

# Respect. Now. Always. Taskforce

## Addressing Recommendations; Record of Discussion and Actions

The below table documents the discussion and agreed actions resulting from each Respect. Now. Always. Taskforce meeting.

AHRC Recommendation (9)	Comments / Existing Response	Priority	Discussion	Actions	Progress
<p><b>Recommendation 1</b>  <b>Vice-Chancellors should take direct responsibility for the implementation of these recommendations</b>, including decision-making and monitoring and evaluation of actions taken.</p> <p>To assist and advise them in this respect, Vice-Chancellors should have an <b>advisory body</b> within their institution which has responsibility for guiding the implementation of the recommendations made in this report.</p> <p>The advisory body should report directly to the Vice-Chancellor of each university and include representatives from:</p> <ul style="list-style-type: none"> <li>the university's senior leadership</li> <li>the student body</li> <li>academic staff</li> <li>residential colleges affiliated with the university</li> <li>student services, such as: counselling services, medical services and campus security, and</li> <li>frontline sexual assault services.</li> </ul> <p>The advisory body should be responsible for developing an <b>action plan</b> for the implementation of these recommendations.</p> <p>The development of an action plan should involve broad and extensive <b>consultation with all relevant stakeholders</b> from the university community and, where relevant, the wider community. The advisory body should also seek independent expertise where relevant and draw on existing research and best practice.</p> <p>The advisory body should <b>assess and publicly report on the university's progress towards implementation of these recommendations</b> within 18 months of the release of this report. From then on, public reporting on progress should occur on an annual basis.</p>	<p>The University of Adelaide has adopted all of the recommendations in the Australian Human Rights Commission report.</p> <p>The DVCA has established the Respect. Now. Always. Taskforce which includes representatives from senior staff, student body, academic staff, residential colleges and student services. The Taskforce will be responsible for developing an action plan and progress monitoring system.</p> <p>A dedicated Respect. Now. Always. Taskforce page exists on the Safer Campus Community Website – this will be updated regularly with progress and key information.</p> <p>The DVCA meets monthly with student representatives and has held one all student forum, with a second planned on 15 Sept 2017.</p>		<p><b>15 September 2017</b></p> <ul style="list-style-type: none"> <li>The group discussed the role of the <a href="#">Gender, Equity &amp; Diversity Committee</a> (GED) in advocating for and reporting on RNA, however it was determined that although GED will discuss this, it should remain as a separate standing item on other senior committees.</li> <li>Anne Hill advised that sexual harassment and sexual assault is identified on the <a href="#">University Risk Register</a> and as such, will be discussed at Risk Management meeting as an active risk and how it is being addressed.</li> <li>RNA is already a standing item for <a href="#">Council</a> (noting that council are interested in progress, however do not undertake any action/implementation activities).</li> <li><a href="#">People and Culture Committee</a> are also regularly informed of progress.</li> <li>Rose Alwyn advised that RNA is a standing item at the Heads of Colleges Meetings.</li> </ul>	<p>RNA to be a standing item at <a href="#">Vice Chancellors Executive</a> (VCE)</p>	Agreed 15/09
				<p>RNA to be a standing item in each faculty's Senior Management Meeting (these include student reps).</p>	Agreed 15/09
				<p>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.</p> <p><i>Ensure the following are taken into consideration;</i>  <i>'Survey Fatigue', availability of survey in other language (including advice from a cultural advisor, not just translation), consider including questions within another survey (e.g. <a href="#">Student Experience Survey</a>) to reduce participation bias, ensure about inclusion in <a href="#">International Student Barometer (ISB)</a>, consider inclusion in 'withdrawal survey', consider survey of alumni.</i></p>	Agreed 15/09
				<p>Inclusion of front-line sexual assault services staff; invite Ms Sharon Lockwood to join the RNA taskforce.</p>	Agreed 15/09 ✓
				<p>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'.</p> <p>All communications to direct back to the <a href="#">Safer Campus Community</a> website.</p> <p><i>Ensure the following are taken into consideration;</i>  <i>Message to be engaging, engagement with students that are not attending on campus.</i></p>	Agreed 15/09
				<p>Reminder update to be sent for Student Forum today, to Voluntary All Student email list.</p>	Agreed 15/09 ✓
