31 August 2010

Ms Jennifer Chadwick
Manager, Policy and Stakeholder Engagement Branch
Higher Education Group
Department of Education, Employment and Workplace Relations
Location Code C71NB2
GPO Box 9880
CANBERRA ACT 2601

Via email: IPP@deewr.gov.au

Dear Ms Chadwick

2010 Institutional Performance Portfolio Information Collection

Please find attached RMIT University's Institutional Performance Portfolio Information Collection submission.

For any queries regarding this submission please contact: Ms Luisa Abiuso, Senior Manager, Planning and Research either via email: luisa.abiuso@rmit.edu.au or ph: (03) 9925 9707.

Yours sincerely

Professor Margaret Gardner AO
Vice-Chancellor and President

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Prepared by: Policy and Planning Group

Institutional Performance Portfolio Information Collection 2010

Submission to Department of Education, Employment and Workplace Relations (DEEWR) & Department of Innovation, Industry, Science and Research (DIISR)

August 2010

1 Benchmark grouping

NOTE: This part of the IPPIC, Benchmark grouping, has been submitted previously as per the DEEWR submission deadline—30 June.

RMIT confirmed that it wishes to be benchmarked against the Australian Technology Network (ATN) of universities, which include:

- Curtin University of Technology
- University of South Australia
- RMIT University
- University of Technology Sydney
- Queensland University of Technology

2 Student load planning

2.1 Overview

RMIT's strategy for profile in 2011 and beyond is to balance load and revenue with improvement in teaching quality, graduate outcomes and industry engagement. In doing this, RMIT is refining its focus in particular discipline areas. The strategy recognises equity targets and ensures that RMIT meets agreed targets in Education and Nursing.

Changes in profile are guided by RMIT's Academic Plan and grounded in detailed environmental and performance scanning. Collectively, these provide the framework for development of further specialisation and improved delivery of academic programs. Key criteria used to evaluate programs are program quality, demand, relevance and viability, internationalisation, work integrated learning and articulation.

RMIT anticipates growth in overall load from 2011 to 2013. The most significant areas of growth will be in Higher Education Commonwealth Grant Scheme (CGS) student load, recognising changes in government policy for undergraduates and industry driven increases for postgraduates.

As a large dual sector University, RMIT continues to develop pathways for student progression and assist in nurturing the learning experience for students. The dual sector advantage enables RMIT to further develop pathway programs such at Associate Degrees, for which there is strong demand. This advantage also helps achieve aspirations for increased participation by disadvantaged student groups through the University's School Network Access Program (SNAP). This provides a foundation from which RMIT will build in addressing participation and attainment targets.

RMIT continues to encourage and enable international mobility for students to diversify their learning experience in other countries, making particular use of RMIT's Vietnam campus.

2.2 Changes in Commonwealth Grant Scheme Load Profile (CGS)

RMIT has experienced strong demand for CGS places in 2010 and expects to exceed the Funding Agreement target by 10%. RMIT will continue growth in CGS in 2011 in order to reach 12.5% over-enrolment. Continuing its long term strategy, RMIT will gradually focus profile into areas of acknowledged strength, market demand and skills shortage. Areas of projected profile growth are likely to include the engineering, applied sciences, and design disciplines.

In 2007, RMIT allocated CGS to a suite of industry-linked Associate Degrees in Engineering, Applied Science and Design and offered pathways into degree programs. Demand continues to exceed expectations and generally student satisfaction is high. An Associate Degree in Business was introduced in 2010 and has proven very popular. An Associate Degree in Fashion and Textiles is being developed for commencement in 2011. These programs and their links to bachelor qualifications are an important part of RMIT's commitment to improving participation and attainment and creating a seamless tertiary environment.

2.3 Changes in Fee-paying Load

Domestic postgraduate load in areas of disciplinary strength and workplace relevance (for example, Health Therapies, Communication, Design, Technology, Urban, Global Communities and Trade) is expected to increase by 7% between 2011 and 2013.

Domestic undergraduate load will approach zero in 2013 as the remaining AFP students exit the pipeline.

International onshore demand for higher education programs at RMIT remains strong despite external factors such as the global economic downturn, and concerns highlighted in the media over the safety of students from India. RMIT Vietnam growth is in line with the RMIT Vietnam Business Plan and strategy and will grow by 29% from 2011 to 2013.

2.4 What are the likely reasons for shifts between undergraduate and postgraduate provision (in general and/or in particular disciplines)?

Recent shifts in undergraduate to postgraduate load have been as a result of changes to program models e.g. splitting five year undergraduate programs into a three year undergraduate plus two year postgraduate program model. This was undertaken in response to market demand, and as a result of competition and industry expectations e.g. Architecture and Landscape Architecture. The model also enables students to exit with an undergraduate qualification, or continue with a postgraduate qualification.

There has also been an increase in demand for postgraduate studies and RMIT has been responding accordingly to this demand as well as industry expectations and changing professional entry requirements.

2.5 What are the likely reasons for changes in international student load (e.g. response to international student market changes or new developments)?

RMIT is not anticipating any major changes in international load at present. Given the clear softening in the international market RMIT will use its ongoing monitoring regime to manage risk.

3 Financial Planning

3.1 How is the institution addressing issues in relation to its financial sustainability?

RMIT's Strategic Plan commits the University to sustainable development. Consequently, planning, performance tracking and risk management recognise internal and external factors that may contribute to sustainability. In particular RMIT develops its academic profile and research practice in selected areas that recognise institutional expertise and aspirations and that align with external need. Through its annual Business Plan RMIT allocates resources accordingly ensuring they are balanced with revenue expectations and support strategic objectives.

Strategic, operational and financial objectives are documented and agreed via the University's five year Strategic Planning cycle and the annual Business Plan. Revenue, expenditure and investment targets are set to recognise immediate operational requirements and required investment in quality improvement and future capacity. Planning objectives are agreed with Council annually.

RMIT has a strong monitoring and reporting regime against its Strategic and Business Plans. Financial and student load performance are reported to the Vice-Chancellor's Executive monthly with detailed analysis reported to both the executive and Council twice a year. This approach has placed RMIT in a strong financial position whilst meeting quality and development aspirations. Strong financial performance over the last six years has enabled significant investment in teaching quality, research performance and capability and a major capital program. This has been achieved with consistent delivery of planned surpluses.

Further, RMIT has a process for continual improvement of financial and operational management which has seen, inter alia:
- Alignment of corporate services functions across the university (supported with Commonwealth funding under the WPP program).
- Introduction of efficient and effective procurement practices.
- Improvements to financial reporting documentation to enable improved decision support.
- Ongoing review and refinement of RMIT's budget and cost allocation processes to more accurately recognise the costs associated with specific areas of activity.

4 Capital asset management

INSTITUTION: Royal Melbourne Institute of Technology

Campuses / locations included:

List all Australian campus or study centre names that relate to the data provided in this return.

	Campus Name	Campus Location (Suburb, Postcode)
Campus1	City Campus	Melbourne 3000 & Carlton 3053
Campus2	Bundoora	Bundoora 3083
Campus3	Brunswick	Brunswick 3056
Campus4	Hamilton	Hamilton 3300

SECTION 1:   Strategic asset management

1. **Please describe how your institution's program of major capital projects**
   a. Supports your institution's strategic directions; and
   b. Contributes towards the Australian Government's ambitions for higher education attainment and participation.

In December 2009 the RMIT Council approved the *RMIT University Infrastructure Plan - Property 2010—14*. The Infrastructure Plan, which is updated annually, documents RMIT's planning principles and provides direction for the future development of the University's campuses. The Plan is informed by and supports RMIT's goals as detailed in the University's Strategic Plan, *RMIT 2010: Designing the Future* as well as the University's strategies for teaching and learning, and research and innovation.

The Infrastructure Plan supports the aims established in RMIT's Strategic and Business Plans, through a balanced approach to annual capital investment addressing:

- Longer term strategic directions set out in RMIT's strategic planning regarding future changes in profile, program delivery, modes of student engagement, and plans to facilitate and grow research performance.
- Immediate operational requirements resulting from program renewal/change, student/staff concerns and organisational change.
- Improved student amenities and services across all major campuses to enhance student experience and support life long learning.
- Reduction of backlog maintenance through building improvements/major upgrade to meet quality expectations and provide a sustainable platform for future growth.

