SAGE Cygnet Award Application

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Name of Institution	Flinders University
Date of Application	31 October 2025
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SAGE CYGNET #2

Word limit – 2500 words (excluding the action plan)

	✔ Current Cygnet	**Barrier** · List the Barrier addressed in this Cygnet · List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier		Parental support before during and after leave.
[Mandatory] Sub-group barrier		Aboriginal and/or Torres Strait Islander staff.
Sub-group barrier		Aboriginal and/or Torres Strait Islander students.
[Please select] Institution-wide/Sub-group barrier		Culture – sub-group staff at a particular level – mid – late career.
[Please select] Institution-wide/Sub-group barrier	✔	Sexual misconduct

ACKNOWLEDGEMENT OF COUNTRY
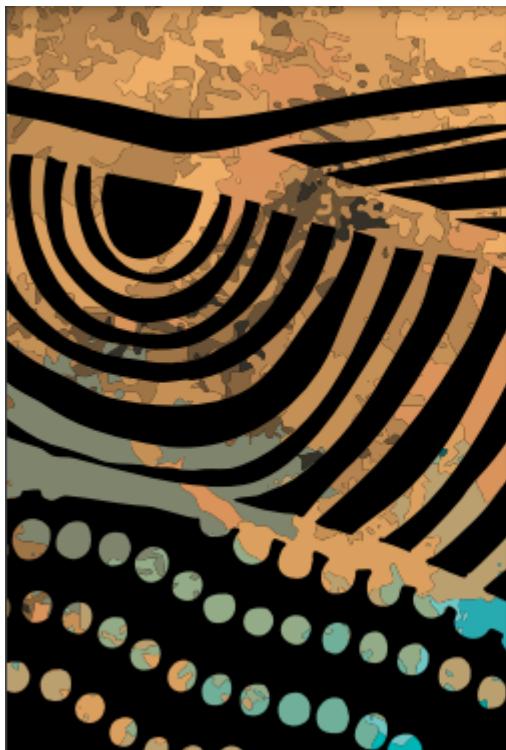
Flinders University acknowledges the Traditional Owners of the lands on which its campuses are located, these are the Traditional Lands of the Arrernte, Dagoman, First Nations of the Southeast, First Peoples of the River Murray and Mallee region, Jawoyn, Kaurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders and Custodians past, present and emerging.

We also acknowledge and pay respect to the Aboriginal and/ or Torres Strait Islander nations from which our students, staff and community are from.

Artwork credit

Elizabeth Yanyi Close
Pitjantjatjara/Yankunytjatjara, 2020

The artwork both explores Connection to Country and speaks to the Landscape around Flinders University, but it also deeply explores and speaks to the concept of many Aboriginal and Torres Strait Islander people travelling to undertake their studies bringing with them knowledge, wisdom and understanding of their own Language Groups and standing together as one.

Responsibility and Commitment

Flinders University affirms its social responsibility to provide safe work and study environments, trauma-informed responses, and accountable leadership. Our commitment is guided by national frameworks and legislative obligations, including the National Higher Education Code to Prevent and Respond to Gender-Based Violence (National Code) 2025, Positive Duty under the Sex Discrimination Act 1984 (Cth), and Equal Opportunity legislation. Our approach is informed by victim-survivor advocacy, best practice evidence, and a strong commitment to intersectional equity and equality.

Sexual Misconduct

Flinders University is committed to fostering a safe and respectful environment for all members of its community. This includes taking proactive and responsive measures to prevent and address sexual harassment, harassment on the grounds of sex, environments that are hostile due to gender or sex, sexual assault, and victimisation. These behaviours—collectively referred to in this application as *sexual misconduct*—are addressed through a whole-of-university approach that prioritises prevention, early intervention, and trauma-informed support.

Gendered Data Statement

Flinders University acknowledges the diversity of gender identities and expressions and recognises that the binary terms 'male' and 'female' refer to biological sex, while 'men' and 'women' refer to gender. Due to current data system limitations, gendered data in this report is presented as 'male' and 'female' where that is how it was originally collected and reported.

