

**University of Melbourne
Respect Taskforce
Meeting 8/2018**

CONFIRMED MINUTES

A meeting was held from 3.00 pm to 4:00 pm, Wednesday 17 October 2018
Level 7 Meeting Room, Raymond Priestley Building

Members present: Richard James (chair), Elizabeth Capp, Amanda Davis, Sally Eastoe, Cathy Humphreys, Jenny Morgan, Dan Persaud, Damian Powell, Georgina Sutherland, Debra Tegoni, Zimo Wang, Molly Willmott.

BUSINESS

A. Formal Matters

A1 Welcome and Apologies

Welcome: Debra Tegoni

Apologies received: Paul Duldig, Siobhan Forbes, Jonas Larsen

In attendance: Amelia Terry (shadowing)

A2 Minutes

Held over to meeting 9.

A3 Report from the Chair

The chair thanked Elizabeth Capp on behalf of the Taskforce and wished her well for the future.

The chair also advised the Taskforce that the Ormond Papers would be publishing a student's first-hand account of being sexual assaulted on college grounds, along with her experience of receiving disclosures from other students. There was a discussion around both the student's courage in speaking up, and the University's response to the article, including a need to ensure that there is sufficient support available for anyone affected by the article.

B1.

Topic	UA Guidelines and Principles
Presenters	Richard James
Discussion	Led by the chair, the Taskforce discussed the University's current position with regards to each of the key points in the Universities Australia <i>Guidelines for University responses to sexual assault and sexual harassment</i> .

	<ol style="list-style-type: none"> 1. Be guided by the principles of compassion, providing support and assistance, protecting confidentiality and privacy, cultural competency and natural justice. <p>Significant progress has been made in most of these areas, and reporting and disclosures are both guided firmly by the principles of compassion, support, confidentiality and natural justice. Further work is still required, however, in raising cultural competency and awareness.</p> <ol style="list-style-type: none"> 2. Consider creating a standalone policy to address sexual assault and sexual harassment. <p>The University has considered this and believes that an effective, accurate, informative and accessible procedures and processes document is more valuable than a standalone policy. Policies have been reviewed to ensure that they clearly state that sexual assault and sexual harassment are never acceptable, and progress has been made (and work is currently being undertaken) to publish procedures and processes to support this.</p> <ol style="list-style-type: none"> 3. Ensure the majority of staff with student-facing roles have the skills to respond to disclosures and reports of sexual assault and sexual harassment with compassion and care. <p>This is a very challenging guideline, given both the difficulty of determining who is student facing and the number of people involved. Considerable work has been done around raising awareness of the University's support services and directing victim-survivors of sexual assault and sexual harassment to the Safer Community Program where there are staff with the skills to respond to disclosures. The SCP has also produced a guideline for staff on how to respond to disclosures which is available as both part of a wallet insert and as an online, printable resource. Work is being undertaken into determining who is most likely to receive disclosures and how best to prepare and support them.</p> <ol style="list-style-type: none"> 4. Consider providing a specialist-trained single point of contact for students making reports to ensure processes are compassionate, consistent and robust. <p>In place. It must be noted, however, that disclosures may happen anywhere and to anyone, so as noted above further work has been undertaken to increase awareness of the Safer Community Program and its role in supporting both students and staff in this space.</p> <ol style="list-style-type: none"> 5. Minimise the number of times a student needs to recount a traumatic experience. <p>Within the University this is in place, however, depending on the nature of a report or investigation it is sometimes unavoidable that a story needs to be repeated. Directing disclosures to the specialist-trained single point of contact, as well as removing hurdles to reporting, is extremely important in minimising the number of times that a student needs to recount their experience, so work has also been done in this space. Victorian universities are collectively in discussion with Victorian Police about having a single point of contact within the police force.</p> <ol style="list-style-type: none"> 6. Streamline arrangements for academic special consideration. <p>Special Consideration is a perennial issue. Work is being undertaken to not only streamline arrangements, but also to ensure that students are supported when</p>
--	--

	<p>submitting applications of this nature. This is in association with ensuring that students are aware of when special consideration may be an available option. Again, this is assisted by encouraging students to start by contacting the Safer Community Program.</p> <p>7. Consider a data collection mechanism that captures de-identified disclosures and formal reports.</p> <p>This is under consideration and research is being undertaken into options and best practice in this space. Considerable work is still required.</p> <p>There is an existing option in place for staff through the Inappropriate Workplace Behaviours line.</p> <p>8. Consult with stakeholders, including students, in the development of any relevant policy.</p> <p>This is existing practice for all policies.</p> <p>9. Offer multiple ways to make a formal report, including through online reporting tools and safety apps.</p> <p>This is under consideration and research is being undertaken into options and best practice in this space, however, there are serious concerns about a student making a disclosure or report without support directly to hand and work is still required to determine how to provide this.</p> <p>10. Clearly communicate the university's formal reporting process and misconduct procedures, including timeframes.</p> <p>This has been greatly improved over the past 6 months, however, it is still a work in progress.</p> <p>11. Communicate to students the option to report the incident to police, and respect their decision.</p> <p>Existing practice.</p> <p>12. Offer an interpreter for students who prefer to provide information in their native language.</p> <p>This is an existing service, but it is not widely publicised.</p> <p>13. Engage with colleges and residential halls — including those that are managed independently of the university — to ensure consistency in responses, reporting and investigation approaches.</p> <p>The University has been in ongoing communication with the colleges, but has not previously had a goal of consistency of response, reporting and investigation given the different nature of the circumstances and community. There will be further discussion with the colleges and other affiliated partners around this.</p> <p>The <i>UA Principles for Respectful Supervisory Relationships</i> does not set out instructions or recommendations. The University agrees with all the principles provided, and is working on ways to better enable, support and promote these. Policies have been reviewed to ensure that they demonstrate these principles. All research students have at least two supervisors to ensure that they have multiple pathways for communication. Work is being undertaken to improve training and information/resource provision for both supervisors and research students.</p>
--	---