SAGE Cygnet Award Application: Addressing Sexual Misconduct

Name of Institution	The University of Melbourne
Date of Application	28 February 2024
Contact for Application	Associate Professor Georgina Such
Email	gsuch@unimelb.edu.au
Telephone No.	9035 5258

The University of Melbourne: SAGE Cygnet Award #1

	Current Cygnet	Barrier · List the Barrier addressed in this Cygnet · List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier	✔	Sexual misconduct
[Mandatory] Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

Word limit and actual word count

Section	Word limit	Actual word count
Cygnet Submission	2500	2493
Key barrier	(100-150)	112
Evidence of barrier	(400)	514
Activities and outputs	(1000)	867
Outcomes	(1000)	1000
Impacts		(combined with outcomes)
Future Action Plan		Table not included

Cygnet Award Application #1: Addressing Sexual Misconduct

SAGE Athena Swan

28 February 2024

Acknowledgment of Country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

Acknowledgement of Victim-Survivors

We acknowledge victim-survivors who have experienced sexual assault or sexual harassment, the courage of those who have come forward to speak to staff at the University and seek support, and those who have not.

We acknowledge that although anyone can experience sexual assault or sexual harassment, it is disproportionately experienced by women, people who identify as part of the LGBTIQA+ community, people from culturally and linguistically diverse backgrounds, and those with lived experience of disability. Aboriginal and/or Torres Strait Islander peoples carry a disproportionate burden of sexual assault and harassment.

We recognise that the data contained in this report does not describe the suffering that sits behind it. We acknowledge the physical, psychological and emotional impact that sexual violence has on the members of our community. We hope that by openly reporting this data, the University and its community can see and better understand the incidence and consequences of sexual misconduct, contributing to its prevention.

Table of Contents

Index of Tables

Index of Figures

Key Barrier

This Cygnet addresses the prevalence and impact of sexual misconduct (a term encompassing sexual harassment, sexual assault and rape) at the University of Melbourne. Four sub-barriers contribute to this key barrier (Table 1).

Table 1: Sub-barriers

	Sub-barriers
1	A lack of a shared understanding across the University of what sexual misconduct is and its consequences.
2	Unclear roles and accountabilities in relation to sexual misconduct prevention and response.
3	Staff members' lack of confidence to safely intervene and offer support when witnessing situations of sexual misconduct.
3	Staff members' lack of knowledge of, and low trust in, University complaints and disclosure processes.

While sexual misconduct was not a focus of the Bronze Award self-assessment (2019), the University has concentrated significant resources to address this issue in the last five years, recognising that it negatively impacts the psychological, emotional, and physical wellbeing of victim-survivors, and presents risks to staff retention and career progression.

We recognise that the barrier significantly impacts students, although this Cygnet specifically focuses on academic and professional staff, aligning with the remit of the Athena Swan program.

Evidence of Barrier

Data collection

Five different qualitative and quantitative data sources were required to establish a baseline and measure changes to policy and practice, and early indications of attitudinal and behaviour change (Table 2).

Table 2: Summary of data sources used in Cygnet application.

Data source	Total cohort	Number of participants	F	M	X
Staff experience survey Surveys were administered by a third-party provider, using questions from the Commission of Gender Equality Victoria.					
Staff experience survey 2021	11,960	1566 (13% response)	963	430	28
Staff experience survey 2023	13,071	1198 (9% response)	807	316	29
Focus groups Four focus groups sessions were held in October 2023, facilitated by an external consultant. Participants were invited by email following the completion of Respect Education modules.					
Senior leaders, supervisors, and leaders – open to all genders *Professional employees with responsibility for at least one direct report; an executive role or UOM Level 7 – 10, SM1 or SM2. Academic employees with responsibility for at least one direct report; or holding a formal leadership position; or Level C, Level D and Level E.*	Focus group size limited to 5-10 participants	5	3	2	0
All staff – open to all genders *Professional and academic staff of any level.*	Focus group size limited to 5-10 participants	17	11	6	0

Women and non-binary staff only *Professional and academic staff of any level.*	Focus group size limited to 5-10 participants	9	9	0	0
Respect Education pre and post surveys At the beginning and end of each of the Respect Education Program workshops staff were asked to rate their confidence on a scale of 1-10 across several topics addressed during the workshops.					
Respect Education pre and post surveys	11,474	Gender data not collected			
Interviews As part of an independent review of UoM policies and processes relating to sexual misconduct and inappropriate behaviour.	Interviews were conducted with executive, leaders across the University including Deans and Departmental heads, staff representatives, those implementing and enforcing the current policy framework and student representatives.	40 approx.			
Complaints Data 2021 Number of staff who made a sexual misconduct complaint	N/A	5	5	0	0
Complaints Data 2023 Number of staff who made a sexual misconduct complaint	N/A	12*	5	0	2

*Inclusive of 'prefer not to say' gender.

Prevalence and Impact

The prevalence and impact of sexual misconduct within the university context is well documented in Australia, with the Australian Government currently developing an action plan to address it.[1] In our staff experience survey 2021, 13% of the 1,566 respondents had experienced sexual harassment in the workplace – a total of 203 people (Table 4). This rate of harassment was not reflected in the number of formal reports, with five staff members making a sexual harassment complaint that year (Table 3). We note that rates of harassment were higher for women than men and disproportionately high for gender diverse staff, consistent with Australian and international statistics on sexual violence.

Table 3: Staff complainants and respondents from 1 July 2020 to 30 June 2021, by gender.

	Overall	**F**	**M**	**X**
Staff who made a sexual harassment complaint	5*	5	0	0
Staff who were respondents to a sexual harassment complaint	4	0	4	0

*One of these complaints was made jointly by two people.

[1] education.gov.au/action-plan-addressing-genderbased-violence-higher-education

Table 4: Percentage of survey respondents who had experienced any of the following behaviours in the workplace in the last 12 months by gender (2021 Survey).

	Overall 1566	F 963	M 430	X 28
Sexually suggestive comments or jokes that made me feel offended	6%	7%	3%	14%
Intrusive questions about my private life or comments about my physical appearance	8%	9%	6%	18%
Unwelcome touching, hugging, cornering or kissing	2%	2%	1%	4%
Inappropriate physical contact	2%	3%	1%	4%
Repeated or inappropriate invitations to go out on dates	1%	1%	0%	4%
Inappropriate staring or leering that made me feel intimidated	2%	3%	1%	0%
No, I have not experienced any of the above behaviours	87%	85%	91%	79%

Sub-Barriers

1. Lack of a shared understanding of sexual misconduct and inappropriate behaviours

In 2021, the University undertook an evaluation of our policies and procedures applicable to sexual misconduct, engaging an independent reviewer. The review included 40 stakeholder interviews and found that the University needed to improve the community's understanding of sexual misconduct and how to support complainants. It recommended the development of a stand-alone policy on preventing and responding to sexual misconduct.