<p><b>Recommendation 2</b>  Universities develop a plan for <b>addressing the drivers of sexual assault and sexual harassment</b> that:</p> <ul style="list-style-type: none"> <li>provides students and staff with <b>education</b> about: behaviours that constitute sexual assault and sexual harassment, consent and respectful relationships, 'violence supportive attitudes' and bystander intervention, and</li> </ul>	<p>Refer to <i>Safer Campus Community</i> website 'One Stop Shop'</p> <p>The University is working closely with Yarrow Place to provide support to the University Community.</p> <p>Consent Matters training is available on MyUni to all staff and</p>		<p><b>15 September 2017</b></p> <ul style="list-style-type: none"> <li><a href="#">Consent Matters training</a> is currently available to all staff and students via MyUni, but is not mandatory. The group agreed that this needs to be part of a broader piece around culture and student expectations (i.e. ongoing, commitment to this, not once off). The concept of Consent, Respect, Bystander Awareness etc. could appear in various place such as the <a href="#">Enrolment Checklist</a>, <a href="#">Student Charter</a> etc. and the module seen as</li> </ul>	<p>Include RNA/campus culture/Student Charter standard setting in the VC's Welcome <a href="#">Orientation</a> Talk</p>	Agreed 15/09
				<p>Include RNA/campus culture/Student Charter standard setting in Enrolment Checklist and Re-Enrolment Checklist – allowing students to agreement their understanding/adherence.</p>	Agreed 15/09

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<ul style="list-style-type: none"> <li>identifies existing resources and communications campaigns that reinforce key messages of education programs for dissemination to staff and students.</li> </ul> <p>Education programs and communications should:</p> <ul style="list-style-type: none"> <li>target all levels of the organisation – current and future students, staff, residential colleges, sports clubs, student societies and student unions</li> <li>be based on best practice and research</li> <li>be developed and delivered by individuals and/or organisations with expertise in sexual violence prevention</li> <li>be developed in consultation with university students, and</li> <li>include measures for evaluating and refining the actions taken.</li> </ul>	<p>students and has been actively promoted at events and via all student/all staff communications and staff news. The University seek further feedback on way to make this module mandatory for students.</p>		<p>an additional resource for those that need more information.</p> <ul style="list-style-type: none"> <li>These standards should be the same for all staff, students, HDR students, volunteers etc. and should align with community partners such as Colleges.</li> <li>It was noted that the content and language in the Consent Matters training could be quite confronting for a newly arrived international student, and that perhaps a “pre-briefing” / lead up information is required to preface the training.</li> <li>Elysia Ryan advised that although the student Consent Matters module is available to all staff, HR are looking at a dedicated staff module to focus on the imbalance in staff/student relationships, how to respond to a victim-survivor if you are a first responder, and where to access support/assistance.</li> <li>HR are developing a Staff/Student Relationships procedure (based on the <a href="#">Monash example</a> provided by the EOC) and defining sexual harassment more clearly in the staff Behaviour and Conduct policy.</li> <li><a href="#">Fair Treatment Contact Officers</a> (staff login required) will be provided with annual training from the <a href="#">Employee Assistance Program (EAP)</a>.</li> <li>Rose Alwyn advised that Colleges have values, guidelines, a charter and code of conduct. Specifically, St Marks have developed a Respectful Communities Charter in response to RNA.</li> <li>The Pro-Vice Chancellor (Student Learning), Professor Philippa Levy is currently looking at improvements to, and standardising casual staff induction.</li> </ul>	<p>Include RNA/campus culture/Student Charter standard setting content in the MyUni module for <a href="#">Global IQ – Connect</a>.</p>	Agreed 15/09
				<p>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.</p>	Agreed 15/09
				<p>Student Life to offer regular <a href="#">Recognise and Respond training</a> for staff, students, clubs etc.</p>	Agreed 15/09
				<p>Add mandatory training for PhD Supervisors as part of joining the <a href="#">Supervisor Register</a>.</p>	Agreed 15/09
				<p>Review induction processes to ensure that all staff (inc. casual) include appropriate content around respectful relationships, power imbalance, responding to disclosures etc.</p>	Agreed 15/09
				<p>Review induction processes to ensure that all staff (inc. casual) include appropriate content around respectful relationships, power imbalance, responding to disclosures etc.</p>	Agreed 15/09