There are two major new developments planned for construction during the 2010—14 period: the "Design Hub" providing around 12,000m^2 GFA; and the "Swanston Academic Building" providing around 35,000m^2 GFA. In addition, major refurbishment and renovation of existing space (approximately 38,000m^2 GFA) across the University is planned or underway, which will facilitate:

- Consolidation of School locations in the College of Design and Social Context and the College of Science, Health and Engineering.
- Provision of new learning environments and student support spaces.
- Establishment of consolidated research precincts on the University's City and Bundoora campuses.
- Consolidation of Schools within buildings (e.g. the School of Media and Communication and the School of Art).
- Total refurbishment of the University's buildings (e.g. Building 13, Emily McPherson Building as a postgraduate learning and teaching facility (now complete)).
- A major redevelopment of space (buildings 55, 56 and 57) to support the development of an Advanced Manufacturing Precinct and sustainability skills training.

The provision of additional, high quality, teaching and learning environments, in combination with further efficiencies to be gained from more effectively utilising space, will enable the University to meet projected student growth in targeted areas.

SECTION 2:   Size and use of estate

2. Total non-residential GFA: 426,690m^2

3. Total non-residential UFA: 253,987m^2

4. In the table below, provide a breakdown of your institution's UFA according to the following space groupings.

Type of Group Space	% UFA
Academic Includes Teaching, Research, Academic Offices and Academic General Support Offices, Dedicated Teaching Rooms and Laboratories.	51.00
Central Administrative Support services	13.00
Centrally timetabled Teaching Space Lecture theatres, Seminar and Tutorial Rooms etc	9.00
Library Space Includes Study Centre and Computerised Student Work Spaces, Information Commons etc	6.00
Student and Staff Service Includes Counselling, Careers, Medical, Guild, Sport and Recreation etc	5.00
Commercial Space leased or rented to others e.g. Bookshop, Cafeteria etc	5.00
Other Anything not included above, including transition and vacant	11.00
Total	100.00

SECTION 3: Condition and Functionality of non-residential buildings

5.a. In the table below, provide an estimate of the condition of your institution's non-residential buildings expressed as a %GFA.

Condition	% GFA
A	3.30
B	35.30
C	60.40
D	1.00
Total	100.00

5.b. Please indicate the year your latest facilities condition audit was conducted:

Audit Year	Yr = 2010

6. What is your institution's FFI?   0.80

SECTION 4: Space management

7. Describe how your institution's approach to space management leads to an effective and efficient use of its capital assets?

RMIT is a relatively efficient user of space at 11.18m² (GFA) per EFTSL compared to the Australian average of 13.8 m² (TEFMA Benchmarking Report 2010).

RMIT was rated as operating within 'Best Practice' in the 2010 TEFMA Benchmark Survey for its space management. The University continuously develops and improves its space management systems to ensure effective and efficient use of space. Some of the initiatives the University has implemented include the development of sophisticated facilities data systems and space standards, annual physical utilisation audits of all teaching space, and a University wide timetabling system.

Of particular note is the approach currently being undertaken by the University in relation to annual utilisation studies, conducted on each of RMIT's main campuses, to measure the University's actual use of all teaching space. Analysis of the data obtained enables the development of strategies to improve the efficiency of space utilisation through the re-allocation or refurbishment of teaching space to meet the changing demands of the University. Improved use of space will enable the University to contribute towards the Government's ambitions for higher education attainment and participation. The University aims for an improvement in the level of utilisation of general teaching space across each of the campuses to between 40-50%.

8. Using the tables below, detail room frequency, room occupancy and utilisation for the following types of space. Please add any additional comments, including whether your figures have been calculated using a survey-based approach or a room-booking / timetabling approach, below the table.

Space Type	Room Frequency	Room Occupancy	Utilisation
Lecture Theatres	0.45	0.32	0.14
Teaching Space - large flat floor teaching areas (non-theatre) - classrooms - tutorial rooms	0.36	0.47	0.17
Computer Laboratories	0.52	0.48	0.25
Specialist Laboratories	0.26	0.47	0.12
Workshops -engineering, metalwork, woodwork, psychology, children's studies	0.26	0.46	0.12
Practice Rooms - dance - music	na	na	na
Meeting Rooms	not within audit	not within audit	not within audit

8b. Please add any additional comments here, including whether your figures have been calculated using a survey-based approach or a room-booking/timetabling approach.

Utilisation data is based on the 2010 physical utilisation audit conducted in the week beginning 12 April. The physical audit was conducted over five days, Monday to Friday, from 8.30am to 9.30pm (a total of 65 hours). A total of 902 teaching spaces were audited as follows: Lecture Theatres (52 rooms; 95% of rooms in this category); Teaching Spaces (340 rooms; 98% of rooms in this category); Computer Laboratories (160 rooms; 100% of total teaching labs); Specialist Laboratories (109 rooms); Workshops (186 rooms); Studios (55 rooms).

RMIT conducts a physical utilisation audit annually. The physical audit data is also used to quality check and verify the University timetabling system.

SECTION 5: Financial information

9. Please complete the table below

CAPITAL ASSET MANAGEMENT SURVEY	EXAMPLE	2009 actual	2010 projected	2011 projected	2012 projected	2013 projected
	$,000	$,000	$,000	$,000	$,000	$,000
Capital income - DEEWR						
Commonwealth Grant Scheme	3,000					
Capital Development Pool	500	1,021	0			
Education Investment Fund	2,000	11,000	13,050	4,550		
Teaching and Learning Capital Fund (Higher	20	18,671				
Other DEEWR funding	0					
TOTAL CAPITAL INCOME - DEEWR	5,520	30,692	13,050	4,550	0	0
Capital Income - external sources						
Other Commonealth	30					
State government funding	0	1,510	20,049	1,402	1,402	1,402
Capital sales	3,000					
Other - Loans & Advances	10,000		100,000	80,000	40,000	
Other - Philanthropy	2,000					
Other - Other external income	4,600					
TOTAL CAPITAL INCOME - EXTERNAL SOURCES	19,630	1,510	120,049	81,402	41,402	1,402
Allocations from internal university sources	15,000	109,847	94,391	108,406	128,254	70,269
TOTAL CAPITAL INCOME	40,150	142,049	227,490	194,358	169,656	71,671
Capital expenditure						
Land	5,000					
Buildings	20,000	100,029	175,550	169,692	147,861	48,318
Leasehold improvements	5,000	3,652	2,200			500
Other property plant and equipment	8,000	25,119	32,289	8,308	8,474	8,644
TOTAL CAPITAL EXPENDITURE	38,000	128,800	210,039	178,000	156,335	57,462
Capital maintenance expenditure						
Buildings	2,000	9,597	12,874	13,711	10,602	11,291
Leasehold improvements	500					
Other property plant and equipment	600					
Salary costs*		3,652	4,577	2,647	2,719	2,918
TOTAL CAPITAL MAINTENANCE	3,100	13,249	17,451	16,358	13,321	14,209
TOTAL CAPITAL EXPENDITURE	41,100	142,049	227,490	194,358	169,656	71,671
Difference	-950	0	0	0	0	0

* Please provide salary costs if not included as part of maintenance expenditure in rows above.

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SECTION 6: Backlog maintenance

10. Please complete the table below:

As at 31 December ($000)	Actual 2009	Estimate 2010	Estimate 2011
10a. Estimated backlog maintenance (BM)	$136,400	$127,400	$119,400
10b. Total asset replacement value (ARV) of buildings and infrastructure	$1,075,797	$1,108,071	1,151,103
10c. BM/ARV[1] (10a x 100) / 10b	12.7%	11.5%	10.4%

As at 31 December ($000)	Actual 2009	Estimate 2010	Date of last valuation
10d. Total ARV as per insurance cover	1,075,797.00	1,108,071.00	31/12/2009

11. Detail how your institution will reduce the cost of remedying backlog maintenance costs to less than 3% of ARV

The Infrastructure Plan - Property 2010—14 details RMIT's strategic physical planning for the upgrade and expansion of the built environment across RMIT's campuses. The Plan guides decision making in capital resource allocation and informs the University's five year Capital Development Program.

The University recognises its deferred maintenance backlog as a major facilities issue. In 2009, the University conducted a detailed assessment of its backlog liabilities. This assessment indicated that the University had a deferred backlog liability of $350 million across all of its Australian campuses. The breakdown is as follows: Backlog Maintenance $136.4m; Backlog Refurbishment (Statutory) $98.5m; Backlog Refurbishment (Non-statutory) $77m; Backlog Access $27.6m; Other Backlog Works $10.5m. This is an increase upon previously reported figures and reflects a more detailed approach to understanding the University's liabilities across its built infrastructure.