2. Unclear roles and accountabilities in relation to sexual misconduct prevention and response

The independent review reported that University stakeholders found University policies and processes to be disconnected and not easily accessible. Investigation and decision-making processes flowing from policy were found to be unclear, and not effectively communicated. The review recommended clearer specification and communication about who makes decisions relating to sexual misconduct at the University and their accountabilities.

3. Lack of knowledge of, and low trust in University complaints and disclosure processes

Survey data (2021 and 2023), focus group discussions, interviews and the small number of formal complaints demonstrated low levels of knowledge of, and trust in, complaints processes. Stakeholder consultation as part of the 2021 independent review highlighted that power imbalance and insecure work contributed to a reluctance to report. The staff experience survey 2021 indicated that only 4% of survey respondents that experienced sexual harassment submitted a formal complaint (Table 5). Of those who did not submit a formal complaint, most selected the following reasons for not reporting: 'I didn't think it would make a difference', 'I believed there would be negative consequences to my reputation' and 'I believed there would be negative consequences for my career' (Table 5). Men and women were equally reluctant to report. None of the six gender diverse victim-survivors made a report, almost all feeling that there would be negative consequences if they did.

Table 5: Percentage of survey participants who had experienced sexual misconduct and submitted a formal complaint (2021 Survey).

	Overall 189	F 138	M 36	X 6
Submitted a formal complaint	4%	4%	3%	0%

Table 6: Percentage of survey respondents in the organisation who had indicated they had experienced any of the above forms of sexual misconduct, who did not submit a formal complaint and why (2021 Survey).

Participants selected one or more from a set of possible answers, including the below	Overall 181	F 133	M 35	X 6
I didn't think it would make a difference	44%	42%	51%	50%
I believed there would be negative consequences for my reputation (e.g. that I would be blamed or not believed or thought to be overreacting)	44%	43%	46%	83%
I believed there would be negative consequences for my career (e.g. opportunities for promotion, risk of being fired)	39%	38%	37%	67%

4. Lack of confidence to safely intervene and offer support when witnessing situations of sexual misconduct

The staff experience survey 2021 data showed 52% of respondents felt safe to challenge inappropriate behaviour at work, with a much higher proportion of these being men and gender diverse people. Overall, survey responses suggest that 48% of staff (54% of women) lack confidence to safely challenge inappropriate behaviour.

Table 7: Percentage agreement from survey respondents to feel safe to challenge inappropriate behaviour at work (2021 Survey).

	2021			
	Overall 1566	F 963	M 430	X 28
I feel safe to challenge inappropriate behaviour at work	52%	46%	63%	68%

Activities and Outputs

The following activities were developed in 2020 and delivered from 2021 to 2023. These activities and outputs now sit within the University of Melbourne Respect Action Plan. As the table below indicates, some activities address multiple sub-barriers.

Table 8: The relationship between the key barrier, sub barriers and actions taken to address them.

Key barrier:	Prevalence and impact of sexual misconduct			
Sub-barriers (2021)	Lack of a shared understanding of sexual misconduct and inappropriate behaviours	Unclear roles and accountabilities in relation to sexual misconduct prevention and response	Lack of confidence to safely intervene and offer support when witnessing situations of sexual misconduct	Lack of knowledge of, and low trust in, University complaints and disclosure processes
Activities (Delivered 2021 – 2023)	**1.1** New standalone policy on preventing and responding to sexual misconduct (Sexual Misconduct Prevention and Response policy)			
	1.2 Mandated training for staff on identifying, preventing, and responding to sexual misconduct (Respect Education Training Program)			
		1.5 Strengthened governance structures, roles, and responsibilities	**1.3** How to be an active bystander education campaign	**1.4** New complaints and disclosure online reporting system allowing anonymous and escrow reporting (Speak Safely Portal)
				1.6 Increased transparency in the University's complaints and disclosure process (Annual Report)

1.1 Sexual Misconduct Prevention and Response Policy

The University's previous approach for responding to sexual misconduct cases was distributed across two policies: the Appropriate Workplace Behaviour Policy and the Student Conduct policy, neither of which specifically addressed sexual misconduct. Information about addressing sexual misconduct was difficult to navigate, particularly for people in distress, and those whose first language is not English.

The new 2021 policy set out the University's commitment to the elimination of sexual misconduct and the provision of a victim-centred, trauma-informed approach. The policy underpinned improvements to processes for managing complaints and supporting victim-survivors. It provides a single reference for those seeking information and co-locates approaches for students, staff, and stakeholders with links to supporting resources.

Extensive consultation was held before the draft policy release, including interviews with those managing sexual misconduct matters, people with lived experience of sexual misconduct, and student organisations. The draft was then further disseminated within the University, to partners and affiliates for input before finalisation and publication on 14 October 2021.

1.2 Respect Education Program

Respect Education has been delivered from 2021, designed to equip staff with knowledge and skills to prevent, call out and respond to issues of sexual misconduct. Content is tailored for each cohort's level of responsibility.

The training is mandatory for all staff within six months of commencing, and reminders are sent to staff and their supervisors. Exemptions are available due to the sensitivity of the content. Given the time allowed for completion, and exemptions granted, we accept that the completion rate will be less than 100%.

In 2021 over 95% of the University's most senior leaders and professors completed a workshop on identifying, responding to, and preventing sexual misconduct. In 2023, over 70% of staff and 80% of leaders and supervisors have completed a Respect Education workshop.