<p><b>Recommendation 3</b> In order to ensure students and staff know about support services and reporting processes for sexual assault or sexual harassment, universities should:</p> <ul style="list-style-type: none"> <li>widely disseminate information about university reporting avenues to staff and students</li> <li>widely disseminate information about internal and external services to staff and students, including: university counselling and medical services, campus security, local sexual assault services, police, medical centres, hospitals, counselling services and anti-discrimination agencies</li> <li>ensure that information about internal and external reporting procedures and support services is displayed clearly, in a logical place(s) on the university website</li> <li>ensure that information about internal and external reporting procedures and support services is provided to students as part of their orientation into</li> </ul>	<p>As per above re: Safer Campus Community.</p> <p>Codes of Conduct for University employees and Student Charters emphasise the display of inclusive, respectful, fair, and courteous behaviours.</p>		<p><b>15 September 2017</b></p> <ul style="list-style-type: none"> <li>Students advised that the current information provided online on the disclosure and <a href="#">reporting process</a> was not easy to follow.</li> <li>Anne Hill advised that Legal and Risk are currently reviewing the actual process (from real cases) v. the documented process to ensure these align.</li> <li>Colleen Lewig advised that the Counselling team and International Student Support are available to support students through the disclosure and reporting process (and provide the same confidentiality rules to both accused/perpetrators and victim/survivors). It was noted that this information should be clearly advised in the process.</li> <li>It was advised that the HR site refers to the Safer Campus Community and vice versa for student v staff related processes.</li> <li>Colleen Lewig advised <a href="#">Yarrow Place</a> have some resources specifically available for Clubs.</li> </ul>	<p>Review of information that is available online that describes the <a href="#">reporting process</a>. In conjunction with Student Life, Legal &amp; Risk and student input, update this to be clearer.</p> <p><i>Ensure the following are taken into consideration; A flowchart or diagram would be considered easy to read, needs to accommodate the “accused” also, needs to clearly define disclose v report / university v police / victim v accused.</i></p>	Agreed 15/09
				<p><a href="#">Recognise and Respond training</a> to be extended to student leaders (current, and new) as part of taking on a club/sport leadership role.</p>	Agreed 15/09
				<p>Tailored training/resources to be made available on running safe/inclusive events etc.</p>	Agreed 15/09

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<p><b>university and to new staff as part of their human resources induction/ on-boarding</b></p> <ul style="list-style-type: none"> <li>ensure that information about internal and external reporting procedures and support services is accessible to all students and staff, including: people with <b>disability, people from CALD backgrounds</b>, and</li> <li>develop <b>relationships with external services</b> (local sexual assault service, local hospital) to enable referral of students to these services where necessary.</li> </ul> <p>Universities should <b>evaluate the activities</b> undertaken to increase awareness of support services and reporting processes to ensure that these measures have been effective in increasing awareness among staff and students.</p>					
<p><b>Recommendation 4</b> In order to ensure that actions taken by universities to prevent and respond to sexual assault and sexual harassment are appropriate, within a year of the release of this report universities should commission an <b>independent, expert-led review of existing university policies and response pathways in relation to sexual assault and sexual harassment.</b></p> <p>This review should assess the effectiveness of existing university policies and pathways and make specific recommendations to universities about best practice responses to sexual assault and sexual harassment.</p> <p>In the interim, and at an institutional level, universities should draw on sexual violence counselling expertise to develop and review processes for responding to sexual assault and sexual harassment of students to ensure that they:</p> <ul style="list-style-type: none"> <li>ensure the immediate safety and wellbeing of the individual who has experienced the sexual assault or sexual harassment</li> <li>are clear and accessible</li> <li><b>provide individuals with control over what happens to their report</b></li> <li>have the flexibility to suit individual circumstances</li> <li>provide students with support to continue with their studies</li> <li><b>provide specialist support</b>, from someone who has specialist expertise and training in sexual assault, sexual harassment and trauma counselling of sexual assault survivors, and</li> <li><b>accommodate the needs of students from a diverse range of backgrounds.</b></li> </ul>	<p>With respect to the AHRC recommendation, the University commissioned the EOC to undertake an audit of the Structures and Systems that Prevent and Respond to Incidents of Sexual Harassment and Assault at the University of Adelaide.</p> <p>The University of Adelaide counselling service employs staff that are specifically trained in responding to sexual trauma, and supporting students through disclosure and reporting (should the student want to make a formal report).</p>		<p><b>29 September 2017</b> The EOC Report was commissioned by the University and the following observations were made;</p> <ul style="list-style-type: none"> <li>The University shows a clear commitment to zero tolerance</li> <li>University policies and systems are well geared to providing support and appropriate responses</li> <li>The recommendations are for further improvement and moving towards best practice</li> <li>The audit included students, staff from various support services (Security, Student Life, Student Affairs etc.) – with EOC free to speak with any staff or students that they felt was required</li> </ul> <p>It was noted that in future would be good to include a more diverse range of students.