The new assessment includes additional information and detailed reviews of in-ground infrastructure, heritage facades and building infrastructure. The University's Capital Development Program will address the refurbishment backlog over the next five years through infrastructure upgrades, major refurbishments and the replacement of low quality building stock. Specifically, two significant new developments are planned for construction in the period 2010—14 (adding 47,000m^2 of GFA) and major refurbishment and renovation of approximately 38,000m^2 of existing space is underway. While backlog maintenance is being managed and reduced as outlined above, without significant additional external funding in the short to medium term, a reduction to below 3% of ARV within the next five years is not considered feasible.

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12. List any major capital grants (greater than $1m) for buildings or equipment from state or territory governments or from Commonwealth government departments other than from DEEWR received in 2009.

12.a. Commonwealth Government Funding (other than DEEWR):

	Department	Grant Amount ($m)	Project Title & Description
1	Higher Education Endowment Fund	11.00	Design Hub
2	Learning & Teaching Improvement	16.72	various
3	Teaching & Learning Capital Fund	1.95	various
4			
5			
6			
7			
8			
9			
0			

Add additional rows as required

12.b. State / Territory Government Funding:

	Department	Grant Amount ($m)	Project Title & Description
1	ANTA Building Grant	1.51	various
2			
3			
4			
5			
6			
7			
8			
9			
10			

Add additional rows as required

13. List all residential and non-residential major capital projects (greater than $5 million) underway or completed in 2009.

	Project Title & Location	Total Project Value ($m)	Status (e.g. design commenced / construction commenced / practical completion)	Completion date (mm/yyyy)
1	Build.1 Francis Ormond Building (City) - Refurbishment	22.03	Complete	Jul-10
2	Build.9 (City) - School of Media and Communication	19.46	New Levels 4 & 5 - Staff and student amenity space - Complete / Refurbished Levels 2 & 3 - Teaching & Learning space - Complete / Refurbished Level 1 & basement - construction commenced	Dec-10
3	Build.13 Emily McPherson Building (City) - Graduate School of Business & Law and related post graduate programs	35.17	Complete	Jul-10
4	Build.14 (City) - School of Applied Science, Applied Physics	8.83	Level 7 - Complete / Level 6 - Construction commenced	Aug-10
5	Build.22, Levels 3, 4 & 5 (City)	7.50	Complete	Jul-10
6	Build.55 (City) - Advanced Manufacturing Centre	13.87	Construction commenced	Dec-10
7	Build.80 - Swanston Academic Building (City)	228.58	Design complete and main construction contract tendered	Feb-13
8	Build.100 (City) - Design Hub	78.00	Construction commenced	May-10
9	Build.224 (Bundoora) - Lecture Theatre	8.72	Construction commenced	Dec-10
10				

Add additional rows as required

SECTION 7:   Other information

14. Detail any other information you wish to provide to DEEWR regarding your institution's capital asset management or this survey.

Significant initiatives over the 2010—14 period include:

- Design Hub: development of a new 12,000m2 building that will bring together a range of research, engagement and education activities with a pivotal focus on design. The aim is to strengthen design's role as an enabler of innovation through collaborative projects across the University and with industry. The trans-disciplinary focus aims to break down the barriers between the disciplines and design professions and between education, research and practice to catalyse innovation. The project builds upon RMIT's present research, education and engagement activities. The development involves a new building on the south-east corner of the former CUB site. Construction commenced on the project in August 2009 with completion scheduled for the end of May 2011. The total project budget is $74.5 million.
- Swanston Academic Building: A major new 35,000m2 building is to be developed on the City campus, on land owned by the University, at the corner of Swanston and A'Beckett Streets. This project consolidates College of Business activities (currently located in Bourke Street to the south of the main City campus), and provides major additional teaching facilities (some 85 new and replacement teaching spaces) to support the wider University, specifically applied sciences, engineering and social sciences. The budget cost estimate for the project is $228 million.

SECTION 8:   Contact information

Name	Title	Phone	Email
Darren McKee	Executive Director, Property Services	(03) 9925 2428	darren.mckee@rmit.edu.au

5 Community Engagement

5.1 What are the main features of the institution's engagement with its community?

Community engagement at RMIT is focused on City partnerships and engagement with industry. The *RMIT Act 1992* outlines a specific commitment to the northern corridor of Melbourne that is serviced through a diversity of relationships with government and enterprises. One particularly strong example is the University's School Network Access Program (SNAP). In 2009, 71 schools were involved in the program from the north and west of Melbourne and one school from the Gippsland region. Involvement in the scheme has since expanded to 113 schools in 2010. Other examples of the University's engagement with local communities include:

- Industry and alumni partnerships including: industry forums in five key industries held annually, work integrated learning program, alumni and public lecture series etc.
- RMIT Brainstrust: a peer tutoring program where current RMIT students visit primary and secondary schools on a regular basis to promote interest in science and maths.
- Partnerships with selected municipalities to support local initiatives such as the: Hume Global Learning Village, Whittlesea Youth Commitment, Local Learning and Employment Networks.
- Aboriginal and Torres Strait Islander outreach activities (Koorie Express and indigenous mentoring)
- RMIT Gallery presents regular exhibitions, including floor talks, lectures, public events and publications. The public program provides an enjoyable and social means for the community to experience contemporary culture. 37,521 people visited RMIT Gallery in 2009.
- Melbourne Open House: RMIT University is home to some of Victoria's oldest buildings and participates in Melbourne Open House which has run annual events over the last two years providing the public a free-of-charge and rare opportunity to discover the often hidden wealth of architectural, engineering and historic buildings nestled around the city.
- Office of Knowledge Capital involvement: a collaboration between the City of Melbourne and the eight Victorian metropolitan universities to develop and promote the city's knowledge capabilities.

In addition the University has close relationships with the Government municipalities in which our campuses are located, including: the City of Melbourne, City of Whittlesea and City of Banyule and often partners with these municipalities to host international delegations. In 2010 to date the University has hosted approximately 60 international delegations. The University also has a strong relationship with the Vietnamese Government and local communities where the University has two campuses (Hanoi and Ho Chi Minh City).

6 Equity

SECTION A: ESP funded initiatives

The University's overarching approach to partnerships and engagement with disadvantaged students and communities is grounded in the SNAP scheme. The scheme was piloted in 2001 with an entry of 17 students from seven schools. Since that time school participation has grown to 71 schools and 377 student enrolments in 2009. The success of the scheme can be attributed to:

- the outreach activities conducted by the Equity and Diversity Unit of the University which partners with schools to provide training and information about the scheme to secondary school staff and students;
- teachers working in secondary schools who identify and encourage students to consider the scheme as a pathway into tertiary education and the options and benefits that such an education can provide; and
- internal University initiatives to establish systems and processes that assess student capacity to succeed in tertiary education outside traditional entry assessment methods.

Initiative title	Scope of initiative	Impact of program
Expansion of Schools Network Access Program (SNAP)	The SNAP scheme is a non-ENTER based special entry access scheme that was first piloted in 2001. In 2009, a review of SNAP scheme membership (focussed on Government schools in the north and west of metropolitan Melbourne) was undertaken which examined demographics and geographic specificity of need.	An additional 31 schools in the north and west of Melbourne, and one in Gippsland, were invited to join SNAP, taking the SNAP membership to 71 schools in 2009. Involvement in the scheme has since expanded to 113 schools in 2010. This resulted in significant increases in applications and offers which translated to a 20% increase in enrolments through the scheme from 315 students in 2008 to 377 in 2009.
Training of selection staff, and development of good practice principles to support capabilities identification in the selection of equity students (pilot)	Targeted strategic and operational training undertaken (with a particular student equity focus) for staff involved in, or with management responsibility for, selection. Pilot of a new approach to the selection of equity students undertaken in the University's Architecture and Design school.	Increased SNAP cohort enrolments in 2009 (as referred to above) due to multiple factors, of which training and development of specific management approaches to equity selection are one part.
Equity Forum hosted by RMIT's Pro Vice-Chancellor Students (inaugural event)	Inaugural student equity forum, open to all staff, addressing the key issues of low SES student access, access, participation, retention and success, school and community engagement, admissions and recruitment, policy and planning and learning and teaching aspects of institutional commitment to student equity and diversity.	Enhanced engagement across the University evidenced by increased College and School engagement with the University's Equity and Diversity Unit in the planning and development of selection, transition, and recruitment initiatives.
Tertiary Aspirations Network (TAN) Aspirations Day at Hamilton and associated development of outreach programs (pilot)	Collaboration between three Victorian universities to deliver an "Aspirations Day" to provide information and promote interest and engagement with post-compulsory education in Hamilton (regional Victoria).	Four secondary schools, with a total of 110 year 10 students participated. Evaluations indicated that exploration of options and approaches to post-compulsory education and training were useful. As a result the Aspirations Day ran again in 2010.