Table 9: Respect Education Programs and number of completions

Name of program	Cohort	Delivery Method	2021	2022	2023	Total	% completed or enrolled
Casual Employee Program (2-hour workshop plus eLearn module)	Casual	Online	0	0	2,726	2,726	*Active Casual – 46.8%
Staff Program (2-hour workshop plus eLearn module)	Staff	Online and in-person	0	359	4,517	4,876	72.4%
Leaders/Supervisors Program (half day workshop plus eLearn module)	Supervisor/Leader	Online and in-person	0	1,750	721	2,471	80.3%
Senior Leaders Program (1 day)	Senior Leader	In-person	0	442	113	555	89.8%
Leadership Workshop: Identifying Responding to and Preventing Sexual Misconduct (half day)	Professoriate	In-person	362	292	0	654	78%
Leadership Workshop: Identifying Responding to and Preventing Sexual Misconduct (half day)	University Executive and Most Senior Leaders	Online	114	0	0	114	95%
Human Resources Business Partners and Specialist Workshops (3-part series, 1 day plus 2x half days)	HRBPs and Specialists	Online and in-person	0	54	24	78	-**
Total completions			**476**	**2,897**	**8,101**	**11,474**	

*Active casual is an employee who has been paid on the Casual fortnightly payroll for work completed during the previous month.
**Percentage of cohort not available.

1.3 Bystander Initiative

An email campaign, 'Take action against sexism and sexual harassment at the University of Melbourne,' ran in Semester 2 2022, co-designed with Vic Health to encourage bystander intervention through a series of five evidence-based email communications. The emails unfortunately coincided with the COVID-19 pandemic and monitoring of the 'open' and 'click-through' rates indicated very low engagement. Some recipients responded that the content was impracticable, given that most staff were working remotely.

Learning from this initiative prompted the integration of active bystander skills as a component of the Respect Education Program. Additional workshops were delivered on advanced prevention and response skills, courageous and respectful conversations and applying trauma-informed care. These optional workshops have been fully subscribed.

1.4 'Speak Safely' Platform

The 'Speak Safely' portal was implemented in April 2022 as an online tool for staff and students to report, access support or seek action by the University. People can choose to remain anonymous while using the tool. It includes a 'Diary Note' function for users to keep a private record of evidence.

Since the platform was implemented, 11 people have used the portal to 'make a report and seek support. Posters were distributed throughout the campus in December 2022 to further raise awareness about the platform.

Figure 1*: Speak Safely portal: unimelb.elker.com/report*
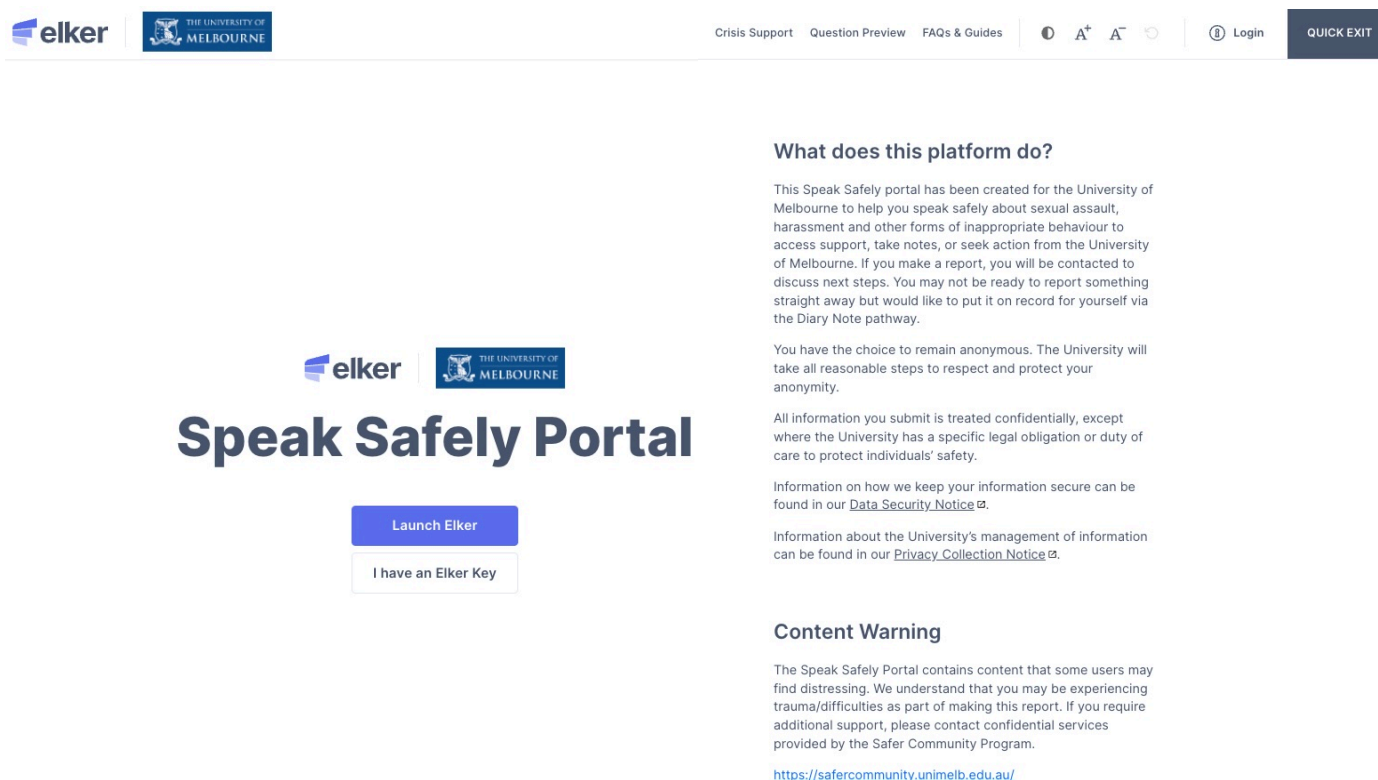
1.5 Strengthened governance structures, roles and responsibilities

Governance

The Respect at Melbourne Committee was established in 2021 to provide strategic oversight for the implementation of the Sexual Misconduct Prevention and Response Policy and its associated activities. The Committee's work is informed by the Respect at Melbourne Reference Group, a consultative forum for academic divisions, services, student organisations and affiliated colleges.

