

**University of Melbourne  
Respect Taskforce  
Meeting 2/2017**

A meeting was held from 2.00 pm to 4:00 pm, Wednesday 13 September 2017  
Level 3 Meeting Room, Raymond Priestley Building

**Members present:** Richard James (Chair), Paul Duldig, Elizabeth Capp, Jenny Morgan, Georgina Sutherland, Hannah Billett, Max Bergh, Damian Powell, Joseph McCarthy, Zhi Xuan (John) Hee, Cathy Humphreys, Sally Eastoe, Erin Dale

**Apologies:** Daniel Persaud, Amanda Davis

**In attendance:** Sally Coates (for item B2)

**Minutes:** Celia Scott

**CONFIRMED MINUTES**

**A. Formal Matters**

**A1. Welcome**

The Chair welcomed the members and Sally Coates (for item B2)

**A2. Minutes**

The minutes of meeting 1, 2017 held on Wednesday 23 August were confirmed as an accurate record.

**A4. Report from the Chair**

The Chair advised the Taskforce that an interim Respect Taskforce website has been set up to house the terms of reference, membership and minutes at:

<http://provost.unimelb.edu.au/respect-taskforce>. This page will also include links to any associated papers and resources developed by or for the Taskforce.

**B. Items for Discussion**

**B1. Raising Unimelb community awareness**

Using the framework provided by the Strategic Communications Lead the Taskforce discussed the type, purpose and timing of the high-level messaging required to raise the University community's awareness of its values and standards.

It was agreed that there are two different and distinct messages that need to be communicated, as there are two targeted audiences – the general population and survivors. These messages are that the University:

- does not tolerate sexual violence, and
- supports victims/survivors.

Victims should be included in discussions to determine their perspective. Associated messages should also be developed around the use and abuse of alcohol and power.

Noting that stated public values do not prevent bad behaviour on their own, the first message must also at least imply repercussions (the 'carrot and stick' approach has been demonstrated to

be successful in public health campaigns). These repercussions should be clear about both criminal and non-criminal consequences. The challenge of getting the message right, and the potential danger of doing harm if this does not occur were noted. The prevention agency OurWatch has undertaken potentially useful research and are about to start a community message campaign which may be of value, but the most effective messages are those which are context specific.

Ideally we should have an ‘always on’ content approach, and ensure that these values are promoted to students, staff and visitors throughout the year. For this to be effective it is important that there is a good mix of media so as to appeal to different audiences. The Smoke Free campaign is an example of where this has been done successfully previously. This ‘always on’ approach is essential for changing the culture and may be best led by student run activities and events. It was also noted that students are often less engaged with social events as the semester progresses, so it would be beneficial to link the messaging into study life. One possibility in this space would be developing a standard slide for use in lectures on where to find support and other related messages.

It was agreed that the message must be inescapable and of ongoing impact. The next step is to determine the tone and voice of the message, and to model the costs.

While there were some concerns raised that people might not immediately understand the ‘Respect.Now.Always.’ title, it was agreed that this is still a good and effective over-arching banner. As other projects develop and mature, they may warrant new descriptors.

It was noted that over the past two years HR has begun investigating inappropriate behaviour by staff without the trigger of a formal complaint. Where the behaviour has been demonstrated to have occurred appropriate penalties have been imposed.

*Action: Develop a calendar of events for ‘always on’ messaging (Erin Dale and University Services)*

## **B2. Improving education/training**

### Students

Two documents were tabled by the Manager, Campus Community – a summary of the current training provided by the Safer Community Program, and an example of the sort of events which are run by Wellbeing (which includes the Safer Community Program and Counselling and Psychological Services) over the course of a semester. The Safer Community Program is not a dedicated training unit, and as such training has tended to be occasional and by request. While this training has received very positive feedback from participants, it is not reaching a high proportion of the University population. There is an ongoing tension between reach and impact; online offerings are likely to have the greatest reach, and face-to-face options the greatest impact. It was emphasised that mandatory online training is not sufficient in and of itself, and that the interesting and informative conversations that arise during in-person discussions are often the most memorable components. The possibility of using a peer-to-peer program should be considered.

