AGENDA

15 December 2017 10:30am – 12:00pm Student Seminar Room, The Hub

FORMAL MATTERS
1. Apologies/Acknowledgements
   Apologies received from;
   Ms Natalie Kourtidis
   Loc Le (Logan)

2. Minutes – Attachment A

3. Actions

<table>
<thead>
<tr>
<th>Who?</th>
<th>Action?</th>
<th>Completed?</th>
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</thead>
<tbody>
<tr>
<td>Executive Officer</td>
<td>Follow up Medical Student Societies re: advocacy around work placements.</td>
<td>Outstanding – further information to be shared with those undertaking the internships/placements actions.</td>
</tr>
</tbody>
</table>

UPDATES / DISCUSSION
4. Draft Relations with Students Procedure and Information Sheet (Samantha Jones)

5. Summary of Actions & Progress – Attachment B
   - Review Themes
   - Review Timelines/Output

6. Develop a score card system for ongoing monitoring against objectives

7. Any Other Business

8. Conclusion of R.N.A. Taskforce + Next Steps
Chair, Professor Pascale Quester, DVCA
Executive Dean/ Faculty Representative
Professor Mike Liebelt (Acting)
Executive Dean/ Faculty Representative
Associate Professor Suzanne Le Mire
General Counsel
Ms Céline Mcinerney
Associate Director Student Life
Ms Colleen Lewig
Pro Vice-Chancellor - Research Operations
Professor John Williams
Director, Human Resources
Ms Elysia Ryan
Director - Partnerships & Corporate Relations
Ms Leah Grantham
Master, St Marks College
Master Rose Alwyn
Chair, Gender Equity and Diversity Committee
Professor Deborah Turnbull
Student Counsellor
Ms Sharon Lockwood

President, AUU
Brodie Scott
President, SRC
Mark Pace
Postgraduate Officer, SRC
Stephanie Ducker
Women’s Officer, SRC
Tamsin Anspach
Student
Declan Price Brooks
Student
Andrew Carter
Student
Loc Le (Logan)
Student
Alison Gunning
Student
Kayla Bremert
Student
Meg Mackie
Student
Meika Liveris/Patrick Kennewell

Executive Support:
Natalie Kourtidis, Project Manager & Alice Cameron, Project Officer
13 December 2017

F. 2017/5914
Formal Matters

9. Apologies/Acknowledgements
Apologies received from:
- Ms Céline Mclnerney (Proxy is Amanda Harfield)
- Ms Elyisa Ryan
- Ms Leah Grantham
- Ms Natalie Kourtidis
- Mr John Williams (Proxy is Anne Witt)
- Ms Deb Turnbull (Proxy is Christiana Digenis)
- Ms Tamsin Anspach (Proxy is Stella Child)
- Ms Meika Livris (Proxy is Patrick Kennewell)
- Mr Brodie Scott
- Ms Alison Gunning
- Ms Meg Mackie

Feedback from Epigeum Sexual Violence: Positive Prevention and Response, Engaging your University and Community conference: Ms Colleen Lewig and Master Rose Alwyn advised that the conference focussed on the online Consent Matters training for students and also a new staff training module, particularly looking at what is happening across Australia and the UK. It was noted that the University of Newcastle spoke of a process for students reporting incidents and determining risk that may be useful to the University of Adelaide. There are many universities that have not rolled out any consent training, however, ideal training models were discussed which included blended learning and peer-led training. Elizabeth Broderick’s review of Residential Colleges at the University of Sydney was presented today and is available online here.

Action Item: Further investigate ways that students can access online training; ideally this should be completed prior to moving into College or prior to commencing University (i.e. before issue of student card) – however this may present access (log on) issues as the training is not publically available. Avoiding duplication/proof of completion should also be considered using a token or certificate.

10. Minutes
The minutes from 10 November (which were provided as Attachment A to the Agenda) were accepted.

11. Actions

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<th>Who?</th>
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<tbody>
<tr>
<td>Executive Officer</td>
<td>Follow up Medical Student Societies re: advocacy around work placements.</td>
<td>Ms Cameron advised that she has not heard back from any of the student societies.</td>
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<td></td>
<td>Patrick Kennewell (an MBBS student) provided the following observations;</td>
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<tr>
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<td>• reporting process is confusing, including limited information on how</td>
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<td>students would still be able to meet placement requirements</td>
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<td>• there is concern regarding making a report against</td>
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29 November 2017
10:00am – 12:00pm
Student Seminar Room, The Hub
someone that could be a future boss
• reports that there hasn’t been any repercussions for perpetrators
• Australian Medical Students’ Association (AMSA) have a number of relevant policies in place that have not been supported/implemented at a local level
• The Adelaide Medical Students’ Society undertook a Health and Wellness Survey in 2016.

