

UCA Forum 2018 – Sept 27

Respectful Relations Response and
Resources Advisory Group



Introduction



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Background



In August 2017, the Australian Human Rights Commission (AHRC) published *Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)*. Following its release, the prevention of, and response to sexual assault and sexual harassment has been an area of national focus across Australian universities.

Key findings of the report included:

- the prevalence of sexual harassment and sexual assault in university settings is unacceptably high
- there is significant underreporting of sexual harassment and sexual assault to universities, and
- universities need to do more to prevent incidents from occurring, and respond appropriately.

The report included a series of recommendations for university Vice-Chancellors to consider and action in order to help address these issues. In considering the entirety of the AHRC's report, together with the UNSW HRC's report, *On Safe Ground: a framework for change*, in April 2018, University Colleges Australia (UCA) established the Respectful Relations, Response and Resources Advisory Group. The purpose of the group was to help support UCA members in better responding to the risk of sexual harassment and sexual assault and achieve stronger collegiate communities, characterised by respectful relationships. The group comprised members from diverse backgrounds, skillsets and experiences and included representation from different student groups (eg international students), UCA members and external subject matter experts in relevant key areas such as alcohol harm minimisation and prevention of sexual harassment and sexual assault. Over a period of six months the group supported this work, seeking to understand, leverage and share good practice guidance and practical examples relating to the prevention of and response to sexual harassment and sexual assault in residential environments to complement existing publications in this space.

In this context, good practice is based on current available reports and guidelines, conversations with key stakeholders and input from Advisory Group members. It also refers to examples of successful implementation, using a victim-centric and trauma-informed approach that engages students and leads to improved outcomes, with a focus on ownership and accountability.

UCA recognises it has an integral role to play in helping members develop appropriate resources in response to the AHRC report (particularly from a recommendation 9 focus). The broader aim is to shift the approach of colleges towards achieving systemic gender equality and addressing diversity and inclusion issues more broadly, rather than reacting to incidents as and when they occur.

Key steps in the group's approach to this work included:

- engaging with external subject matter experts
- conducting a voluntary survey of UCA members in May 2018, to help identify common challenges and examples of good practice
- reviewing existing good practice guidance, while providing more focus on residential college-specific issues
- developing an overarching framework to guide the discussion (refer to slide 8).



Objectives of Advisory Group



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Better Collegiate Life*

Objectives of Advisory Group

While the objective of the Advisory Group was not to perform a review or produce a report, the group sought to share ideas and practical actions with members to help address common challenges. The output is a reflection of contributions from the group, combined with external perspectives of subject matter experts.

The key objective for the group was to agree on a framework that would be useful for the college community in reviewing and updating their approach to the prevention of and response to sexual harassment and sexual assault. Per the terms of reference, the group initially identified the below four objectives. However, as the work evolved, it was agreed that a phased approach would be more impactful, with objectives 1 and 4 below to continue into a second phase of work in late 2018 based on further input from and consultation with membership.

- 1 Develop a **resource base of good practice**[^] policies and procedures, across both prevention and response
- 2 Identify and articulate good practice for UCA members and partner organisations, **highlighting examples from membership**
- 3 Share information about current expert-led **recommendation 9 reviews** (in response to the AHRC *Change the Course* report)
- 4 Consider the **relationship between universities and colleges/residences** and how they can work together

[^]in this context, 'good practice' is demonstrated based on existing and available reports and guidelines relative to the topic, conversations with key subject matter experts and input from Advisory Group members.

Structure of Advisory Group



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Rose Alwyn
UCA President (Convenor)

Dr Carla Tromans
UCA Vice-President

Thomas Mitchell
UCA Executive Member

Isabelle Creagh
UCA Member

Cara Gleeson, Our Watch
SME – prevention of sexual assault and sexual harassment

Andy Gourley, Red Frogs Australia
SME – Drugs and Alcohol

Natasha Abrahams, Council of Australian Postgraduate Association
Student Representative – Postgraduate students

Yohan Nair, PhD, International House, UQ
Student Representative – International students

Alisha MacLean, President NAAUC
Student Representative – Students living on campus

Sharlene Leroy-Dyer, National Aboriginal and Torres Strait Islander Postgraduate Association
Student Representative – Aboriginal & Torres Strait Islander students