Figure 2: Governance of Respect Committee and Respect Reference Group.
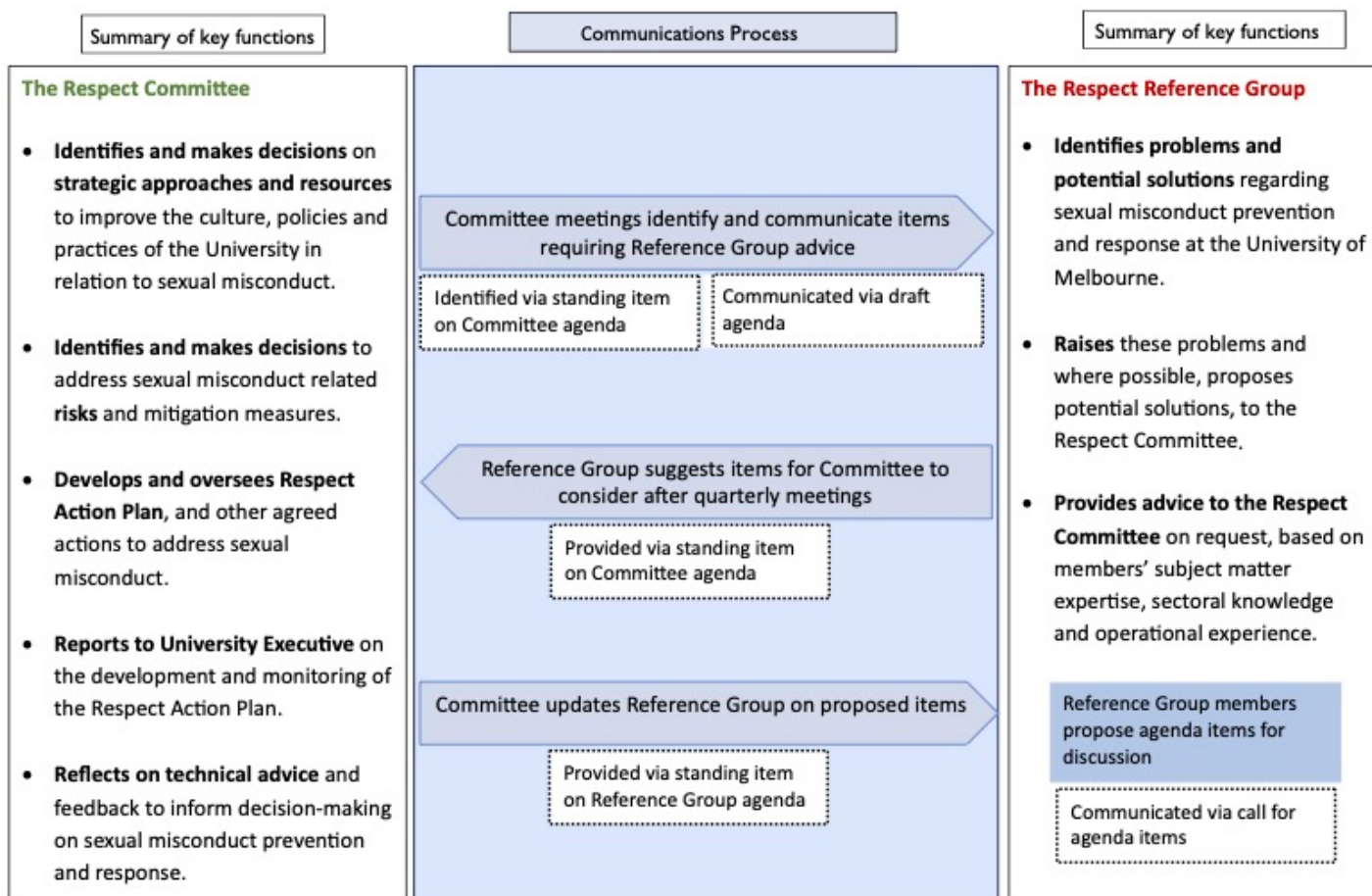
New appointments

In 2022, three new roles were established and appointed:

- Deputy Vice Chancellor (People and Community) - works with teams across the University to build a safe, respectful, and inclusive culture for students and staff.

- Executive Director of Workplace Investigations - streamlines complaints handling involving staff and works with victim-survivors to ensure that they are supported through the process.

- Associate Director, Respect Initiatives - aligns Respect initiatives with University strategy, identifies opportunities to strengthen prevention and response and facilitates stakeholder communication.

Centralisation of HR function supporting disclosures

The Human Resources complaints and investigations functions were centralised in 2021, improving consistency in the University's handling of sexual misconduct complaints against staff.

The Chief People Officer and the Executive Director of Workplace Investigations handle preliminary assessments and complaints. After misconduct investigation, the Workplace Relations team makes final recommendations to the Provost or the Chief Operating Officer for their review and decision.

1.6 Annual Report

The first University of Melbourne Sexual Misconduct Annual Report 2021 demonstrated a public commitment to transparency regarding the University's efforts to address and eliminate sexual misconduct. The 2022 report was published in March 2023, and the next will be published in March 2024.

The annual reports restate the University's ongoing commitment and include a summary of formal complaints and their handling, work completed and priorities for the coming year. The Provost advises staff and students of publication of the annual report by email. For the first annual report, a video was produced explaining the key data and commitments.

Outcomes and Impact

To reflect how activities targeting sexual misconduct impact the lived experience of staff, outcomes and impacts will be presented together.

Table 10: Summary of desired outcomes, indicators and means of verification.

Key barrier: The prevalence and impact of sexual misconduct at the University	Goal: Decreased instances of experience of sexual misconduct and inappropriate behaviour		
Sub-barrier	**Desired outcome and/or impact**	**Indicator**	**Means of verification**
1. Lack of a shared understanding of sexual misconduct and inappropriate behaviours.	1. Improved shared understanding of sexual misconduct and inappropriate behaviour.	Self-reported understanding of sexual misconduct and inappropriate behaviour. Perception of colleagues and leaders, organisational understanding.	• Staff experience survey 2021 and 2023 • Focus groups • 1-1 interviews
2. Unclear roles and accountabilities in relation to sexual misconduct prevention and response.	2. Clear roles and accountabilities in relation to sexual misconduct, prevention, and response.	Roles and accountabilities in relation to sexual misconduct are documented and made publicly available.	• Documentation review
3. Lack of confidence to safely intervene and offer support when witnessing situations of sexual misconduct.	3. Increased confidence to safely intervene and offer support when witnessing situations of sexual misconduct.	Self-reported confidence. Self-reported actions after witnessing inappropriate behaviour.	• Staff experience survey 2021 and 2023 • Focus groups
4. Lack of knowledge of, and low trust in University complaints and disclosure processes.	4. Increased knowledge of, and improved trust in University complaints and disclosure processes.	Usage rates of University complaints and disclosure processes compared to anonymous self-reporting. Self-reported levels of trust and willingness to use complaints and disclosure processes.	• Staff experience survey 2021 and 2023 • Focus groups • Number of complaints

Desired outcome 1: Improved shared understanding of sexual misconduct and inappropriate behaviour

Post-training surveys (Figures 3, 4, 5) and focus group discussions (Table 2) indicate that Respect Education has improved the shared understanding of sexual misconduct and inappropriate behaviour.