</p> <p>The group acknowledged that should alternative independent opinions be sought in future that Legal and Risk could advise on the most appropriate source (i.e. Independent Bar)</p> <p>It was noted that the AHRC and EOC reports had different focuses. The AHRC report focussed on incidents of sexual harassment and assault, whereas the EOC report focussed on prevention and systems for responding to sexual harassment and assault.</p>	<p>Circulate full EOC report to RNAT, pending check of content (for confidentiality).</p> <p>An independent review (i.e. similar to EOC) to be conducted again at the end of 2019</p> <p><i>Note: This timing allows 2 enrolment cycles, and actions from this Taskforce to be implemented.</i></p>	<p>Agreed 29/09</p> <p>Agreed 29/09</p>

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<p><b>Recommendation 5</b> Universities should conduct an assessment to <b>identify staff members and student representatives within their institution most likely to receive disclosures</b> of sexual assault and sexual harassment.</p> <p>Universities should ensure that these staff members and student representatives receive <b>training in responding to disclosures</b> of sexual assault and sexual harassment, delivered by an organisation with specialist expertise in this area.</p>	<p>Senior staff and a number of key Student Life personnel have attended Yarrow Place <i>Recognise and Respond</i> Training.</p> <p>Executive Deans and key student support staff have been given documentation outlining the supports and processes for student disclosure and reporting.</p> <p>The University has recently employed a specialised staff member (previously employed by Yarrow Place) who will be available to conduct training for staff and students.</p>		<p><b>29 September 2017</b> Elysia Ryan advised that 20 HR staff have undertaken Recognise and Respond training.</p> <p>Leah Grantham reported that <a href="#">External Relations</a> look after 2,500 <a href="#">volunteers</a> many of whom have contact with students – their team has been discussion training options with Student Life.</p> <p>Pascale Quester advised that Heads of School have requested training, the group agreed that this was useful.</p> <p>Meg Mackie advised that floor advisors at Residential Colleges have received some training, however the group agreed that it would be beneficial for College frontline staff also.</p>	<p>Recognise and Respond training to be made available to:</p> <ul style="list-style-type: none"> <li>• <a href="#">SRC</a></li> <li>• <a href="#">AUU Board</a></li> <li>• <a href="#">Club</a> leaders</li> <li>• <a href="#">AU Sports</a></li> <li>• Selected <a href="#">Wirtlu Yarl</a> staff/students</li> <li>• Heads of School</li> <li>• Adelaide Graduate Centre front line staff</li> <li>• Faculty frontline staff &amp; student advisors</li> </ul>	Agreed 29/09
				<p>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.).</p>	Agreed 29/09
				<p>Review Recognise and Respond Training and update to include specific UoA content, including reporting and responsibilities.</p> <p>For consideration: first responders (regardless of their position as staff/student at the University) should be encouraged to provide de-identified data through the appropriate channels.</p>	Agreed 29/09
				<p>Develop tailored Recognise and Respond Training for;</p> <ul style="list-style-type: none"> <li>• Clubs &amp; Sports</li> <li>• Residential College staff and students</li> </ul>	Agreed 29/09
<p><b>Recommendation 6</b> Universities should ensure that <b>information about individual disclosures and reports of sexual assault and sexual harassment is collected and stored confidentially and used for continuous improvement of processes</b>, including:</p> <ul style="list-style-type: none"> <li>• details of the complaint/incident</li> <li>• steps taken to respond to the complaint/incident, i.e.: whether the individual reported to police, whether the perpetrator was moved to a different lecture/tutorial</li> <li>• support or assistance received, i.e.: whether the person received counselling from university services, whether they reported to police, whether they received support from an external sexual assault service</li> <li>• time taken to respond to the report and/or refer the person to support services, and</li> <li>• any feedback provided by the complainant/respondent in relation to the process.</li> </ul>	<p>Currently information is collected and stored confidentially by Student Affairs, Counselling and Security. The University is working to implement a system whereby this data can be shared at a high level to monitor issues and trends.</p> <p>Reporting to the Vice-Chancellor will occur quarterly.</p>		<p><b>29 September 2017</b> Council have asked for regular reporting on disclosures and reports of sexual assault and sexual harassment.</p> <p>The group agreed that de-identified reports of all disclosures (regardless of who the first responder is) should be encouraged. All reporting avenues should be aligned to include consistent data collection/categories, however, will also need to ensure that reports are not doubled up (i.e. reported by the victim-survivor and also the first responder).