

St Andrew's College

Broderick Report

Cultural Renewal at the University of Sydney Colleges

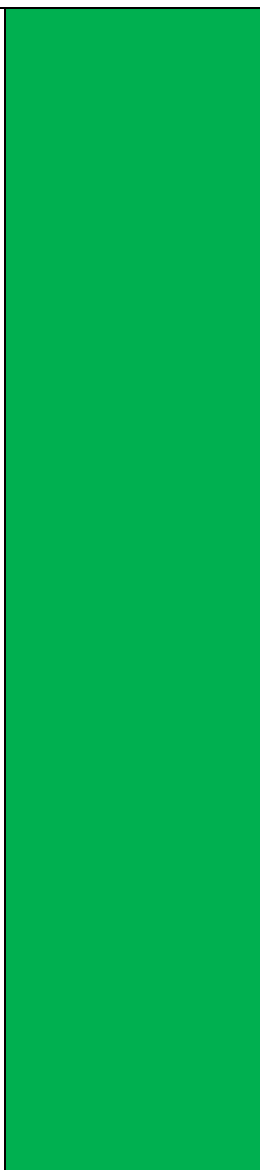
Progress report on implementation of recommendations – end of year one

30 NOVEMBER 2018

Recommendations		
Leadership of the Reform Process	St Andrew's College Progress – November	Status
<b>Recommendation 1</b>		
The recommendations contained in this report should be owned and championed by the College Council, College Heads, staff and the student leaders.	Implemented - All 23 recommendations accepted by Council, Principal, staff and 2018 elected student leaders, at March 13 Council meeting.	
<b>Recommendation 2</b>		
The Council should champion cultural reform. Council should regularly review and discuss cultural renewal at Council meetings and ensure adequate resources are allocated to progress the reform process.	Cultural Reform was permanently added to the Council's agenda from March 2018, and also to the Council's College Life Committee's agenda. \$150K provision added to College Life budget in 2018, and again in 2019 to ensure sufficient funding for additional resources necessary to implement the recommendations.	
<b>Recommendation 3</b>		
To demonstrate their visible commitment to cultural renewal, the College Heads, and the incoming Senior Student/House President/Senior Common Room President, House Executive and Members of the House Committee/Senior Common Room should develop and deliver a clear and strong written statement (signed by all)	Final statement signed off by Principal, Senior Student and House Committee in March 2018.  <i>The 2018 St Andrews College Community commitment to Cultural Renewal</i>  <i>Our College celebrates and commits to cultural renewal within College. We understand the benefits that this process gives to individual students and College more broadly. We commit to a policy of <b>zero tolerance</b> to hazing and sexual misconduct, harmful alcohol use, harassment and damage to property. We commit to continuing to build a</i>	

<p>that articulates the importance of cultural renewal, its benefit to individual students and the College more broadly. This statement, disseminated widely internally and externally, should also:</p> <ul style="list-style-type: none"> <li>• Include strong messages about the College's zero tolerance to hazing and sexual misconduct as well as policies on alcohol misuse, harassment and damage to property.</li> <li>• Be reiterated and restated each year with incoming student leadership groups.</li> <li>• Be incorporated into orientation for first years and into student leadership training.</li> </ul>	<p><i>collaborative community based on respect, service, responsibility, humility, leadership, friendship, inclusion, attainment, enlightenment, rigour and engagement. We will revisit and restate this commitment each year. This process is strongly embedded and will continue to be strongly embedded in all training for all College members.</i></p> <p><i>Signed</i>  <i>Wayne Erickson - Principal</i>  <i>Charlie Taylor - Chair of Council</i>  <i>Susannah Cooke - Senior Student</i>  <i>Olivia Peck and Olivia O'Connor - House Executive Team</i>  <i>Isobel Payne, Nick Craze, Madeleine McCathie, Matt Akehurst, Lachlan Barrett, Grace Shipway, Ruby Reithmuller, Alexandra Finlay-Jones, Crystal Ah-Yeung, Theo Hugh-Jones - House Committee</i></p>	
<b>Recommendation 4</b>		
<p>Recognising that collective action can be more powerful and sustainable than individual action, it is recommended that the Colleges adopt a cross-College approach and continue to work collaboratively to align and amplify efforts to achieve cultural renewal. This would include a standing agenda item on cultural renewal at the Heads of College meeting, including sharing best practice initiatives and problem-solving challenges.</p>	<p>Cultural Renewal added as a standing item on the agenda of the quarterly Colleges Consultative Committee meetings, chaired by the Vice Chancellor, and comprising all Heads of College (HoC) and relevant University officers.</p> <p>Common Responses workshop facilitated by Liz Broderick was held on 13 September. The workshop aimed to share progress and approaches to implementing recommendations from the reports on culture at the colleges. Specifically, the workshop focused on the recommendations relating to harassment/hazing, alcohol and sexual misconduct. A summary of outcomes can be found <a href="#">here</a>.</p> <p>Cultural Renewal added as a standing item on the agenda of monthly HoC meetings.</p>	
<b>Recommendation 5</b>		
<p>To assess progress in relation to cultural renewal, the Colleges should</p>	<p>Agreed by Council to readminister the Broderick survey in 2020.</p>	

