

Dhumbah Goorowa

Performance Report

2019–2021





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, Gunditjmarra, 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.

2010s to now

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



Trade Routes First Nations Global Growth Program



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



Reconciliation Capability Development Framework created



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



Reconciliation: Racism and Cultural Safety program of professional development modules



On Country initiative



Community (Industry) Indigenous Engagement Framework



Expansion into RMIT Training, Online, Europe and Vietnam



Ngulu Reconciliation Committees



Appointment of Reconciliation Advisors

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 Education, 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 & Gunditjmarra)

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 RMIT's 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
- Identifying 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

Supported by



Powered by



This program has been co-designed in close collaboration with indigenous business and community leaders and stakeholders. Artwork by Little Rocket, a 100% owned and operated Indigenous agency.

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	<p>(a) Use our role as a publicly funded civic institution to influence public policy outcomes in Indigenous affairs.</p> <p>(b) Engage within the sector to promote Indigenous issues and opportunities in relation to governance, leadership, and management.</p> <p>(c) Influence governing bodies within RMIT to build capability and opportunity.</p> <p>(d) Continue to work towards meeting our commitments under the Universities Australia Indigenous Strategy 2017-2020.</p>	90%	<p>Good progress in 2019 but rescope during 2020 because of the pandemic and shifting priorities of government and other stakeholders due to COVID-19 impacts. Activities included:</p> <ul style="list-style-type: none"> • 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	<p>(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.</p> <p>(b) Identify and implement open and transparent governance and management structures to support sustainable investment in reconciliation across RMIT and monitor and report progress.</p>	43%	<p>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.</p>
1.3 RMIT Policy Review	<p>(a) Prioritise the policy review according to operational importance and target these areas first.</p> <p>(b) Review RMIT Policies to ensure they include an Indigenous voice and reflect our commitment to reconciliation.</p> <p>(c) Build staff capability and capacity to undertake policy development and review in a way that incorporates Indigenous perspectives.</p> <p>(d) Develop guidelines for new activity that inform practice and policy development within RMIT.</p>	86%	<p>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.</p> <p>The Bundjil Statement was included in the Policy Governance Framework and formed the basis of the new RMIT Code of Conduct.</p> <p>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.</p>
1.4 Reconciliation as an Organisational Capability	<p>(a) Review the RMIT Be Ready leadership program to include reconciliation content.</p> <p>(b) Expand the RMIT Capability Development Frameworks to include reconciliation, specifically the Bundyi Girri project.</p>	79%	<p>The Be Ready leadership program was paused in 2019 pending review.</p> <p>A Reconciliation Capability Development Framework (RCDF) was collaboratively developed in 2019 and approved for implementation within the RMIT Capability Development Frameworks in 2020.</p> <p>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.</p>

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%	<p>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.</p> <p>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.</p>
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.	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.
	(b) Embed reconciliation in our approach to industry partnerships.		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	<p>(a) Implement and review a whole-of-university Indigenous communications strategy.</p> <p>(b) Share our success and learnings as we continue our reconciliation journey.</p>	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%	<p>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.</p> <p>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.</p> <p>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.</p>
5.3 Shared spaces for Indigenous and non-Indigenous students on our campuses	<p>(a) Undertake a feasibility study to explore property spaces that could be used as shared space.</p> <p>(b) Conduct activities that bring Indigenous and non-Indigenous students together to engage with culture</p>	15%	<p>A preliminary survey of campus spaces and a student use survey was conducted in 2019.</p> <p>This priority was de-scoped from Dhumbah Goorowa in 2020 due to pandemic lockdowns and limited access to campus during 2020-21.</p>

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	<p>(a) Develop an RMIT Indigenous Research and Innovation Strategy</p> <p>(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.</p> <p>(c) Adopt a whole-of-university approach to the development and mainstreaming of Indigenous research.</p> <p>(d) Fit-for-purpose research leadership, funding and administrative structures.</p>	62%	<p>Items (b) – (d) rolled into (a).</p> <p>A 12-month 2020 Indigenous Research Strategy was developed in 2019. Limited implementation occurred in 2020.</p> <p>An R&I Indigenous Research Strategy Considerations document was drafted in 2021 to support the development of a longer-term Indigenous Research Strategy.</p> <p>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.</p>
3.2 Enhance the supervisory environment for Indigenous graduate researchers	<p>(a) Establish a community of support for Indigenous graduate researchers, designed to enhance academic achievement, peer support and pastoral care.</p> <p>(b) Create professional development offerings for supervisors that enhance their ability to supervise Indigenous researchers at all academic levels.</p>	73%	<p>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.</p> <p>An Indigenous Research Studies Research Network was established in 2021.</p>
3.3 Develop and empower the next generation of Indigenous researchers	<p>(a) Develop a research internship program for Indigenous undergraduate and postgraduate coursework students.</p> <p>(b) Create supervisor training for host supervisors to ensure a culturally safe environment for students.</p>	23%	<p>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.</p>

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	<p>(a) Implement and promote the RMIT 2018 Higher Education Enterprise Agreement principles relating to Aboriginal and Torres Strait Islander employment, retention, and advancement.</p> <p>(b) Develop and support the RMIT Indigenous Staff Network to enhance employment, retention and professional development experiences and opportunities.</p> <p>(c) Career development for Aboriginal and Torres Strait Islander staff, including governance and leadership training and community engagement opportunities.</p> <p>(d) Develop and implement the Indigenous Workforce Strategy.</p> <p>(e) Monitor and review progress via the Aboriginal and Torres Strait Islander Employment Committee.</p>	97%	<p>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.</p> <p>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.</p> <p>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.</p>
4.2 Sustainable Cultural Transformation across RMIT	<p>(a) Create a suite of Advancing Reconciliation professional development offerings.</p> <p>(b) Include reconciliation goals in the RMIT staff work planning system as an option for development.</p> <p>(c) Include cultural awareness in all new staff inductions at RMIT.</p> <p>(d) Highlight Indigenous engagement within the 'Engagement Metrics' of the academic promotion process to recognise and drive Indigenous engagement and relationships</p> <p>(e) Revise recruitment practices to emphasise the importance of reconciliation as part of the RMIT values.</p>	100%	<p>(a) Reconciliation: Racism and Cultural Safety professional development program created and implemented. Modules include:</p> <ul style="list-style-type: none"> - Cultural Safety at RMIT - Building your Reconciliation Capability: An Introduction - Advancing Reconciliation (micro credential) <p>A Reconciliation Capability Leadership Series was also created and launched for RMIT Leaders in late 2020.</p> <p>(b) - (e) All other actions were completed in 2019/20.</p>
4.3 Continue to roll out of Bundy Girri	<p>(a) Cascade Bundy Girri roll-out across colleges and portfolios.</p>	41%	<p>The Bundy Girri project was discontinued in 2020 following the departure of the Deputy Pro Vice Chancellor Indigenous Education and Engagement from RMIT. The Bundy Girri reconciliation professional development program of workshops (including a leadership-specific program) was rolled out to more than 200 staff prior to cessation.</p>

*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