<table>
<thead>
<tr>
<th>Executive Officer</th>
<th>Seek further information from UA regarding the modules they are developing and the 2018 Higher Education Conference.</th>
<th>See update below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Turnbull</td>
<td>Raise the ANU Gender inclusive language guideline at GED, to determine if University of Adelaide should develop a similar resource.</td>
<td>See Agenda Item 4</td>
</tr>
</tbody>
</table>

**Universities Australia Update; Training Modules**

- Education and awareness module – teaches people what sexual assault and harassment are, their effects on individuals and their families, how you might be an effective bystander, and where to refer students in your institution.
- Senior leadership module – for leaders who have oversight of a complaints process to inform them of the ethical issues they may face as part of a complaints process.
- Clinician’s module – this is specific training for psychologists and social workers working in universities. This can be counted towards their annual professional development requirements.

**2018 Higher Education Conference**

The Conference Steering Committee (comprised of several VCs) decided that there won’t be a session on RNA at the conference, however RNA Workshops are planned for 2018.

**UPDATES / DISCUSSION**

**12. Gender inclusive language guideline/policy**


It was reported that the GED members were supportive of Adelaide developing similar guidelines to ANU. It was also suggested to refer to SA Parliament (2003) policy and Commonwealth Parliament (2008)/EU Parliament policy.

**Action Item:** University of Adelaide to develop gender inclusive language guidelines (added to Action Item #33).

**13. Summary of Actions & Progress** (provided as Attachment B to the agenda)

It was agreed that the next iteration of the Actions and Progress document would group sets of action by theme (Communication, Orientation) and prioritise each action individually. This will be further reviewed at the next meeting.

**14. Any Other Business**

Following the conclusion of the R.N.A. Taskforce, the group discussed two options for further discussion in 2018;

Professor Quester has regular meetings with SRC and AUU Presidents where this could be added as a standing agenda item, however, the representatives then need to commit to how they will communicate updates with the wider student body.
The Student Affairs Committee meets with the VC and has a suitable range of representatives (Student Members of Council, President AUU, Postgraduate Representative, International Representative, President SRC, President Roseworthy Agricultural Campus Student Union Council & Waite representative). This committee should meet 3 times per year, however, meetings are cancelled if there are no agenda items.

**Action Item:** Introduce R.N.A as a standing agenda item in 2018.

The group discussed what personal safety campaigns and services were already in place that could be further promoted by the University:
- Safe Steps Campaign (coinciding with end of Daylight Savings)
- Bystander Awareness
- **On Campus Security Services**
  - Security Escort
  - Self Defence Classes
  - Emergency Phones

**15. Date of Next Meeting**
Friday 15 December, 10 am to 12 pm (Final Meeting)
Respect. Now. Always. Taskforce Summary of Actions & Progress

As at 12/12/2017 14 of 65 actions have been completed (22%). The following pages further detail the entire 65 actions with information on the timeline/output, contacts and progress. This document should be read in conjunction with other documentation produced by the Respect. Now. Always. Taskforce which is available online at: https://www.adelaide.edu.au/safer-campus-community/

The following symbols are used to indicate progress;

- Not Started
- Started
- Half-way there
- Almost Finished
- Complete
- Removed/Merged