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ACRONYMS

AHRC	Australian Human Rights Commission
ASBA	Athena Swan Bronze Award
ASBAP	Athena Swan Bronze Action Plan
BABH	Be a Better Human Campaign
BP's	Business Partners
CBGL	College of Business, Government and Law
CEPSW	College of Education, Psychology and Social Work
CHASS	College of Humanities, Arts and Social Sciences
CMPH	College of Medicine and Public Health
CNHS	College of Nursing and Health Sciences
CSE	College of Science and Engineering
DAS	Data and Analytical Services
D&I	Diversity and Inclusion
EY	Ernst & Young
FLIP	Flinders Intelligence Portal
FUSA	Flinders University Student Association
LMS	Learning Management System (staff)
NSSS	National Student Safety Survey
OD&D	Organisational Development and Diversity
P&C	People and Culture
RNA	Respect.Now.Always
RRH	Rural and Remote Health
SASH	Sexual Assault and Sexual Harassment
SEN	Student Experience Network
SET	Senior Executive Team
TAG	Tertiary Access Group
UA	Universities Australia
YVS	Your Voice Survey
VC	Vice-Chancellor
VPED	Vice-President and Executive Dean

KEY BARRIER

Key Barrier: Sexual Misconduct Prevention and Response – Culture of Safety and Respect

Priority Area: Creating a safe and respectful environment for Work and Study.

This barrier aligns with Flinders University's broader strategic priority to create a safe, respectful, and inclusive environment for work and study. The Cygnet application focuses on three specific sub-barriers that have been identified through internal audits: Student and staff consultations, evaluation of institutional data and sector best-practice guidance. These sub-barriers (Table 1) reflect key areas requiring targeted action to strengthen governance, build trust in reporting processes, and embed cultural change across the University.

Sub-barriers identified:

Sub-Barriers
1. Prevalence of sexual misconduct, highlighting the need for systemic action - stronger governance/leadership, polices, procedures and data to prevent and respond effectively.
2. Lack of procedural and institutional trust and awareness, highlighting the need to address knowledge gaps and low confidence in complaints and disclosure processes, and improve organisational culture.
3. Perceived lack of support, highlighting the need for more accessible, visible, and effective reporting and response pathways.

Table 1: Flinders University sub-barriers for sexual misconduct prevention and response

EVIDENCE OF BARRIER

Introduction

Sexual misconduct is not only a breach of individual dignity and safety; it is a systemic barrier to gender equity and inclusion. It undermines wellbeing, limits academic and professional participation, and disproportionately affects women, gender-diverse individuals, and other equity groups. Addressing this barrier is essential to achieving the goals of the Athena Swan Charter and building a culture where all staff and students feel safe, supported, and respected.

While the Athena Swan Bronze Action Plan (ASBAP) addressed systemic gender inequality, it did not explicitly focus on sexual misconduct. Since Bronze accreditation, Flinders has responded to national data, institutional surveys, legislative reform, and lived-experience insights to undertake a comprehensive program of work to strengthen governance, policy, and culture to prevent and respond to sexual misconduct.

National Student Safety Survey (NSSS) (2016–2017)

In 2016, Universities Australia (UA) launched the Respect. Now. Always. (RNA) initiative—a sector-wide commitment to preventing sexual violence and improving university responses to sexual harassment and assault (SASH). As part of this initiative, the National Student Safety Survey (NSSS) was commissioned and provided a clear picture of the prevalence and nature of sexual misconduct across Australian universities. A total of 30,930 students participated in the survey (2.9% of the total student population at the time), including 320 Flinders students (1.4% of the total Flinders student population at the time).

As detailed in Figure 1, key findings published in the Australian Human Rights Commission's (AHRC) 2017 *Change the Course*[1] revealed nationally, that since starting University:

- 51% of university students reported experiencing sexual harassment at least once.

- 6.9% reported being sexually assaulted in a university setting.

