University of Canberra: Creating a Safe and Inclusive Community for Living and Learning

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ELIZABETH

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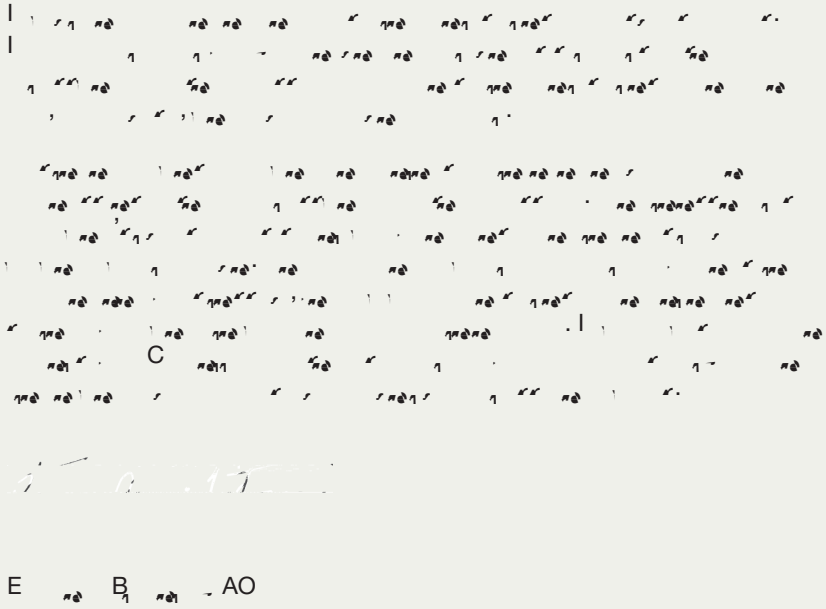

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Putting safety and inclusion at the heart of the University of Canberra's integrated learning and living community for the future

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A C P 3 C A (1900).

Our approach

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C- A H C ’ Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities

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P P F P C’ B C’

Focus groups and interviews

A 16

7 :

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L (LGB IQ)

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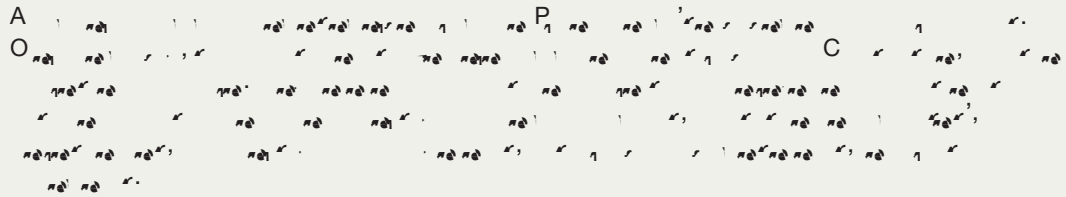
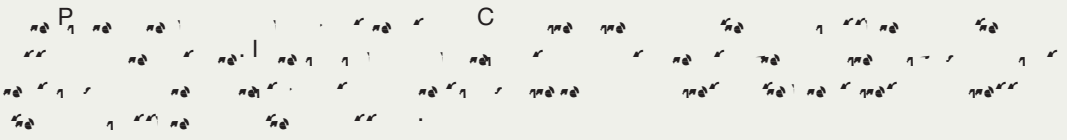
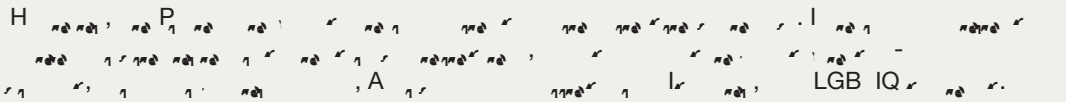
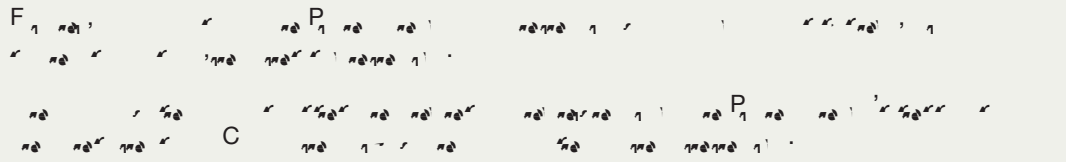
The business imperative

