

# Student Gender Equity

Action Plan 2023 - 2026

## Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

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

RMIT also acknowledges the Traditional Custodians and their ancestors of the lands and waters across Australia where we conduct our business.



# Sponsor Commitment and Introduction

**RMIT is committed to generating positive impact together. We continue to consider our greatest achievement the graduation of genuinely ethical, global citizens, ready to drive change. We differentiate ourselves through the way we use our teaching and research assets, and our networks, to contribute to the communities we serve.**

Our values and commitment to inclusion means we must ensure our students are not limited by gender stereotypes, expectations or prejudices, and that everyone has the equal opportunity to succeed. We want to remove barriers and create equitable experiences for students, while equipping them to advance gender equity beyond RMIT.

Our pursuit of genuine gender equality means we acknowledge that everyone is impacted by gender roles in different ways and to different degrees. When we address the systems, structures and cultures that perpetuate gender inequality, we ensure everyone is valued and treated as equal regardless of gender.

Historically, gender equity initiatives have focused on supporting individuals to navigate systems and structures that impose barriers and disadvantage. We want to change the systems. We are committed to reviewing our internal structures, policies and programs and using our influence, education and translational research to advance gender equity outcomes.

## **Professor Sherman Young**

Deputy Vice-Chancellor Education and Vice-President  
RMIT University



# Why do we need a Student Gender Equity Action Plan?

## **We all want to be respected as unique individuals with our own interests, skills and aspirations.**

At RMIT inclusion and integrity are core values that guide what we do and how we treat each other. RMIT understands the impact gender inequality has on our community and the experiences and outcomes of our students. The effects of gender inequality are present in all aspects of our lives. We must ensure our students are not limited by gender stereotypes, gender roles or prejudices and that everyone has equal opportunity to succeed. We must foster diverse participation, voice and perspectives in decision making and encourage innovative ways of thinking.

### **Gender-based violence**

Gender-based violence is occurring across all public and private spaces – including universities. Data from the National Student Safety Survey demonstrates the ongoing focus required to address gender-based violence, in prevention and support for those that experience it.

Gender based violence impacts the educational outcomes and mental wellbeing of victim/survivors, including detrimental impacts on their learning with some being forced to disengage from their studies entirely.

The disproportionate rates of sexual harassment and sexual assault particularly for gender and sexuality diverse students, as well as young women and students with a disability, directly affects both the wellbeing and the equitable learning outcomes for these students. Universities have a particular responsibility to ensure a safe and equitable learning environment for women and their diverse student communities.

### **Limiting gender roles and stereotypes**

Expectations and assumptions on attributes, characteristics and capacity linked to gender continue to influence students' study choices, opportunities and experiences in education and their transition to work.

### **Gender segregation in fields of study**

Some areas of study like Education, Health, Creative Arts and Society and Culture continue to have higher levels of women enrolled, while other areas of study such as Information Technology and Engineering Related Technologies, continue to have higher levels of men enrolled.

Despite a focus on women in STEMM fields (or STEM for VE) and an increase in women's representation, enrolments remain highly gender segregated. Gender segregation in fields of study reflects the limitations placed on women to participate and succeed.

Rates of gender segregation and limiting gender roles and stereotypes are counter intuitive to RMIT's aspirations that everyone has equal opportunity to succeed.

# Why do we need a Student Gender Equity Action Plan?

## Gender pay discrimination

While more women than men graduate from higher education institutions and receive the same education, the data confirms stark graduate and postgraduate gender pay gaps across most study fields and industries in Australia.

Data from 2020 confirms that postgraduate gender pay gaps exist in favour of men in most fields of study. The median overall graduate gender pay gap was 2.5%. The median overall postgraduate gender pay gap was 13.0%. (WGEA 2020)

The gender pay gaps mean that women receive lower rewards from investing in their tertiary education than men, especially those completing postgraduate study.

The gender pay gap is wider for part-time and casual workers, a group that is overrepresented by women. The gender pay gap continues to impact women's financial opportunities and economic security.

The gender pay gaps are a reflection on the way women's and men's contributions to the workforce are valued, reflecting and reinforcing limiting gender stereotypes and norms.

## Gender diversity in leadership

Unfair assumptions and gender stereotypes, as well as career barriers for women, result in men being overrepresented in leadership roles.

Women continue to be underrepresented in key decision-making positions across almost all industries in the Australian workforce. In 2022 only 1 in 4 organisations had a gender balanced leadership team.

Progress towards gender equality in leadership has been slow despite strong economic arguments for greater gender diversity.

The application of gender norms and stereotypes in what a leader should look and be like, limit those who do not fit the traditional view of a masculine leader. By challenging these norms and expanding ideas of leadership, individuals can have greater opportunity to be recognised for the contributions and capacity to lead.

As an educational institution we are shaping and supporting leaders and emerging leaders. We must also provide positive and diverse examples of leadership.

# Why do we need a Student Gender Equity Action Plan?

## Compliance requirements

RMIT has several compliance requirements relating to gender equality. RMIT strives beyond these requirements to ensure all students are respected as unique individuals, with their own interests, skills and aspirations.

### Victorian Gender Equality Act 2020

In relation to students, RMIT is required under the Act to promote gender equality, conduct gender impact assessments and report on progress.

### Higher Education Standards Framework

The principal Standards concerned with diversity and equity are in Part A, Section 2.2, Diversity and Equity, which set out three broad requirements that apply to providers and courses of study:

Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.

Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Requirements for providers to consider diversity and equity are also woven into other Standards, reflecting the typical

stages of being a student. The Guidance Notes on Diversity and Equity and on Wellbeing and safety provide additional information to support compliance.

### Anti-Discrimination Legislation

In compliance with the Equal Opportunity Act and other state and federal anti-discrimination legislation RMIT has a positive duty to eliminate unlawful discrimination including taking proactive steps to prevent it occurring.

### Standards for Registered Training Organisations

RTOs are required to provide sufficient 'educational and support services to meet the needs of the learner cohorts' including 'resources and/or programs to increase access for and be responsive to the individual needs of learners in accordance with access and equity'.

In addition, RMIT has signed up to the United Nations Sustainable Development Goals, including committing to action towards Goal 5: Achieve gender equality and empower all women and girls; and other Goals including Quality Education; Decent Work and Economic Growth; and Reduced Inequalities including annual reporting to the Times Higher Education Index.