<p>readminister the Survey used in this Project, together with any appropriate modifications, every three years. The results of that Survey should be used to inform additional strategies that may be required to further strengthen and sustain a positive culture.</p>	<p>In addition, the College has committed to administering (in the early weeks of semester one each year) to newly enrolled students, a survey which includes the Broderick survey questions. The results of the survey administered in March 2018 can be read <a href="#">here</a>. The results from this survey have informed amendments to our College Life program during the year, and the process will be ongoing in the period leading to the readministration of the Broderick survey to the whole college in 2020.</p> <p>The Vice Chancellor's office has been regularly updated with progress in St Andrew's during 2018, with information provided every three months. This ongoing information exchange has been a valuable opportunity to engage the VC in understanding the overwhelmingly positive experience enjoyed by College members</p>	
<p><b>Student Leadership</b></p>		
<p><b>Recommendation 6</b></p>		
<p>The principal role of student leaders should be to foster and champion a culture of inclusion, respect and safety. The Student Club/Senior Common Room constitutions, charters, policies and role descriptions should reflect this.</p>	<p>The constitution and by-laws of the St Andrew's College Students' Club (Inc) have been amended to incorporate the principles of inclusion, respect and safety, notably in relation to the embedding of gender equity in the Club's leadership positions.</p> <p>The Code of Conduct, policies and procedures and position descriptions have all been reviewed to ensure the incorporation of these principles.</p> <p>The 2019 House Committee has implemented an annual evaluation of constitution, code of conduct, policy and position descriptions to keep relevant, contemporary and in alignment with community expectations in championing a culture of inclusion, respect and safety.</p>	
<p><b>Recommendation 7</b></p>		
<p>To ensure that the College promotes and supports strong, inclusive and responsible student leadership, students and staff should, in collaboration, amend the current process for electing student leaders by:</p> <ul style="list-style-type: none"> <li>• Ensuring formal role descriptions for student leadership positions include responsibility as ambassadors of the</li> </ul>	<p>The Students' Club and Council have collaborated closely during 2018 to address each of the elements of this complex recommendation. Some aspects were already embedded into present practice in St Andrew's, whilst others required action ranging from subtle adjustment to implementation of new policy. A summary of these elements, as follows –</p> <ul style="list-style-type: none"> <li>• Formal role descriptions – complete</li> <li>• Criteria for selection – complete</li> <li>• Principal's endorsement mechanism – complete; in order to have the express support of the Principal for election to House Committee or as Mentors and</li> </ul>	