- Women and gender-diverse students were disproportionately affected, with 28% of women and 36% of gender-diverse students reporting experiences of sexual harassment, compared to 17% of men.

Despite the prevalence of these experiences, only 6% of students who were sexually assaulted made a formal report to their university. At the institutional level, this report provided a critical evidence base and highlighted the urgency of **systemic action.**

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[1] **Australian Human Rights Commission.** (2017). *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. Sydney: AHRC. ISBN: 978-1-921449-86-4. Available at AHRC_2017_ChangeTheCourse_UniversityReport.pdf

Key National Statistics (2017)
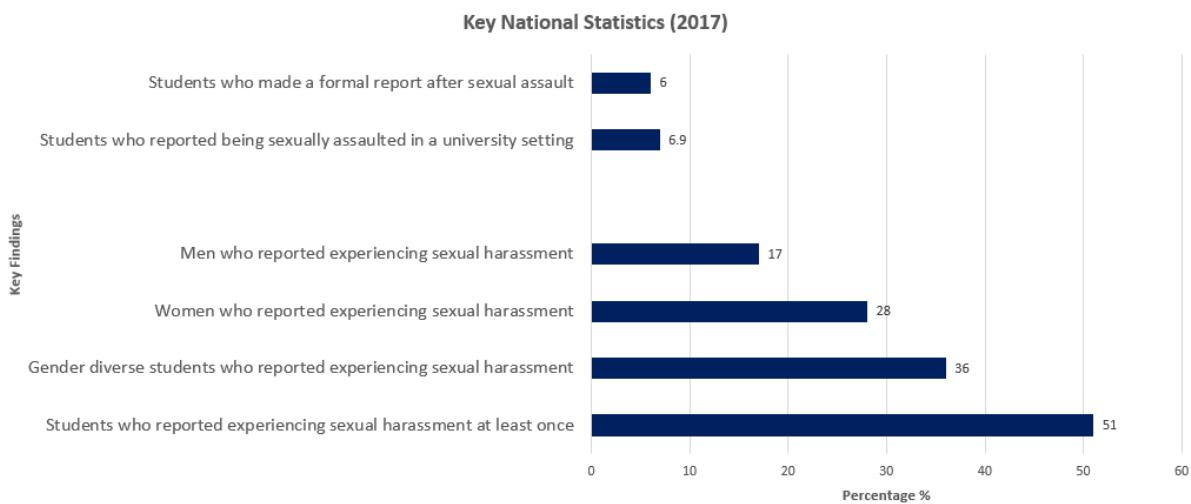
Figure 1: This graph presents key statistics extracted from the Australian Human Rights Commission's Change the Course report, highlighting the prevalence of sexual harassment and assault in university settings.

National Student Safety Survey (NSSS) 2021

Building on the 2017 findings, a second NSSS was conducted in 2021 with 43,819 students participating nationally, including 1,030 from Flinders (4% of the total Flinders student population n= 25,692):

As detailed in Figure 2, key findings from Flinders data revealed:

- 17.3% of Flinders students reported experiencing sexual harassment.

- 4.2% reported sexual assault since commencing university.

- Gender-diverse students, especially non-binary and transgender individuals, faced significantly higher rates of both, reinforcing the need for **targeted, inclusive and trauma informed support strategies**.

The survey also highlighted concerning gaps in **awareness of institutional support and reporting pathways**:

- 46.4% of Flinders students indicated they knew nothing or very little about where to go to make a complaint about sexual harassment.

- 49% reported the same lack of awareness regarding making a complaint about sexual assault.

- Additionally, 41.7% knew nothing or very little about where to seek support for harassment, and 36.9% for assault.

These findings highlighted elevated risk among gender-diverse students, significant gaps in knowledge of available services and the need, and importance of, improving visibility, accessibility, and clarity of reporting and support services.