# Building upon a strong foundation: Student gender equity at RMIT

**RMIT has a longstanding commitment to gender equality which is embedded in our strategies, policies, programs and practice.**

RMIT has extensive and intertwining actions and interventions in place to ensure everyone is valued and treated as equals regardless of gender. The Inclusion, Diversity, Equity and Access Framework supports existing and emerging priority areas and sees the diversity of students supported beyond gender. This action plan builds on that organisational framework and cultural conditions to identify and address barriers to gender equality.

## **Complementary Strategies and Action Plans**

- Inclusion, Diversity, Equity and Access (IDEA) Framework
- Education Plan 2023 - 2025
- Gender Equality Action Plan 2022 – 2025 for the staff community
- SAGE Athena SWAN Bronze Action Plan 2020 - 2027
- Addressing Gender Based Violence Strategic Action Plan 2023 - 2027
- Mental Wellbeing and Respect Capabilities Framework
- Financial Inclusion Action Plan for the student community 2022 - 2023

## **Recognition**

Athena SWAN Bronze Award for our commitment to improve gender equity and diversity in the science, technology, engineering, mathematics and medicine (STEMM) disciplines.

## **Examples of current work**

- We run a range of events and workshops throughout the year to build aspiration and understanding for under-represented genders.
- Women applying for programs in which RMIT has specified that women are under-represented are eligible for equity adjustments to their selection rank.
- RMIT has 15 unique Scholarships for women, and for women in STEMM, with 93 recipients in 2023.
- Gender affirmation guide and supporting policies
- Gender equity is embedded into student leadership and development programs, like the Big Industry Challenge where gender equity was the 2022 theme.

## Building upon a strong foundation: Addressing gender-based violence

**The Student Gender Equity Action Plan will align to and recognise RMIT's long standing commitment to addressing gender-based violence.**

The Student Gender Equity Action Plan recognises gender-based violence as both a cause and consequence of gender inequality. Actions to address gender-based violence are not replicated in this action plan as they are articulated in the Addressing Gender Based Violence Strategic Action Plan 2023 – 2027.

The Strategic Plan guides the work of the prevention and response units within RMIT, and the governance and institutional systems that we need to build on or create to enable meaningful change. It reflects our broadened focus on addressing all forms of gender-based violence, recognising that sexual harassment and sexual assault are just two points on a spectrum of inappropriate behaviours and violence driven by inequality and disrespect.

For more information on the Addressing Gender Based Violence Strategic Action Plan visit:

[rmit.edu.au/about/our-values/respect-rmit](https://rmit.edu.au/about/our-values/respect-rmit)



# Shaping the future: Gender equality for all

## Understanding gender

RMIT recognises that gender is part of a person's personal and social identity, and that a person's sex and gender are not the same.

The ways in which we have historically understood sex and its relationship with gender are dictated by the cultural norms that have dominated our society, and RMIT recognises that this is changing and evolving.

For some people, their sex assigned at birth aligns with their sense of gender identity. For others, their gender does not align with societies expectations based on the sex they were assigned at birth.

We understand that gender is expansive and includes a wide variety of identities such as trans or transgender, queer, gender fluid, gender queer, gender non-conforming, bi-gender or non-binary, meaning that people do not always identify as either exclusively women or men.

This plan will challenge rigid binary constructs, gender norms and stereotypes that result in bias, discrimination and disrespectful behaviors. It will address systemic barriers and attitudes that perpetuate gender inequality.

## Gender equity inclusive of all

Gender inequality may be exacerbated by other compounding forms of disadvantage or discrimination that a person may experience on the basis of Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes (Section 6(8) of the Victorian Gender Equality Act 2020).

We aim to recognise and address how other forms of discrimination and disadvantage intersect and overlap with people's experience of gender inequality. We commit to ensuring gender equity actions question how other characteristics of individuals' identities may compound their experience of gender inequality and respond accordingly.

## Changing systems, structures and attitudes

Through teaching, learning, research and partnerships, RMIT is in a strong position to advance gender equality.

- Shaping and equipping graduates, of all gender identities, with the capability to promote gender equity beyond RMIT, both socially and professionally.
- Promoting gender equality in practices, policies and processes across RMIT Group.
- Influencing industry, community and government policy through research.
- Using our position as a leader to advocate for gender equality.

# Shaping the future: Gender equality for all

**Everyone is affected by gender inequality in different ways and to different degrees. Because of this, our approach must be responsive to these varied experiences.**

Our experiences of gender impact all areas of our lives at all stages, including in education and work. Rigid roles and expectations linked to gender norms place limitations on people of genders, however they are particularly harmful for women and gender diverse people. We acknowledge that gender identity is complex, and that language and knowledge of gender continues to evolve. This action plan commits to serving and working with people of all genders and/or multiple genders.

## **Non-binary people**

This plan uses the term ‘non-binary’ to include and recognise genders that sit outside the constructed binary of women and men.

We acknowledge that people are often socialised as or perceived by others as a binary gender, exposing them to unique experiences of gender inequality.

This plan will challenge narrow and limiting binary constructions of gender through education, advocacy and systemic change. It will work to identify and address systems, structures and perceptions that result in disadvantage, discrimination and exclusion of non-binary people.

## **Women**

This plan uses the term ‘women’ and ‘female’ to include all those who have a lived experience as a woman, including female-identifying and female-expressing women, as well as trans and cis women. However we acknowledge that there may be many other ways that women could identify.

This plan will identify and address systems, structures, and perceptions that disadvantage, discriminate and limit women. It will include initiatives to support women today, while working toward systemic change in the future.

## **Men**

This plan uses the term ‘men’ and ‘male’ to include all those who have a lived experience as a man, including both trans and cis men. However we acknowledge that there may be many other ways that men could identify.

