

**University of Melbourne  
Respect Taskforce  
Meeting 7/2018**

**CONFIRMED MINUTES**

A meeting was held from 3.00 pm to 4:30 pm, Wednesday 19 September 2018  
Level 4 Meeting Room, Raymond Priestley Building

Members present: Richard James (chair), Elizabeth Capp, Amanda Davis, Cathy Humphreys, Jonas Larsen, Dan Persaud, Damian Powell, Zimo Wang, Molly Willmott.

**BUSINESS**

**A. Formal Matters**

**A1 Welcome and Apologies**

Apologies received: Paul Duldig, Georgina Sutherland, Jenny Morgan, Sally Eastoe, Siobhan Forbes, Debra Tegoni

In attendance: Helen Cahill (for B1), Joseph Mccarthy (for Debra Tegoni).

**A2 Minutes**

The minutes of the previous meeting were confirmed as accurate.

**A3 Action items**

The action items are all in progress.

**B1.**

<b>Topic</b>	<b>Respectful Relationships (Victorian schools program)</b>
<b>Presenters</b>	Helen Cahill, MGSE
<b>Discussion</b>	<ul style="list-style-type: none"><li>• Professor Cahill gave an informative and engaging overview of elements of the approach that was undertaken in developing the classroom-based <i>Resilience, Rights and Respectful Relationships</i> teaching and learning resources for Victorian primary and secondary schools.</li><li>• Program focusses on social and emotional learning, gender identity and positive gender relations, but also includes a key unit on help-seeking.</li><li>• The background data informing this program shows that while most young Australians do not find violence and sexual harassment acceptable – they lack the knowledge and skills to prevent, help or intervene in gender-based violence situations, and may not be able to recognise where this is occurring.</li><li>• Premise that respect is a practice, not just an attitude – and that a skills and capabilities approach is needed to enable normalising this behaviour.</li></ul>

	<ul style="list-style-type: none"> <li>• Key lessons shared: <ul style="list-style-type: none"> <li>○ need to be able to name behaviour to call it out (important strategy for counteracting normalised types of violence)</li> <li>○ there is an additional impact (and acceptance of the program) when male victimisation data is included</li> <li>○ collaborative learning is essential for changing behaviour (eg roleplay, simulation, small group problems) – explore what could be done, what might it take to do this, what are the possible outcomes (positive and negative)</li> <li>○ place-based scenarios – demonstrate that different settings may require different responses, different positive role models (code-switching)</li> <li>○ promote a response model (eg No. Go. Tell. Change) as this helps enable behaviour in times of stress</li> <li>○ peers valuable as educators, but should not be used as mediators</li> <li>○ normalise and enable everyday and minor acts of peer support</li> <li>○ normalise and enable help seeking</li> <li>○ need to provide assistance and resources for perpetrators to help them to change</li> <li>○ need to be very careful with any visual images – what else is being promoted through this?</li> <li>○ link with other related social issues such as mental health, wellbeing, feelings of isolation – this work is not just about preventing a problem, also about creating a socially connected campus.</li> <li>○ promote that social, emotional and relational capabilities are becoming significant drivers for employment</li> <li>○ content has been carefully framed with the protagonist as helper (not victim/survivor) to minimise triggers and negative response</li> </ul> </li> <li>• Crowded curriculum has been a major barrier to uptake in schools; teachers have varied in their responses (more readily in primary than secondary schools)</li> </ul>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Investigate the possibility of developing a course / micro-credential on respectful relationships/behaviours which could be accredited on transcripts (framed as a work-ready skill). This would ideally be evidence informed, use peer-to-peer educators, and would create opportunities for role-modelling and increasing peer connectedness.</li> </ul>

## B2.

<b>Topic</b>	<b>UA Guidelines and Principles</b>
<b>Presenters</b>	Richard James
<b>Discussion</b>	Deferred to October meeting

**B3.**

<b>Topic</b>	<b>MDHS Setting the Standards workshops</b>
<b>Presenters</b>	Celia Scott
<b>Discussion</b>	<ul style="list-style-type: none"><li>• MDHS have been running a series of ‘Setting the Standards’ workshops across the faculty, with an objective of starting (and then continuing) the conversation about the impact of the #MeToo movement, and how this relates to a faculty specific context. In particular the workshops are aimed at clarifying issues around: sexual harassment and assault; the role and responsibility of leadership; values; behaviours; the impact of rank; and where to find support.</li><li>• Was originally run at the faculty leadership conference (longer session) where it was considered essential that it be delivered to the faculty more broadly. Workshops are sponsored by the Dean who has committed to promoting the calling out of inappropriate behaviour and actively working to change the culture of the faculty where needed.</li><li>• 6 workshops, for a total 333 participants (academic and professional, across all levels) run thus far, with a further 3 scheduled.</li><li>• Feedback has generally been positive but demonstrates a strong desire from the audience for more guidance, support, training and resources.</li></ul>
<b>Next steps</b>	<ul style="list-style-type: none"><li>• Should the University have a publicly available list of values and what these mean in a practical sense?</li><li>• Evaluate MDHS program for potential expansion across the University (covering bullying and discrimination, not just sexual assault and harassment)</li></ul>