Focus group participants perceived an increase in their own and others' awareness of sexual misconduct. One participant commented "Some people were blind to what constitutes inappropriate behaviour, but people can no longer say they are unaware". Another participant mentioned that training for senior leaders had increased discussions within teams. "Having everyone being trained, including senior leaders, made more people feel safe and comfortable to talk about this (inappropriate behaviour)".

Other participants noted that although the Respect Education Program was a positive step, that further work was required. "The training was impactful but not enough."

Pre- and post- training surveys conducted during the Respect Education sessions indicated improvement in the understanding of sexual misconduct and its risk factors, the changes in our obligations at work and the impacts of sexual misconduct at work.

Figure 3: Comparison of staff cohorts'* confidence on a 10-point scale pre- and post- Respect Education Training (2023).
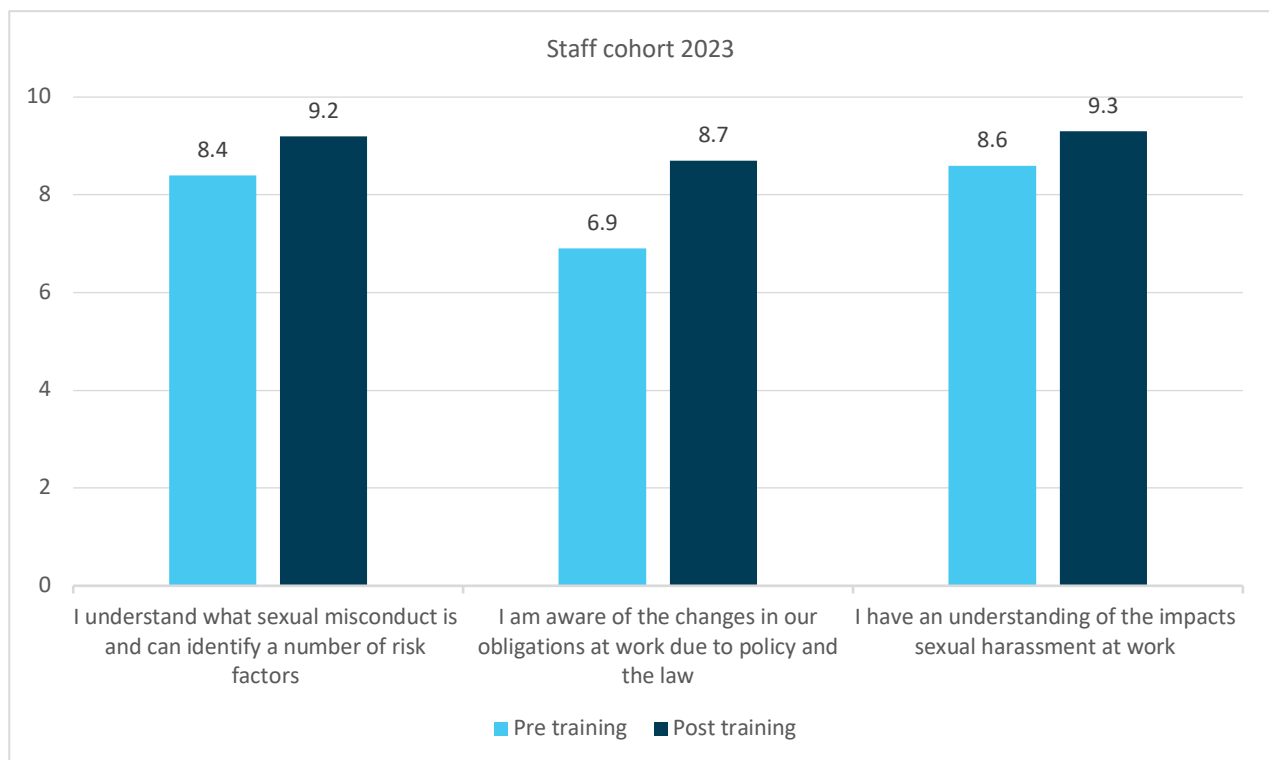
* Professional and academic employees with no supervisory responsibilities, and UOM 1-6 or Level A or Level B.

Figure 4: Comparison of leaders and supervisors cohort* confidence on a 10-point scale pre- and post- Respect Education Training (2023).

Leaders and supervisors cohort 2023

Statement	Pre training	Post training
I understand what sexual misconduct is and can identify a number of risk factors	7.9	9.0
I am aware of the changes in our obligations at work due to policy and the law	6.6	8.4
I have an understanding of the impacts sexual harassment at work	8.4	9.2
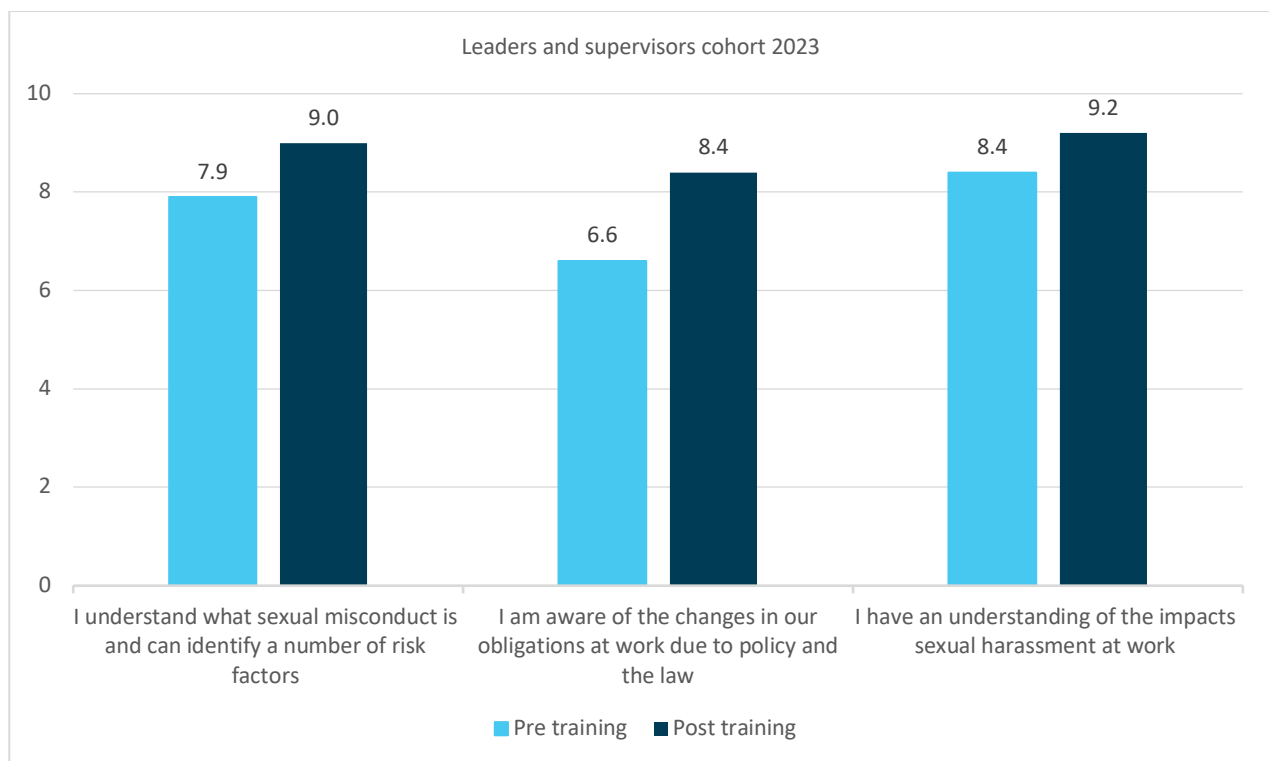
* Leaders and supervisors include professional (fixed-term and continuing) employee with responsibility for at least one direct report; or UOM Level 7 – 10, academic (fixed-term and continuing) employee with responsibility for at least one direct report; or Level C.