The cost of sexual harassment and sexual assault



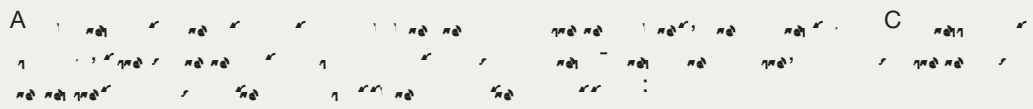






There has been a shift to a zero-tolerance culture, but it is not uniform throughout the organisation

> A system of shared assumptions, values, and beliefs, which governs how people behave in organisations. These shared values have a strong in uence on the people in the organisation and dictate how they dress, act, and perform their jobs. [13]



> The culture of … this organisation has changed … Two, three years back there was probably that culture of 'if it doesn't get reported, it never happened.' I think that's certainly changed now. (Staff)

> Within my time … being at Uni, I do know there has been a big push with trying to improve the culture and to prevent sexual harassment and anything along those lines and ways to prevent it. (Undergraduate student)

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13 M L , , J . ., What is organizational Culture? – De nition and characteristics, study lesson transcript . A ://

Personally, I think that there has been an improvement [in understanding of the meaning of consent] but, at the end of the day, a lot of people live with the mentality of, ‘yeah, but that won’t happen to me.’ And that is the hard thing to shake. It’s like … everyone can be like ‘consent matters, always have consent’, but no one genuinely thinks like, ‘oh, that could happen to me’, until it does. And once you’ve had a friend go through it then you think about it a little differently. (Student)

I think the knowledge of sexual harassment is limited among students. (Student)

Women tend to make allowances for men’s behaviour, so sexist behaviour becomes normalised and then the lines between what is good and bad behaviour are blurred. (Student)

[In the residences], there is more and more discussion of consent, but there is still mixed understanding of what it is [but] understanding is improving. (Residence staff)

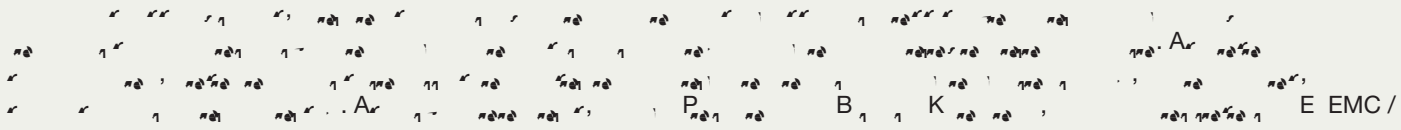
K

N

I’ve noticed a big change in the Uni since I was there. There used to be a bar on the campus where women would be harassed all the time. That bar is now gone, so I haven’t seen the more overt stuff around. (Student)

I think the ressies have really changed particularly in the last few years. When I was there it was much more ‘anything goes’… But my friends who live there now, say it’s pretty tame and … more accountable, I guess. (Student)

A Respect. Now. Always. LCD



N C C M :

The biggest thing is educating students around, not just their rights, but their responsibilities and that you just can't be a bystander who does nothing, you have to speak up. (Staff)

I

A N , 2.4% C / 2015 2016, 0.8% 19% C 2016 28%

A A J A . I A P :

In my case, I was talking with someone, and [my supervisor] was just like winking at me. I didn't know what to do, I just sort of ignored these things. But I don't know if it's normal here, or if it's not normal here. (International student)

I experienced domestic violence and sexual harassment from a student I met EMCtcs ompared to 28% of

I would say that I would feel somewhat more hesitant being an openly transgender person at UC than I would feel at other universities that I've been at previously where I would have felt more comfortable about being open. (Student)

LGB IQ

LGB IQ

There was not really an explicit welcome sign placed for queer people…so I think unless there's someone saying 'this is a queer-friendly space' you sort of have to keep your guard up a little bit because you just don't know. (Student)