Group members

Julie McKay, Partner PwC

Lauren Humphreys,
Director, PwC

Jessica Wirawan,
Manager



Chair

Camilla Gebicki, Project Officer, AHRC

Prof. Andrea Durbach (UNSW)



Additional subject
matter experts (SMEs)

1. Agree TOR/set context by Camilla Gebicki
2. Agree framework
3. Presentation by Andy Gourley (Red Frogs) – alcohol harm minimisation
4. Presentation by Prof. Andrea Durbach (UNSW) – victim-centric responses to sexual harassment and sexual assault
5. Summarise findings and case studies from group



Structure of
meetings

GUIDELINES
FOR UNIVERSITY RESPONSES TO
STUDENT SEXUAL AND SOCIAL MISCONDUCT



Framework to summarise key elements in the prevention of, and response to sexual assault and sexual harassment



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Context

To help focus the discussion of the Advisory Group, a model framework was agreed (refer to slide 8). A broader, high-level framework was purposely selected in order to discourage a 'one size fits all' approach, as experience suggests that a 'template approach' is ineffective in driving the required cultural change.

Using the framework as a guide, colleges will then need to customise this for their individual college context. As the conversation and research on this topic is continually evolving, the framework format also allows greater flexibility to adapt to this. The framework aims to summarise the key areas that all college leaders should consider if they are seeking to develop a more comprehensive response to sexual harassment and sexual assault.

The framework consists of seven key components:

1. primary prevention & education
2. early intervention
3. incident/emergency response
4. counselling & support
5. investigation/disciplinary processes
6. recording and reporting
7. continuous improvement

These pillars of the framework are supported by a suite of policy and procedure documentation; formally assigned roles and responsibilities; management of cases by key stakeholders; relationships with relevant bodies and organisations to leverage knowledge and resources; and a collaborative and transformative culture which supports a victim-centric approach.

Slides 9-22 provide some practical measures for approaching common issues and while the measures listed are not exhaustive – they aim to guide colleges in framing responses based on good practice and will form the foundations for continuing work. In these slides we have aimed not to repeat existing good practice guidelines provided to universities unless they relates to a specific or common college issue. Case studies have also been provided to help to contextualise these.

Framework to summarise key elements in the prevention of, and response to sexual assault and sexual harassment



The below model was developed to help frame the group's discussion and cover key areas:

Primary prevention & education	Early intervention	Incident/emergency response	Counselling & support	Investigation/disciplinary processes	Recording & reporting	Continuous improvement
Primary prevention of incidents through formal and informal training and education, role modelling and other awareness raising and prevention initiatives.	Early identification of warning signs or risk indicators and appropriate intervention by qualified staff.	Incident/emergency response processes which prioritise ensuring the safety and security of students and staff. This may include emergency services.	Ongoing counselling and other support (eg qualified counsellors, student advisors, Safer Community) is available for affected individuals.	All incidents are investigated by an appropriate body (eg Human Resources, Faculty Misconduct Committees), and disciplinary action is taken where required.	Appropriate records are maintained and used for regular reporting.	Lessons learnt from individual incidents (including trend analysis) are used to continuously assess progress and improve approach.

The above key component parts are supported by a suite of policy and procedure documentation; formally assigned roles and responsibilities; management of cases by key stakeholders; relationships with relevant bodies and organisations to leverage knowledge and resources; and a collaborative and transformative culture which drives a victim-centric approach (refer below).

Policies and procedures
Roles and responsibilities
Case management
Relationships & collaboration
Culture (trust & respect)

Findings & key areas to consider



What does this involve?

Primary prevention of incidents through formal and informal training and education, role modelling and other awareness raising and prevention initiatives.

Context

To be able to address the issues of sexual harassment and sexual assault in residential college settings, it is critical that colleges also visibly focus on prevention, not just response. Colleges need to establish a culture where students feel safe and empowered to report an incident or issue.

Based on recent trends in culture and discussions with students participating in 'schoolies' and attending university, there is a change in culture which is seeing increased awareness of social justice and an increased sense of responsibility. Now is the perfect time to educate and establish strong awareness building programs starting in high school, in order to arm students with the tools they need to be able to drive the cultural shift required to create broader change.

What should colleges be thinking about?

(1) Framework for broader cultural change – behaviours which lead to sexual harassment and sexual assault are tolerated when gender equality is not front and centre. Embedding the response in a broader commitment to equality is critical.