"The Snapshot" – Snapshot of Flinders University Results from the AHRC 2021 National Student Safety Survey
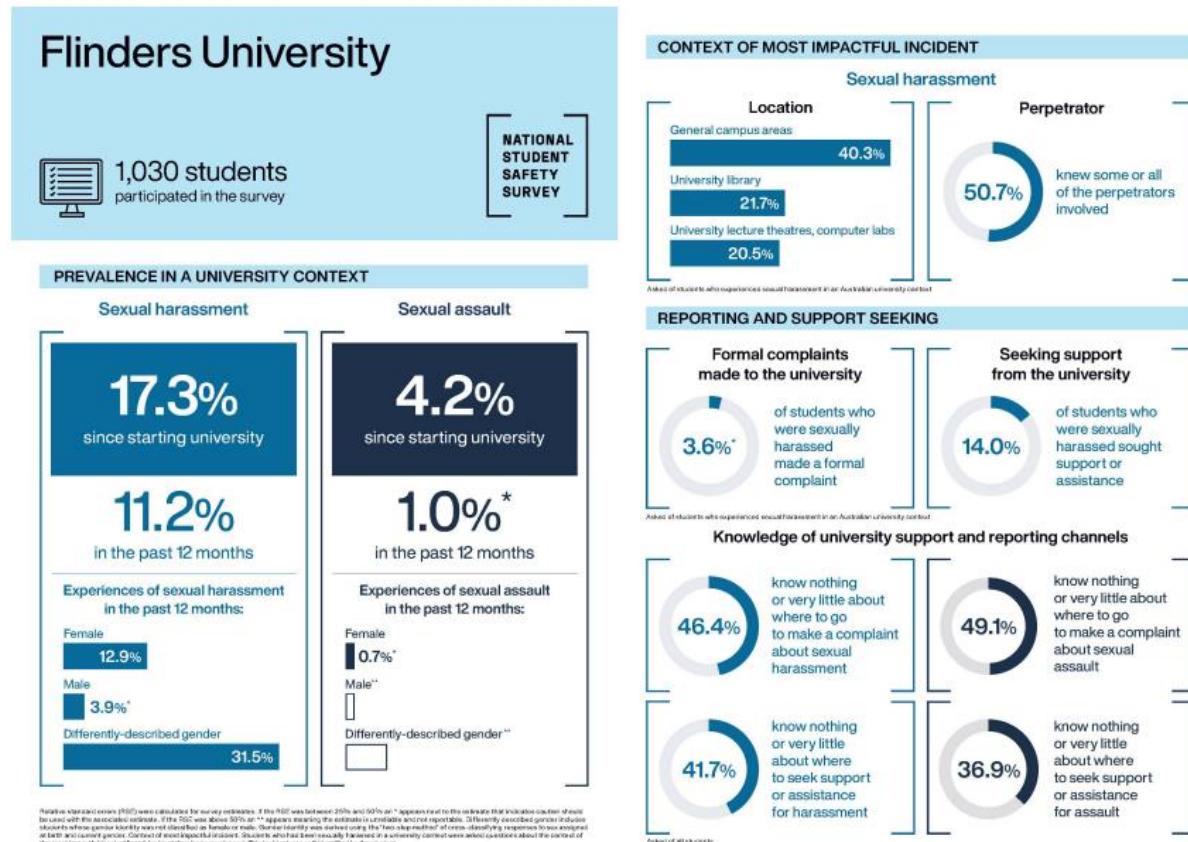
Figure 2: Summary of Flinders University student experiences of sexual harassment and assault, and awareness of reporting and support pathways- provided by AHRC

Your Voice Survey (YVS) - Observations (staff)

The 2020 *Your Voice* staff survey (n=1,277) also provided valuable insight into perceptions of safety, respect, and gender equity at Flinders University. Key findings included:

- 86% of respondents (n=1,098) agreed that *"sex-based harassment is not tolerated."*

- 87% (n=1,111) agreed that *"my supervisor supports gender equality."*

These results suggested broad support for a respectful and equitable workplace culture. However, demographic subgroup analysis (see Table 2 and 3; Figure 3) revealed notable disparities in experiences, particularly among staff from equity groups. This highlighted further systemic gaps in confidence in organisational culture and reinforced the need for targeted action.