<p>College values and their obligations to uphold and model these values at all times. The Student Club Constitution/Rules should ensure accountability and consequences for House Committee/Senior Common Room Committee members that breach their role as ambassadors.</p> <ul style="list-style-type: none"> <li>• Developing clear criteria for selection that includes candidates' demonstrated commitment to inclusion, respect and safety.</li> <li>• Ensuring candidates for leadership roles have the express support of the College Head in relation to their demonstrated ability to foster and champion a culture of inclusion, respect and safety.</li> <li>• Enhancing the transparency, anonymity and confidentiality of the voting process for students, by, for example, utilising an online process with an external provider.</li> <li>• Commencing the selection process in early Semester Two to allow proper planning, training, mentoring and leadership development for successful candidates.</li> <li>• Ensuring that in co-educational/co-residential Colleges, a gender balance of student leadership teams is achieved including by:</li> </ul>	<p>Pastoral Leaders, all candidates must complete the College's formal leadership training program to the level required by the Principal</p> <ul style="list-style-type: none"> <li>• On line voting – agreement reached that an online process will be implemented for October 2019 elections</li> <li>• Earlier election – agreed, but election postponed due to Office of Fair Trading delay in confirming our agreed constitution amendments.</li> <li>• Gender balance – achieved for 2018, with the election of nine out of thirteen House Committee positions won by women; mechanism for 2019 and beyond was the subject of a constitutional amendment, considered and passed by the Students' Club by an overwhelming majority. The effect of the amendment is that the House Committee will comprise 40% male, 40% female and 20% either male or female, ensuring an imbalance of no greater than 60%-40% in terms of gender make-up. In addition, the amendment details the mechanism agreed to ensure that the position of Senior Student cannot be held by one gender any more than three times in any five year period. The amendment may be accessed <a href="#">here</a>.</li> <li>• Compulsory training for all elected student leaders, including (but not limited to) ethical leadership and decision-making, respectful relationships, leading diverse and inclusive teams, and bystander interventions – achieved; see the schedule of leadership development <a href="#">here</a>.</li> </ul>	
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» Implementing a 40:40:20 rule for House Executive, House Committee and Senior Common Room, which ensures that there is good gender balance at student leadership levels. The basis of this model is that 40% of leaders are men, 40% are women and 20% are either gender.

» Ensuring that the role of Senior Student/House President/Senior Common Room President rotates on An equitable basis between male and female students.

The Project Team recommends that the College considers a range of options to achieve this outcome, including (but not limited to):

- a) rotating the role between male and female students each year;
- b) over a five-year period applying the 40:40:20 rule;
- c) structuring the candidate pool in such a way to ensure that neither male nor female can ever be in post for more than two years in succession; d) electing male and female joint Senior Students/House Presidents/Senior Common Room Presidents; and e) electing male and female joint House Presidents, one of whom takes the Senior

<p>Student/House President/Senior Common Room President role and the other the Secretary role for the first six months, switching roles for the second half of the year.</p> <p>» Ensuring that there is compulsory training for all elected student leaders, including (but not limited to) ethical leadership and decision-making, respectful relationships, leading diverse and inclusive teams, and bystander interventions.</p> <p>Consideration should also be given to ongoing mentoring for elected student leaders by a member of College staff.</p>		
<p><b>Recommendation 8</b></p>		
<p>To enhance inclusion and equality within the student community, any practice that reinforces negative elements of student hierarchy should be reviewed with a view to modification.</p>	<p>Agreed program of activities for the 2018 year confirmed after consultative process with the House Committee.</p> <p>A process was agreed whereby the Principal would sign-off in approval of all activities listed in the calendar of events, such sign-off only to proceed following agreement between House Committee, College Life and Operations officers on the elements of each activity. The principle to be applied is that each event/activity has at its foundation the enhancement of community, by encouraging inclusion, equality, affiliation and belonging, and rejecting and discarding any negative elements of hierarchy or harassing behaviour.</p>	
<p><b>Staff Leadership</b></p>		
<p><b>Recommendation 9</b></p>		
<p>Councils should continue to support the College Heads and all staff to implement the recommendations and champion cultural reform, including by ensuring staff resources are adequate and by</p>	<p>A number of new programs to supplement and build on our existing strong leadership program, have been developed and introduced during 2018. These can be seen <a href="#">here</a>, and should be read in conjunction with the overall schedule of leadership development, available <a href="#">here</a>.</p>	