LGB IQ

P

F

P D

Imbalance of power that you see constantly is a huge issue. If you are a vulnerable student it is very dif cult … Students are in a terrible, unequal situation and nobody is prepared to stand up. (Staff)

P P D

I was in a bad situation myself [as a postgraduate student]. You always have to look over the shoulder. (Postgraduate student)

It is disheartening when you keep seeing this unethical behaviour from PhD supervisors happening again and again. (Staff)

There is a view that you 'can't touch the PhD supervisors' yet in some circumstances they are 'out of control'. (Staff)

I've seen patronising behaviour by male supervisors to female students. (Postgraduate student)

P P D

The risk of sexual harassment is more likely to happen on a placement as it's something 'out of the ordinary' from normal academic life. Students are vulnerable because it's like they will do anything to secure a placement and so may tolerate it more than say at Uni. (Student)

P C

. O
P :

> We need proper guidelines around placements. There is no clarity around my role as an academic in regard to these sorts of matters. (Staff)

The culture of residences has improved, but the safety of students remains a concern

D :

> I have a couple of female friends in one of the residences, and one of them at least two times a week gets yelled at by guys who live in that residence … Sometimes it's quite explicit … like [being] catcalled [at] three in the morning. (Student in residence)
>
> My friend...gets yelled at twice a week walking to her car, to her building and … she's just like … 'It happens all the time.' She shouldn't have to get used to that. (Student in residence)
>
> I get yelled at twice a week by these guys outside. (Student in residence)

D . G

:

> I did nd with the hazing and the drinking and things like that, it was very common for the straight girls to be pressured by the men into kissing other women when they were drunk. (Student in residence)

P

A comprehensive approach is needed to engage and educate students about sexual misconduct to create change in norms and behaviour

C A

C M

C C C (C CC). I

CC C . E

M C C .

I C M , C :

> educate students on the culture of respectful relationships, the understanding of sexual consent and when consent is or is not given.[19]

C M . I

N

C

19 C . ' . A ://

Some policies encourage survivors to attempt to resolve the issue informally with the perpetrator, which is unsafe, not trauma-informed, and is likely to deter reporting.

Complaint portals are frequently not survivor-friendly or trauma-informed.

Some policies mandate police involvement, which is inappropriate given that many survivors do not want police involved.

Some policies mandate that security be contacted regarding reports of sexual assault, despite the fact that not all campus security staff are trained to respond to sexual assault.

Policies at residential facilities are often not harmonised with university policies.

Some staff members are untrained or do not understand university policies. This can result in survivors not being informed of their rights under university policy when they report sexual assault, being given incorrect information, or investigations being dealt with improperly.

Communication with survivors during investigation processes is often inadequate and investigations can take excessively long periods of time, often leaving survivors in prolonged states of stress and leaving key safety issues unresolved for signi cant periods.

There is frequently a lack of protection offered to survivors who make reports to their university, leading to survivors feeling unsafe on campus because they fear seeing the perpetrator on campus, in class or at university residences. It is common for universities to fail to provide safeguards for survivors, to ensure they do not face harassment from friends of a perpetrator or indeed from the perpetrator themselves. [21]

P C’ E OC (C 4).

C 86.39 (21) E2EMC I 401.3).) E EMC / L (-)/MCIDDC B 9 0 C B / 1 1 1 5.247

P D L (D P D L I . H P D L

M :

I wouldn't know where to go or how to go about lodging a complaint of this nature. (Student)

I don't know where I would go to complain about something like sexual harassment. (Student)

I don't know who I would talk to at the University, to report sexual assault or harassment. Maybe the security? (Student)

As a PhD student, I wouldn't know how to go about – if [sexual misconduct from a supervisor] happened to me. I would have no idea what to do about it. It would have to be some kind of anonymous whistleblower system, but at the same time, if you did that and you lost your supervisor you wouldn't have another supervisor here that could do that. So there's massive implications to the student themselves. (Postgraduate student)

:

Students don't know where to go and they don't have a contact with the faculty. Supports at the faculty level are no longer there (Staff)

A :