Gender differences

While men reported high favourability (90% and 93%), women reported slightly lower scores (82% and 85%) and staff who selected *"prefer not to say"* had notably lower responses (71% and 70%) (see Table 2).

These findings are consistent with Australian and international statics and suggest that gender-diverse and non-binary staff may experience greater vulnerability, mistrust, or lack of visibility and

support, and that women may perceive greater risk or have less confidence in institutional responses compared to their male colleagues.

Table 2: Staff Survey Responses by Gender – Perceptions of Safety and Equality

Gender Group	Sex-based Harassment is Not Tolerated	Supervisor Supports Gender Equality	Total Respondents
Female	86% (n=654)	85% (n=646)	760
Male	90% (n=314)	93% (n=325)	349
Prefer not to say	71% (n=96)	70% (n=88)	126
Gender not selected	93% (n=25)	80% (n=22)	27

Table 2: Percentage of Favourability Responses to survey questions "In my organisation, Sex-based harassment is not tolerated" and "My immediate supervisor/manager genuinely supports equality between all genders" This chart shows how responses vary by gender.

Clarification on Interpretation of "Prefer not to say" Responses

The Your Voice Survey (YVS) is a national instrument, and Flinders University could not influence the gender options provided. While a suggestion has been made to link "prefer not to say" responses to gender-diverse or non-binary staff, we acknowledge this may be inaccurate. Whilst lower favourability scores among respondents who selected "prefer not to say" may indicate vulnerability or mistrust; these individuals may not necessarily identify as gender-diverse or non-binary. It is also possible that some gender-diverse or non-binary staff chose the "gender not selected" option (noting those who did not select gender reported the highest favourability at 93%). This is acknowledged to avoid over-interpretation of the data.

Equity insights

As shown in Table 3, staff identifying with equity groups reported varied experiences of safety and support.

Staff living with disability expressed the lowest confidence in institutional safety, with only 69% agreeing that sex-based harassment is not tolerated, underscoring the need for more inclusive and accessible measures. Aboriginal and/or Torres Strait Islander staff reported strong confidence in their local leadership (95%), but lower trust in the broader institutional environment (80%).

Meanwhile, staff with English as an additional language described slightly lower perceptions of safety (84%) yet strong supervisor support (88%).

Whilst this data pointed to gaps in systemic support it also reflected the value of culturally responsive leadership.

Table 3: Staff by Demographics - Perceptions of Safety and Supervisor Support

Equity Group	Sex-based Harassment is Not Tolerated	Supervisor Supports Gender Equality	Total Respondents
Staff with disability	69% (n=39)	*81% (n=45)*	56
Aboriginal and/or Torres Strait Islander	80% (n=32)	95% (n=38)	40
English as an additional language	84% (n=129)	88% (n=135)	154

Table 3: This table presents survey responses from staff equity groups, highlighting perceptions of whether sex-based harassment is tolerated and whether supervisors support gender equality. An intersectional breakdown (i.e. gender x equity group) is not available.