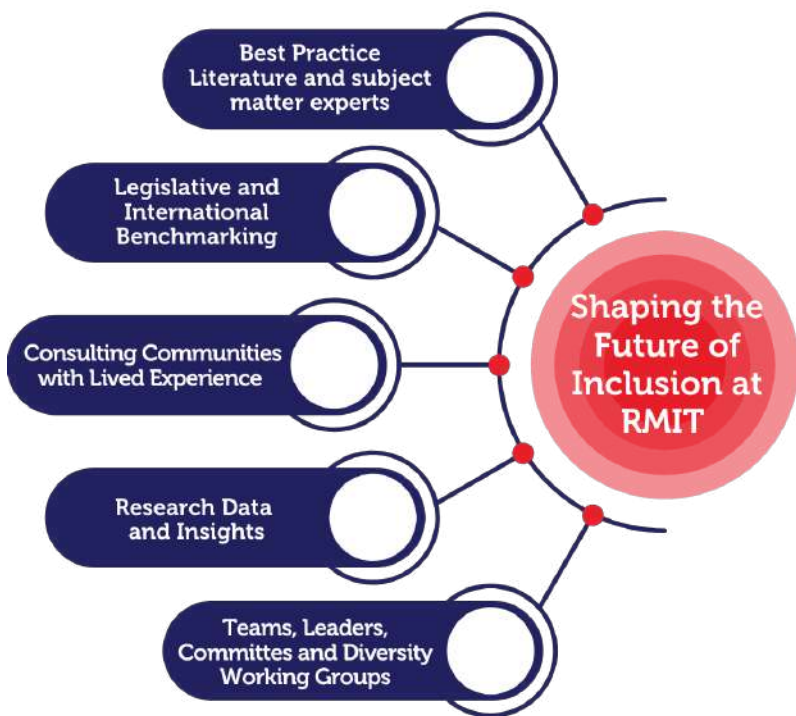
Gender equity work that is truly transformative and intersectional also considers how identifying men can be more accountable and co-create change personally, culturally and across all systems and structures.

## **Transgender and cisgender**

Or simply trans, is an adjective used to describe someone whose gender identity differs from the sex assigned at birth. Cisgender, or simply cis, is an adjective that describes a person whose gender identity aligns with the sex they were assigned at birth.

# Shaping the future: Consultation and review

The voices of our students and staff were critical in developing an action plan that serves our community and builds upon the strong foundation of work in motion.



Consultation was conducted in conjunction with the IDEA Framework. It sought to gain insight into what RMIT is doing well, where we still need to improve, and what we need to do to get there. Grounded in principles of inclusion and accessibility, consultation included listening groups, roving polls, online surveys, and 1:1 conversations.

Targeted consultation was conducted with student groups including women in STEM in vocational education, women in engineering and women in IT and computer science clubs.

To utilise the subject matter expertise within RMIT an advisory group was established which included student representatives, academics engaged in gender equity teaching and research, and professional staff engaged in gender equity strategies and programs.

We reviewed existing actions and initiatives including the Athena SWAN Action Plan, Addressing Gender Based Violence Strategic Plan, and actions relating to students in the staff Gender Equality Action Plan.

We considered the requirements of relevant legislation, policy and regulation, including the Victorian Gender Equality Act 2020.

We were able to use existing data and work completed to identify trends in access, retention and success by gender and compare this to national averages, literature and research.

While we had a broad range of voices, lived experience and perspectives and data, we acknowledge that ongoing consultation and review of initiatives is crucial in continuing to advance gender equity.

# Shaping the future: Drawing together insights

The voices of our students and staff were critical in developing an action plan that serves our community and builds upon the strong foundation of work in motion.

- Although RMIT has not previously had a specific student gender equality action plan, there are existing structures, policies and programs in place to advance gender equity.
- Initiatives to increase women's participation in STEM have been effective, however there is still work to be done addressing gender segregation and the experience of women in disciplines where they are underrepresented.
- RMIT has strong outreach, scholarships and admissions schemes in place for women in underrepresented areas.
- The number of non binary students identifying and disclosing identity is increasing. Non binary students must still navigate binary systems, structures and cultures.
- Our students want to see visible diverse role models, to believe that they can stay, succeed and progress. Particularly non binary students and women in fields they are unrepresented.
- Barriers to participation in education and work integrated learning included time, finance, location, and the application of gender norms and stereotypes. These are compounded for women, especially women with caring responsibilities and women living in regional areas.
- Resistance to gender equity, denial, fatigue and varying levels of understanding need to be considered in the way actions and initiatives are explained and promoted.
- Safety and reporting: Most of the examples of students feeling excluded are a result of interactions with peers and staff and how these are managed. Women and gender diverse students have concerns for their personal safety. There were several examples of students downplaying experiences of harassment and gender discrimination. Students expressed doubt in formal reporting processes.

## “ What are students saying? ”

“The idea of going into Chem Eng (career) **makes me nervous as I won't be heard. I fear I will not be listened to**, so I am leaning towards Pharm Sci.”

“Group members would not let me code, **there was not a fair distribution of work**. They underestimate what I can do.”

“When I demonstrate leadership and take charge it is **seen as bossy or annoying**”

“RMIT is making it more obvious lecturers need to be conscious in the way they speak to and about female students and the terminology they use. **Its changing but sometimes very slowly.**”

“... as a woman there are occasionally going to be times when you feel just **a little less safe.**”



**Student Gender Equity**

**Aspirations and Actions**

# Our Aspirations

These align to the RMIT Inclusion, Diversity, Equity and Access (IDEA) Framework.

## 1. Access, Participation and Success

We aim to build a more diverse student profile with equity in retention, success and outcomes for people of all genders.

## 2. Culture, Capability and Leadership

We will create an environment where people of all genders, are supported and respected, feel a sense of belonging, and are thriving.

## 3. Education and Research

We will demonstrate best practice in equity, diversity and inclusion through our education and research and positively influence gender equity outcomes at RMIT and beyond.

## 4. Infrastructure, Services and Operations

We will provide inclusive facilities and services that people of all genders can access equally. We will plan, resource and communicate our gender equity aspirations and achievements.

## 5. Community and Partnerships

We aim to engaging reciprocally and in partnership with the communities we serve, promoting equity, diversity, inclusion and wellbeing.



# 1. Access, Participation and Success

Equal opportunity and outcomes for people of all genders to access, participate and succeed.

Action	Output	Status	Outcome	Responsible	Timeline
<b>Deliver outreach activities to build aspiration and awareness of education and careers for women in non-traditional fields.</b>	1. Strengthen and build upon existing outreach programs.	<ul style="list-style-type: none"> <li>Continued implementation</li> <li>Identify improvements</li> </ul>	<p>Demonstration of increased self-efficacy, interest and aspiration following participation in outreach activities.</p> <p>Increased application and entry rate of women in fields they are underrepresented.</p>	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>Athena SWAN</li> <li>Women in STEM VE</li> </ul>	Ongoing
<b>Acknowledge and address societal, cultural and economic barriers that impact application and admission rates for different genders including equity access schemes, scholarships, alternative selection criteria, and recognition of prior learning.</b>	1. Strengthen and build upon equity access schemes, alternative selection criteria, and recognition of prior learning.	<ul style="list-style-type: none"> <li>Continued implementation</li> <li>Identify improvements</li> </ul>	Increased application and entry rate of women in fields they are underrepresented.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>Athena SWAN</li> </ul>	Ongoing
	2. Strengthen and build upon scholarships programs, including scholarship communication. Review how scholarships are inclusive of trans and non-binary students.	<ul style="list-style-type: none"> <li>Continued implementation</li> <li>Identify improvements</li> </ul>	Increase in awareness and application rates for scholarships.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> </ul>	Ongoing
	3. Systematically track and report on women's application and entry rates to identify and address barriers. Include in gender indicators in the Annual Report.	<ul style="list-style-type: none"> <li>Continued implementation</li> <li>Reporting</li> </ul>	Increased application and entry rate of women in fields they are underrepresented.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> </ul>	Ongoing
<b>Analyse and address the barriers to retention, progression and completion in learning, considering the distribution of students across disciplines, program levels, research and developmental opportunities.</b>	1. Measure and track retention, attrition, success and completion rate by gender to identify and address barriers.	<ul style="list-style-type: none"> <li>Continued implementation</li> <li>Reporting</li> </ul>	Identify and address barriers through targeted interventions by program level, discipline and/or research.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> </ul>	Ongoing