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Educate and Connect (pilot)	RMIT collaborated with the Banyule / Nilumbik Local Learning and Employment Network and Inner Melbourne National Disability Coordination Officers to develop a one day workshop for secondary students with disabilities. The workshop identified options, transition points and support for students with a disability, focusing on current student input and experiences.	The program was piloted in 2009 and ran again in 2010. An evaluation is currently underway.

SECTION B: Higher Education Disability Support Program (DSP) funded initiatives

Initiative title	Scope of initiative (objective(s); target group(s); partnership arrangements)	Impact of program (no. of current or prospective students involved in initiative; program outputs i.e. where and how funding was spent; articulation pathways)
Assistive Technology	The purchase and deployment of software to assist students who are blind or have low vision.	In recent years ZoomText has become the most popular screen magnification software for computer users with low-vision. RMIT has purchased a concurrent user licence for ZoomText (allowing up to 15 registered users to access the software at any one time) to respond to the changing preferences of this user group. The software is currently being used by approximately 15 students.
	Purchase of hardware to cater to the requirements of a variety of disabilities. e.g. gooseneck microphones and miniature keyboards etc.	This hardware allows students who have limited muscular control, for example students with multiple sclerosis, to access assistive technology. The goose neck microphone eliminates the need to wear a headset microphone, which can be difficult to position for those with muscular limitations. Access to such a microphone allows the student to use voice recognition software. The miniature keyboards are also easier to use than standard sized keyboards for those with muscular limitations thus providing better access to the computer learning environment in general.
	Introduction of text-to-speech technology for students with a print disability (Daisy format and Daisy player software).	The introduction of Daisy format and Daisy player software allows students to access alternatively formatted materials via a more current and user friendly interface. The Daisy format has been used by approximately four students at RMIT.
	Provision of laptop with voice recognition software and mind mapping software to main RMIT Library.	Provision of a laptop with voice recognition software allows students to access the technology in a location of their choice which is important to preserve their privacy and minimise disturbance in locations such as the Library. The laptop also makes available additional assistive technology, such as mind-mapping software, which is not available on Library computers. The laptop has been used regularly by at least three students.

SECTION C: Commonwealth Scholarships (CS)

RMIT administers scholarships in compliance with the Commonwealth Scholarship Guidelines to support equity group and Indigenous student participation in tertiary education. There are issues with disbursement of scholarship payments; students need funds to buy essential items for their course but the University is unable to provide them with access to their Commonwealth Scholarships until after census date. Another key issue is the unmet demand for Indigenous Commonwealth Scholarships.

RMIT was unable to allocate all funds available through the Commonwealth Scholarships Program in 2009 as some students took a leave of absence or discontinued their tertiary studies. Following is a summary of Commonwealth Scholarship allocations for 2009.

Commonwealth Scholarships	Value	New	Amount $	Continuing	Total recipients	Total Value
Ordinary CECS	$2207	163	359,741	463	626	$1,381,582
Ordinary CAS	$4415	84	370,860	242	326	$1,439,290
Associate Degree CECS	$2207	6	6,621	9	15	$13,345
Associate Degree CAS	$4415	4	8,828	3	7	$15,456
National Priority CECS	$2207	87	192,009	N/A	87	192,009
National Accommodation Scholarships (NAS)	$4415	28	123,620	N/A	28	123,620
Indigenous Access Scheme	$4,166	12	49,992	N/A	12	49,992
Total		384	$1,111,671	717	1101	$3,215,294

SECTION D: Institutional Equity Scholarships

Target Groups	Scholarships	Number of new recipients	Value	2009 total value of new scholarships $	Total number of recipients	Total value
Higher education LSES equity group students	RMIT Fee Equity Scholarships	69	Cost of HECS fees	455,400	263	$1,756,269
	RMIT HE Study Support Scholarships	184	$2,000	368,000	521	$1,043,000
	RMIT Postgraduate Study Support	50	$2,000	$100,000	50	$100,000
	RMIT Honours Study Support	4	$2,000	$8,000	4	$8,000
TAFE LSES equity group students	RMIT TAFE Study Support Scholarships	191	$2,000	$382,000	191	$382,000
Aboriginal and Torres Strait Islander students	Indigenous students in TAFE programs	2	$4,000	$8,000	2	$8,000
	Indigenous student in graduate course work program	2	$5,000	$10,000	2	$10,000
	Indigenous students in health-related programs	4	$10,000	$40,000	4	$40,000
					3	$29,000
	Indigenous students in undergraduate programs	3	$7,000	$21,000	3	$21,000
	Evelyn Boekeman	8	$750	$6,000	8	$6,000
International mobility LSES	Mobility travel grants for students from Equity Groups	10	$4,000	$40,000	10	$40,000
Outstanding TAFE & Higher Education in leadership and community, LSES	George Alexander Foundation Scholarship	8	$7,500	$60,000	14	$105,000
Articulating TAFE & Higher education LSES	Northcote Trust Scholarship	9	$2,000 and $7,500	$23,500	30	$153,000
Rural LSES	Rural Grants	15	$2,000, - $5,000	$52,400	15	$52,400
Disabled sudents requiring assistive technology	St Vincents	6	Up to $1,000	$4,500	6	$4,500
TOTAL				1,578,800		3,758,169

SECTION E: Equity group focus and key equity strategies

In 2009 RMIT directed equity effort through two distinct bodies of work:
1. Targeted outreach and engagement, linked to specific access schemes, such as SNAP and the Aboriginal and Torres Strait Islander Access Scheme.
2. Training and effort at the point of selection to mitigate disadvantage for applicants making an equity application.

The targeted outreach and engagement focussed heavily on geographic areas and communities with multiple indicators of disadvantage. Equity groups reached through this work included low socio-economic-status, rural, Aboriginal and Torres Strait Islander, non-English speaking background (e.g. refugee resettlements) and disability groups. Other outreach activities that have made a significant contribution include partnerships(such as that with the Whittlesea Youth Commitment) to ensure that young people at risk of leaving school early are supported to remain in and / or re-engage with education and training.

Major issues in the areas and communities the University works with include poverty, housing instability, re-settlement issues for complex families of refugee background, transport and distance from tertiary education opportunities. Feedback from the schools and communities the University engages with suggest that the work we do in providing: targeted and accessible information regarding pathways and tertiary transitions; material support and scholarships; and focussed access schemes are effective in addressing some of the issues disadvantaged groups face in accessing post-compulsory education.

SECTION F: Equity planning and management in 2010

RMIT has an enduring commitment to meeting the needs of disadvantaged groups outlined in its Strategic Plan, *RMIT 2010-Designing the Future.* One of the University's core values is to provide *"Learning opportunities (that) cater for a diverse range of students, including those who may be disadvantaged in relation to education and/or labour markets."*

The University has had in place a governance structure to monitor and identify initiatives to improve participation of disadvantaged groups. Key initiatives are set out in the University's Equity and Diversity Plan which provides the central strategy for equity and diversity as it relates to both staff and students at the University. Implementation of the Plan is overseen by the University's Equity and Diversity Committee, an advisory committee to the University's Vice –Chancellor.

The University's 2010 Business Plan has also identified as a priority initiatives that respond to Commonwealth equity targets. Initiatives have been identified and are being implemented across the University and include changes to internal admissions processes, improved support mechanisms and increases in outreach activities in selected regions.

In addition, the University's Business Plan details participation and performance targets for key equity groups and reports progress against these targets twice a year to the University's executive and Council. Participation of equity groups and growth in equity scholarships are also key performance indicators in the University's Students Portfolio annual plan with performance against target reported quarterly to the University's executive and Council.