Staff Survey Responses Your Voice Survey 2020
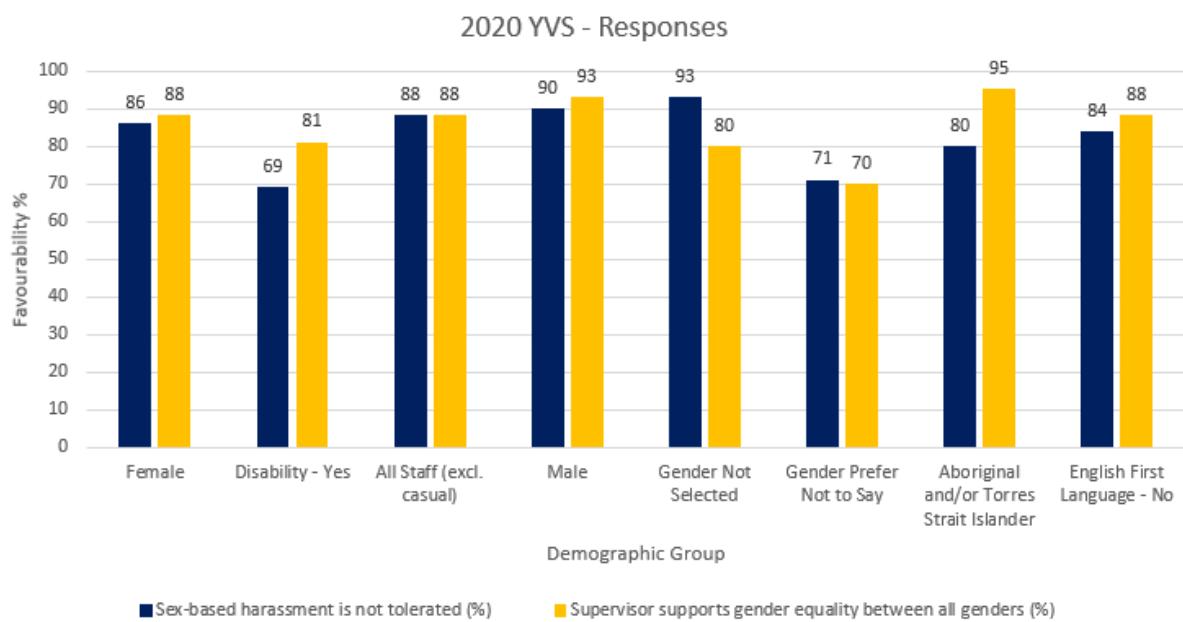
Figure 3: Percentage of favourability Responses to Sex-based harassment and supervisor support for equality between all genders–by gender and various demographic categories – YVS 2020.

Organisational - Cultural Change

Findings from national, and both student and staff data highlighted the urgent need for a coordinated institutional response and genuine change of organisational culture. In particular, the findings and sector guidance underscored a need to embed trauma-informed support services, deliver training to build a culture of awareness and accountability, rebuild trust in disclosure processes, and ensure the availability of clear, accessible reporting and support pathways. These insights informed the identification of key sub-barriers and helped shape Flinders University's institutional response.
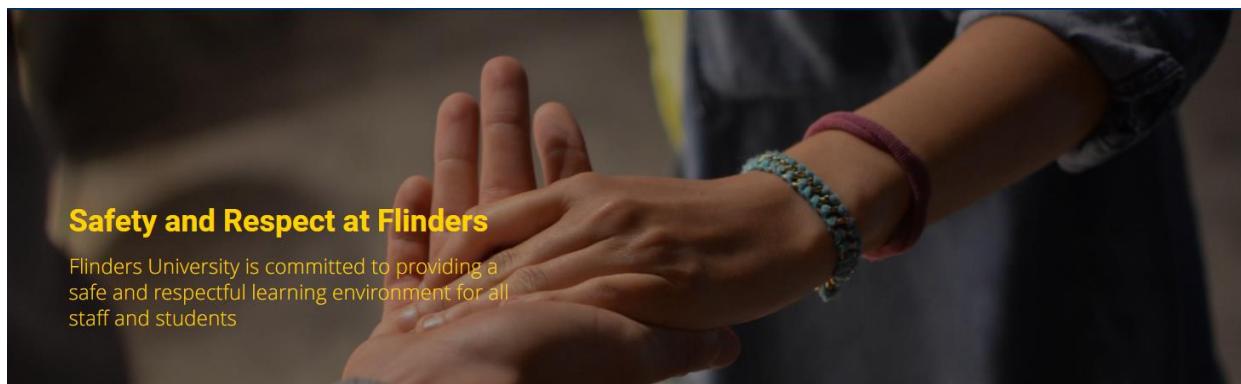
Figure 4: Image from Flinders "Safety and Respect" at Flinders Webpage

ACTIVITIES & OUTPUTS

To address the identified sub-barriers and respond to sector reforms[2], Flinders has implemented a coordinated, whole-of-university program designed to rebuild trust in disclosure processes, increase awareness of support pathways, and strengthen systemic drivers for long-term cultural change.