(2) Training:

- **Consistency and frequency**- one-off programs are not effective in shifting attitudes, knowledge and behaviours. Residents should also be required to complete training prior to coming to college
- **Format** – need to utilize a range of formats and mix formal and informal eg mentoring
- **Key topics to cover** (and who for) – bystander behaviour, first responder training (for student leaders and key staff), consent training for all students, early intervention training (sober representative training programs). Local rape and domestic and family violence (DFV) centres can provide additional guidance. Consider framing using a 70:20:10 training approach – 70% day-to-day experiences (which drive the culture shift); 20% coaching and mentoring; 10% formal training
- **Student buy-in** – to enhance buy-in and engagement, students (eg student clubs and student leaders) should play a role in contributing to the training content. Language used in the training material is important and needs to show that colleges are standing beside students to provide support, rather than across from them.

Findings & key areas to consider (cont.)



Case studies and key considerations based on good practice

Case studies:

Global – The Spanish government have proposed a new ‘Yes means Yes’ consent law which requires consent to be explicit. Similar legislation came into effect in Sweden on July 1 and such laws are in place in Belgium, Iceland, and Germany.

St Leo’s college (UQ) – a 3 day workshop on sexual consent and respectful relationships was conducted for the first time in 2016 in partnership with the women-only Grace College, with students hearing directly from sexual assault awareness advocates. The workshop has continued to be run for all first year residents in 2017 and 2018.

South Australian Equal Opportunity Commission - developed a ‘World Cafe’ case study which encourages discussion of different scenarios relating to sexual harassment and sexual assault in a college environment, challenging participants to consider the scenarios in the context of improving their current College policies, procedures, systems and resources. The discussion questions focus on identifying issues, strengths, challenges, solutions and recommendations.

Good practice essentials	Practical application – key considerations for colleges based on good practices
<p>Cultural change</p> <ol style="list-style-type: none"> 1. Whole-of-college commitment to broader cultural change 2. Broader equity, diversity and/or inclusion strategy and plan 	<ul style="list-style-type: none"> • Does the college have visible leadership on prevention (ie not just response) and is this supported by a long-term vision and adequate funding and resources? • Are student leadership positions reviewed for diversity, in particular gender balance – eg 40:40:20 gender balance (40% of the leaders are men, 40% are women and 20% are either gender)?
<p>Training</p> <ol style="list-style-type: none"> 1. Coverage of key topics including bystander intervention, responding to disclosures of sexual assault, alcohol and drug harm minimisation, sexual violence ‘myths’, accountability and laws around consent. 	<p>Is training content:</p> <ul style="list-style-type: none"> • consistent, tailored and skills-focused? • delivered periodically throughout the year (not just during O-week)? • delivered via a mix of interactive, participatory, online, peer-led and face to face small-group learning mediums? • provided to relevant staff and students including reception, security and residential advisors (RAs) and are completion rates monitored? • regularly evaluated for relevance, accessibility and student engagement, in consultation with students, student leaders, clubs and societies, etc to enhance buy in? • focused on raising awareness of the specific needs of different student cohorts, eg A&TSI, LGBTIQ+, etc?

Findings & key areas to consider (cont.)



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What does this involve?

Early identification of warning signs or risk indicators of offending behaviour and appropriate intervention by qualified staff.

Context

Sexual assault has been a big concern for the last 20 years. While predatory behaviour still exists, the culture of using alcohol as a social lubricant and of excessing drinking, combined with the wide availability of alcohol, enables perpetrators and incapacitates victims. Alcohol is the most prominent date rape drug, with about ninety-five percent of sexual assaults having alcohol listed as a factor. While alcohol is not the only issue requiring early intervention, it is clear that it is a critical management factor and alcohol harm minimisation should form a key part of a college's sexual harassment and sexual assault prevention strategy.

What should colleges be thinking about?

- (1) **Consider the key points of intervention** – risk management processes should be considered pre, during and post events (pre and post are key).
- (2) **Event planning and risk management** – what are the documented protocols between the college, student clubs, etc? For example, what approvals are needed from administration when planning events?
- (3) **Mindfulness and wellbeing** – how can colleges position initiatives so that student mindfulness and wellbeing are at the centre of these?
- (4) **Consider mentoring RAs in alcohol harm minimisation** – consider opportunities for mentoring and include positive role-modelling as a role requirement during the RA application process.