Contact:
Alice Cameron
Project Officer, Office of Academic and Student Engagement
Alice.cameron@adelaide.edu.au
08 8313 3025
# Action | Context | Timeline / Output | Contacts | Progress
--- | --- | --- | --- | ---
5 | Communications regarding RNA to be distributed across the following mediums; Website, all student emails, hub (digital) screens, posters, AUU and SRC Facebook pages, unified ‘News’. All communications to direct back to the Safer Campus Community website. | Agreed 15/09 Ref: AHRC Recommendation 1 | Review communications and mediums prior to Safer Campus Community’ awareness campaign / awareness month – March 2018. | All, Marketing and Communications, Student Affairs, Counselling |
14 | Review of information that is available online that describes the reporting process. In conjunction with Student Life, Legal & Risk and student input, update this to be clearer. | Agreed 15/09 Ref: AHRC Recommendation 3 | Website update by 16 February 2018. | Student Affairs, Legal & Risk, Counselling |
31 | Further investigate the ease of finding reporting mechanisms on the University website. | Agreed 29/09 Ref: LGBTIQ/Gender Equity | Links placed in more locations as per action item #41. | Student Affairs, Counselling, Marketing and Communications |
34 | Look at further promotion of ALLY network, including increasing student members, increasing awareness and considering ALLY clubs (i.e. an existing club could become an ALLY rather than only individual membership). | Agreed 29/09 Ref: LGBTIQ/Gender Equity | Meet with ALLY Convenor in Q1, 2018 to discuss planned events and any required support. | ALLY Convenor - Claudia Szabo |
41 | Online presence updated; as suggested by Marketing and Communications; • Link in Global Footer • Link under ‘About’ on the Mega Menu • Promo Pod to remain on the homepage • Increase prominence on the ‘Current Students’ page with an image and short description • Use an announcement in Unified, which will then appear in the dashboard | Agreed 27/10 Ref: Action Item #5 & #32 | Following Website update by 16 February, a promotion on Unified and ‘Current Students’ page to occur | Marketing and Communications |
42 | Following an update of the Safer Campus Community page (perhaps early 2018), have an announcement refresh ensuring that students know what kind of content is on the Safer Campus Community page. | Agreed 27/10 | To be incorporated into the March 2018 ‘Safer Campus Community’ awareness campaign / awareness month email from the Deputy Vice-Chancellor and Vice-President (Academic). | Student Life, Marketing and Communications |
44 | Safer Campus Community desktop image to be displayed globally in lecture theatres and tute rooms. | Agreed 27/10 | Safer Campus Community desktop background to be in place by 16 February 2018. | Marketing and Communications |
45 | ALLY information to be transferred from its current location on the HR website, to the Safer Campus Community page. | Agreed 27/10 | Website update by 16 February 2018. | ALLY Convenor - Claudia Szabo, Marketing and Communications |
53 | Posters and communications should be reproduced in a number of key languages (noting cultural sensitivities and language differences); consider using the Confucius Institute to assist with this as well as training modules, acceptable behaviour information, reporting forms etc. Chinese/Mandarin would be the first additional language. | Agreed 27/10 Ref: Specific Culturally and Linguistically Diverse (CALD) strategies | Posters to be available in Chinese by 16 February 2018. Further resources to be rolled out throughout 2018. | International Student Support, Marketing and Communications |
55 | Further investigate ways of identifying students living out of home and providing additional resources regarding appropriate behaviour, expectations, ways of reporting and seeking University support (regardless of being located off campus). Include information on illegal/forced work for International Students. | Agreed 27/10 Ref: Colleges / Student Accommodation & Open Forum, Meeting 04/17 | Include additional information in OWeek 2018 materials for International Students. Meet with Accommodation Services Q1, 2018 to discuss provision of information to students living away from home. | International Student Support, Accommodation |
### Attachment B (Item 4)

Ensure that appropriate behaviour messaging clearly includes day-to-day behaviour including on public transport/in accommodation etc. not just what is expected on campus. This messaging will also need to set realistic expectations around what the University can do/influence.  

Agreed 27/10  
Ref: Public Transport  
To be included with website update by 16 February 2018.  
Student Affairs, Legal & Risk, Student Life

### Engagement

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| 26  | DVC&VP(A) to meet with all UoA associated Residential Colleges and report back to the Taskforce regarding their plans for independent audits/reviews. | Agreed 29/09  
Ref: AHRC Recommendation 9  
Deputy Vice-Chancellor and Vice-President (Academic) to meet with College heads by end of February 2018.  | Office of Academic and Student Engagement                               |
| 27  | Further consideration to be given to engagement with non-University and non-College accommodation providers (i.e. urbanest). | Agreed 29/09  
Ref: AHRC Recommendation 9  
Associate Director, Accommodation Services to provide list of contacts by January 2018 and meeting with Deputy Vice-Chancellor and Vice-President (Academic) to be scheduled in Q1, 2018.  | Office of Academic and Student Engagement                               |
| 28  | DVC&VP(A) to have 6-monthly meetings with all accommodation provider stakeholders (Residential Colleges, private providers etc) to discuss policy, reporting, trends etc. This meeting should include student reps. i.e. Residential Advisors. | Agreed 29/09  
Ref: AHRC Recommendation 9  
Meetings to be scheduled in March / October.  | Office of Academic and Student Engagement                               |
| 56  | Identify further ways of engaging with commercial accommodation providers that are less organised around culture and community. | Agreed 27/10  
Ref: Colleges / Student Accommodation  
Refer action item #27.  | Office of Academic and Student Engagement, Accommodation                |
| 57  | Consider approaching Study Adelaide to discuss another approach to the transport industry.                                             | Agreed 27/10  
Ref: Public Transport  
Schedule meeting with CEO, Study Adelaide in Q1, 2018.  | Office of Academic and Student Engagement, Engagement Branch            |