Activities and outputs addressing each sub-barrier are outlined below:

Sub-Barrier 1: Need to review and improve systemic drivers – governance, policies, procedures, and data

As detailed in Table 4, systemic foundations that underpin prevention and response to sexual misconduct have been prioritised and progressively strengthened over time. In 2017, a central Respect.Now.Always. (RNA) Advisory Group was established to provide strategic guidance and ensure accountability through regular reporting to senior governance bodies, embedding leadership and oversight at the highest institutional levels.

This Advisory Group has overseen the development and implementation of two *RNA – Safety and Respect at Flinders* action plans (2018 and 2023). The Group was reviewed in 2025, resulting in the creation of an additional stakeholder reference group to enhance engagement and responsiveness.

Strategic policy reviews were conducted in 2020 and 2025 to align University frameworks with evolving best practice and legislative requirements including the Positive Duty under the Sex Discrimination Act 1984 (Cth).

Furthermore, Ernst & Young (EY) (2023) were engaged to conduct an internal audit to assess alignment with the commitments outlined in the Universities Australia *(UA) Charter on Sexual Harm and to* support the ongoing refinement of the *Respect.Now.Always. (RNA) Action Plan.* The audit report, published in 2024, identified key gaps and opportunities for improvement, which are detailed in the Outcomes & Impact section.

To enhance transparency and evidence-based practice, a centralised online reporting Safety Portal that captures all disclosures—anonymous, direct, and third-party was implemented. This system enables regular data analysis to inform institutional responses and identify trends. A commitment has been made to publish annually (from 2025), de-identified data to further enhance transparency and accountability (see Future Action 3.2)

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[2] Including recommended actions contained within the AHRC Change the Course report and the Universities Australia (UA) Charter on Sexual Harm (Charter) 10 point Action Plan.

Sub-barrier 1. Systemic Framework – governance, policies, procedures, and data

Action	Activities/Outputs
Establishing a formal governance structure with executive oversight to develop an Action Plan for implementation of AHRC recommendations	• Respect.Now.Always. Advisory Group (2017) established in response to the actions identified in the *Change the Course* report. Updates provided quarterly to D&I committee and biannual reporting to the Vice-Chancellor (via the Senior Executive Team) and University Council (via the Audit and Risk Committee) • Review and change of membership and TOR undertaken (2025) to ensure continued alignment with intended purpose.
Rebuilding student trust in complaint pathways through transparency and policy reform	• Sexual Harassment and Sexual Assault Prevention & Response Policy (reviewed 2020 and 2025) – coverage extended to student accommodation, leadership accountability reinforced and strengthened reporting and support procedures developed.
Developing dedicated Action Plans aligned with national standards	• Developed RNA Action Plan (2018) • Developed Safety and Respect at Flinders Action Plan (2023-2026) in response to 2022 NSSS data.
Undertaking Internal Review to support and identify gap analysis	• Ernst & Young (2023) engaged and undertook an internal review to support and identify gaps against commitment in the UA Charter on Sexual Harm and continuous refinement the RNA Action Plan – (report published 2024).
Embedding Lived-experience and student and staff voices into governance and policy	• Strategic review of governance undertaken and stakeholder reference group established (with lived-experience voices) (2025). • RNA Data Sub-group established (2018). • External partnerships with Yarrow Place (sexual assault and rape crisis centre and SA Police (SAPOL) established (2020) and Yarrow Place engaged to deliver face-to-face training (ongoing).
Ensuring consistent high-quality data is captured for reporting.	• A single online Safety Portal (2019) created capturing all disclosures (formal, informal, anonymous, third-party).
Increasing Senior Leadership visibility and oversight of data.	• Bi-annual reporting of SASH reports to the Audit and Risk Committee (ARC) and Council implemented 2025.
Ensuring transparent Public Reporting	• Commitment of public reporting of de-identified SASH data made (scheduled for release 2025).
Increasing data capture and reporting capabilities of staff awareness training (staff)	• Staff learning management system introduced, to allocate and monitor training completions (2025).
Developing a SASH training strategy outlining voluntary and mandatory staff and student training requirements.	• SASH training Strategy developed for staff and students with communication and implementation plan embedded - ensuring ongoing knowledge-building and capability development (2025) reporting provided to SET bi-annually

Table 4: Systemic Actions **-** Governance/Leadership, Polices, Procedures and Data.