We push the student to navigate the complaints system … UC has many points to report on its website but students don't always know which to go to… We need a kind of Uni Ombudsman who can triage complaints and put the student on the right path depending what their complaint is. (Staff)

A C

A :

We use the term 'student grievance' on the website when students want to make a complaint about something. It may not be the most appropriate term for soror her0i(buperAno/3SnivhyLL/Span <</Lan 9)]TJ 2(Sr8

I have addressed [a sexual assault disclosure]. I've dealt with situations in the moment. (Resident Assistant)

[As an RA], I've had people come up and tell me things, but they won't necessarily say, 'Oh, I got sexually assaulted' or, 'Oh, I was in a domestic violence-related thing'. It's more like they'll kind of fox step around the issue. Like, they don't want to say the actual name of it because they don't want to give it a label. And they don't want to be seen as that. (Resident Assistant)

People just accept it as uni culture. (Student in residence)

Respect at Work (Bullying) Policy

Charter of Conduct and Values.

I had noticed … that people didn't take the sexual harassment claims seriously but that it had been stalled for quite some time … [with] people not realising that this was a potential issue that could get out of control, which it did. It escalated and continued to escalate and it wasn't until we intervened and pushed that further things should happen that [something happened] … I was a bit surprised at how many people at a senior level above me did not feel that that sort of conduct was inappropriate. (Staff)

A lot of people have been frightened to put through an incident report on something that might be

P C. Respect at Work (Bullying) Policy / H Student Grievance Resolution Policy. C E P D D L. I [22]

N P :

> I don't think it is clear… I've just been dealing with one before I came here. Do you go to HR or do you just immediately trigger the student grievance process? (Staff)
>
> If it's staff … we have to ascertain whether that complaint comes from their role as a student or from their role as a staffer, and we have had some examples of that too: students complaining about their supervisors, PT students, at the same time they were hired to work on research projects, and depending on what the complaint was we [decide whether to take the matter to] HR as if they were a staff member, or with the student conduct rules from the student aspect of the engagement … I think that for most people it will be fairly confusing. (Staff)

International students experience significant barriers to reporting

A I N 62.5% C 45.5%

I P A

N [23] I [24]

I F C :

> I wouldn't report. You just come and survive however you can. (Student)
>
> [My friend] doesn't like to complain … because she doesn't want problems with the University … Some people are scared about talking. (Student)

22

C’ I (I) . ’ P I P :

> [Due to] certain changes around the University … our overall gures [show we] used to be seeing 20 students face to face on a daily basis, whereas now our roles are a bit more back-end. So, the [general University] student support staff have taken over all of the enquiries [from international students]. So, we don’t get rst-hand information … It’s often information that’s been passed on by other areas … which means we are not directly in touch with international students who need support. (Staff)

I . I , Complaint handling at universities: Australasian best practice guidelines, N O :

> Cultural barriers that can impede use of complaint options should … be highlighted in cross-cultural training of complaint staff. [25]

C I . I . I C ’, . I 9 11 E EMC /

A NA C P :

Staff: I'd be surprised if [students and staff on campus] even know about the [RNA] campaign.

Project Team: Do you think the students see … the Respect. Now. Always. Committee as a priority? Do most students know about it?

Staff: No.

P NA C -C C

The physical environment has improved, but there are still areas that are unsafe

C P :

I've noticed signi cant improvement in the car parks and lighting on the path. I leave in the dark a lot. (Staff)

I think there has been improvement on the campus regarding lighting and so forth, so it's not as creepy. (Student)

I think it's getting better because we've got more cameras around … [and] there's de nitely a lot more walkway lights where they come up to the bus stops. (Student)

H N C :

19% (14%)

18% (8%)

18% (4%)

P :

The students going out to their car at one of the new 'raised ground' car parks, they could be at risk of being assaulted. (Student)

I feel frightened walking to my car after the closing shift at night. (Staff)

Our campus is so spread out and there's that one bus stop that is quite a trek and I've kind of stopped using it. That's the reason I … got my licence because I knew that [with my degree], I have to stay back late at the workshop and stuff and if I have the safety of my car, I won't have to trek all the way up there to the top and it's by the road and it just looks a bit scary … My mum didn't feel comfortable with me waiting there. There's a lot of bush around. (Student)

:

I think … a lot of my female friends when they do have to stay late they know that they can call security, they can actually get escorted to their car and that's a good incentive. (Student)

H :

We need more security staff. Often they are tied up walking around the ressies. (Student)

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Benchmarking UC’s sexual harassment policies and responses

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A H , C , E

: A C P E ’.[28] Code of Practice

A ’ Sex Discrimination Act (1984).