SECTION G: Performance of Equity Groups 2008

Group	Relevant indicator	Key trend or shift	Explanation
Low socio-economic status (under 25)	Access and participation rates	Growth in access and participation of over 1% from 2004 to 2008 compared with declines for the state and little change for the sector. RMIT now outperforms the state in relation to these indicators.	Reflects the success of outreach activities and the University's targeted special access scheme (SNAP). Success is supported by the development of inclusive teaching practices, and enhanced use of technology.
	Retention and success	Slight decline in retention rate from 2007 to 2008 and slight increase in the success rate.	
Low socio-economic status (SES) – all ages	Access and participation rates	Growth in access and participation of approx. 1% from 2004 to 2008.	Success is supported by the development of inclusive teaching practices, and enhanced use of technology.
	Retention and success	Relatively stable retention and success rates.	
Students with a disability	Access and participation rates	Significant increase in access and participation rates from 2004 to 2008. RMIT now outperforms the State and sector for this indicator.	Investment in campus facilities to ensure accessibility. Inclusive teaching and assessment practices and investment in assistive technologies to support retention and success for students with disabilities.
	Retention and success	Significant increase in retention rate and a relatively stable success rate.	
Students from a regional background	Access and participation rates	Access and participation rates increased slightly though are outperformed by the State and sector for these indicators.	Access and participation is affected by access to affordable accommodation near the University's campuses. The University has focused on transition support initiatives and enhanced use of technology to support retention and success.
	Retention and success	Increasing retention and success rates outperforming the sector on these indicators.	

SECTION H: University Contact Officer

	Name and Title	Phone	email
ESP and HEPPP Contact Officer	Milly Fels Manager, Equity and Diversity	(03) 9925 2006	milly.fels@rmit.edu.au
DSP Contact Officer	Ian Taylor Manager, Learning and Work,	(03) 9925 3408	Ian.taylor@rmit.edu.au
CS Contact Officer	Kath Davies Manager, Scholarships,	(03) 9925 8736	kath.davies@rmit.edu.au

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7 Indigenous Education Statement

NOTE: This part of the IPPIC, the Indigenous Education Statement, has been submitted previously as per the DEEWR submission deadline—30 June.

SECTION 1   OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

RMIT's approach to improve higher education outcomes for Indigenous Australians and how this is being implemented

> *'RMIT recognises the inherent value of Indigenous Australian perspectives to the University. The University aims to position itself as both an employer of choice and preferred place to study for Aboriginal and Torres Strait Islanders. RMIT has undertaken a firm commitment to contribute to, and lead in, the areas of reconciliation and Indigenous community development.'*
>
> *RMIT Equity and Diversity Plan 2007-2010*

RMIT University's activities in Indigenous education are driven by the principles of self determination, development of the Koori community, development of the individual, and maintenance of Koori identity and culture. Our commitment to these principles underpins our approach to improving educational outcomes for Aboriginal and Torres Strait Islanders.

In Higher Education, RMIT bases its objectives for improving Indigenous education on the National Aboriginal and Torres Strait Islander Education Policy (AEP) goals. For TAFE, the University produces an annual *Wurreker Plan,* in line with Victorian State Government requirements, which is based on complementary objectives.

As a result, the University has the following key objectives to improve education outcomes for Indigenous Australians:

1. Developing and maintaining equal and effective partnerships with Indigenous learners, communities and community organisations

2. Promoting learning opportunities through targeted access programs

3. Improving Indigenous student learning experiences and completion rates at all levels from TAFE to Higher Degrees by Research

4. Enhancing the capacity of all staff and students to understand Aboriginal and Torres Strait Islanders perspectives

5. Increasing the number of Aboriginal and Torres Strait Islander peoples employed at RMIT.

At RMIT the model for delivering Indigenous programs and services is dispersed and integrated across multiple functions and units rather than confined to a single Indigenous Education Unit (IEU). Student participation is co-ordinated through the Ngarara Willim Aboriginal and Torres Strait Islander Centre which works with academic areas and the Equity and Diversity Unit to promote access and support student transition. Engagement and outreach is a collaborative effort involving academic units, Ngarara Willim, and Equity and Diversity. Indigenous employment effort is located within Human Resources. Curriculum development resides with individual teaching units, with support from the Learning and Teaching Development Unit. Cultural awareness is supported by targeted activities delivered by People and Culture, the Learning and Teaching Development Unit, Ngarara Willim and Equity and Diversity. Teaching of Indigenous content is managed at the discipline level. In 2009 RMIT appointed its first Professor from an Indigenous background. It is

anticipated that this will support increased Indigenous academic and research activity across the University.

In 2009 RMIT undertook the following key activities in order to more effectively support our implementation of the above objectives:

- Development of the Aboriginal and Torres Strait Islander Transition and Enabling Program, the Gama-dji Program, focusing on academic skill preparation and phased delivery of learning support for Indigenous students.
- Development of an RMIT Reconciliation Statement endorsed by the University's Executive.
- Participation in the Toorong Marnong initiative, a project funded by the nine higher education institutions in Victoria looking at co-operative initiatives to enhance outcomes for and engagement of Indigenous peoples in tertiary education.
- The appointment of an inaugural Professor of Aboriginal & Torres Strait Islander Studies at the University.
- The introduction of targeted scholarships to TAFE and Higher Education Indigenous students as part of RMIT's commitment to closing the gap in life expectancy between Indigenous and non-Indigenous Australians and improving the well-being of Indigenous communities through the education of Indigenous health workers and workers in allied areas.
- Partnered with the Australian Indigenous Mentoring Experience (AIME) Indigenous Corporation to deliver a Mentoring Program involving RMIT University students and secondary school Indigenous students with the aim of improving Year 10 to 12 completion and university admission rates.
- The implementation of a protocol whereby each RMIT Council and Academic Board meeting is opened with an Acknowledgement of Country.

How Indigenous perspectives are embedded in RMIT's strategic plan and other key institutional documents

Aboriginal and Torres Strait Islander perspectives are embedded in the RMIT strategic plan, and other key University plans:

- *RMIT 2010 Designing the Future – Strategic Plan*, which includes 'Respect for Indigenous cultures' as a key component of Priority 5, to 'Create an experience for students which is stimulating and satisfying and which celebrates diversity'.
- *RMIT Equity and Diversity Plan 2007-2010* which has an overarching commitment to Indigenous education and employment, and a recognition of the significance of Indigenous perspectives, as well as performance measures specific to Aboriginal and Torres Strait Islander education in each of the priorities of the Plan.
- *RMIT Academic Plan 2007-2010,* which contains explicit strategies for Aboriginal and Torres Strait Islander education, including the Indigenous Academic Partnership Committee chaired by the Deputy Vice-Chancellor (Academic).
- *Togip Gabaareng Indigenous Employment and Career Development Action Plan 2007-2010.*
- *RMIT Reconciliation Statement* endorsed in 2009 which confirms RMIT's commitment to improving access, participation and outcomes in education for Aboriginal and Torres Strait Islander peoples (Appendix A).

SECTION 2: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

Goal 1: *Establish effective arrangements for the participation of Indigenous peoples in educational decision-making*

Indigenous membership on University Committees includes the following (staff from Ngarara Willim are represented on each committee):

Taskforce on Aboriginal Education and Research: This group advises the Vice Chancellor and President on the strategic direction and development of Aboriginal and Torres Strait Islander education and research. The taskforce comprises two external Indigenous representatives as well as three Indigenous staff including RMIT's new RMIT Professor of Aboriginal and Torres Strait Islander Studies, Mark Minchinton who is responsible for leading and developing Aboriginal and Torres Strait Islander studies and education across the university. In 2009 the taskforce met four times and undertook the following activities:

- Refined and finalised the RMIT Reconciliation Statement
- Contributed to the development of the Graduate Attributes statement
- Commented on the development of the Aboriginal and Torres Strait Islander Transition and Enabling Program
- Monitored the implementation of the Wurreker Plan 2009

Koori e Profile Working Group: The Koori e Profile Working Group reports to the University's Academic Board through its Vocational Education and Training (VET) Committee. The Working Group includes three internal Indigenous staff and non Indigenous staff involved in supporting Indigenous education and training, and performance planning. In 2009 the Working Group focused on community engagement and opportunities for RMIT to respond to the education and training needs of Victorian Aboriginal and Torres Strait Islander communities and students.

Vocational Education and Training (VET) Committee: The manager of the Ngarara Willim Centre is a member of the VET Committee and provides advice to the Committee on issues of concern to Victorian Aboriginal and Torres Strait Islander communities and students.

Professor of Aboriginal & Torres Strait Islander Studies, Mark Minchinton: The appointment of the first Professor of Aboriginal & Torres Strait Islander Studies, Professor Mark Minchinton in 2009 is an important landmark in RMIT's commitment to Aboriginal and Torres Strait Islander education and research. Professor Minchinton is responsible for leading and developing Aboriginal & Torres Strait Islander studies and education across the university.