providing staff with access to additional training or skills development as needed.		
<b>Recommendation 10</b>		
To better reflect the leadership role and status of staff, the collective term for those who lead and manage the College should be changed from 'Administration' to either 'Staff', 'Executive Leadership' or 'Management'.	It is agreed that the senior executive leadership team, which includes both paid staff and senior residents, is to be referred to as "College Officers", and all other employees referred to as "staff".	
<b>Diversity, Inclusion, Respect and non-Discrimination</b>		
<b>Recommendation 11</b>		
Colleges, in consultation with the University of Sydney, should develop targeted strategies to attract and retain a diverse population of students that reflects the University population and broader community.	<p>The College Council has agreed with the Principal a set of key performance indicators which has as its objective the recruitment of a diverse and distinctive student membership. In pursuing this strategic objective, the College applies a total scholarships pool of \$1.5million per annum in means-tested and other support to enable a diverse and distinctive cohort, regardless of financial capability.</p> <p>The key performance document can be found <a href="#">here</a>.</p>	
<b>Recommendation 12</b>		
Colleges should foster a culture of respect and fair play in all intercollege social and competitive interactions, by College Heads:	Heads of College have assumed greater responsibility for the leadership and management of inter-collegiate life in 2018, following several years of incremental adjustment of arrangements to ensure safety and inclusion as foundational principles. This has resulted in the dissolution of the inter-collegiate committee and its out of date constitution, replaced by student committees responsible for sport, performing arts and social activity. HoC have agreed the basis of inter-college life, with operating arrangements consistent with these principles.	

	<p>In 2018, all sporting, performing arts, social and Orientation Week activities were conducted without incident.</p> <p>In inter-collegiate sporting competition, St Andrew's College was successful in defending the Rosebowl (for the 10<sup>th</sup> year in succession) and University Cups (in our hands since its inception in 2012), and reclaimed the Rawson Cup (for the eighth time in nine years, after a one-year hiatus in St Paul's College). In the inter-collegiate cultural competition (Palladian Cup) St Andrew's finished in second place to an outstandingly consistent campaign by The Women's College, with final placings only decided at the final event of the year. Socially, the inter-collegiate "village" remains a richly engaged core of the on-campus experience for those in the colleges community.</p> <p>The vibrancy of inter-collegiate life remains one of the great and enduring strengths of the colleges system, and these changes made over time have retained the distinctiveness of life here at Sydeny.</p>	
<ul style="list-style-type: none"> <li>• Ensuring the intercollege code of conduct for students, including players and spectators of College sport and cultural activities, is grounded in respect for the inherent dignity of all.</li> </ul>		
<ul style="list-style-type: none"> <li>• Eliminating and prohibiting all demeaning or degrading chants, songs and heckling.</li> </ul>		
<ul style="list-style-type: none"> <li>• Enforcing appropriate penalties for any breach of the code, including suspending players from their team or spectators from watching events, who breach the code of conduct.</li> </ul>		
<ul style="list-style-type: none"> <li>• Engaging with their University partners including University of Sydney Union (USU) and Sydney Uni Sport and Fitness</li> </ul>		



<p>(SUSF) to ensure a culture of respect and fair play is embedded in all activities.</p>		
<ul style="list-style-type: none"> <li>Exploring broader, non-competitive opportunities for positive interactions between the Colleges.</li> </ul>		
<b>Recommendation 13</b>		
<p>The University of Sydney and Colleges should work together to foster greater connection between Colleges and the broader campus community including by:</p>	<p>Implementation of this recommendation is ongoing, relying upon University and Heads collaboration as it does. Some examples of such collaboration are as follows –</p> <ul style="list-style-type: none"> <li>• Heads of Colleges now present annually to the University Senate</li> <li>• Professor Pip Pattison {DVC (Education)} attended Heads of Colleges meeting in August, engaging Colleges in ongoing conversations, exploring ways that college life could influence the USYD Student Experience.</li> <li>• Consultation with HoC on the USYD Student Mobility policy.</li> <li>• Alignment sought between the USYD and colleges consumption and service of alcohol policies.</li> <li>• A briefing by USYD officers on the engagement of TEQSA in the national issue of university management/consultation in residential colleges.</li> <li>• USYD student alumni magazine (SAM) to incorporate a reference to college affiliation of interviewees as editorial policy.</li> <li>• Opportunities for individual colleges and colleges generally to be featured in SAM.</li> </ul>	