28 A H C 2008, Effectively preventing and responding to sexual harassment: A Code of Practice for Employers. A :// . / / / / / /COP2008. .

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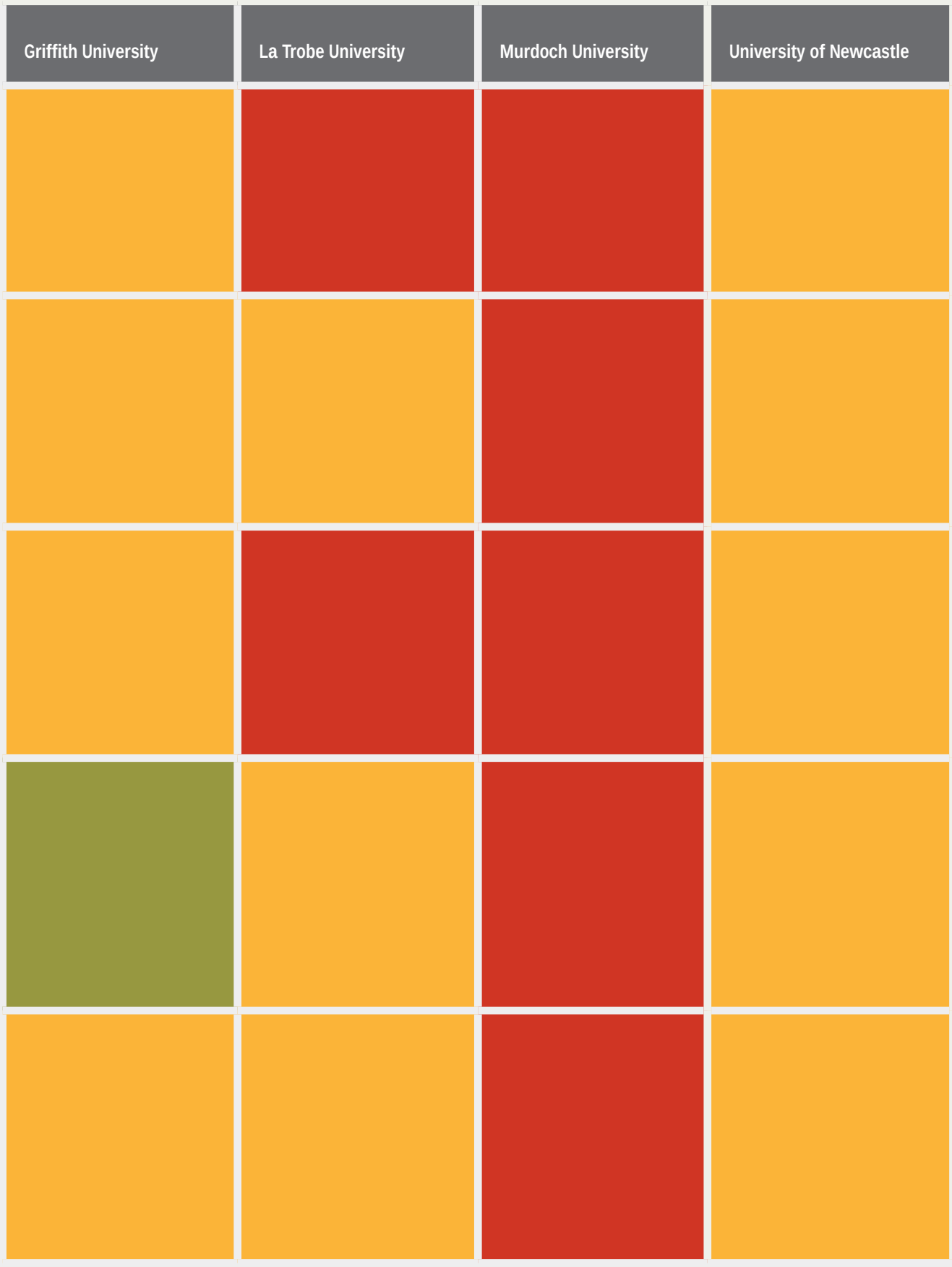
Yes	The university policy meets this benchmark • The policy dimension is clear
Partly	The university policy partly meets this benchmark • The policy dimension exists but is not easily accessible in a logical place • The policy dimension exists but needs to be strengthened
No	The university policy does not meet this benchmark • The policy dimension does not exist • The policy dimension exists but is inadequately formulated