# 1. Access, Participation and Success

Equal opportunity and outcomes for people of all genders to access, participate and succeed.

Action	Output	Status	Outcome	Responsible	Timeline
<b>Ensure equitable participation in industry-based learning for diverse students with individual adjustments where needed, engaging with industry to enhance diverse graduate recruitment.</b>	1. Facilitate safe and positive experiences engaging with industry by identifying and addressing barriers to participation and success, including providing individual adjustments where required.	<ul style="list-style-type: none"> <li>Identify improvements</li> </ul>	<p>Increased pathways, awareness and access to employment opportunities for non-binary people and women.</p> <p>Increased examples of relevant professional experience for non-binary people and women.</p>	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, Quality and Enablement, IGX)</li> <li>Colleges</li> </ul>	2024
	2. Review and refine processes to ensure RMIT's Work Intergrated Learning Partners can provide safe and inclusive environment for students of all genders.	<ul style="list-style-type: none"> <li>Identify improvements</li> </ul>	<p>Increased pathways, awareness and access to employment opportunities for non-binary students and women in underrepresented fields.</p> <p>Increased examples of relevant professional experience for non-binary students and women in underrepresented fields.</p>	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, Quality and Enablement, IGX)</li> <li>Colleges</li> </ul>	2024
	3. Track and report on participation in industry-based learning events and opportunities by gender to identify and address potential gaps.	<ul style="list-style-type: none"> <li>Reporting</li> </ul>	Identify and address barriers through targeted interventions.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, Quality and Enablement, IGX)</li> </ul>	2023
<b>Enhance career and employability services and opportunities for women in non-traditional disciplines and non-binary people, to support equal employment opportunities including employment condition, remuneration and experience.</b>	1. Develop an industry-based networking program targeting women studying in non-traditional disciplines.	<ul style="list-style-type: none"> <li>New</li> </ul>	<p>Increased pathways, awareness and access to employment opportunities.</p> <p>Increased self-efficacy and confidence in career planning.</p>	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, IGX)</li> <li>Women in STEM VE</li> <li>Student clubs</li> </ul>	2023
	2. Build students' understanding of industry and employment opportunities, and employee entitlements through targeted workshops and a communications and engagement strategy.	<ul style="list-style-type: none"> <li>New</li> </ul>	Students acquire knowledge to make inform career choices.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, IGX)</li> <li>Women in STEM VE</li> <li>Student clubs</li> </ul>	2024



## 2. Culture, Capability and Leadership

An environment where people of all genders, are supported and respected, feel a sense of belonging, and are thriving.

Action	Output	Status	Outcome	Responsible	Timeline
<b>Build on current programs to prevent and respond to inappropriate behaviours, discrimination and harassment.</b>	1. Support the implementation of the Addressing Gender-based Violence Strategic Action Plan	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Education Portfolio</li> </ul>	Ongoing
<b>Lift gender competency and understanding of intersectionality, power and allyship for all students, recognising students have different experiences of gender and capability development must reflect this.</b>	1. Continue to build targeted learning and development in alignment with the Wellbeing & Respect Capability Framework, focused on gender competency, intersectionality, power and allyship.	<ul style="list-style-type: none"> <li>Increase current scope including numbers of student and instances of engagement</li> </ul>	Students have the capacity to engage respectfully in learning about how their experience of gender is shaped by power, privilege and/or oppression and how gender impacts the experience of others. Students are aware of gender bias.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, IGX and Student Life)</li> <li>Health Safety and Wellbeing</li> <li>RUSU</li> </ul>	2025
<b>Embed IDEA capability and accountabilities in all student leadership roles and development programs and develop and deliver a suite of capability uplift interventions that address existing and emerging capability needs of students and empower action in inclusion.</b>	1. Embed IDEA themes into leadership and developmental programs delivered through the Students Group.	<ul style="list-style-type: none"> <li>Identify improvements</li> <li>Increase current scope including numbers of student and instances of engagement.</li> </ul>	Student leaders advocate for gender equality in their roles and respectfully challenge resistance to gender equality.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, IGX, Student Life)</li> <li>Health Safety and Wellbeing</li> </ul>	2023
	2. Embed IDEA capability into the induction, training and ongoing development of student volunteers, ambassadors, leaders and champions through the Students Group.				2024
	3. Develop and deliver IDEA capability training for student leaders.				Ongoing
<b>Embed IDEA capability and accountabilities in all staff leadership roles and development programs and deliver a suite of capability uplift interventions that address existing and emerging capability needs of leaders and staff and empower action in inclusion.</b>	1. Continue to build staff capability through targeted development.	<ul style="list-style-type: none"> <li>Identify improvements</li> <li>Continued implementation</li> </ul>	Staff build capability and have accountability related to IDEA embedded in their roles.	<ul style="list-style-type: none"> <li>People Team – Culture and Inclusion</li> <li>Athena SWAN</li> <li>Health Safety and Wellbeing</li> </ul>	Ongoing
	2. Continue to embed accountability for action in inclusion into leadership roles.				
	3. Support the design and development of capability uplift interventions by including student voice, experience and insights.	<ul style="list-style-type: none"> <li>New</li> </ul>	Staff capability development in relation to inclusion and gender equity are responsive to and inclusive of student community concerns, ideas and experiences.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> </ul>	2025

## 2. Culture, Capability and Leadership

An environment where people of all genders, are supported and respected, feel a sense of belonging, and are thriving.