<ul style="list-style-type: none"> <li>• Developing, in collaboration with the Colleges, and investing in a positive campaign that raises awareness among the University of Sydney campus community of the value of and strong contribution by the Colleges to campus life.</li> </ul>		
<ul style="list-style-type: none"> <li>• Creating shared learning communities, including the creation of learning spaces within the Colleges, where College students and non-College students can come together for academic tutorials or other forums.</li> </ul>	<p>The Colleges and the University have collaborated to investigate a number of opportunities for greater interaction, including, for example the opening up of (at St Andrew's and at Women's) our non-residential/affiliate programs to the university student community, in order to expose to the broader university the great benefits of college life, and (at St Andrew's, Women's and St Paul's) the applicability of shared spaces in colleges for university use.</p>	
<b>Recommendation 14</b>		
<p>The University of Sydney should make it clear in its code of conduct that disrespectful, demeaning or unethical behaviours from University staff and other students towards College students and staff are strictly prohibited.</p>	<p>This process of policy amendment has taken longer to implement than originally expected, due largely to the consultation process embedded in the University's policy/procedure. Implementation of this important acknowledgement of the treatment of college members in accordance with the principle of the inherent dignity of all is slated for completion in 2019.</p> <p>St Andrew's has continued to expand its engagement with University professoriate, officers and staff from all levels in a number of outreach events in 2018.</p>	
<b>Orientation</b>		
<b>Recommendation 15</b>		
<p>'O Week' should be renamed to signal a shift towards induction and welcome, and away from the problematic connotations and expectations of the past.</p>	<p>The University and the Colleges have resolved to re-name O Week as "Welcome Week" from 2019.</p>	
<b>Recommendation 16</b>		
<p>Orientation should be closely overseen by College staff with assistance from Residential Assistants, Resident</p>	<p>Consistent with the implementation of recommendation 12, HoC and College Officers have, after several years of incrementally stronger supervision, assumed greater</p>	

<p>Advisers, Deans, Sub-Deans and Corridor Representatives and select student leaders.</p>	<p>responsibility for ensuring that the arrangements for Welcome Week are consistent with foundational principles of inclusion, equality and safety.</p>	
<p><b>Recommendation 17</b></p>		
<p>Each College should develop a policy that clearly articulates the purpose of orientation with a focus on induction and inclusion into the College and University community.</p> <p>The policy should be underpinned by respect and safety, inclusion and equity, and ethical leadership. Student leaders involved in the program should be required to sign a code of conduct that reflects the intent of the policy. The orientation policy should include or continue to include:</p>	<p>Consistent with our collaboration with our students over the last decade or so, the arrangements for Welcome Week in St Andrew's have been embedded into our education strategy, policies and procedures, and events and activities management, as listed in recommendations 4, 5, 7, 9 and 11 in this document.</p>	
<ul style="list-style-type: none"> <li>The strict prohibition of practices that may be demeaning or place students at physical or emotional risk, including hazing.</li> </ul>	<p>Achieved</p>	
<ul style="list-style-type: none"> <li>The inclusion of alcohol-free days (number to be determined by individual Colleges) during the period of orientation.</li> </ul>	<p>Achieved – reduction by 50% in the number of events involving alcohol in Welcome Week, and the scheduling of one day (of the five-day Welcome Week) which is alcohol-free.</p>	
<ul style="list-style-type: none"> <li>Appropriate training in areas such as first aid, sexual misconduct, responsible consumption of alcohol, and the proper and ethical exercise of authority (student power).</li> </ul>	<p>Achieved – see schedule of leadership development in recommendation 7.</p>	

<ul style="list-style-type: none"> <li>The requirement that appropriate events should be subject to a risk assessment. Other events in the academic year should also be subject to a risk assessment.</li> </ul>	<p>Achieved – see agreed process listed in recommendation 8</p>	
<ul style="list-style-type: none"> <li>The alignment, as far as practicable, with faculty-based activities and information sessions for new students.</li> </ul>	<p>Changes envisaged to both University and inter-college Welcome Week programs in 2019 may allow a coordination and alignment which has not been possible for over a decade. Welcome Week in 2019 will be a pilot study in this regard, as we seek ways to bring the opening engagement exercise more into alignment.</p>	