The University has recently purchased a three-year unlimited usage license for the Epigeum online course *Consent Matters: Boundaries, Respect, and Positive Intervention*. The course consists of 60-75 minutes of core activities and an hour of additional activities. There are four modules: Thinking about consent; Communication skills and relationships; Looking out for others and Support. Originally designed for UK students, Epigeum are tailoring the product to match the support

services offered by the University. Once this has occurred the training will be tested with student groups. The course will be hosted on the LMS, which will also allow the University to link the training with other information. Epigeum have also developed a Responding to First Disclosures module, but at present this has not been successfully adapted for the Australian market. If a suitable product is not found on this topic, the University will look at developing its own training.

In previous years, the Safer Community Program has delivered targeted programs for the UMSU/GSA Queer officers. It should be determined whether we need to develop targeted programs for LGBTQIA+ staff and students in addition to the more general training.

UMSU advised that they are also looking to expand the training that they offer, particularly for front line and social event staff. As with the University, UMSU are working on the question of whether it is better to have broad training for everyone, or intense training for high risk areas.

It was agreed that the starting point should be determining what the minimum requirement standard for training should be. Once this is established it will possible to consider what 'good' looks like. It was agreed that the approach would need to be multi-channel, multi-faceted and longitudinal, particularly to reach those who assume it is not relevant to them. The possibility of linking the training to the employability work (as a useful life skill) was raised.

While it was agreed that the *Consent Matters* training needs to be mandatory, there are still a number of questions that need to be resolved regarding the delivery.

- Ensuring compliance  
There was a discussion as to whether a 'reward' or 'punishment' response would be more effective in ensuring that students completed the training. Student feedback was that penalties are more effective than rewards, given the other demands on a student's time. Potential penalties for non-compliance discussed included shaping the student's wifi or applying sanctions to prevent class registration. It was noted that removing sanctions is currently a very time intensive process and that existing issues with enrolment and timetabling would need to be resolved before restricting class registration would be feasible.
- Timing  
It was suggested that given the risks associated with O-week it would be ideal for training to be completed prior to coming to campus. There were concerns about how students would respond if their first contact with the University was about consent, sexual assault and sexual harassment, so it is very important that this messaging is framed in the right way. It was noted that the Colleges had had the same concern, but in fact had a very positive response, particularly from the older students, who appreciated being given the information in a clear and accessible way. The FlexAp project may offer other ways of successfully delivering this material as part of a general introduction to University culture.
- Who  
While the first focus for the training is new first year undergraduates, it is also important to reach the other students at the university. The Epigeum module is pitched at young undergraduates and as such is not so suitable for the cohorts of students who, for example, undertake executive education course. It may be more beneficial to develop messages around the University's values tailored specifically for these cohorts.

## Staff

New staff are required to complete the online Appropriate Workplace Behaviour module as part of their induction and a refresher is undertaken every two years. Compliance is monitored by the Legal and Risk team.

The different types of staff appointments (continuing, fixed-term, sessional, honorary) all present their own challenges in terms of both delivery and compliance. This is particularly the case for the 10,000 honoraries, who are not employees and cannot have compliance enforced, but whom often have teaching or supervisory role.

In developing future training (for staff in particular) it will be important to look at both prevention and responding to disclosures, noting that some types of training cannot be delivered effectively online.

### **B3. Future meetings**

The Taskforce agreed that it will meet monthly.

It was agreed that the taskforce would reach out to OurWatch and VicHealth as well other Universities for input and advice on best practice.

### **C. Next meetings**

The next meeting will be held on Wednesday 11 October from 3.30 – 5.00pm, Level 7 Meeting Room, Raymond Priestley building.