Goal 2: *Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.*

The RMIT University Indigenous Employment and Career Development Plan 'Togip Gabaareng' was developed in 2007 and runs until the end of 2010. The Plan is available on the University's website at: http://www.rmit.edu.au/staff/strategy. Within the plan there are numerous programs and activities that are aimed at increasing Aboriginal and Torres Strait Islander staff within the University and career progression opportunities for these staff. In particular the Plan focuses on:

- education and professional development for staff
- development of appropriate support services for Aboriginal and Torres Strait Islander staff
- raising awareness amongst managers of Aboriginal and Torres Strait Islander employment priorities and issues.

Since its implementation at the beginning of 2008 there has been an increase in the number of Aboriginal and Torres Strait Islander applicants and staff. This has been a direct result of targeted University initiatives, including:

- expression of interest campaigns
- direct appointment procedures
- notification to the community and community organisations of positions via email
- one on one assistance for potential Indigenous applicants to identify and apply for relevant positions
- targeted activities focusing on the needs and requirements of RMIT colleges and portfolios
- employment of Aboriginal and Torres Strait Islander trainees

In support of increasing the Indigenous workforce, in 2009 RMIT was granted six exemptions (in place until 17 June 2012) from provisions of the Equal Opportunity Act 1995 to advertise for general or academic positions within the University.

Additionally, Ngarara Willim supports the maintenance of data on Aboriginal and Torres Strait Islander guest speakers and lecturers and the employment of Aboriginal and Torres Strait Islander students in appropriate roles across the University. These positions are not reflected in employment statistics, but do raise awareness of Aboriginal and Torres Strait Islander employment needs, skills and knowledge, important for increasing Indigenous employment opportunities.

Overall the number of Aboriginal and Torres Strait Islander staff within the University at the end of 2009 was nine full time equivalent members including the commencement of RMIT's first Aboriginal and Torres Strait Islander Professor. In addition 2009 saw a number of Indigenous trainees complete their traineeship and two new Indigenous trainees commence.

The following summarises the role of Indigenous people employed within the University during 2009:

Position Title	Type	Location	Type
Senior Coordinator, Indigenous Employment	Exempt	People and Culture, Indigenous Employment	HEW 8
Coordinator, Indigenous Employment	Exempt	People and Culture, Indigenous Employment	HEW 6 (Vacant end 2009)
Manager, Ngarara Willim	Exempt	Student Services, Ngarara Willim	HEW 8
Koori Liaison Officer, Ngarara Wilim	Exempt	Student Services, Ngarara Willim	HEW 6
Project Officer, Student Services	Mainstream	Student Services, Directors Office	HEW 7
Administration Officer	Mainstream	College of Business	HEW 5
Student Admissions	Mainstream	Student Services, Academic Registrars Group	HEW 4
Customer Service Officer, The Hub	Mainstream	The Hub, Academic Registrars Group	HEW 4

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Professor, Aboriginal and Torres Strait Islander Education and Research	Identified	College of Design and Social Context, School of Art	Academic E
Research Officer, Aboriginal and Torres Strait Islander Education and Research	Identified	College of Design and Social Context, School of Art	Academic A
Administration Officer, Student Academic Success	Identified	Student Services, Ngarara Willim	HEW 6 (Contract ended 2009)

Other key activities undertaken during 2009 include: cross cultural awareness and communication events; information sessions on Indigenous employment; and stakeholder collaborations to develop culturally sensitive plans and strategies to effectively and sustainably increase Indigenous employment.

Goal 3: *Ensure equitable access of Indigenous students to higher education.*

Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008

	2008		2009	
Commencing indigenous students	26	0.31%	40	0.48%
Commencing all domestic* students	8,508	100%	8,356	100%

Notes:
* Domestic students based on citizenship whose permanent residence is in Australia, excluding cross-institutional and Open Universities Australia enrolments.

Programs run, through the IEU or the University, to improve access of Indigenous students

In 2009 RMIT continued to develop the Indigenous Access Scheme (IAS): a cross-sectoral non-competitive selection process that identifies students' discipline specific capacity to succeed, and supports a case managed approach to prepare students for the transition to tertiary study, including access to relevant study pathways. RMIT's growth in Indigenous students involved in a wide spread of programs and fields of study, and continued strong retention and success rates are testament to the success of the model.

RMIT's case management approach also supported successful outcomes for Aboriginal and Torres Strait Islander students applying through the Schools Networks Access Program (SNAP) or other avenues. Targeted briefings and explicit commitment to Indigenous education access and outcomes were provided as part of SNAP and other school/community briefings.

In 2009 19 Aboriginal and Torres Strait Islander students enrolled through the IAS. In addition, four Aboriginal and Torres Strait Islander students enrolled through the University's SNAP scheme, for a total of 23 IAS/SNAP enrolments.

In 2009 significant resources were allocated, via an internal Learning and Teaching Investment Fund grant, to the development of the Gama-dji University Transition Program, a collaboration between the University's Student Services Group, Learning and Teaching Development Unit, the School of Education and Ngarara Willim. The program focuses on academic skill preparation and phased delivery of learning support for Indigenous students and was delivered in 2010 for the IAS cohort coming though at the end of 2009.

In addition in 2009 the Equity and Diversity Unit and Ngarara Willim piloted a briefing session for careers teachers as part of the University Careers Advisors Seminar. The briefing was developed as an explicit intervention in response to systemic issues arising from careers advice to the 2008/2009 IAS cohort. The session was enthusiastically received by careers teachers from the

Government and non-Government sectors with clear improvements in advice and support for secondary sector applicants in the 2009/2010 admission cycle.

Details on outreach activities and their success in including and attracting Indigenous students

Ngarara Willim conducts specific community outreach programs with Aboriginal community groups, key Aboriginal organisations and targeted secondary colleges where high numbers of Aboriginal students have been identified. The ongoing development of these relationships is integral to aspiration raising for Indigenous students and the cultural standing of Ngarara Willim in the wider community. Key outreach activities included:

- The Koori Express was organised for a third time in 2009, a service for prospective indigenous students and their families to attend activities aimed at raising aspiration, creating an understanding of education pathways and employment opportunities as well as the various types of services available at the University to support them in their studies.
- The Ngarara Willim Centre and Equity and Diversity Unit conducted community outreach to secondary colleges and community organisations in the Gippsland region tied to the University's School Network Access Program and Koori Express initiatives.
- The University partnered with the Australian Indigenous Mentoring Experience (AIME) Indigenous Corporation to deliver a Mentoring Program involving RMIT University students (through the University's leadership program) who mentored secondary school Indigenous students (in the northern metropolitan region of Melbourne) with the aim of improving Year 10 to 12 completion and university admission rates.
- Eight Indigenous students from Thornbury Darebin College attended the Ngarara Willim Centre with teachers to be involved in a taster program aimed at exposing students to University life and engaging them in discussions about pathways and academic opportunities at RMIT.
- RMIT teachers accompanied Ngarara Willim staff, upon the request of the indigenous community, to Western districts of Victoria of the Gundijamara and Portland Aboriginal communities to discuss development of a Certificate IV in Land Management training.
- Ngarara Willim staff accompanied the RMIT Professor of Aboriginal & Torres Strait Islander Studies to Hamilton campus for discussion of community relevant programs.
- Ngarara Willim and Teaching and Learning staff attended a meeting with Charles Darwin University to explore Indigenous ways of learning with Indigenous academics.

Details of Indigenous-specific and other scholarships offered by your university

All Indigenous higher education students at RMIT received some form of scholarship support in 2009. In total 77 scholarships to the value of $341,371 were awarded comprising 29 Indigenous-specific scholarships and 48 equity scholarships. Aboriginal and Torres Strait Islander students are prioritised for scholarships ranging from material grants, to higher education fee scholarships and a range of Commonwealth scholarships. Twelve RMIT scholarships were also awarded to indigenous students in TAFE to value of $24,000.

Indigenous-specific scholarships	Value	Recipients	Total Value
RMIT Indigenous Postgraduate Study Support	$5,000	2	$10,000
Indigenous students in health-related programs	$10,000	4	$40,000
Indigenous students in undergraduate programs	$7,000	3	$21,000
Evelyn Boekemann Scholarship	$750	8	$6,000
Indigenous Access Scheme	$4,166	12	$49,992
Other Equity scholarships			

RMIT Higher Education Fee Equity Scholarship	Payment of CSP Fees	14	$91,000
RMIT Higher Education Study Support	$2,000	1	$2,000
RMIT Accommodation Scholarship	$6,344	4	$25,376
Commonwealth Education Costs Scholarship	$2,207	19	$41,933
RMIT Post Graduate Study Support	$2,000	1	$2,000
Commonwealth Accommodation Scholarship	$4,414	5	$22,070
George Alexander Foundation Scholarship	$7,500	2	$15,000
Northcote Trust Scholarship	$7,500	2	$15,000
Total		77	$341,371

In 2009 RMIT introduced targeted scholarships to TAFE and Higher Education Indigenous students as part of RMIT's commitment to closing the gap in life expectancy between Indigenous and non-Indigenous Australians and improving the well-being of Indigenous communities. Specifically RMIT established three scholarships for Aboriginal and Torres Strait students in health and allied fields.