### Orientation & On Boarding

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| 7   | Include RNA/campus culture/Student Charter standard setting in the VC’s Welcome Orientation Talk                                     | Agreed 15/09  
Ref: AHRC Recommendation 2  
February 2018  
Office of Academic and Student Engagement, Ask Adelaide (Events)                  |
| 8   | Include RNA/campus culture/Student Charter standard setting in Enrolment Checklist and Re-Enrolment Checklist – allowing students to agreement their understanding/adherence. | Agreed 15/09  
Ref: AHRC Recommendation 2  
February 2018  
Office of Academic and Student Engagement, Student Administration                  |
| 9   | Include RNA/campus culture/Student Charter standard setting content in the MyUni module for Global IQ – Connect.                   | Agreed 15/09  
Ref: AHRC Recommendation 2  
February 2019  
International Student Support                                                      |
| 10  | Further investigate ways to ensure that HDR students are able to access and agree to the same information as part of their inductions and ongoing support. Consider cohort activities to better connect students and improve their awareness of services. | Agreed 15/09  
Ref: AHRC Recommendation 2  
TBA  
Dean, Graduate Studies                                                              |
### Safer Campus Community

**Action:** Safer Campus Community materials to be included in some or all of the following: Orientation activities, Faculty information sessions, first lecture, link/promo at end of online recordings (also consider online resources for those not able to attend O’Week in person).