Findings & key areas to consider (cont.)



Case studies and key considerations based on good practice

Case studies:

Red Frogs – The timeframe between 6-8pm has been identified as a key danger zone and Red Frogs has run ‘pre-loading’ activities on-campus to provide food and entertainment. This helps ensure students have had something to eat and also encourages students to remain at the college. Other strategies include actively reducing the number of college activities involving alcohol and imposing wristbands that have a four-drink maximum.

‘Ask for Angela’ campaign – In July 2018, the NSW Government launched the internationally recognised ‘Ask for Angela’ safety campaign to prevent violence and anti-social behaviour. The program allows patrons to ask staff at participating venues for a woman called ‘Angela’ if they feel unsafe, alerting trained staff to discreetly escort the person to safety.

Good practice essentials	Practical application – key considerations for colleges based on good practices
Risk mitigation strategies for alcohol-related college events – pre, post and during	<ul style="list-style-type: none"> • What formalised strategies are in place around alcohol harm minimisation at the college? • What event planning and risk management and approval processes are in place between colleges, student clubs, etc? • To what extent are risk management processes and practices formalised for any events where alcohol is served? • Has the college established relationships and open communication with nightlife venues? • Does management regularly conduct analysis of key risks and strategies and share these with Boards and Executives at least quarterly?
Sufficient resourcing for early intervention initiatives	<ul style="list-style-type: none"> • Has a review been performed of existing resource arrangements for early intervention and risk identification? • Are student leaders aware of resources available for activities to mitigate risks?

Findings & key areas to consider (cont.)



What does this involve?

Incident/emergency response processes which prioritise ensuring the safety and security of students and staff. This may include involvement of emergency services.

Context

Incidents are likely to happen after-hours or on weekends. Colleges need to proactively put measures in place to support students in the event of an incident, rather than being reactive. Establishing a 'one-stop shop' and defining clear accountabilities upfront will help to prevent confusion during a crisis.

Colleges should also review the scope of their policies and procedures, to ensure they go beyond on-campus incidents to cover offsite trips and related travel. It is not sufficient to state that off-campus incidents are not the responsibility of the college.

What should colleges be thinking about?

- (1) **Integrated support services** – to provide a coordinated approach between college and related university services
- (2) **Relationships with relevant external agencies** – to provide additional support, resources and expertise as necessary
- (3) **Victim-centric approach and central body for incident management**
- (4) **Protocols for reporting to police** – are these clear, documented and understood by key staff?

Findings & key areas to consider (cont.)



Case studies and key considerations based on good practice

Case studies:

At a NSW-based university, an incident was reported to security involving a student being harassed by people in a car. The line of questioning from security staff in response to the report focused on action rather than taking a victim-centric approach to listen, believe and help them seek support, which created a sense of self-blame from the victim's perspective (eg "did you get the licence plate of the car?").

At a Victorian residence, a residential staff member had built a positive peer-style relationship with the students based on a sense of trust, honesty and openness. This resulted in students unanimously seeking out this staff member for all grievances even if they didn't want to formally report because they were confident they would be safe and respected.

Good practice essentials	Practical application – key considerations for colleges based on good practices
<p>Integrated support and response services</p> <ol style="list-style-type: none"> Support services integrated, coordinated and linked to student services Collaboration and coordination with relevant external agencies 	<ul style="list-style-type: none"> Is there coordination between services at the college and related university services such as counselling, health services, accommodation, academic faculties, etc? Are protocols in place to ensure alternative accommodation options are available for victim/survivors and/or alleged perpetrators? Have relationships been built with external support agencies – eg local police, sexual offences units, Aboriginal Liaison Officers, A&TSI support groups, sexual assault units at local hospitals, domestic violence and sexual assault services, university emergency services and women's legal centres? Are options provided to students requiring transportation for medical treatment?
<p>Victim-centric approach (particularly by first responders) and central unit responsible for coordinating and managing all aspects of sexual assault and harassment incidents</p>	<ul style="list-style-type: none"> Do key staff and RAs undergo periodic refresher training on responding to disclosures of sexual assault (listen, believe and help them seek help/support)? Are first responders reflective of student community? Eg A&TSI, international students, LGBTIQ+? Are responses victim-centric, ie victim led, appropriate language, focused on support and empathy - to prevent further traumatisation of victim/survivors? Is there continuity of point person to build trust and protocols in place to maintain confidentiality? Have response approaches been tested for cultural sensitivity – eg international students?
<p>Clear and documented protocols for reporting of incidents to police</p>	<ul style="list-style-type: none"> Do policies and procedures outline: <ul style="list-style-type: none"> a clear process map outlining potential scenarios / experiences of a disclosure and key decision points along the way? what circumstances must be reported to police, who should report and when should staff call police? how colleges proceed when victim/survivor is unwilling to report to police but there is a threat to other students or staff? requirements for complying with University policy (if applicable) and relevant legislation when engaging with the police?