</p> <p>Elysia Ryan advised that Fair Treatment Contact Officers record all contact that is made with the network (de-identified) and this template could be used as a starting point.</p>	<p>The group resolved that this work would be undertaken by appropriate staff at the University, and it was not for the Taskforce to complete.</p> <p><i>For consideration;</i></p> <ul style="list-style-type: none"> <li>• <i>Standardised information to be collected and categorisation of reports</i></li> <li>• <i>Collection of 'has this been reported elsewhere?' information.</i></li> <li>• <i>Seeking and recording feedback/satisfaction on the reporting process</i></li> <li>• <i>Collating information from Residential Colleges and private providers that relates to University of Adelaide students</i></li> </ul>	Agreed 29/09

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<p>Access to this information should be limited to staff members with responsibility for responding to disclosures and reports and those responsible for improving university responses to disclosures and reports.</p> <p>On a regular basis – at least every six months – <b>Vice-Chancellors should be provided with de-identified reports of this data, including any trends or identifiable concerns which arise, along with recommendations for any necessary improvements to processes.</b></p>					
<p><b>Recommendation 7</b> Within six months of this report, but as soon as possible, universities should conduct an audit of university counselling services to assess:</p> <ul style="list-style-type: none"> <li>• <b>the capacity of university counselling services to respond</b> to students' requests for counselling in an appropriately timely manner, and</li> <li>• how many university counselling staff have received <b>training in working with sexual assault survivors.</b></li> </ul> <p>As part of this audit, universities should collect data on:</p> <ul style="list-style-type: none"> <li>• the average length of time students are required to wait to see a university counsellor, and</li> <li>• the number of urgent/crisis requests for counselling received.</li> </ul> <p>This <b>data should be assessed to determine whether additional counselling services are required to meet the urgent needs of students</b> who have experienced sexual assault or sexual harassment.</p> <p>If additional counselling services are required, universities should ensure that these additional resources are in place as soon as practicable.</p>			<p><b>29 September 2017</b> Pascale Quester advised that PWC are currently undertaking a regular <a href="#">internal audit</a> that focusses on Student Safety (generally), however particular attention is being paid to sexual harassment and sexual assault.</p>	Follow up UA in regards to the timelines expected around the resources they have committed to.	Agreed 29/09
				Request PWC internal auditor to increase the scope of the current audit to look at the items listed under AHRC recommendation 7.	Agreed 29/09 ✓
<p><b>Recommendation 8</b> Universities should engage an independent body to conduct the <i>National university student survey of sexual assault and sexual harassment</i> at three-yearly intervals to track progress in reducing the prevalence of these incidents at a sector-wide level.</p>			<p><b>29 September 2017</b> Pascale Quester reported that the University has committed to ongoing national surveys.</p> <p>Note that under Recommendation 1, the Taskforce has agreed on conducting a University specific annual survey.</p>		
<p><b>Recommendation 9</b> In addition to considering the implementation of the university recommendations made in this report, <b>residential colleges and university residences should commission an independent, expert-led review of the factors which contribute to sexual assault and sexual harassment in their settings.</b></p>	<p>The University acknowledge that the EOC report did not include Roseworthy and Waite Campuses and will be seeking a further audit in 2018.</p> <p>The University is committed to working closely with Colleges to</p>		<p><b>29 September 2017</b> Raphaella Oest (proxy for Rose Alwyn) advised that the colleges are committed to this project and are currently discussing options for audit/review.</p> <p>Rose Alwyn is the President of University Colleges Australia and is also leading the discussion on standardised expectations, policies, training etc. at a national level.</p>	Pascale to meet with all UoA associated <a href="#">Residential Colleges</a> and report back to the Taskforce regarding their plans for independent audits/reviews.	Agreed 29/09
				Further consideration to be given to engagement with non-/University and non-College accommodation providers (i.e. Urbanest).	Agreed 29/09

