – Engage respectfully with Aboriginal and Torres Strait Islander cultures, histories and languages for teaching and learning.	1.4, 2.4
CLO 2 - Critically examine the impacts of colonisation on Aboriginal and Torres Strait Islander people, and education in Australia.	1.4, 2.4
CLO 3 - Analyse the policy, theoretical frameworks and people who inform Indigenous education.	1.4, 2.4
CLO 4 - Critically reflect on personal and professional knowledge and subject positions in relation to Indigenous educational and social contexts.	1.4, 2.4
CLO 5 – Recommend innovative practices that respond to complexities in Indigenous Education.	1.4, 2.4, 4.1

Overview of Learning Activities

The learning journey is mapped for you and involves engaging with written, audio-visual and physical materials to stimulate reflection and for learning. Opportunities for connection are provided through shared online spaces and drop-in sessions. Individual learning activities contribute to achieving the assessment tasks. Delivery may be online, face-to-face or a mixture of both.

Overview of Learning Resources

RMIT University will support your access to learning resources for this course. Readings from current educational literature will be provided through your online course site and will be drawn from highly regarded academic journals, books and conferences as well as reports, websites and other online resources. First Nations voices and perspectives will be prioritised to support content learning. The University Library provides extensive scholarly resources to supplement your suggested readings and research and is able to request books or articles from any library in the world. Guides to the literature in your discipline area are available from http://rmit.libguides.com/sb.php?subject_id=67929 Assistance with referencing and avoiding plagiarism is available here http://www1.rmit.edu.au/library/referencing The Library and the Study and Learning Centre are also on hand to support and assist in the development of your academic skills to make best use of such resources within your academic studies.

Overview of Assessment

You will be assessed on how well you meet the course learning outcomes and on your development against the program learning outcomes.

There are three assessment tasks:

Title, Words, Weighting	Assessment of Course Learning Outcomes	Assessment of AITSL Standards
Assessment Task 1: Observation Report, 25%	1, 2, 3	1.4, 2.4
Assessment Task 2: Reflective Journal, 25%	1, 4, 5	1.4, 2.4, 4.1
Assessment Task 3: Research Essay, 50%	1, 2, 3, 4, 5	1.4, 2.4, 4.1

Feedback will be given on all assessment tasks. If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program manager or the Equitable Learning Services if you would like to find out more. Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions which are available for review online: http://www.rmit.edu.au/students/assessment

RMIT UNIVERSITY

Back   Home

Course Title: Engaging with Indigenous Perspectives for Responsible Teaching Practice

Part A: Course Overview

Course Title: Engaging with Indigenous Perspectives for Responsible Teaching Practice

Credit Points: 12.00

Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
TCHE2456	Bundoora Campus	Undergraduate	360H Education	Face-to-Face	Sem 2 2017, Sem 2 2020, Sem 1 2021, Sem 2 2021, Sem 2 2023, Sem 1 2024

Flexible Terms

Course Code	Campus	Career	School	Learning Mode	Teaching Period(s)
TCHE2456	Bundoora Campus	Undergraduate	360H Education	Face-to-Face	UGRDFlex18 (BECE), UGRDFlex18 (All)

Course Coordinator: Julie Carmel

Course Coordinator Phone: +61 3 9925 7804

Course Coordinator Email: julie.carmel@rmit.edu.au

Pre-requisite Courses and Assumed Knowledge and Capabilities

None

Course Description

In this course, you will explore and critically examine Indigenous education in Australia. It introduces Aboriginal and Torres Strait Islander histories, cultures and languages and examines the ongoing impacts of colonisation on Indigenous communities in Australia. You will investigate the contemporary and historical educational experiences of Aboriginal and Torres Strait Islander people by analysing Indigenous education in relation to policy, aspirations, and theoretical frameworks.

A key component of this course is for you to develop your individual and professional subject positions in relation to Australian educational and social contexts, enabling respectful engagement with Aboriginal and Torres Strait Islander peoples, knowledges and cultures and the informed use of culturally responsive teaching practices.

Objectives/Learning Outcomes/Capability Development

Program Learning Outcomes

For those of you in BP260 this course will help you develop the program level outcomes:

- Engage with diverse learners in a range of educational contexts in order to develop skills and knowledge for flexible and adaptable participation in professional communities of practice
- Critically analyse, synthesise and reflect on educational policy and practice in both local and international contexts

- Work with other in a range of roles and contexts, demonstrating cultural, environmental and social awareness and ethical and reflective practice.

This course contributes to the following BP320P24 and BP320PEC24 program learning outcomes:

PLO2: Enhance student learning and wellbeing by adopting practices that support sustainable futures and principles of inclusion.

PLO4: Adopt and apply sustainable, ethical, and collaborative pedagogical approaches that demonstrate understanding of the transformative potential of education in local and global social contexts.

PLO6: Apply initiative, judgement, creativity, critical thinking and problem-solving skills, which may include the use of new technologies and teaching tools, to enhance your practice and to provide growth opportunities for children and young people.

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

		Graduate APST
1.	Engage respectfully with Aboriginal and Torres Strait Islander cultures, histories and languages for teaching and learning.	1.4, 2.4
2.	Critically examine the impacts of colonisation on Aboriginal and Torres Strait Islander people, and education in Australia.	1.4, 2.4
3.	Analyse the policy, theoretical frameworks, and peak bodies that inform Indigenous education.	1.4, 2.4
4.	Critically reflect on personal and professional knowledge and subject positions in relation to Indigenous educational and social contexts.	1.4, 2.4
5.	Recommend innovative practices that respond to complexities in Indigenous education.	1.4, 2.4, 4.1

Overview of Learning Activities

You will be actively engaged in a range of learning activities such as workshops, tutorials, seminars, project work, class discussion, individual and group activities. Teaching and learning may be face to face, online, or a combination of both.

Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems.

A list of recommended learning resources will be provided by your lecturer, including books, journal articles and web resources. You will also be expected to seek further resources relevant to the focus of your own learning.

There are services available to support your learning through the University Library. The Library provides guides on academic referencing and subject specialist help as well as a range of study support services. For further information, please visit the Library page on the RMIT University website and the myRMIT student portal.

Overview of Assessment

You will be assessed on how well you meet the course learning outcomes (CLO) and on your development against the program learning outcomes. The assessment is also mapped against the Australian Professional Standards for Teachers (APST).

Assessment may include reports, projects and presentations, individually and in groups. Assessment will cover both theoretical and practical aspects of your learning. You will be able to develop your work in relation to your own specific areas of interest in your professional practice.

Assessment Tasks

	Title	Weighting	CLOs	APSTs
AT 1	Micro-Credential reflective discussion paper	30%	1, 2	1.4, 2.4
AT 2	Podcast- Discussion about Implementing Indigenous Education Policy	30%	3, 4, 5	1.4, 2.4, 4.1

| **AT 3** | Critical Reflection and Response on Future Practice | 40% | 1, 2, 3, 4, 5, | 1.4, 2.4, 4.1 |

Feedback will be given on all assessment tasks.

If you have a long-term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions. .