<b>Alcohol</b>		
<b>Recommendation 18</b>		
<p>The Heads of College should develop a common approach to alcohol harm minimisation. This approach should consider best practice interventions to reduce access/supply and demand of alcohol, and to reduce harm caused by alcohol.</p> <p>The Heads of College may also seek advice from an expert in harm minimisation and drinking patterns of the College age cohort to assist in developing this approach. In particular the Project Team recommends:</p>	<p>The Broderick review found that the excessive supply and consumption of alcohol was a factor which contributed to less attractive behaviours in the colleges at Sydney. Each College has a different approach to the supply and consumption of alcohol, and probably in fact to the place of alcohol in the setting. Whilst the independence of each is a significant strength, it is also true that there is an aspect of “shared community” across all the colleges here at Sydney, and particularly in the social setting, which points to a need for a common and unified response, perhaps on a high level principle-basis, to addressing key risks.</p> <ul style="list-style-type: none"> <li>What are the commonalities between us in the supply and consumption of alcohol? Is there a common thread in our respective “policies” around alcohol?</li> <li>How do we manage “pre-loading” on site, when we’re dealing with adults?</li> <li>What are the “constraints” which can address harm without denying adult agency?</li> <li>How can we minimise the likelihood of alcohol enabling misconduct?</li> <li>Are the differences between us antithetical to agreement?</li> <li>Agreed strategies, both within each College, and across the colleges’ community.</li> </ul> <p>The implementation of this recommendation in St Andrew’s has seen us build on the strong foundation of the College’s licensed context, to achieve great progress during year one, with remaining elements of alignment and adjustment scheduled for completion by the end of year two. This continues a longstanding commitment to the responsible service and consumption of alcohol in St Andrew’s, consistent with the conditions imposed by the College’s liquor licence,</p>	

	<p>and in keeping with the responsibilities imposed by our leadership of the University of Sydney Liquour Accord.</p> <p>Heads of Colleges have engaged leading researcher into alcohol management in Australian residential colleges, Dr Tim Corney, to examine alcohol harm minimisation guidelines for all colleges.</p> <p>Service and consumption of alcohol was a theme of the Common Responses Workshop run by Liz Broderick on 13 September (see the link to outcomes document embedded in recommendation 4)</p> <p>The exercise of alignment with the University's alcohol policy has also begun, with all colleges seeking commonalities to enhance the uniform approach.</p>	
<ul style="list-style-type: none"> <li>The positions of licensees and bar management should be held by qualified individuals or organisations independent of the Student Club and contracted by College staff.</li> </ul>		
<ul style="list-style-type: none"> <li>Commercial bar rates should be charged for all alcohol at College events and venues and as such the use of Student Club fees for the purchase of alcohol should be prohibited.</li> </ul>		
<ul style="list-style-type: none"> <li>A zero-tolerance approach is visibly practised for alcohol-related behaviour that causes disturbance, damage or harm to any student or property.</li> </ul>		

<ul style="list-style-type: none"> <li>The Student Club should be responsible for any non-accidental property damage, including alcohol-related property damage. This would include the cost of replacement or repair, where the alleged offender cannot be identified.</li> </ul> <p>Once developed, the policy should be widely disseminated among the intercollege community with an explanation of its objectives.</p>		
<p><b>Unacceptable and Disrespectful Attitudes</b></p>		
<p><b>Recommendation 19</b></p>		
<p>Each College's policies on bullying and harassment should explicitly include provisions that prohibit hazing or any other behaviours that compromise students' physical or psychological safety and well-being. The provisions should include a clear definition and scope of hazing behaviours.</p> <p>In line with best practice approaches to the prohibition of hazing:</p>	<p>In the light of a Broderick finding that the levels of harassing behaviour which often constituted "hazing" were inordinately high in St Andrew's, our challenge was to undertake an honest and transparent appraisal of the many events and activities which form part of the cultural fabric in College, weighing them for their continued contemporary relevance, and in particular whether they still fulfilled the original intentions of their founders. This examination, conducted in a collaborative way between Council and students in the Andrew's tradition, has allowed us to choose and then cherish those that are good, and to challenge and then change those that are not.</p> <p>A process was agreed whereby the Principal would sign-off in approval of all activities listed in the calendar of events, such sign-off only to proceed following agreement between House Committee, College Life and Operations officers on the elements of each activity. The principle to be applied is that each event/activity has at its foundation the enhancement of community, by encouraging inclusion, equality, affiliation and belonging, and rejecting and discarding any negative elements of hierarchy, hazing or harassing behaviour.</p>	