Findings & key areas to consider (cont.)



What does this involve?

Ongoing counselling and other trauma-informed support (eg qualified Counsellors, student advisors, Safer Community Unit) are available for affected individuals.

Context

The actions and attitudes of first responders in the event of a disclosure can be critical in impacting how the victim/survivor copes with the trauma. Access to trained first responders is critical in providing students with support without judgement and guidance to referral pathways in a victim-centred and respectful manner in order to build trust.

What should colleges be thinking about?

- (1) **Referral pathways** – college staff are often not experts in this topic and may not internally have adequate resources to provide sufficient support. However, they have access to experts who can, eg an affiliated university or rape crisis and DFV service
- (2) **Leveraging external resources** – this also helps to prevent independence issues as college staff likely personally know the students who may be involved in an incident
- (3) **Support for key parties involved** – support should be provided for the victim/survivor, alleged perpetrator, staff involved and first responders, eg RAs in particular may experience vicarious trauma from exposure to disclosures

Findings & key areas to consider (cont.)



Case studies and key considerations based on good practice

Case study:

Victoria-based college - all college campuses maintain a 24/7 security and reception staff presence. Students reported feeling confident and comfortable to report issues to security or reception staff and consistency and visibility of staff allowed students to become familiar with key contacts. College staff also maintain strong relationships with the university's Safer Community Unit (through which all incidents are referred to receive victim-centred support), to enhance timeliness of responses should an incident occur.

Good practice essentials

Colleges provide and communicate the referral pathways to specialist counselling and support services

Practical application – key considerations for colleges based on good practices

- Can the college leverage a reputable external counselling service – eg provided by the university or a local rape and domestic and family violence service?
- Do on-site university/college counselling or medical services have staff available with the appropriate trauma-informed training and expertise?
- Are 24/7 support and counselling services communicated to students and appropriately resourced – eg during weekends and after hours?
- Is proactive training, communications and support offered to RAs and administrative/support staff who may be involved in incident response, to minimise risk of vicarious trauma they may experience through their role?
- Are there clear (and culturally appropriate) support channels for at risk groups such as female students, A&TSI students, students with disability and LGBTIQ+ students?

Findings & key areas to consider (cont.)



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What does this involve?

All incidents are investigated by an appropriate body (eg Human Resources, Faculty Misconduct Committees) in a fair, timely and confidential manner, with disciplinary action taken where required.

Context

Residential colleges often foster a sense of family and an 'at home' culture, which can lead to ad hoc approaches to investigations and disciplinary processes. To better address incidents of sexual harassment or sexual assault ensuring support for the victim, there needs to be a firm foundation in policies and procedures; a level of consistency and transparency; as well as a separation of responsibilities and roles. There are three common key roles during an investigation:

- pastoral welfare role for victim and alleged perpetrator;
- decision maker for outcome or action (head of college role) and;
- investigator role (outsourcing this role is an option – eg legal firm).

What should colleges be thinking about?

(1) Clear roles and responsibilities in investigations - college staff cannot be everything to everyone.

(2) Independence in investigations – colleges often do not have easy access to resources and getting staff involved in investigating an incident may create conflicts of interest due to the close proximity and relationships between students and staff. To address this, to source a resource, colleges can develop a relationship with their host university (under a contractual arrangement) or find an external independent expert investigator who may potentially also highlight any gaps in existing policies.

(3) Protocols for communicating outcomes – to help deter behaviours, consequences need to be made visible. There is also a need to balance sharing of consequences with privacy for the victim/survivor and perpetrator.

Findings & key areas to consider (cont.)