Promotion of scholarships to Indigenous students and take-up rates

In 2009 RMIT promoted scholarships to Indigenous students through a range of channels including RMIT and VTAC publications, electronic newsletters and bulletins, direct email to students and communication with staff across RMIT. Targeted information about Aboriginal and Torres Strait Islander scholarships was also provided as part of the school and community outreach programs.

In 2009, the Scholarships Office worked with Ngarara Willim to support scholarship applications from prospective students, including collaborating on Open Day and other forums throughout the year. Scholarships staff also assist prospective students to apply for scholarships as part of the Indigenous Access Scheme.

In 2009 RMIT awarded its full allocation of Commonwealth scholarships including the Indigenous Access scholarships.

Goal 4: Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

The total number of Indigenous student enrolments for 2009, compared to 2008

	2008		2009	
Total indigenous students	73	0.31%	91	0.38%
Total all domestic* students	23,464	100%	23,878	100%

Notes:
* Domestic students based on citizenship whose permanent residence is in Australia, excluding cross-institutional and Open Universities Australia enrolments.

Details of your institution's strategies to address Indigenous participation

A three day residential transition program was delivered at the start of 2009, building on a 2008 pilot which suggested the need for more targeted academic and learning skills for transition. The program involved 12 commencing undergraduate Indigenous students, with a similar two day program run involving seven commencing TAFE Indigenous students. This transition model informed the development of the Gama-Dji social and academic transition program to enhance participation and retention of Indigenous students at the University.

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As noted previously in the report the University partnered with the AIME Indigenous Corporation to deliver a Mentoring Program involving current RMIT University students and secondary school Indigenous students with the aim of improving Year 10 and 12 completion and university admission rates.

The University made an ongoing commitment to the Toorong Marnong initiative, a project jointly auspiced by the Victorian Aboriginal Education Association Inc and the Victorian Vice-Chancellors' Committee looking at co-operative initiatives to enhance outcomes for and engagement of Indigenous peoples in tertiary education.

In addition, Ngarara Willim continued to grow and systematise its case management approach linking Aboriginal and Torres Strait Islander students with appropriate support services. This resulted in earlier and more pro-active identification and resolution of student issues. Material support needs continue to be a factor in successful Indigenous student participation. Considerable and successful effort was directed at early participation in the Indigenous Tutorial Assistance Scheme (ITAS) with 28 students registered in 2009.

A Koori Liaison Officer commenced regular sessions at the Bundoora Campus in response to the growing Indigenous cohort studying disciplines delivered at that Campus.

In 2009, Ngarara Willim also leased 35 laptops to Indigenous students unable to afford their own to support their studies. This has been a very successful program involving both Higher Education and TAFE students.

Goal 5:   *Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians*

The total number of Indigenous completions at Bachelor level and above in 2009, compared to 2008

	2008		2009	
Total indigenous completions at Bachelor level and above[*]	5	0.14%	5	0.16%
Total all domestic completions at Bachelor level and above[*]	3,546	100%	3150	100%

Notes:
[*] 2009 completion figures, as submitted to DEEWR, include, other than students whose last year of course enrolment was 2009, those who last enrolled in either 2008, 2007, 2006 or 2005 and were never reported as completed.

Aboriginal and Torres Strait Islander students continue to demonstrate strong academic success and outcomes. These outcomes are influenced by the University's IAS which focuses on supporting discipline specific engagement and aspiration, and the incremental development of our transition model for Aboriginal and Torres Strait Islander students.

Goal 6:   *To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.*

Details of how and to what extent Indigenous perspectives are reflected in curriculum at your institution

Indigenous perspectives were integral to the following RMIT courses delivered in 2009, with numerous Indigenous educators and speakers involved in teaching:

- Indigenous Studies (undergraduate)
- Understanding Diversity and Difference (undergraduate)
- Indigenous Peoples and the Environment (undergraduate)
- Indigenous Fieldwork (undergraduate)
- The Lurujarri Dreaming Trail (undergraduate)
- Indigenous Land Use (postgraduate), and
- Applied Human Rights and In*digenous Peoples* (postgraduate).

Development continued on a number of initiatives to broaden and strengthen Indigenous perspectives within the curriculum, including:
- The appointment of an Indigenous academic, Mark Minchinton, as the University's inaugural Professor of Aboriginal and Torres Strait Island Studies.
- Modification of the curriculum for the *Legal Clinical Practice* postgraduate course to focus on the myriad legal issues faced by the traditional owners of the Arabuna people of remote South Australia in their conflicts with mining companies (for delivery in Semester Two 2010).
- The Ngarara Willim Centre, with the support of the Study Learning Centre and the Learning and Teaching Unit, developed a non-award transition program for commencing higher education Aboriginal and Torres Strait Islander students to provide new Indigenous students with an academic, social and Indigenous cultural orientation to the University.
- Continuation of work on program architectures and academic administration systems to establish an undergraduate Indigenous specialisation, whereby graduates completing four Indigenous courses in their studies will receive a statement on their academic transcripts recording completion of a "specialisation in Indigenous studies".
- Establishment of a *Koori Cohort of Postgraduate Researchers.*
- The College of Business was awarded an ARC grant entitled, 'Indigenous Entrepreneurship in Victoria, Australia' (value $596,934).

- Three Indigenous students brought their perspective to student projects as part of their participation in work integrated learning projects at the University's Vietnam campus.
- A promotional campaign was implemented to highlight Indigenous studies courses on offer. As a result enrolments have increased, with the *Indigenous Studies* elective/core Social Work course doubling its 2009 numbers to 100 students in 2010.
- An undergraduate and fully online version of *Applied Human Rights and Indigenous Peoples* course was developed by the Australian Centre for Human Rights Education (ACHRE) and supported by the University for delivery in Semester One 2010. Indigenous people were centrally involved in the development of the curriculum and learning materials.

Initiatives to develop the cultural competency of staff and students

In 2009 the following initiatives were undertaken to promote cultural competency across the University:
- Keynote address made to staff and students by the newly appointed Professor of Aboriginal & Torres Strait Islander Studies.
- Involvement of over 130 staff in professional development sessions associated with cultural competency offered through the University's staff development program.
- Inclusion of acknowledgement of country in the campus tour as a part of the staff induction process.
- Public lecture and cultural awareness walk conducted throughout NAIDOC Week and Reconciliation Week.
- Cultural awareness training provided for administrative and academic staff who recommend admission of applicants to RMIT programs as part of the IAS.
- Mabo Day Event held attended by both staff and students where members of the Mabo family and dancers spoke about the legacy of Eddie Mabo.
- Introduction provided by Ngarara Willim for Aboriginal students and non – Aboriginal staff to key Melbourne Aboriginal organisations for Aboriginal students as part of the Gama-dji study skills program.
- NAIDOC Week, Sorry Day, and Closing the Gap events conducted.

The role of your IEU in enhancing the status of Indigenous knowledges and overseeing cultural competency at your institution

Ngarara Willim works across the University to support students and enhance the status of indigenous knowledge and cultural competency at RMIT in a number of ways as follows:
- Representation on key University decision making bodies, such as the: Taskforce on Aboriginal Education and Research, the Koori e Profile Working Group and the University's Vocational Education and Training (VET) Committee.
- Support for informing and delivering key Indigenous student support programs
- Partnerships with internal stakeholders to build upon RMITs' commitment to improving Indigenous education:
  - Ngarara Willim collaboratively works with the Equity and Diversity Unit to conduct the Indigenous Access Scheme and with Study and Learning Centre to deliver the Gama-dji University Study Skills programs.
  - Ngarara Willim also provides support to teaching staff by advising academic areas and its staff around issues of cultural importance and specialisation.
- Brokerage of community and University links and partnerships: Ngarara Willim conducts specific community outreach programs with Aboriginal community groups, key Aboriginal organisations and targeted secondary colleges where high numbers of Aboriginal students have been identified.
- Conduct of relevant cultural events: NAIDOC, Sorry Day, Closing the Gap and Mabo Day.