**Agreed:** 27/10

**Timeline:** February 2018

**Contacts:** Office of Academic and Student Engagement, Ask Adelaide (Events), Faculties

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### Policy & Procedures

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<tr>
<td>33</td>
<td>Contact The Office of Research Ethics, Compliance and Integrity (ORECI) regarding gender inclusivity in research and surveys. Develop Gender inclusive language guidelines.</td>
<td>Ref: LGBTIQ/Gender Equity</td>
<td>Create ‘Gender inclusive language guidelines’ by end Q2, 2018.</td>
<td>Gender Equity and Diversity Committee, Council Secretariat, Office of Academic and Student Engagement</td>
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<tr>
<td>35</td>
<td>Further information to be sought re: policy on students using alternative names and change of gender/name and how this is processed through University systems in a timely manner.</td>
<td>Ref: LGBTIQ/Gender Equity</td>
<td>N/A - Complete</td>
<td>Office of Academic and Student Engagement, Student Administration</td>
<td></td>
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<tr>
<td>36</td>
<td>Further information to be sought re: policy on All Gender toilets and other accessible/inclusive facilities from Infrastructure</td>
<td>Ref: LGBTIQ/Gender Equity</td>
<td>N/A - Complete</td>
<td>Office of Academic and Student Engagement, Infrastructure</td>
<td></td>
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<tr>
<td>37</td>
<td>HR to further consider how the University security contractor can be encouraged to employ more female security officers.</td>
<td>Ref: LGBTIQ/Gender Equity</td>
<td>N/A - Complete</td>
<td>Human Resources, Infrastructure</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Report an Incident information to be reviewed, and specific information for HDR students to be included.</td>
<td>Ref: HDR</td>
<td>Aligned to review of reporting flowchart (Action Item #63)</td>
<td>Student Affairs, Counselling</td>
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<tr>
<td>39</td>
<td>Look at broadening the policy around preferred names. If this is not successful, look more closely at what is required for official reporting and seek to update this (lobby appropriate parties).</td>
<td>Ref: Action Item #36</td>
<td>Meet with Student Administration in Q1, 2018 and aim to create new policy (if applicable) by end Q2, 2018</td>
<td>Office of Academic and Student Engagement, Student Administration</td>
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<tr>
<td>40</td>
<td>Look at adding All Gender toilets to the official Campus Map.</td>
<td>Ref: Action Item #37</td>
<td>N/A - Complete</td>
<td>Office of Academic and Student Engagement</td>
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<tr>
<td>50</td>
<td>Further investigate how the University can best communicate its expectations to providers of student work placements and internships both at the organisational level and the coordinator/supervisor level, noting that this could be best achieved as a joint approach from the three major SA unis.</td>
<td>Ref: Work Placements and Internships</td>
<td>December 2018</td>
<td>Deputy Vice-Chancellor and Vice-President (Academic), Faculties</td>
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<tr>
<td>51</td>
<td>Further investigate how best to support students during their work placement / internship including advising them of the reporting mechanisms through the placement provider and also the university, ensuring that they understand that they will be supported in meeting the requirements of their program (i.e. to find another placement etc.)</td>
<td>Ref: Work Placements and Internships</td>
<td>December 2018</td>
<td>Deputy Vice-Chancellor and Vice-President (Academic), Faculties</td>
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<tr>
<td>54</td>
<td>Consider the University’s responders and the availability of gender diverse or culturally/linguistically diverse staff that students may have a preference to speak with.</td>
<td>Ref: Specific Culturally and Linguistically Diverse (CALD) strategies</td>
<td>Review to be undertaken by end Q1, 2018</td>
<td>Student Affairs, Counselling, Security</td>
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<td>59</td>
<td>Review symbols/icons used to represent 'All Gender' on facilities and maps.</td>
<td>Agreed 10/11 Ref: Action Item #36 &amp; #40</td>
<td>Q4, 2018 for 2019 Campus Map</td>
<td>Office of Academic and Student Engagement</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Request a copy of what information/correspondence is currently provided to work placement hosts and review this for where further information about student safety and expectations can be included.</td>
<td>Agreed 10/11 Ref: Open Forum, Meeting 04/17</td>
<td>Q2, 2018</td>
<td>Deputy Vice-Chancellor and Vice-President (Academic), Faculties</td>
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</tr>
<tr>
<td>61</td>
<td>Seek further information from the Behaviour and Conduct Committee (and relevant others) regarding the complaint/reporting process, specifically around communication and progress updates and a clearly articulated rights statement for both victim &amp; accused.</td>
<td>Agreed 10/11 Ref: Open Forum, Meeting 04/17</td>
<td>Aligned to review of reporting flowchart (Action Item #63)</td>
<td>Student Affairs</td>
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<tr>
<td>62</td>
<td>Seek further information regarding access to counselling for victim &amp; accused and the management of this.</td>
<td>Agreed 10/11 Ref: Open Forum, Meeting 04/17</td>
<td>N/A - Complete</td>
<td>Counselling</td>
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| 63  | Review flowchart that describes the disclosure/reporting process to ensure the following:  
• Add 3-4 guiding principles  
• It can be used by both victim & accused  
• Language is student friendly | Agreed 10/11 Ref: Open Forum, Meeting 04/17 & Action Item #14 | New flowchart to be complete by Q1, 2018 and available on the Safer Campus Community website | Student Affairs, Legal & Risk, Counselling                              |          |

### Reporting & Accountability

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<tr>
<td>1</td>
<td>RNA to be a standing item at Vice Chancellors Executive (VCE)</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 1</td>
<td>N/A - Complete</td>
<td>N/A</td>
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<tr>
<td>2</td>
<td>RNA to be a standing item in each faculty’s Faculty Board Meeting (these include student reps), REDC and ULC.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 1</td>
<td>N/A - Complete Memocom from Professor Pascale Quester on 6 December</td>
<td>Office of Academic and Student Engagement</td>
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<td>3</td>
<td>An annual survey to be established/questions added to existing survey regarding not just the incidence of sexual harassment and sexual assault, but also student perceptions.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 1</td>
<td>Q4, 2018</td>
<td>Office of Academic and Student Engagement</td>
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<td>18</td>
<td>An independent review (i.e. similar to EOC) to be conducted again at the end of 2019</td>
<td>Agreed 29/09 Ref: AHRC Recommendation 4</td>
<td>Q4, 2019</td>
<td>Office of Academic and Student Engagement</td>
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<tr>
<td>23</td>
<td>The University should ensure that information about individual disclosures and reports of sexual assault and sexual harassment is collected and stored confidentially and used for continuous improvement of processes.</td>
<td>Agreed 29/09 Ref: AHRC Recommendation 6</td>
<td>Q2, 2018</td>
<td>Office of Academic and Student Engagement, Student Affairs, Counselling, Security, Legal &amp; Risk</td>
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<tr>
<td>25</td>
<td>Request PWC internal auditor to increase the scope of the current audit to look at the items listed under AHRC recommendation 7.</td>
<td>Agreed 29/09 Ref: AHRC Recommendation 7</td>
<td>Q1, 2018</td>
<td>Office of Academic and Student Engagement</td>
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Future audits identified throughout these actions and those conducted by colleges to include not only policy or occurrences, but the factors/drivers etc. that contribute to sexual harassment and sexual assault (i.e. alcohol, culture etc.).