Case studies and key considerations based on good practice

Case study:

Brisbane-based college – where possible, the college has aimed to align their Sexual Misconduct Policy and Procedures with their host university. One challenge is the separation of roles within a small organisation – eg first responder vs. support, or investigator vs. decision-maker. To help address this, they engaged an independent expert to conduct formal investigations. In addition and wherever possible, the college conducts joint training sessions with the university – eg conducting an investigation.

Good practice essentials	Practical application – key considerations for colleges based on good practices
<p>Clear policies and procedures outlining roles, responsibilities and protocols regarding investigations and disciplinary actions</p>	<ul style="list-style-type: none"> • Are roles and responsibilities around investigations documented and communicated, particularly the role of college staff versus the role of police? • Is it clear how to run a ‘dual-track’ process and take actions at the college level (code of conduct vs criminal process)? • Has the college engaged in upfront conversations with its affiliated university where jurisdiction is unclear between the two parties? • Does the college’s policies and procedures cover IT and social media based harassment?
<p>Investigations or mediations are conducted by independent parties</p>	<ul style="list-style-type: none"> • Is there a qualified, independent investigator involved? • Has the college considered how it can leverage internal and external independent experts for advice – eg lawyers, counsellors, social workers, psychologists, alumni, etc? • For staff performing an investigatory role, has appropriate training been provided?
<p>Consistent and transparent processes and sanctions between colleges and universities (where applicable)</p>	<ul style="list-style-type: none"> • Does the college policy specify that the affiliated university will be informed of misconduct outcomes? • Are disciplinary proceedings conducted by a range of relevant university accredited people who are properly trained and skilled in the applicable process in accordance with specified rules/protocols? • Does the college have clear protocols for communication with its affiliated university – eg where the college evicts a student but they remain a student at the university? • Are there clear protocols for communicating de-identified outcomes and consequences of incidents?

Findings & key areas to consider (cont.)



What does this involve?

Appropriate records are maintained and used for regular reporting. Reported data should highlight relevant and actionable insights and be regularly monitored by key stakeholders and decision makers.

Context

From the *Change the Course* report and national survey results, it is clear that incidents often go unreported, with only two percent of students who experienced sexual harassment in a university setting in 2015 or 2016 making a formal report to the university. For colleges to help address this issue, they need to actively develop a culture where it is safe to report. A low disclosure rate does not necessarily indicate that there isn't a problem for the college; rather may at times point to a culture of exclusion and a lack of psychological safety amongst students.

What should colleges be thinking about?

(1) **Data collection and analysis** – data needs to be collected and used to help inform key decisions at colleges and universities. Colleges must maintain a record of incidents and need to understand their obligations on data privacy. Colleges should also consider how key metrics are used to further the discussion with universities and evolve their approach. There needs to be a clear, communicated role of Boards to support whole process from the primary prevention phase onwards. Data should show both leading and lagging indicators (see slide 21 for sample dashboard). Some key data points to capture include:

- **Total incidents**- how many incidents are there and are they resolved in a timely manner?
- **Breakdown by incident type (eg alcohol, sexual harassment and sexual assault) and related sanction** – are these incidents being taken seriously? (will impact future reporting rates)
- **% vs national average**: how do the figures compare to the national average and why? Are there lessons we can learn or good practice we can share?
- **Gender balance of students, staff and RAs**: increased vulnerability if overrepresentation of males, particularly for 1st years?
- **Month to month trend**: Trends in timing where risk management needs to be increased? eg O-week, and are initiatives having impact?

(2) **Disclosure pathways** – consideration of what avenues are available for students who wish to report anonymously. While it may be difficult to take action where a report is anonymous, the data provided may be able to assist in building further evidence against an alleged perpetrator in future.

Findings & key areas to consider (cont.)



