

**University of Melbourne
Respect Taskforce
Meeting 3/2018**

CONFIRMED MINUTES

A meeting was held from 3.00 pm to 4:30 pm, Wednesday 18 April 2018
Level 4 Meeting Room, Raymond Priestley Building

Members present: Richard James (chair), Elizabeth Capp, Sally Eastoe, Siobhan Forbes, Kylie Gould, John Hee, Damian Powell, Georgina Sutherland, Molly Willmott.

BUSINESS

A. Formal Matters

A1 Welcome and Apologies

Apologies received: Amanda Davies, Paul Duldig, Cathy Humphreys, Jenny Morgan, Dan Persaud

In attendance: Adele Guille for Max Bergh, Laura Tarzia for Cathy Humphreys

A2 Minutes

The minutes of the previous meeting were confirmed as accurate.

A3 Action Items

The action items are all in progress. Updated information is included on the action sheet and in the notes below.

B1.

Topic	Revisit the Taskforce map
Presenters	Discussion led by Richard James
Discussion	<p>Raising Unimelb community awareness</p> <ul style="list-style-type: none">• Some clear achievements in this area, particularly the O-week and Respect week campaigns.• Still a large piece of work required to develop and implement a values campaign to reach the rest of the University (both staff and students). How do we best sum up what we've done, what we still need to do, and general awareness raising in a way that people will both notice and respond to?• It is essential that this is not just a one-off activity, but rather an ongoing and supported process, which can eventually be embedded in everyday activities. <p>Improving training and resources</p>

- This ties into the raising community awareness/engagement piece.
- Have not yet found an off-the-shelf product like Consent Matters which we consider appropriate for the diversity of the graduate cohort (course work; research; executive education).
- Proposal made, and supported by the Taskforce, to produce a video/s featuring senior staff, inhouse experts and student representatives espousing the University's values. The video would also include relevant definitions, available resources, what is being done and how the audience can be part of this.
- Student representatives suggested that for the student audience this should include a quiz as well to test understanding and awareness.
- US universities have examples of where this has been done for both staff and students.
- May also be corporate examples of similar productions.
- One of the core concepts would be power and authority (which points towards the separate staff-student relationship piece)
- Could have different versions of the video for different audiences, or a series of videos covering different aspects.
- Qantas model for safety briefing 'we know you've seen this before, but you need to see it again'
- Still need to determine best options for bystander (broad reach) and first responder (targeted cohort).
- Marian Cronin from VU will be speaking at the next Taskforce meeting about their bystander training.
- Laura mentioned that she has PhD student who is developing an app around sexual and dating violence which may be useful in this context.
- The NZ '[Who Are You?](#)' video was noted as good example of an educative bystander intervention tool.

Consent Matters

- About to start a focused push to the commencing undergraduates who have not yet completed the course.
- Law is promoting to the JD students, which will provide a case study for graduate student response.
- Need to determine what levers to pull to get active participation.
- Noted that this sort of project develops over time and need to accept that it will take time for students to become acclimatised to completing this sort of training (likened to doing appropriate behaviour training within the workplace).
- Noted that this sort of training/education needs to begin at a much earlier stage. Brief discussion about the Victorian State Government [Respectful Relationships](#) school initiative which was developed with MGSE staff.

Improving response

- Have undertaken a review of our web based resources around complaints and associated areas; including what is missing and what best practice

looks like. This is a complex landscape, but it was noted that our information both looks and is disjointed. External Relations have been briefed to make the necessary improvements, including clear linkages, and staff specific information to assist with understanding and implementing the processes.

- Additional issues arise due to old technology on some sites which allows 'ghost' documents to be created, making it harder to fully eliminate out-of-date information.

Reviewing policies and procedures

- End-to-end review has been undertaken, and some initial small changes have been made.
- There are larger changes which have been proposed but these need to be discussed with stakeholders and authorities (Academic Board, FEDS, SEDS and First Responders) before they can be implemented.
- Staff-student relationship subgroup has been established. This is also a discussion piece between the PVC Graduate & International Research, the Deputy Vice-Chancellor (Academic and Undergraduate) and Deputy Provost and the Executive Director, Human Resources and OH&S.
- The Residential Colleges have made some significant changes to their policies and processes.
- It was noted that people need to be able to see the repercussions of misbehavior to successfully embed cultural change.
- Consider mapping to a risk framework.

Reporting and data

- Have not made any significant progress.
- Will undertake a modest evaluation of Consent Matters as previously discussed.

Partnerships

- UA were developing guidelines ahead of the AHRC report last year, but on the advice of the Society of University Lawyers did not publish these. Since then a smaller working group has turned these into plain speaking accessible guidelines for students and first responders which are expected to be available soon.
- Public Transport Victoria, are aware of the issue, but do not yet have any clear actions in place or proposed.
- A research piece is currently being undertaken looking at safety on public transport in 16 cities around the world. One of the cities is Melbourne.
- The annual International Student survey (run by UMSU International) included questions about sexual assault and harassment. Of over 1000 respondents 88.6% said that they had not experienced these on campus. Of those who had, however, 43% did not report what had occurred, and 43% of this group felt that CAPS and other support services did not meet their needs. 81% reported that they had experienced discrimination

	<p>(almost entirely student-to-student) and felt that the culture was not inclusive.</p> <p>It was noted that there is a sequence of independent tasks required to reach our overall goals, and an independent expert may be of most use in advising on how best to achieve this, and which of the recommendations received thus far would be the most valuable for achieving our goals. Rather than another set of recommendations, what is needed at this stage is advice on implementation and how to embed these activities and values within existing teams and structures.</p>
<p>Next steps</p>	<ul style="list-style-type: none"> • Determine where special skills / resources / external experts are required • Investigate video options • Invite Helen Cahill (Respectful Relationships Victorian schools program) to speak to the Taskforce about her work. • Invite Tim Lee (MUSport) to speak to the Taskforce. • Investigate a consolidated services model – integrated medical, legal and support services.