Future audits identified throughout these actions and those conducted by colleges to include not only policy or occurrences, but the factors/drivers etc. that contribute to sexual harassment and sexual assault (i.e. alcohol, culture etc.).

Add RNA as a standing item to the Student Affairs Committee meeting in 2018

Agreed 29/11
To be implemented at start of 2018

Office of Academic and Student Engagement, Student Affairs

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<td>16</td>
<td>Tailored training/resources to be made available on running safe/inclusive events etc.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 3</td>
<td>To be available by end Q2, 2018</td>
<td>Office of Academic and Student Engagement, AUU, Legal &amp; Risk</td>
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<td>47</td>
<td>Provide guiding/support documentation to clubs such as a tailored Risk Assessment Matrix, risk management suggestions (responsible persons, deterrents) and good practice guidelines that include sexual harassment and sexual assault as a risk and outline the link with alcohol. Such documents can include suggestion such as; promoting Safer Campus Community on social media/invites/shirts, using ‘The Green Team’ or ‘The Red Frogs’ type services and endorsing responsible persons on event promotions.</td>
<td>Agreed 27/10 Ref: Social Clubs, Sports Clubs and Student Events</td>
<td>To be available by end Q2, 2018</td>
<td>Office of Academic and Student Engagement, AUU, Legal &amp; Risk</td>
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<tr>
<td>48</td>
<td>Further benchmarking to take place regarding other University student clubs.</td>
<td>Agreed 27/10 Ref: Social Clubs, Sports Clubs and Student Events</td>
<td>To be undertaken by end Q2, 2018</td>
<td>Office of Academic and Student Engagement</td>
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<tr>
<td>49</td>
<td>Seek further information from departments and associations that are already looking at this issue.</td>
<td>Agreed 27/10 Ref: Work Placements and Internships</td>
<td>Q4, 2018 – also see Action Item #50 &amp; #51</td>
<td>Office of Academic and Student Engagement, Faculties</td>
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Training

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<tr>
<td>11</td>
<td>Student Life to offer regular Recognise and Respond training for staff, students, clubs etc.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 2</td>
<td>To be established Q1, 2018 and then ongoing</td>
<td>Student Life</td>
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<tr>
<td>12</td>
<td>Add mandatory training for PhD Supervisors as part of joining the Supervisor Register.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 2</td>
<td>To be implemented by Q3, 2018</td>
<td>Student Life, Dean of Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Review induction processes to ensure that all staff (inc. casual) include appropriate content around respectful relationships, power imbalance, responding to disclosures etc.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 2</td>
<td>To be completed by Q2, 2018</td>
<td>Human Resources</td>
<td></td>
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<tr>
<td>15</td>
<td>Recognise and Respond training to be extended to student leaders (current, and new) as part of taking on a club/sport leadership role.</td>
<td>Agreed 15/09 Ref: AHRC Recommendation 3</td>
<td>To be implemented by Q3, 2018</td>
<td>Student Life, AUU, AU Sports, SRC</td>
<td></td>
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</tbody>
</table>
### Attachment B (Item 4)