Figure 5: Comparison of senior leaders' cohort** confidence on a 10-point scale pre- and post- Respect Education Training (2023).

Senior leaders cohort 2023

Statement	Pre training	Post training
I understand what sexual misconduct is and can identify a number of risk factors	7.3	9.0
I am aware of the changes in our obligations at work due to policy and the law	6.0	8.5
I have an understanding of the impacts sexual harassment at work	7.7	9.1
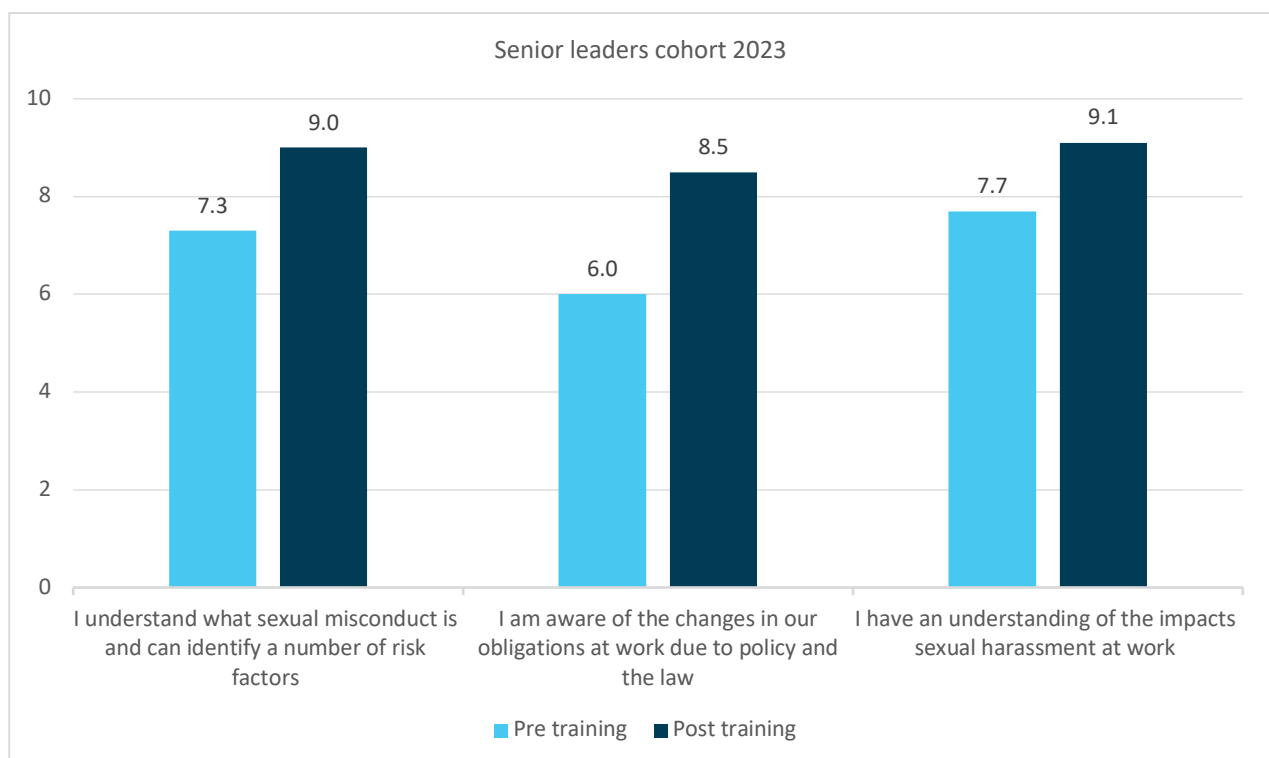
** Senior leaders include professional (fixed-term and continuing), senior professional employee with an executive role, or a job grade of Senior Manager 1 (SM1) or Senior Manager 2 (SM2); or employee currently holding a formal leadership position, academic (fixed-term and continuing) Level E and Level D academic; or employee currently holding a formal leadership position e.g. Associate Dean, Department Head.

Desired outcome 2: Clear roles and accountabilities in relation to sexual misconduct prevention, and response

Roles and accountabilities in relation to sexual misconduct have been clarified through changes to governance, specific resourcing, and centralisation of human resources functions.

These changes have meant that each complainant since 2022 has had one central contact throughout the complaints process.

Centralised decision-making by the Provost or the Chief Operating Officer regarding sexual misconduct matters has contributed to a swifter and more consistent application of consequences. Ambiguity and potential conflicts of interest have been reduced by ensuring two leaders are accountable for these decisions. The University has been open in communicating findings of breaches of our sexual misconduct policy and subsequent dismissals. Since 2021, in all cases where staff sexual misconduct has been substantiated, the respondent has exited engagement or employment with the University.

It is predicted that these structural changes will also contribute to desired outcomes 1, 3 and 4, however continued monitoring and evaluation will be required to substantiate this.