Key considerations based on good practice

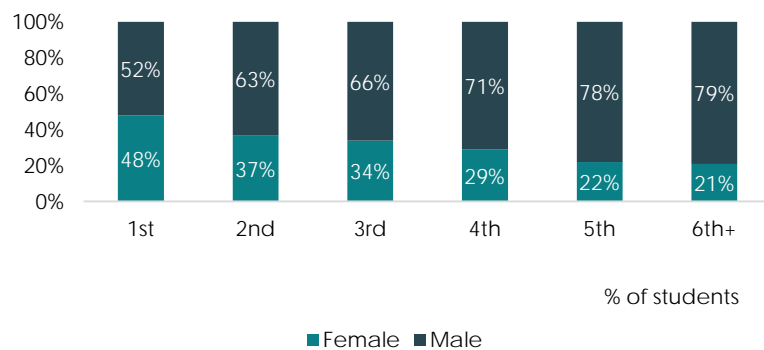
Good practice essentials	Practical application – key considerations for colleges based on good practices
<p>Data collected and periodically analysed, with protocols in place for data security and confidentiality</p>	<ul style="list-style-type: none"> • Is key data collected and detailed trend analysis performed on a regular (monthly) basis at a minimum – eg incident type, time of year, sanction type? • How are outcomes of data and analysis communicated to Executive leadership and Boards? • Is there a centralised system for reporting incidents? • Is there periodic reporting to Boards and senior leadership on incidents relating to sexual assault and sexual harassment – eg quarterly dashboard for Boards; ongoing/ real time feedback about behaviours? • Are there documented protocols for data entry and access to ensure data privacy, confidentiality, security, consistency and an ability to generate reports? • Have there been conversations around how data will be shared between colleges and universities?
<p>Clear and communicated disclosure pathways, offering multiple reporting channels</p>	<ul style="list-style-type: none"> • Have process maps been developed to outline likely pathways and avenues for outcomes (including stages in the reporting process)? • Is there a commitment to time frames between when an incident is reported and when the reporting individual will be contacted? • Has the college considered an anonymous mechanism for staff or students to report incidents or concerns? • Does the college offer translators as an option for students where English may be a second language in obtaining a detailed account of an incident?

Sample college dashboard – reporting to Board by quarter & YTD (example data)

Total Sexual harassment (SH)/sexual assault (SA) incidents

Total:	Open	Avg days to resolve:
17	10	10

Gender balance of students by year



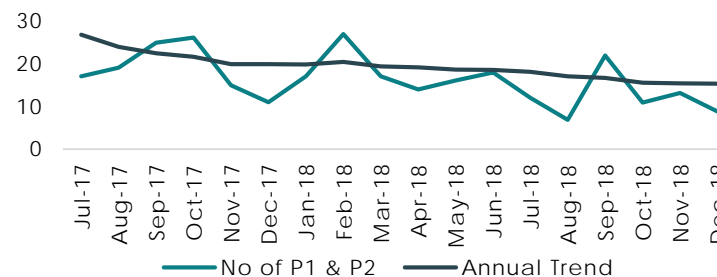
Breakdown by incident type and sanction

Sanction applied	Alcohol	Sexual harassment	Sexual assault
Behavioural plan	2	3	2
Eviction	0	1	3
No sanction required	1	0	1
Formal warning	1	2	1
TOTAL	4	6	7

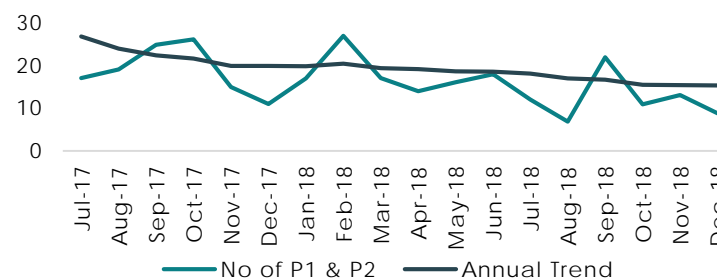
No. of as % of population

	National avg	Variance to avg
SA:	SA 1.6%	SA -1.4%
SH:	SH 26%	SH 6%

of calls to incident hotline (or use of counselling service) – month to month trend



Sexual assault and sexual harassment incident numbers – month to month trend



Actionable insights:

Total

How many incidents are there and are they resolved in a timely manner?

By incident type and sanction

Are these incidents being taken seriously? (this will impact future reporting rates)

% vs national avg:

How do the figures compare to the national average and why? Are there lessons we can learn or good practice we can share?

Gender balance:

Increased vulnerability if overrepresentation of males, particularly for 1st years?

Month to month trend:

Trends in timing where risk management needs to be increased? eg O-week, and are initiatives having impact?

Findings & key areas to consider (cont.)



What does this involve?

Lessons learnt from individual incidents or trend analysis are used to continuously assess progress and improve approach.

Context

Good practice prevention and response to sexual harassment and sexual assault is a continually evolving area.

What should colleges be thinking about?