Action	Output	Status	Outcome	Responsible	Timeline
<b>Increase the number, diversity, and visibility of staff role models at various stages of progress and leadership, with a focus on gender diversity.</b>	1. Support the attraction, recruitment, retention and promotion of women and unrepresented genders. Including removing barriers to career opportunities and promote active sponsorship for women and non-binary staff.	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Students can see themselves reflected in the leaders and role models that RMIT promotes.	<ul style="list-style-type: none"> <li>People Team (Culture and Inclusion)</li> <li>Athena SWAN</li> </ul>	Ongoing
	2. Support marketing and communications teams to further embed inclusive language and practices, including gender balance and representation of voices, to amplify leaders, students, of all genders, can aspire to. Provide database of images and content resources and training.	<ul style="list-style-type: none"> <li>Identify improvements</li> <li>New</li> </ul>	Visible and relatable staff role models build aspirations and awareness of opportunities.  Amplifying the voices and contributions of women and non-binary people in areas they are underrepresented challenges gender norms.	<ul style="list-style-type: none"> <li>University Communications</li> <li>Students Group (Equity and Inclusion)</li> <li>People Team (Culture and Inclusion)</li> </ul>	2024
<b>Identify and eliminate unique, systemic and/or intersectional barriers for students accessing leadership opportunities at all levels and actively create pathways for diverse students to take on leadership roles and have their voices represented.</b>	1. Report on and address gender diversity in student leadership roles.	<ul style="list-style-type: none"> <li>New</li> </ul>	Increased representation of women, gender diverse and non-binary students in leadership roles where they are currently underrepresented.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, and Student Life)</li> <li>RUSU</li> </ul>	2023
	2. Support student clubs and societies to remove barriers and implement inclusive recruitment and selection processes, ensuring leadership roles are accessible and don't place additional burden on students. Including training and resource on inclusive recruitment.	<ul style="list-style-type: none"> <li>New</li> </ul>	Students of all genders have a greater understanding of recruitment processes, including potential barriers and bias. Students understand how to embed greater transparency and inclusive practice into recruitment and selection.		2024
<b>Support the creation and sustainability of dedicated student networks to progress advocacy and/or creating belonging in interest areas or identities/ orientations.</b>	1. Support RUSU's Women's and Queer departments. Work with student clubs and societies that are dedicated to advancing gender equity and creating inclusive networks. Support Women in STEM Ambassador Network.	<ul style="list-style-type: none"> <li>Continued implementation</li> </ul>	Women and non-binary students have supportive networks.  Women and non-binary people have safe spaces to discuss their experiences with peers and are supported to progress advocacy.	<ul style="list-style-type: none"> <li>Student Group (Equity and Inclusion and Student Life)</li> <li>RUSU</li> <li>Athena SWAN</li> <li>Women in STEM VE</li> </ul>	Ongoing

### 3. Education and Research

Education and research that demonstrate best practice in equity, diversity and inclusion and positively influences gender equity outcomes at RMIT and beyond.

Action	Output	Status	Outcome	Responsible	Timeline
Facilitate and maintain safe and inclusive learning and research environments.	1. Identify, recognise and promote good practice in inclusive teaching, including web presence, awards and recognition, communication and engagement linked to days of significance and learning and development.	• New	Educators are supported in knowledge sharing good and emerging practice in inclusive teaching.	• Students Group (Equity and Inclusion) • Colleges • Education Portfolio	2023
	2. Support educators in inclusive teaching practice, through capability development, sharing best practice and resources provision.	• New	Educators are supported to continue to embed and develop inclusive teaching practice.		2024
	3. Continue to support supervisors to facilitate and maintain respectful, inclusive and safe research training environments.	• In Progress	Supervisors are supported to continue to facilitate and maintain inclusive research training environments.	• Colleges • School of Graduate Research	Ongoing
Embed the ability to understand and apply concepts of gender, universal design, accessibility, and inclusive practice as a graduate capability.	1. Identify, recognise and promote good practice in embedding gender, accessibility and inclusive practice into curriculum, including web presence, awards and recognition, communication and engagement linked to days of significance and learning and development.	• New	Educators are supported in knowledge sharing good and emerging practice in embedding IDEA content into curriculum.	• Students Group (Equity and Inclusion) • Colleges • Education Portfolio • Health Safety and Wellbeing	2023
	2. Support the development and review of curriculum in alignment with the IDEA Framework, and including diverse perspective in curriculum.	• New	Students can engage with and explore how their area of study and future work can impact people of different genders and can advocate for and/or implement adjustments for more equitable outcomes.		2023
	3. Facilitate opportunities for educators to embed IDEA in program and course design.	• New			2025
	4. Complete activities to facilitate development of the RMIT student and graduate capability for 'Ethical Global Citizens', as 'for-credit' opportunities, and as co-curricular opportunities.	• New	Students engage in learning activities to build capability as 'Ethical Global Citizens'	• Students Group (Equity and Inclusion) • Colleges • Education Portfolio	Ongoing

### 3. Education and Research

Education and research that demonstrate best practice in equity, diversity and inclusion and positively influences gender equity outcomes at RMIT and beyond.

Action	Output	Status	Outcome	Responsible	Timeline
<b>Amplify research that advances gender equity to influence and support industry, government and communities.</b>	1. Identify, recognise and promote research that advances gender equity, including a web presence and links to research in the recognition of days of significance.	<ul style="list-style-type: none"> <li>Increase current scope</li> </ul>	RMIT research influences industry, government and community to advance gender equity.	<ul style="list-style-type: none"> <li>University Communications</li> <li>Students Group (Equity and Inclusion)</li> </ul>	2024
<b>Use research to define and apply best practice regarding gender equity within RMIT.</b>	1. Provide further opportunities for academics to consult and advise on RMIT projects in alignment with their area of research/expertise	<ul style="list-style-type: none"> <li>Increase current scope</li> </ul>	RMIT gender equity initiatives and strategies are grounded in best practice research, from within and beyond RMIT.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>People Team</li> </ul>	Ongoing
<b>Apply and share best practice in research about and with diverse communities, valuing lived and learned experience and community partnerships.</b>	1. Identify, recognise and promote good practice in research with and about diverse experience.	<ul style="list-style-type: none"> <li>Increase current scope</li> </ul>	<p>Researchers are supported in knowledge sharing, good and emerging practice in inclusive practices in research.</p> <p>Research continues to include and value diverse lived experiences and perspectives.</p>	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>Library</li> <li>Colleges</li> </ul>	2024
	2. Support seminar series and access to best practice examples and resources are shared with researchers.	<ul style="list-style-type: none"> <li>New</li> </ul>	RMIT researchers feel confident engaging diverse communities in their research.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>Library</li> <li>Colleges</li> </ul>	2025
	3. Support HDR students to engage in research on topics of equity, diversity and inclusion.	<ul style="list-style-type: none"> <li>Increase current scope</li> </ul>	<p>RMIT researchers feel confident engaging diverse communities in their research.</p> <p>RMIT researchers are equipped and supported to explore equity, inclusion and diversity in their research.</p>	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>Library</li> <li>Colleges</li> </ul>	2025