Desired outcome 3: Increased confidence to safely intervene and offer support when witnessing situations of sexual misconduct

The University's actions to increase staff confidence to safely intervene and offer support are a component of the Respect Education Program. Staff experience surveys, pre- and post-training surveys and focus groups suggest a modest improvement in staff confidence to intervene and offer support to others, with the notable exception of 'X'. Efforts to understand and improve the experience of trans and gender diverse staff is a focus of the University's LGBTIQA action plan and an upcoming Athena Swan Cygnet. Female staff experienced the greatest improvement (by 7 percentage points) in feeling safe to challenge inappropriate behaviours.

Table 11: Comparison of percentage of survey respondents who feel safe to challenge inappropriate behaviour at work (2021 and 2023 survey).

	2021 (% agreement)				2023 (% agreement)			
	Overall 1566	F 963	M 430	X 28	Overall 1198	F 807	M 316	X 29
I feel safe to challenge inappropriate behaviour at work	52%	46%	63%	68%	56% (+4)	53% (+7)	66% (+3)	31% (-37)

However, the evidence also indicates that it will take more time and effort to shift confidence and behaviours. Participants in Respect Education focus group discussions, for example, commented. "*I have seen people calling it (*sexual misconduct*) out but it's not hugely different*". Concerns about potential victimisation and power imbalance were raised by some participants, for example: "*Personally, I am likely to be confident to speak up, but we need to consider staff on contracts or other aspects that may influence power balance*".

As intensive workshops on Courageous and Respectful Conversations and Trauma-Informed Care reach more participants, we anticipate improvements in the participant confidence, and positive impacts within their teams over time. We expect that as awareness increases about supports for victim-survivors and consequences for perpetrators (as described under Outcomes 2 and 4), confidence to intervene will also improve.

Figure 6: Comparison of perceived confidence on a 10-point scale pre- and post- Respect Education Training

Staff cohort 2023

I am confident I could engage in a assertive respectful conversation with someone who is behaving inappropriately at work

■ Staff pre training ■ Staff post training

7.2 | 8.3

Leaders and supervisors cohort 2023

I am confident I could engage in a assertive respectful conversation with someone who is behaving inappropriately at work

■ Leaders and supervisors pre training ■ Leaders and supervisors post training

6.7 | 8.4

Senior leaders cohort 2023

I am confident I could engage in a assertive respectful conversation with someone who is behaving inappropriately at work

■ Senior leaders pre training ■ Senior leaders post training

6.6 | 8.4

Figure 7: Comparison of perceived confidence supporting disclosures on a 10-point scale pre- and post- Respect Education Training

Staff cohort 2023

I know how to support people who make disclosures

■ Staff pre training ■ Staff post training

7.0 | 8.9

Leaders and supervisors cohort 2023

I know how to support people who make disclosures

■ Leaders and supervisors pre training ■ Leaders and supervisors post training

6.6 | 8.8

Senior leaders cohort 2023

I know how to support people who make disclosures

■ Senior leaders pre training ■ Senior leaders post training

6.0 | 8.7

Desired outcome 4: Increased knowledge of, and improved trust in University complaints and disclosure processes

One indicator of increased knowledge of, and improved trust in, complaints processes is an increase in the proportion of sexual misconduct reported to the University. In the 2021 survey, 203 staff indicated that they had experienced sexual misconduct in the last 12 months, and 5 staff made a sexual harassment complaint (table 12) suggesting that approximately 2% of experiences were reported. In the 2023 survey, 132 staff indicated that they had experienced sexual misconduct in the last 12 months and 12 staff made a sexual harassment complaint, suggesting that 9% of experiences were reported. This suggests a modest improvement (7 percentage points) in the proportion of matters being reported, with the caveat that the number of survey respondents was limited.

Table 12: Staff complainants and respondents from 1 July 2020 to 30 June 2021, by gender.

	Overall	F	M	X
Staff who made a sexual harassment complaint	*5**	*5*	*0*	*0*
Staff who were respondents to a sexual harassment complaint	*4*	*0*	*4*	*0*

*One of these complaints was made jointly by two people.

Table 13: Staff complainants and respondents from 1 July 2022 to 30 June 2023, by gender.

	Overall	F	M	X	Prefer not to say**
Staff who made a sexual harassment complaint	*12**	*5*	*0*	*2*	*5*
Staff who were respondents to a sexual harassment complaint	*9*	*1*	*8*	*0*	*0*

*Two of these complaints were made jointly by groups of three and two.
**This includes staff who made an anonymous complaint.

It Is likely that many experiences of sexual misconduct will not be reported to the University, and instead managed in other ways, for example through direct resolution by the people involved (with support provided), through bystander intervention, or by external organisations. We remain committed to seeing the sexual misconduct experienced at the University decrease and the number of matters reported to the University increase.

Feedback from complainants of their experience making a complaint is not documented for reasons to limit further demands on complainants. Qualitative information has instead been collected through interviews with the workplace investigations team about their interactions with complainants. They reported that:

- After an initial conversation with the Workplace Investigations team, complainants said that they feel more informed about the process or more comfortable in proceeding with a complaint.
- Complainants verbally indicate appreciation of how they are treated by external investigators (feeling respected and heard).
- Complainants are concerned about the length of time for an investigation process to conclude. Often the delays relate to factors outside of the University's control (such as the time for witnesses or the respondent to provide evidence).
- Complainant satisfaction with the response of termination of employment for sexual misconduct is mixed. Some complainants would like the University to take further action, e.g. notify other universities of the reason for termination of employment, while others have been satisfied with the outcome.
- The Workplace Investigations team works together with complainants to set expectations at the start of the process, which contributes to managing satisfaction with the results.

Further Action

The University has a Respect Action Plan for 2023 and 2024, that includes actions pertaining to staff and students. Addressing the prevalence and impact of sexual misconduct at the University requires a whole of community approach. It is expected activities completed during the Cygnet related to staff will have secondary impacts on the student community. This will be reviewed as part of a continued monitoring and evaluation plan.