<ul style="list-style-type: none"> <li>The Colleges should provide comprehensive education about hazing.</li> </ul>		
<ul style="list-style-type: none"> <li>Victims must be supported, including through appropriate reporting options.</li> </ul>		
<ul style="list-style-type: none"> <li>Students who engage in hazing behaviours should be appropriately held to account.</li> </ul>		
<b>Recommendation 20</b>		
<p>Each College and the University of Sydney should develop, with guidance from an expert in sexual harassment, sexual assault and respectful relationships, a stand-alone policy that addresses sexual misconduct.</p> <p>The stand-alone policies of the Colleges and the University should be underpinned by best practice principles.</p>	<p>The College's stand-alone policy and procedures regarding sexual misconduct were approved by Council following consultation with students and with external experts. The policy is available <a href="#">here</a>.</p> <p>The University of Sydney has recently completed its own stand-alone policy regarding sexual assault and sexual harassment. We are currently undertaking an exercise in alignment of the two policies.</p>	
<b>Recommendation 21</b>		
<p>Each College's policy should articulate a zero-tolerance approach to sexual misconduct, a commitment to trauma-informed victim/survivor support and, where possible, to holding perpetrators to account. Specifically, the policy should:</p>	<p>St Andrew's College's policy (embedded as a link in recommendation 20) addresses all substantive elements of this recommendation, and further alignment with the University's new policy will strengthen the college policy where necessary.</p>	

<ul style="list-style-type: none"> <li>Expressly prohibit sexual misconduct (including sexual harassment and sexual assault) and make clear the consequences of breaching the policy.</li> </ul>		
<ul style="list-style-type: none"> <li>Define key terms and concepts illustrated with relevant examples in order to clarify the meanings of and behaviours that constitute sexual harassment, sexual assault and consent.</li> </ul>		
<ul style="list-style-type: none"> <li>Acknowledge the institution's responsibility to provide a safe and respectful environment for all.</li> </ul>		
<ul style="list-style-type: none"> <li>Articulate expectations that all members of the College community (including the College Council, staff and students) have a role in creating a safe and respectful environment.</li> </ul>		
<ul style="list-style-type: none"> <li>Provide clear details on processes for reporting and responding to sexual misconduct, including with specific names and contact details, and how</li> </ul>		



<p>to support someone who has experienced sexual assault.</p>		
<ul style="list-style-type: none"> <li>• Provide clear guidance and a variety of options for survivors/victims to disclose experiencing sexual misconduct; to seek support, counselling and health services; and to identify procedures and timeframes for investigations.</li> </ul>		
<ul style="list-style-type: none"> <li>• Ensure reports are dealt with sensitively and expeditiously and that the parties to a complaint are advised of progress and outcomes while ensuring confidentiality is maintained.</li> </ul>		
<b>Recommendation 22</b>		
<p>All relevant staff, Residential Assistants, Resident Advisers, Deans, Sub-Deans and Corridor Representatives should undergo first responder training by an expert in trauma-informed and survivor-centred approaches, to ensure they have the skills to respond sensitively and appropriately to a sexual assault or sexual harassment disclosure.</p>	<p>The Respectful Relationships component of the College's student and staff leadership development program (<a href="#">here</a>) deals comprehensively in preparation for Welcome Week with first-responder and bystander training, to ensure a sensitive response to disclosures of sexual misconduct. All members of College are required to attend refresher training annually.</p>	

<p>Evidence-based prevention education and awareness about sexual assault and sexual harassment, and bystander interventions, should be provided to all students and relevant staff. All relevant staff and students should receive this education during their orientation and then as refresher training each year they are at College.</p>		
<p><b>Recommendation 23</b></p>		
<p>In recognition of the psychological and emotional needs of some students, the College should provide and widely advertise referral pathways to specialist psychological support services for students, including for students who have experienced trauma. This support should also be offered to RAs to minimise the risk of vicarious trauma or distress that they may experience through their role.</p>	<p>The College has been engaged with a social worker for several years, who has more than 25 years of clinical experience and who works from a trauma informed, mindfulness perspective. This professional has extensive experience working with people from a wide range of cultures and identities, and works with our emerging adults to support them beyond first-responder and in-house expertise, and also provides clinical supervision and consultation to our pastoral leaders and other first-responder personnel in support of their mission and their personal well-being.</p>	