## 4. Infrastructure, Services and Operations

**Inclusive facilities and services that people of all gender identities can access equally. Planning, resourcing and communicating our gender equity aspirations and achievements.**

Action	Output	Status	Outcome	Responsible	Timeline
<b>Improve access to and collection of gender data to be used in the review of services, policies and projects.</b>	1. Design and implement an engagement strategy to support staff to understand the importance of and to collect and use gender data inclusively in service and program design, delivery and evaluation. Develop resources and guidelines.	<ul style="list-style-type: none"> <li>New</li> </ul>	How people of different genders access and use services, resources and participate in programs is tracked and reviewed as part of evaluation processes.	<ul style="list-style-type: none"> <li>Data and Analytics</li> <li>Student Group (Services and program coordinators, and Equity and Inclusion)</li> </ul>	2023
<b>Embed universal design across the RMIT Group, with an initial focus on the built environment, digital tools and platforms, communications, policies and processes, and curriculum and pedagogy, to be inclusive by design.</b>	1. Scope and review universal design theory and practice, particularly within Australian tertiary education settings, identifying best and emerging practice. Develop the definition and understanding of its application within operations across RMIT.	<ul style="list-style-type: none"> <li>New</li> </ul>	Projects are selected and completed to apply universal design principles across RMIT.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> </ul>	2023
	2. Identify and complete selected projects embedding universal design.	<ul style="list-style-type: none"> <li>New</li> </ul>			2024
	3. Develop / complete a 'Sustainability and Equity Impact Assessment' for developing or reviewing selected strategic projects, policies, processes or services. Develop and publish resources and deliver capability development programs to support the successful implementation of the Assessment tool.	<ul style="list-style-type: none"> <li>New</li> </ul>	How people of different genders access and use services, resources and participate in programs is considered.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>Education Portfolio</li> <li>Property Services</li> <li>Procurement</li> <li>People Team</li> </ul>	2023
<b>Review and update learning adjustment processes in line with current best practice, with adequate knowledge and resourcing available for students to seek advice and support.</b>	1. Review adjustments available for parents and carers, including new and expecting parents, in learning and research.	<ul style="list-style-type: none"> <li>Identify improvements</li> </ul>	Identify and address ways of supporting new and expecting carers through equitable adjustments.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, Equitable Learning Services)</li> <li>Special consideration in Colleges</li> <li>ARG</li> </ul>	2024
<b>Continue work to improve reporting, support and complaints processes to align with best practice, including alternative avenues for raising concerns, increased transparency of processes and improved communication to staff and students about how to resolve or report inappropriate behaviours.</b>	1. As per Response and Support actions outlined in the Addressing Gender-based Violence Strategic Action Plan.	<ul style="list-style-type: none"> <li>In progress</li> <li>Continued implementation</li> </ul>	Continued implementation	<ul style="list-style-type: none"> <li>Academic Registrar's Group</li> <li>Health Safety and Wellbeing</li> <li>RUSU</li> </ul>	Ongoing

## 5. Community and Partnerships

Engaging reciprocally and in partnership with the communities we serve, promoting gender equity and inclusion.

Action	Output	Status	Outcome	Responsible	Timeline
Continue to build reciprocal relationships with community organisations and industry to advance gender equity.	1. Continue to work strategically with community and industry partners and identify new partnerships to advance gender equity.	<ul style="list-style-type: none"> <li>Continued implementation</li> </ul>	RMIT maintains and builds relationships with community organisations and industry, supporting both parties in activities or initiatives to advance gender equity.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, IGX, Student Life)</li> <li>Health Safety and Wellbeing</li> <li>People team</li> <li>Athena SWAN</li> <li>Partnership teams within Colleges</li> </ul>	Ongoing
Share our resources and facilities with community organisations, with the aim to support women and non-binary people and advance gender equity.	1. Continue to provide in-kind support to organisations who have positive social impact for non-binary people, women and gender equity.	<ul style="list-style-type: none"> <li>Continued implementation</li> </ul>	Community organisations benefit from the use of RMIT resources and facilities, supporting their aims in alignment with gender equity outcomes.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, IGX, Student Life)</li> <li>Health Safety and Wellbeing</li> <li>People team</li> <li>Athena SWAN</li> <li>Partnership teams within Colleges</li> </ul>	Ongoing
Form partnerships with and procure from organisations that have similar values regarding gender equity and inclusion.	1. Embed equity and inclusion principles into procurement process, including completing a gender impact assessment for gap and opportunity identification.	<ul style="list-style-type: none"> <li>New</li> </ul>	Procurement processes includes consideration of impact on people of different genders and how people of different genders way access the products or services differently.  RMIT partners with organisations that have similar values regarding gender equity and inclusion.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion)</li> <li>People team</li> <li>Operations</li> </ul>	2023
		<ul style="list-style-type: none"> <li>In progress</li> </ul>	Increased pathways and tools for ongoing support for students in transition to employment.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, and IGX)</li> <li>People team</li> <li>Athena SWAN</li> </ul>	2023
Engage with and influence industry on the benefits and practices of inclusive recruitment and employment, including remuneration.	1. Expand RMIT and employer networks to promote greater and more inclusive recruitment of students who face barriers to employment.	<ul style="list-style-type: none"> <li>In progress</li> </ul>	More partnerships and collaboration to support equitable employment outcomes through education and career pathways.	<ul style="list-style-type: none"> <li>Students Group (Equity and Inclusion, and IGX)</li> <li>People team</li> <li>Athena SWAN</li> </ul>	2023
	2. Design and deliver targeted initiatives working with industry at different levels to develop and share best practice in inclusive recruitment and employment				2023

**Student Gender Equity**

**Evaluating Impact**



# Evaluating impact

Evaluating our impact will involve assessment against external benchmarks and research, measuring key indicators against comparative populations and analysing qualitative and quantitative feedback to ensure accountability and delivery of this Plan.

Specific indicators and targets will be identified in the first year of implementation.