SECTION 3   EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2009

	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	$310,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	$0
3	**TOTAL ISP income for 2009**	**$ 310,000**
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)	$ 1,328,702
5	**Total Indigenous higher education income for 2009**	**$1,638,702**

6	**EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)**	
6a	Operating costs, including salaries for Indigenous support services Salaries and oncosts 208,221 Facilities 2,432	$210,653
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	$
6c	Higher education provider overheads.	
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). Consumables including printing 40,165 Equip, hire and lease 22,628 Communication 5,018 Subscriptions 237 Marketing 5,372 Travel 22* Hospitality 16,914 Student Related Expenses 1,682 *Note: due to the cancellation of some travel activity at the end of 2008 ($10,124) which was credited in 2009 the actual travel expenditure for 2009 was reduced to $22. Note: ISP funding as listed in DEEWR statement $7,310 unspent in 2009.	$ 92,038
6e	**Total ISP expenditure for 2009**	**$ 302,690**

7	**EXPENDITURE of Other Funds in 2009**	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds). Scholarships $36,000 – Donations or philanthropic sourced funds – RMIT funds $215,992 – Commonwealth $41,933 Accommodation – Donations or philanthropic sourced funds	$ 1,328,702

	– Commonwealth	$25,376 $22,070	
	RMIT funding for Toorong Marnong, an initiative involving Victorian universities to enhance outcomes and engagement for indigenous students.	$15,000	
	RMIT funding for Australian Indigenous Mentoring Experience Scheme	$200,000	
	Funding for Indigenous student support (Student Learning Centre, Disability Liaison Unit, Counselling, Housing, Finance, Scholarships, Education Abroad Unit)	$148,625	
	Indigenous Tutorial Assistance Scheme (Commonwealth)	$95,607	
	Gama-dji (RMIT) transition program	$55,014	
	Indigenous Trainee (RMIT)	$21,120	
	RMIT funding for Indigenous learning and teaching (curriculum development and delivery)	$447,000	
	RMIT funding for cultural awareness, indigenous events and promotion	$4,965	
7b	**Total Indigenous higher education expenditure for 2009**		**$ 1,631,392**

SECTION 4   HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5   PUBLICATION OF THE STATEMENT

RMIT's Indigenous Education Statement: http://www.rmit.edu.au/staff/strategy
                                                      http://mams.rmit.edu.au/gfpwey627ockz.pdf

8 Research and Research Training

8.1 What are the key features and achievements of the institution's research performance during 2009?

RMIT has established four Research Institutes in areas of strategic strength and expertise that are now fully operational. One of these, the Health Innovations Research Institute, was formally launched in August 2009 by Nobel Laureate Professor Erwin Neher. RMIT's Research Institutes bring together multidisciplinary teams to address research questions of national and global significance. This ambit for the Institutes was recognised in a 2009 audit undertaken by the Australian Universities Quality Agency which commended RMIT "for its establishment of high-level research institutes to focus resources with the aim of achieving strong international recognition in areas of strength".

RMIT's Australian Competitive Grant income has been steadily increasing since 2005. In 2009 RMIT received $10.14 million in Australian Competitive Grant income, the highest amount ever recorded by RMIT and a 33% increase since 2005. In 2009 RMIT also succeeded in securing 16 ARC round one and two Linkage Scheme grants worth a total of $9.53 million from the ARC and partner organisations over the project life (compared to 10 successful grants and $7.23million in ARC and partner organisation funding over the project life in 2008).

RMIT was also awarded three ARC Future Fellowships, with Fellows contributing to Research Institute programs. RMIT's Future Fellows are:

- Professor Helen Lingard (School of Property, Construction and Project Management) whose research project is seeking to reduce the almost 10 per cent of death and injury claims in Australia attributed to the construction industry.
- Associate Professor Jinhu Lu (Chinese Academy of Sciences) will work on a project based in the RMIT Platform Technologies Research Institute and in partnership with the Australian National University. The project will contribute to the creation of platform technologies to help the Australian energy industry cut greenhouse emissions.
- Dr Quentin Stevens (University College, London) will work on a project based in the RMIT Design Research Institute that will explore recent changes in the location, design and meaning of public artworks, particularly memorials.

RMIT's Higher Education Research Data Collections (HERDC) publications score in 2009 was 1,280.09 a slight increase on 2008, with journal articles accounting for over 45% of research publications. 2009 national comparative figures are not yet available. In 2008 RMIT was ranked 3rd in Victoria and 15th nationally in terms of publications.

8.2 What are the key features and achievements of the institution's research training performance during 2009?

In 2009 RMIT's reputation for relevant and flexible research training was key in attracting 412 new Higher Degree by Research (HDR) candidates (compared to 375 in 2008). Sixty-three of these high calibre candidates were successful in securing an Australian Postgraduate Award (compared to 34 in 2008) and a further 13 were supported by an RMIT PhD Scholarship. A total of 254 domestic and international HDR students graduated from RMIT Masters and PhD programs (compared to 223 in 2008).

In 2009 RMIT commenced the establishment of the School of Graduate Research (SGR). The SGR has been designed to provide streamlined end-to-end support for Masters by Research and

PhD candidates. This new organisational model provides improved oversight and governance on policy, procedures and administrative processes related to research training.

In late 2009 a new University-wide selection process was introduced for the allocation of Research Training Scheme places and scholarships for domestic students. This selection process was designed to ensure that places and scholarships are awarded to the highest calibre students in RMIT's areas of research specialisation.

8.3 What are the key features and achievements of the institution in contributing to innovation in 2009?

RMIT is well known for collaborative and partnered research. In 2009, RMIT researchers undertook a range of collaborative projects with partners from other tertiary institutions, government, industry and the community aimed at translating research outcomes into practical applications that benefit end-users.

In 2009, RMIT continued to play a major role in the Cooperative Research Centres (CRC) program which is designed to develop innovative solutions that can be readily deployed by end-users to address critical problems. RMIT undertook contract research for the Poultry CRC and received $4.4 million from the eight CRCs that it was directly involved in. CRCs include:

- CRC for Advanced Automotive Technology;
- CRC for Advanced Composite Structures;
- CRC for Advanced Manufacturing;
- Bushfire CRC;
- CRC for Polymers;
- CRC for Smart Services;
- Australasian CRC for Interaction Design; and
- CRC for Construction Innovation.

The work of the Bushfire CRC was particularly relevant in 2009 and a senior researcher from RMIT led two of the six sub-projects within the Community Self Sufficiency for Fire Safety program. Research undertaken by RMIT academics directly informed the work of the 2009 Bushfires Royal Commission.

Some other examples of the significant contribution that RMIT researchers made to innovation in 2009 include:

- RMIT researchers in the field of traditional and complementary medicine continued to pioneer innovative approaches to healthcare. These researchers, in collaboration with Guangdong Provincial Academy of Chinese Medical Sciences, launched an Australian-first study into the effectiveness of herbal medicine and acupuncture for managing chronic respiratory diseases.
- A multidisciplinary team of RMIT researchers developed a micro-device that enables scientists to investigate the development of blood clots. The micro-device mimics "the shape of damaged or diseased blood vessels, while allowing precise control and monitoring of blood flow" and has enabled scientists from the Australian Centre for Blood Diseases to discover a new way that blood clots can develop. Further work has begun to develop the micro-device into a diagnostic tool to assist in the detection and treatment of blood clotting diseases which affect more than half of Australia's population.
- RMIT's Industrial Chemistry Group continued to make significant advances in mercury removal technology. The Group used nanotechnology to develop a sensor to measure mercury which can assist in the detection and clean up of gas and liquid mercury. This innovative research has led to a new collaboration with the Indian Institute of Chemical Technology at Hyderabad to develop and test a system that removes mercury vapour from the air.

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- In response to the Black Saturday Disaster, RMIT's Design Research Institute's inaugural "Design Challenge" brought together small teams of researcher to develop innovative proposals for future bushfire prevention and planning, emergency responses and post-fire regeneration.
- RMIT commenced hosting the National Climate Change Adaptation Research Network for Disaster Management and Emergency Services. The project is worth $2 million (over four years).

8.4 How many research collaborations and partnerships was the university involved with in 2009 with:

Type of research collaboration / partnership	No. of research collaborations and partnerships
a. Other Australian universities and research organisations	327
b. Universities and research organisations overseas	74
c. Industry and other partners in Australia	391
d. Industry and other partners overseas	36