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<p>This review should consider:</p> <ul style="list-style-type: none"> <li>appropriate <b>responses by a college or university residence to reports</b> of sexual assault and sexual harassment</li> <li>a trauma-informed and rights-based approach in a situation in which an allegation of sexual assault has been made</li> <li>the ways that <b>hazing practices and college 'traditions'</b> facilitate a culture which may increase the likelihood of sexual violence</li> <li>the role of <b>alcohol</b> in facilitating a culture which may increase the likelihood of sexual violence</li> <li>the level and nature of <b>supervision</b> in a twenty-four hour residential setting in which large numbers of young people are living away from home, and</li> <li>the level and adequacy of <b>training</b> required to equip residential advisors to serve as first responders or in response to matters of sexual assault and harassment.</li> </ul>	<p>ensure that prevention, response, training and reporting is aligned.</p>		<p>Additionally, Raphaela confirmed that St Marks have reviewed their policies to review alignment with Uni Policy.</p> <p>Future Audits to include not only policy or occurrences, but the factors/drivers etc. that contribute to sexual harassment and sexual assault.</p>	<p>Pascale to have 6-monthly meetings with all accommodation provider stakeholders (Residential Colleges, private providers etc) to discuss policy, reporting, trends etc.</p> <p>This meeting should include student reps. i.e. Residential Advisors.</p>	Agreed 29/09
				<p>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.).</p>	Agreed 29/09
<p>N/A</p> <p>Themes: Wider community, culture, gender equity, LGBTIQ</p>	<p>The University has a number of measures in places to promote gender equity including The Dornwell Framework, Male Champions of Change, the Gender Equity and Diversity Committee etc. Further information available: <a href="http://www.adelaide.edu.au/hr/development/genderequity/">http://www.adelaide.edu.au/hr/development/genderequity/</a></p> <p>The University of Adelaide Ally Network is a visible network of staff and students across the University who support the University's commitment to providing an inclusive and respectful university environment for people who identify as being lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ*). More information: <a href="https://www.adelaide.edu.au/hr/development/genderequity/ally/">https://www.adelaide.edu.au/hr/development/genderequity/ally/</a></p>		<p><b>29 September 2017</b></p> <p>Elysia Ryan highlighted the work of the <a href="#">Fair Treatment Contact Officer network</a> (Staff Only).</p> <p>The group agreed that the ALLY network presented an excellent leverage opportunity, however further promotion to the University Community and encouragement of student membership was required.</p> <p>It was reported that a number of Security staff attended the Recognise and Respond Training.</p> <p>Elysia Ryan advised that Council have just endorsed a new target for gender equity which is 50% of all academic positions, to be achieved by 2022 (5 year plan). The University currently has approx. 40% females in academic positions. The final target of 50% will be averaged across the university, with nuanced targets for each faculty, based on their starting point.</p>	<p>Tamsin Anspach - Student Representative to raise these recommendations with <a href="#">GED</a> for further consideration.</p>	Agreed 29/09
				<p>Further investigate the ease of finding reporting mechanisms on the University website.</p> <p><i>Consider: Use of a 'tiny URL' that can be promoted, use of an easy to remember URL i.e. <a href="http://adelaide.edu.au/report">adelaide.edu.au/report</a>, consider a 'Report' button on the Unified front page.</i></p>	Agreed 29/09
				<p>Provide further information on how discrimination can be reported.</p> <p><i>Note: The <a href="#">Safer Campus Community Reporting Page</a> has Discrimination listed as a type of complaint.</i></p>	Agreed 29/09
				<p>Contact <a href="#">The Office of Research Ethics, Compliance and Integrity</a> (ORECI) regarding gender inclusivity in research and surveys.</p>	Agreed 29/09
				<p>Look at further promotion of <a href="#">ALLY network</a>, including increasing student members, increasing awareness and considering ALLY clubs (i.e. an existing club could become an ALLY rather than only individual membership).</p> <p><i>Note: Further information sent to the ALLY network in September, suggests that additional promotion is planned via a Hub booth, publishing ALLY names on the <a href="#">website</a> etc.</i></p>	Agreed 29/09
				<p>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.</p> <p><i>Note: <a href="#">Change Of Personal Details For Students form</a></i></p>	Agreed 29/09

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				Further information to be sought re: policy on gender neutral toilets and other accessible/inclusive facilities from Infrastructure	Agreed 29/09
				HR to further consider how the University security contractor can be encouraged to employ more female security officers.	Agreed 29/09
N/A			<p><b>29 September 2017</b> Elysia Ryan advised that HR are drafting an intimate relationships procedure – this is not exclusive to HDR/Supervisor, but will need to ensure that it meets the needs of this audience.</p> <p>The group agreed that Postgraduate students should be treated more like staff in regards to training/induction (not just the same as Undergraduate) and that training content needs to be tailored accordingly.</p>	<p>Report an Incident information to be reviewed, and specific information for HDR students to be included.</p> <p><i>Note: Due to the unique student/supervisor relationship, it is virtually impossible for a HDR student to make an anonymous report.</i></p>	Agreed 29/09
Themes: HDR Students					