	This evaluation area means:	Example indicators for monitoring progress include:
<b>Who we are</b>	We aim to understand the diversity of our learner and staff profile and to measure representation, retention, progression, and outcomes for priority groups. Where relevant, we will compare data for priority groups to a relevant comparator population such as all students or all staff, with a view to moving towards parity over the course of the Framework.	<ul style="list-style-type: none"> <li>Numbers of applications and enrolments from our student equity access schemes</li> <li>Access rates of commencing students from priority groups</li> <li>Representation of diverse identities and backgrounds in student and staff leadership roles</li> <li>Distribution of students and staff across disciplines, including those in which certain groups are traditionally under-represented (such as women in STEMM)</li> </ul>
<b>How we feel and what we say about RMIT</b>	Understanding how our learners and staff experience the culture and navigate the systems, tools, and structures at RMIT will indicate progress towards an RMIT that is 'inclusive by design'. We expect that this will be reflected in qualitative and quantitative data across all demographics, comparing outcomes for the priority diversity cohorts to other cohorts of learners to identify gaps. Our goal is an RMIT Group where all individuals are supported, respected, feel a sense of belonging and are thriving with the tools, facilities, support and development they need to succeed.	<ul style="list-style-type: none"> <li>Evaluative measures of teaching, learning, and the student experience, as in student survey responses on 'overall satisfaction' and the 'Good Teaching' score</li> <li>Student participation in developmental programs and services and work integrated learning</li> <li>Retention of priority student cohorts</li> </ul>
<b>What we achieve</b>	We aim for parity in completion and graduate outcomes for our students, and in career progression and recognition for our staff. This requires inclusive programs, curriculum, pedagogy, and delivery that are inspiring, accessible, and flexible for our students. For our staff, this means ensuring access to developmental and higher-level opportunities.	<ul style="list-style-type: none"> <li>Outcomes for priority student cohorts including courses passed, retention, and program completion</li> <li>Graduate outcomes (such as graduates in employment or further study) for priority cohorts</li> <li>Staff and student access and participation in events, professional development opportunities, resources and guidance materials</li> </ul>
<b>How we influence</b>	RMIT's ambition is to make a positive societal difference in the communities where we are located. Understanding the nature and scale of our impact will inform how we continue to contribute to a more inclusive community, wherever we operate.	<ul style="list-style-type: none"> <li>Research outputs related to Sustainable Development Goals</li> <li>Social procurement outcomes and panel partnerships</li> <li>Evaluative frameworks for industry partnerships and projects</li> </ul>



# Student Gender Equity

## Appendix



**Summary of gender equity  
initiatives  
2023**



# 1. Access, Participation and Success

**Equal opportunity and outcomes for people of all genders to access, participate and succeed.**

## **Building the student pipeline through outreach**

We run a range of events and workshops throughout the year to build aspiration and understanding for under-represented genders.

These equity outreach activities raise awareness of education pathways and careers in fields in which women are traditionally underrepresented, particularly in STEMM or STEM (for VE students).

- Developing gender-inclusive student recruitment marketing material
- Engaging female- identifying or female-expressing student champions from within RMIT
- Developing strategic partnerships with schools and industry bodies and networks focused on building female representation in VE in STEM and HE in STEMM
- Direct marketing and engagement activities and events attracting female-identifying or female-expressing students to RMIT STEMM or STEM (for VE students)
- Monitoring and reporting on increase in RMIT STEMM or STEM (for VE female identifying or female expressing students)

For more information see STEMM workshops and events for school students.

## **Equity Access Schemes**

RMIT has a range of access schemes to ensure people from the widest range of backgrounds have an opportunity to access RMIT programs. One of the categories considered in equity access schemes is gender in underrepresented programs.

## **Scholarships**

RMIT offers over 18 types of scholarships for female students in STEMM disciplines. They vary in duration and amount depending on the scholarship and donor. Some scholarships include opportunities for industry engagement, mentoring and paid work with the donor. See examples below or view a full list online.

# 1. Access, Participation and Success

Equal opportunity and outcomes for people of all genders to access, participate and succeed.

## Participation in Work Integrated Learning and Industry Experiences

### Career development and industry influence

RMIT prepares students for their careers through development programs, including mentoring, volunteer opportunities, and skill development in finding and securing work. Find out more on the Careers & Opportunities page.

### Tracking and reporting

RMIT tracks commencement, participation, attrition and successful completion by gender (and a range of other priority equity groups) and the most recent indicates that there are not large discrepancies at an institutional level between male and female students. However, the headcount of male and female students at a college level indicates more work is still required to address gender segregation.

RMIT tracks women's likelihood of graduating compared to men's and has in place schemes to close the gap. RMIT reports on these matters to its Academic Board, its key governance body overseeing student matters. In the most recent report:

- Higher education students listing their gender as 'female', including those in 'non-traditional areas' for women, continue to record outcomes and evaluations mostly consistent with or better than the HE domestic student population overall. Women in these non-traditional disciplines have higher service availability and helpfulness ratings than men, as well as significantly higher scores for Student Progress, Good Teaching, and Overall Satisfaction. Women also have higher scores for 'graduates in employment' than men in those non-traditional areas and disciplines.
- Vocational education students who selected 'female' as their gender also had a higher 'module load completion rate' than those who selected 'male'. They also recorded higher scores for 'good teaching' and 'overall satisfaction'. However their employment rates were around 3 percentage points lower than men's.

## 2. Culture, Capability and Leadership

An environment where people of all genders, are supported and respected, feel a sense of belonging, and are thriving.

### **Addressing Gender Based Violence Strategic Action Plan 2023 – 2027**

The Strategic Plan guides the work of the prevention and response units within RMIT, and the governance and institutional systems that we need to build on or create to enable meaningful change. It reflects our broadened focus on addressing all forms of gender-based violence, recognising that sexual harassment and sexual assault are just two points on a spectrum of inappropriate behaviours and violence driven by inequality and disrespect.

For more information on the Addressing Gender Based Violence Strategic Action Plan visit: [rmit.edu.au/about/our-values/respect-rmit](https://rmit.edu.au/about/our-values/respect-rmit)

**Safer Community** provides support and advice to RMIT students and staff concerned about threatening or inappropriate behaviour including sexual assault and harassment, and family violence.

**Respect RMIT** builds a culture of respect to make RMIT a safer place for everyone. We've put in place dozens of initiatives to reduce and prevent sexual harm, and to support those affected by it.

**The Gender Equity and Justice – Community, Teaching and Learning Project.** At RMIT, we aim to embed gender equity in all that we do and, be part of the solution to end violence. To do this, we're putting in place innovative projects that cut across the whole University. These include the Gender Equity and Justice – Community, Teaching and Learning project, informed by the Our Watch Educating for Equality resource (2021).