Griffith University
La Trobe University
Murdoch University
University of Newcastle

University of Canberra

Benchmarking UC's sexual assault policies and responses

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A 10

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H F (A) .30

A H C ' National Report on Sexual Assault and

K

Yes	The university policy meets this benchmark • The policy dimension is clear
Partly	The university policy partly meets this benchmark • The policy dimension exists but is not easily accessible in a logical place • The policy dimension exists but needs to be strengthened
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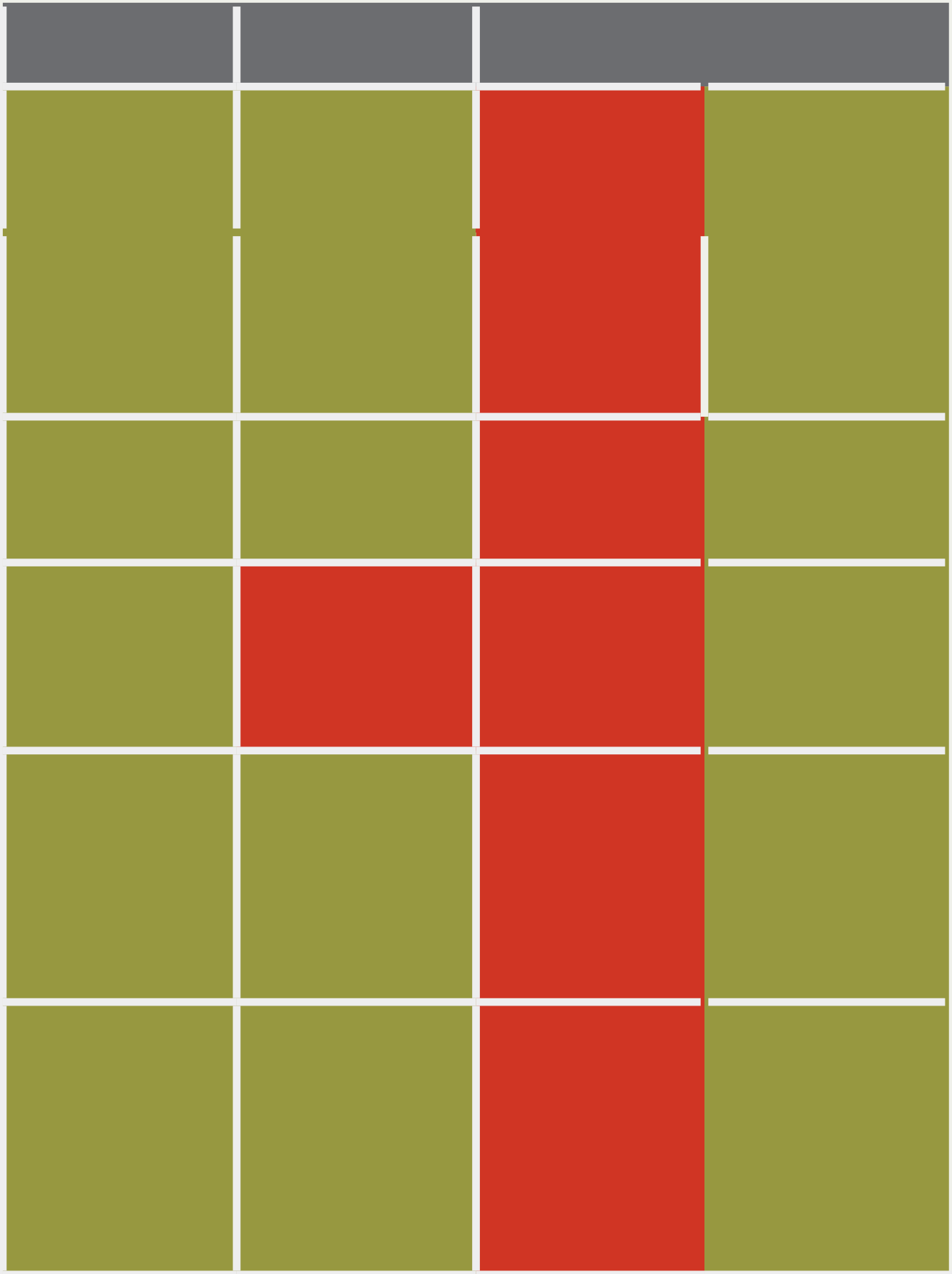
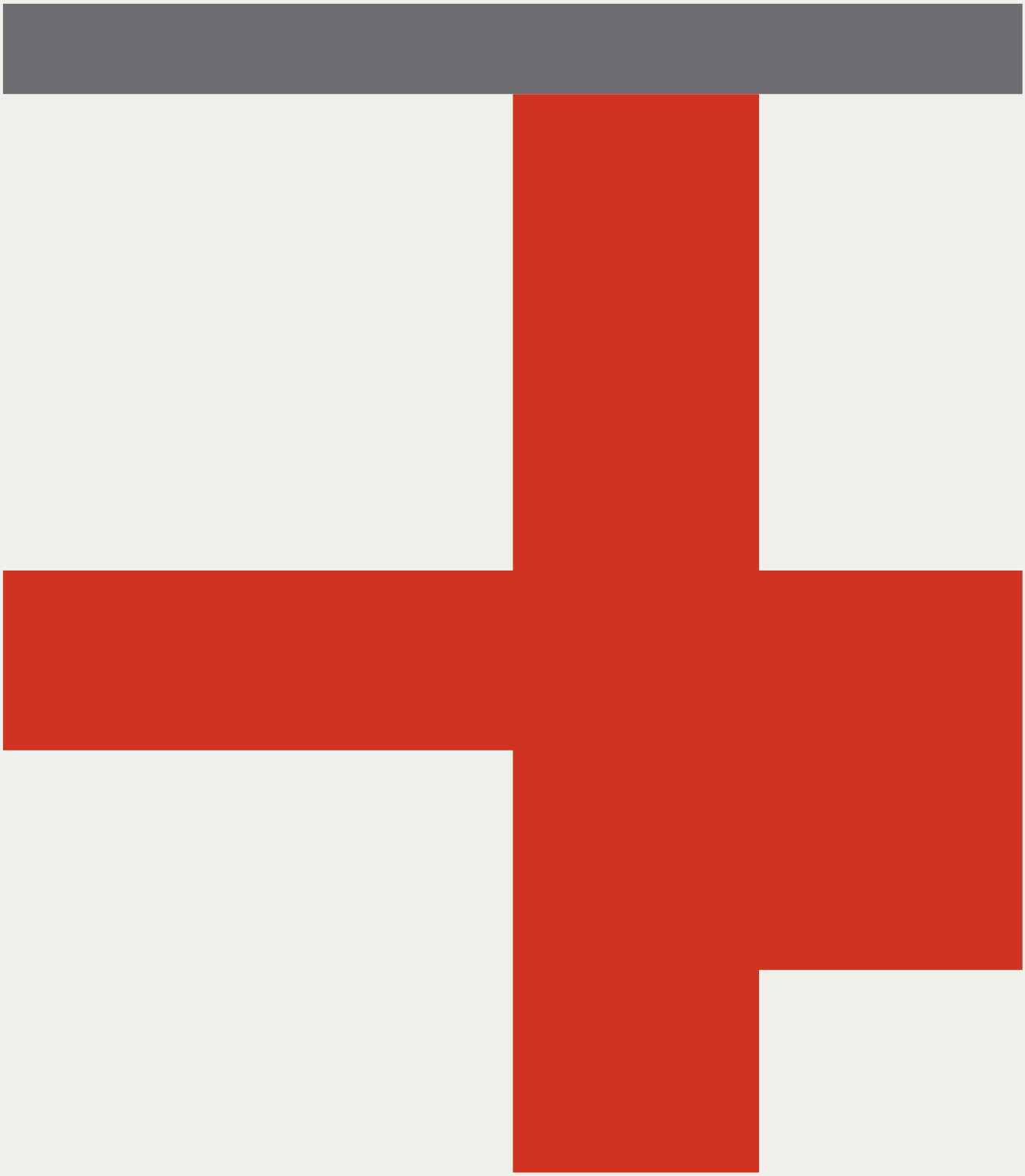