	Rationale/ Evidence	Actions & Outputs	Timeframe	Accountable	Desired Outcomes
Focus Area 1: Primary Prevention					
1.1	Sub barriers: Lack of a shared understanding of sexual misconduct and inappropriate behaviours. Unclear roles and accountabilities in relation to sexual misconduct prevention and response.	a) Deliver Respect Education to leaders and supervisors who have not yet completed it, and new leaders/supervisors as they are recruited or promoted	2023–24 Partially complete	Chief People Officer	1.1 University leaders have the knowledge, skills and support to lead cultural change to prevent sexual misconduct. (Desired outcome 1: Improved shared understanding of sexual misconduct and inappropriate behaviour) (Desired outcome 2: Clear roles and accountabilities in relation to sexual misconduct prevention, and response)
		b) Hold "Let's Talk About Respect" Reflection Workshop for leaders and supervisors to report on their Respect Education commitments	Q4 2023 Planned for 2024	Chief People Officer	
1.2		Deliver Respect Education for all staff in nonsupervisory, fixed-term and continuing roles	2023–24 Complete – to significant extent	Chief People Officer	1.2 University staff have the knowledge and skills needed to play an active role in preventing sexual misconduct (Desired outcome 1: Improved shared understanding of sexual misconduct and inappropriate behaviour) (Desired outcome 2: Clear roles and accountabilities in relation to sexual misconduct prevention, and response)
		Deliver Respect Education for casual staff, honoraries, and contractors	Q3 2023 Completed to moderate extent	Chief People Officer	
		Develop Respect toolboxes (including facilitator guide, speaking notes, lesson plans) to support any leader, supervisor or staff member to run short sessions with their teams on specific Respect themes	Q2 2023 Complete	Chief People Officer	
		Provide easy access to prevention resources through a resource repository for all staff including tip sheets, fact sheets, how-to guides	Q2 2023 Complete	Chief People Officer	
1.3		Deliver "Consent Matters" training as a compulsory course for all undergraduate and postgraduate coursework students	Q1 2023 Complete	Associate Director, Respect Executive Director, SASS & Academic Registrar	1.3 Students have the knowledge and skills needed to play an active role in preventing sexual misconduct

		Design a new Respect Education program for students to be launched in early 2024, with a primary prevention focus	Q1 2024	Associate Director, Respect	
		Together with UMSU, pilot a "multiple masculinities" course for up to 25 young men, within colleges and student clubs			
1.4		Review Working with Children Checks compliance and build monitoring controls into Enterprise Resource Planning system (Workday)	Q2 2024	Chief People Officer	1.4 Recruitment and screening processes and employment practices address and manage the risk of sexual misconduct
		Review recruitment policy and associated guidance documents and templates to incorporate assessment of candidates' demonstrated values and conduct	Q4 2023 In progress	Chief People Officer	
		Develop protocols for sharing information about staff and students found to have engaged in sexual misconduct	Q4 2023 In progress	DVC People and Community, Chief People Officer, Executive Director, SASS & Academic Registrar	
1.5		University web pages prominently include a clear plain English explanation of disciplinary measures and how they are applied for both staff and students	Q2 2023 Complete	Associate Director, Respect, Strategic Communications	1.5 The consequences for perpetrators of sexual misconduct are known to staff, students and the public, and act as a deterrent

Focus Area 2: Early Intervention					
2.1	Sub barrier: Lack of confidence to safely intervene and offer support when witnessing situations of sexual misconduct.	Bystander action integrated into Respect Education for University leaders, supervisors, and staff	2023–24 Complete	Chief People Officer	2.1 University leaders and staff have the knowledge, skills and confidence to lead cultural change to intervene early in cases of sexual harassment (Desired outcome 3: Increased confidence to safely intervene and offer support when witnessing situations of sexual misconduct)
		Deliver workshops to leaders, supervisors and staff to deepen knowledge and practice on upstander action: - Topic 1: Courageous and respectful conversations - Topic 2: Creating a culture of active upstand	Q2 2023 Complete, and continuing	Chief People Officer	
2.2		Identify bystander capacity building interventions for students and begin to support and enable implementation	Q3 2023 In progress	Executive Director, SASS & Academic Registrar	2.2 Students have the knowledge and skills and confidence needed to take action as a bystander to sexual harassment (Desired outcome 3: Increased confidence to safely intervene and offer support when witnessing situations of sexual misconduct)
		Develop a suite of awareness raising workshops that can be delivered where student SASH cases result in educative outcomes	Q4 2023 Complete	Executive Director, SASS & Academic Registrar	
2.3		Research options for integrating early intervention approaches within a range of university services, including Counselling and Psychological Services and Health Services	Q4 2023 In planning	Associate Director, Respect	2.3 Processes are in place for early identification of possible sexual harm through a range of university services

Focus Area 3: Response and Recovery					
3.1	Sub-barrier: Lack of knowledge of, and low trust in University complaints and disclosure processes.	Publish Sexual Misconduct Annual Report including data on complaints and their handling	Ongoing	Associate Director, Respect	3.1 Increase transparency about sexual misconduct and our responses (Desired outcome 4: Increased knowledge of, and improved trust in University complaints and disclosure processes)
		Document and publish case studies from the "Let's Talk about Respect" workshop which demonstrate progress made because of Respect Education	Q1 2024	Chief People Officer	
3.2		Include a component within the new 2024 Respect Education program which builds students' knowledge of the available sexual misconduct supports and reporting processes	Q1 2024	Associate Director, Respect	3.2 Increased access by students and staff to support when sexual misconduct is experienced (Desired outcome 4: Increased knowledge of, and improved trust in University complaints and disclosure processes)
		Respect Committee and Reference Group identify solutions to address barriers to student access, with input from UMSU, GSA and other student organisations	2023–24 Completed to significant extent	Associate Director, Respect	
		Launch an updated series of university webpages, complaint process maps, and a resource guide, enabling updated SASH content to be shared across our community	Q2 2023 Complete	Executive Director, SASS & Academic Registrar	
3.3		Enhance the capacity of SEDS, CAPS, Health Services to deliver services to students impacted by sexual misconduct that reflect and are aligned to the Sexual Misconduct Prevention and Response Policy and SOPs	Q4 2023 Complete	Executive Director, SASS & Academic Registrar	3.3 University staff managing disclosures and complaints are appropriately resourced to comply with policy and take a trauma-informed approach (Desired outcome 4: Increased knowledge of, and improved trust in University complaints and disclosure processes)
		Actively seek feedback from participants in formal staff complaints-handling processes after the process is complete, including consideration of the experience of staff at the intersection of various social categories	Q3 2023 In planning	Chief People Officer	
		Include content within Respect Education for supervisors, leaders, and staff on how to receive and manage disclosures from students	Q3 2023 Complete	Chief People Officer	
		Review capacity, skills and professional development of student complaints team and implement changes and provision of professional development accordingly	Q4 2023 Complete	Executive Director, SASS & Academic Registrar	