**'Blooming Now' banner installed on Brunswick campus.** Blooming Now is a community art project lead by artist and RMIT alumni Jo Mott. The artwork - comprised of hundreds of colourful hands - symbolises respect for women, female identifying and non-binary people across all RMIT campuses.

## 2. Culture, Capability and Leadership

**An environment where people of all genders, are supported and respected, feel a sense of belonging, and are thriving.**

### **Community**

To foster connection, a sense of belonging and space for female identifying, female expressing and LGBTIQ+ students we have Women's rooms and Queer spaces. RUSU's Women's Department and Queer Officers support students, running events, workshops, and advocacy.

In addition, RMIT Clubs like SWITCH (Society for Women in Information Technology), FIRE+ (Females+ in RMIT Engineering) and the RUSU Women's Department provide support and networking opportunities. They deliver a range of activities across the year, supported by RMIT, including industry nights, professional development opportunities and social events. RMIT's College of Vocational Education also has women in STEM engagement activities to support Vocational Education female students in STEM to stay connected through conferences, events and networking opportunities.

### **Role models and representation**

- RMIT celebrates the achievements and contributions of women and non binary people.
- Celebrating our graduates: Biba Brownlie (they/them) graduated with a Certificate IV in Youth Work. In the meantime, Biba is studying a Bachelor of Arts (Psychology/ Sociology), while they also work as a Youth Worker at Orygen.
- Celebrating Women in STEM for International Day of Women and Girls in Science
- Student Life Awards 2022: Winners – Terry Kim (FIRE+ President) - Student Leader of the Year Winner, Ayana Amez Lokhandwala (RMIT Islamic Society President) - Student Leader of the Year Runner Up.
- Celebrating our graduates: Caley Manzie a proud Noongar woman, passionate athlete and the first person to be selected to give graduates a student address at the 2022 RMIT Graduation Ceremony.
- Meet our Women in STEMM: Meet some of RMIT's fantastic women in STEMM. Be inspired by their passion and learn about different STEMM disciplines.

## 2. Culture, Capability and Leadership

**An environment where people of all genders, are supported and respected, feel a sense of belonging, and are thriving.**

### **Capability development**

RMIT offers a range of micro creds for students to build their understanding of gender and advance gender equity through their study and work.

- Gender equal workplaces
- Gender equity in action
- Why gender matters
- Being an active bystander
- Understanding responsible research and innovation: better research for social good

### **Global leadership programs on values, reconciliation and gender equality**

2022 Common purpose full day program on gender equity with over 170 students of all genders, including introduction to principles and practices of gender equity, and industry immersion and ideation on solutions for a problem proposed by the industry partner.

## 3. Education and Research

Education and research that demonstrate best practice in equity, diversity and inclusion and positively influences gender equity outcomes at RMIT and beyond.

### Education

#### Courses and Programs

- **Course in Gender Equity:** The Course in Gender Equity consists of three modules that will enable you to apply, promote and support gender equity in the workplace. The overarching themes are developing and applying a gender lens, promoting gender equity within a work context, and undertaking gender equity work.
- **Recognising and Responding to Sexual Violence:** A New Vocational Education Offering In 2022, RMIT began offering a nationally accredited Course in Recognising and Responding to Sexual Violence, exploring the sociological drivers of sexual violence, its prevalence, and impacts on individuals and society.
- Several programs have courses and opportunities to complete work integrated learning with a gender focus.



## 3. Education and Research

Education and research that demonstrate best practice in equity, diversity and inclusion and positively influences gender equity outcomes at RMIT and beyond.

### Research

RMIT academics across disciplines are leading projects to advance gender equity. Below are some example projects:

- **The Australian Security Industry Workforce - Understanding Gender Dimensions Project Study** - RMIT University in partnership with the Australian Women in Security Network have explored these diversity challenges by surveying those in the sector. This study aims to gain an accurate picture of the security industry workforce in Australia. The goal of this study is to identify practical ways to expand and diversify the industry's talent pool to best equip it for the growing challenges and demands it faces.
- **Gender and Sexuality Research Group** - SGSC's Gender and Sexuality researchers are committed to transformative social change through applied and interdisciplinary research, as well as evidence-based advocacy for policy and practice reform. For example, Detecting, preventing and responding to image-based abuse research project.
- **Reporting on gender equality by the Big 4 Accounting firms: PhD project**
- **Gender patterns – Changes and choice in work opportunities in the global garment industry: A case study of women workers in Myanmar**
- **Improving the justice system to help prevent violence against women**
- **Gender matters in transport and logistics work**
- **Sri Lanka Australia: Building Better Networks for Gendered Economic Development Program**
- **Do gender gaps in confidence explain gender gaps in wage**

## 4. Infrastructure, Services and Operations

**Inclusive facilities and services that people of all gender identities can access equally. Planning, resourcing and communicating our gender equity aspirations and achievements.**

### **Provision for Parents and Carers**

RMIT provides daycare and parenting rooms for the children of staff and students. RMIT has policies to support the participation of parents and careers, including for assessments and progress considerations.

### **All gender toilets**

All gender toilets are for people of all gender identities and expressions. We welcome our community of students to use the toilet facilities that affirms their gender and makes them feel comfortable.

### **Free period products**

Free Period Products are now available on all campuses - Championed by RUSU, delivered by RMIT.

### **Sustainability and Equity Evaluations**

RMIT has legal requirements and organisational commitments to support and report on social impact, gender equity and sustainability outcomes. A 'Sustainability and Equity Evaluation' (SEE) self-assessment tool has been developed. This tool will help assess the impacts of projects, policies and services at RMIT to make sure we are meeting our commitments. The questions are aligned to key acts and frameworks including the Victorian Gender Equality Act and the UN Sustainable Development Goals. It will help to identify areas of focus and where steps can be taken to make improvements, achieving better outcomes for RMIT's communities and environments.

## 5. Community and Partnerships

**Engaging reciprocally and in partnership with the communities we serve, promoting gender equity and inclusion.**

### **Inclusive Recruitment Community of Practice**

A day long Community of Practice (COP) was held in 2022 with 16 employers represented. In 2023, three Community of Practices were scheduled with a hybrid event in March attended by 20 employer partners.

The employer partners attending the COP are a mix of early talent recruiters and DEI specialists willing to share best practice and future opportunities for RMIT students.

### **Women of Colour Gathering 2022**

RMIT sponsors the annual event delivered by the Women of Colour Melbourne Collective by providing an on-campus venue.