	University of Canberra	Charles Darwin University	Flinders University
07 Is there an option to make an anonymous or confidential report of sexual assault?	No	No	No
08 Does the policy outline a clear process and pathway for responding to formal reports and complaints and a clear explanation of what will happen after a report,			



Opportunities for strengthening policy responses to sexual harassment and sexual assault

Manchester University and University of London (SOAS) policies on sexual assault

33 M 2015, Manchester University Policy and Procedures for Sexual Misconduct Complaints. A ://
3-24-15. ?=2.

34 L 2015, Guidance to prevent and respond to gender based violence on campus. A ://

Principle 1: Ensuring safety, respect and inclusion are at the heart of UC's future living/ learning community will attract students from Australia and around the globe

Articulate a vision and embedding an institution-wide approach

Immediate priorities (3 to 6 months):

P C

E (D)

Respect. Now. Always C (NA C)

» C , LGB IQ A I),

» C

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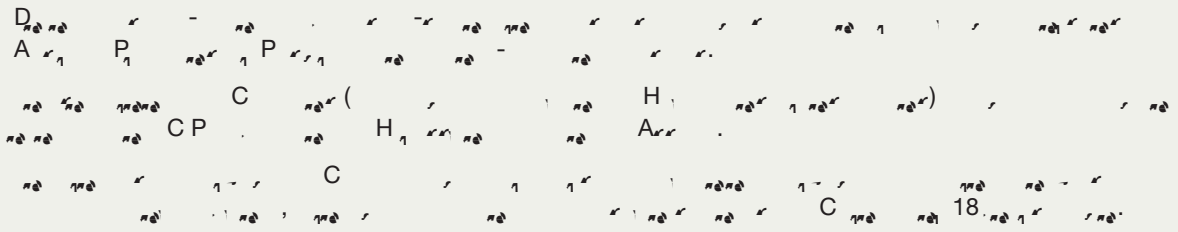
Medium-term priorities (6 to 12 months):

D I P A NA C

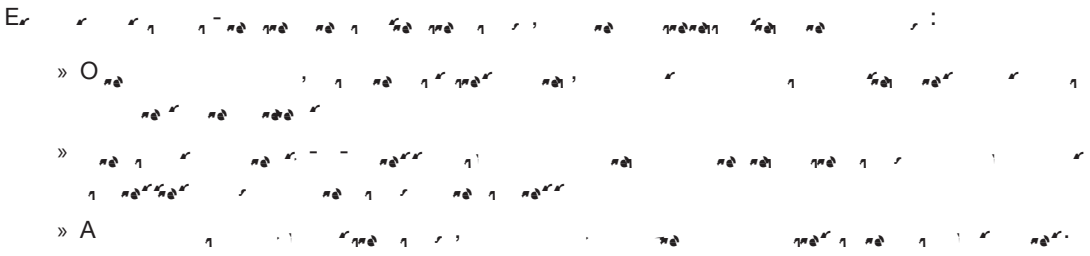
A NA C P A .

Medium-term priorities (6 to 12 months):



Establish a survivor-centred system of support

Immediate priorities (3 to 6 months):



Medium-term priorities (6 to 12 months):

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