<table>
<thead>
<tr>
<th>Action</th>
<th>Context</th>
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</thead>
<tbody>
<tr>
<td><strong>19</strong> Recognise and Respond training to be made available to:</td>
<td>Agreed 29/09&lt;br&gt;Ref: AHRC Recommendation 5</td>
</tr>
<tr>
<td>- SRC&lt;br&gt;- AUU Board&lt;br&gt;- Club leaders&lt;br&gt;- AU Sports&lt;br&gt;- Selected Wirltu Yarlu staff/students&lt;br&gt;- Heads of School&lt;br&gt;- Adelaide Graduate Centre front line staff&lt;br&gt;- Faculty frontline staff &amp; student advisors</td>
<td>To be established Q1, 2018 and then ongoing</td>
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<td></td>
<td><strong>Student Life</strong></td>
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<tr>
<td><strong>20</strong> Identify student leader roles across the University and identify times (processes) that capture these students for training (i.e. induction, re-registration of club, election etc.).</td>
<td>Agreed 29/09&lt;br&gt;Ref: AHRC Recommendation 5</td>
</tr>
<tr>
<td></td>
<td><strong>Student Life, AUU, SRC, AU Sports</strong></td>
</tr>
<tr>
<td><strong>21</strong> Review Recognise and Respond Training and update to include specific UoA content, including reporting and responsibilities.</td>
<td>Agreed 29/09&lt;br&gt;Ref: AHRC Recommendation 5</td>
</tr>
<tr>
<td></td>
<td><strong>Student Life</strong></td>
</tr>
<tr>
<td><strong>22</strong> Develop tailored Recognise and Respond Training for:</td>
<td>Agreed 29/09&lt;br&gt;Ref: AHRC Recommendation 5</td>
</tr>
<tr>
<td>- Clubs &amp; Sports&lt;br&gt;- Residential College staff and students</td>
<td><strong>Student Life</strong></td>
</tr>
<tr>
<td><strong>46</strong> Recommend to AUU or the Clubs Committee that Recognise and Respond training is compulsory for all students in a Club leadership role.</td>
<td>Agreed 27/10&lt;br&gt;Ref: Social Clubs, Sports Clubs and Student Events</td>
</tr>
<tr>
<td></td>
<td><strong>Office of Academic and Student Engagement, Student Life</strong></td>
</tr>
<tr>
<td><strong>52</strong> Include Placement Coordinators and Postgraduate Coordinators in Recognise and Respond training.</td>
<td>Agreed 27/10&lt;br&gt;Ref: Work Placements and Internships</td>
</tr>
<tr>
<td></td>
<td><strong>Student Life, Dean of Graduate Studies, Faculties</strong></td>
</tr>
<tr>
<td><strong>64</strong> Further investigate ways that students can access online training; ideally this should be completed prior to moving into College or prior to commencing University (i.e. before issue of student card) – however this may present access (log on) issues as the training is not publically available. Avoiding duplication/proof of completion should also be considered using a token or certificate.</td>
<td>Agreed 29/11&lt;br&gt;Ref: Work Placements and Internships</td>
</tr>
<tr>
<td></td>
<td><strong>Office of Academic and Student Engagement, Counselling, Colleges</strong></td>
</tr>
</tbody>
</table>

**Completed**

These actions have been completed and do not require further reporting.

<table>
<thead>
<tr>
<th>#</th>
<th>Action</th>
<th>Context</th>
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<tbody>
<tr>
<td>4</td>
<td>Inclusion of front-line sexual assault services staff; invite Ms Sharon Lockwood to join the RNA taskforce.</td>
<td>Agreed 15/09&lt;br&gt;Ref: AHRC Recommendation 1</td>
</tr>
<tr>
<td>6</td>
<td>Reminder update to be sent for Student Forum today, to Voluntary All Student email list.</td>
<td>Agreed 15/09&lt;br&gt;Ref: AHRC Recommendation 1</td>
</tr>
<tr>
<td>17</td>
<td>Circulate full EOC report to RNAT, pending check of content (for confidentiality).</td>
<td>Agreed 29/09&lt;br&gt;Ref: AHRC Recommendation 4</td>
</tr>
<tr>
<td>24</td>
<td>Follow up UA in regards to the timelines expected around the resources they have committed to.</td>
<td>Agreed 29/09&lt;br&gt;Ref: AHRC Recommendation 7</td>
</tr>
<tr>
<td>30</td>
<td>Tamsin Anspach - Student Representative to raise these recommendations with GED for further consideration.</td>
<td>Agreed 29/09&lt;br&gt;Ref: LGBTIQ/Gender Equity</td>
</tr>
<tr>
<td>32</td>
<td>Provide further information on how discrimination can be reported.</td>
<td>Agreed 29/09&lt;br&gt;Ref: LGBTIQ/Gender Equity</td>
</tr>
</tbody>
</table>