(1) Student engagement and feedback – Colleges need to actively seek and review feedback on current policies and processes, particularly to capture student perspectives. Without substantial input from students, policies and procedures are less effective. Student leaders play a critical role in developing solutions which will resonate. This approach helps capture student experiences and their contribution and will guide universities towards a more proactive and preventative position, rather than a reactive approach.

(2) Regular monitoring and evaluation- colleges should consider drawing on a team of internal and external experts as required, eg lawyers, social workers, psychologists, alumni, trainers, etc, to establish a panel of 8-10 experts as appropriate. They may meet twice a year to get an update on developments and changes and provide feedback or solutions to current challenges.

Key considerations based on good practice

Good practice essentials	Practical application – key considerations for colleges based on good practices
Comprehensive student engagement and feedback	<ul style="list-style-type: none"> • Do students (including RAs, students involved in event planning, clubs and societies) have formalised input in the design, implementation and revision of strategies to prevent and respond to sexual assault and harassment? • Does the college actively seek to understand the level of student confidence in systems and processes for reporting issues; and are interventions in place to help build and enhance trust? • Is feedback on incident management and training captured and reviewed to identify opportunities for improvement? • Are student representatives included on high-level college or affiliated university working groups on sexual assault and harassment and on sexual violence prevention committees; as trainers on reporting procedures and prevention strategies; and as speakers in university forums on changing cultural attitudes?
Regular monitoring and evaluation to improve violence prevention efforts	<ul style="list-style-type: none"> • Does the college have a plan to gather robust data on their impacts on violence-related attitudes and behaviours? • Has the college considered engaging a panel of experts to obtain advice and monitor progress as needed? • Does the college have ongoing connection and conversations with universities? • Is there a clear and communicated role and responsibility for college Councils/ Boards to monitor sexual harassment and sexual assault incidents and oversee cultural issues?

Next steps – Status of Recommendation 9 independent reviews

Based on the August AHRC audit report, 29 universities have reported taking steps to review factors which contribute to sexual assault and sexual harassment in their residential colleges and university residences.

As at 1 August 2018, approximately 19 universities (out of 39) have completed (or are completing) an independent review of their residential colleges

- Charles Sturt University
- Deakin University
- Edith Cowan University
- Griffith University
- James Cook University
- La Trobe University
- Monash University
- RMIT University
- Swinburne Institute of Technology
- The Australian National University
- The University of Adelaide
- The University of New England
- The University of Newcastle
- The University of Sydney
- The University of Western Australia
- University of Canberra
- University of Western Sydney
- University of Wollongong
- UNSW Australia

Next steps

Context

To achieve meaningful progress, colleges need to move from a compliance-based approach to foster a broader focus on inclusion, diversity and cultural change. As next steps, UCA is working on the below key items, but also needs the help of members through the broader sharing of their experiences and approaches to common issues, eg strengthening communications with host universities, dealing with data privacy and fostering a broader culture of inclusion.

To further enhance progress and drive change, colleges all need to continue having an outward focus on what success looks like within Australia and in other countries, and actively consider how we can learn from the experiences of others.



Reaching out to UCA members to build a resource base and share ideas and case studies (to be made available on UCA website)

01



UCA collaborations with key stakeholder bodies, eg NAAUC, student clubs and Red Frogs, to help increase student engagement and reach

02



Continuing the partnership with universities, to share and further build out good practice responses and prevention strategies

03

Appendix – References



Resource	Link
Australian Human Rights Commission (2017) 'Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities'	https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf
Australian Human Rights Commission (2017) 'Universities audited on response to Change the course report', viewed 1 August 2018	https://www.humanrights.gov.au/news/stories/universities-audited-response-change-course-report
Australian Human Rights Centre at UNSW (2017) 'On Safe Ground: A Good Practice Guide for Australian Universities'	https://humanrights.unsw.edu.au/sites/default/files/inline-files/AHR0002_On_Safe_Ground_Good_Practice_Guide_online.pdf
Elizabeth Broderick and Co. (2017) 'Cultural Renewal at the University of Sydney Residential Colleges'	https://sydney.edu.au/content/dam/corporate/documents/news-opinions/Overarching%20Report%202017.pdf
Universities Australia (2018) 'Guidelines for university responses to reports of sexual assault and sexual harassment'	https://www.universitiesaustralia.edu.au/ArticleDocuments/797/UA%20Guidelines.pdf.aspx