Together, these reforms have embedded prevention and response into governance structures, strengthened data transparency, and helped to position the University to meet national expectations under the recently released National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code).

Figure 5: Image of Flinders Respect.Now.Always Action Plan (version 6 - 2022)

Sub-Barrier 2: Limited knowledge and low trust in complaints and disclosure processes

Building on the governance and policy foundation outlined above, significant steps have been taken to ensure reporting processes are clear, trusted, and trauma-informed (see Table 5). Whilst policy changes in 2020 and 2025 clarified behavioural expectations, expanded protections, and established clear distinctions between disclosures and formal complaints. The appointment of dedicated roles—including a Sexual Violence Project Officer (2022) and Counsellor (Gendered Violence) (2025)—support consistent and specialised responses.

The new triage processes introduced in 2021, ensures that all SASH cases receive a response within one working day, reflecting a commitment to timely and compassionate support. In parallel, ongoing specialist trauma-informed training introduced in 2021, equip frontline staff (e.g. residential leaders, security, and health services) to respond with empathy, professionalism and best-practice principles. This training complements broader trauma-informed capacity building across the University and reinforces a culture of safety and care.

These measures are designed to directly address concerns about trust and confidence in university processes, ensuring that those who disclose or report feel supported, safe and believed.

2. Limited Knowledge and Trust

Action	Activities/Outputs
Developing clearer definitions of disclosures vs. complaints.	• Policy and webpage reviewed for clarification of informal resolution and reporting processes, and definition of disclosures vs complaints embedded.
Implementing faster more consistent responses with dedicated resources.	• Specialist staff embedded in Health and Counselling for faster and more consistent response (2021). • Safer Communities Model implemented to increase continuity and coordination across the SASH incident management process (2025). • New triage system and process guaranteeing same-day responses for SASH disclosures developed and implemented (2021) • Resources increased to allow for the appointment of a Sexual Violence Project Officer (2022) and Counsellor (Gendered Violence) (2025).
Implementing training, to ensure compassionate first responders across the university.	• Lead People and Culture Business Partners (BP's) trauma-informed and Mental Health First Aid (MHFA) trained (2025). • Ongoing specialist training delivered by Yarrow Place for frontline staff (residential leaders, security, health staff) (2021). • Contact details of EO Contact officers and MHFA trained BP's updated and published on Internal Webpage (2025). • Equal Opportunity (EO) Officer role reviewed to increase knowledge and support (2025).
Imbedding compulsory EO training and SASH training compulsory for new staff.	• Training reviewed and embedded into LMS (2025) – data now captured and reported bi-annually to SET and all-staff email sent by VC to complete refresher training bi-annually.
Strengthening external partnerships	• Collaboration with external experts (Yarrow Place and SAPOL.) enhancing response quality and development of support (2021 - ongoing)
Strengthening policies and procedures for a safer residential environment	• Independent expert-led review of Flinders Living undertaken (2019). • Strengthened policies in Flinders Living, banning hazing and mandating consent and first-responder training. • Protocol for responding to disclosures developed.
Rebuilding student trust in complaint pathways through transparency and policy reform.	• Development, and ongoing monitoring and accountability of the Safety and Respect at Flinders Action Plan (2023–2026) undertaken. • Sexual Harassment and Sexual Assault Prevention & Response Policy (reviewed 2020 and 2025)
Aligning Rural and Remote Health (RRH) campuses' and Flinders Living approach to manage and respond to SASH incidents with University's policy framework.	• Review of RRH flow chart updated to align with policy (2025) • Review of RRH student onboarding and orientation programs and associated documents updated to align with policy (2025). • Review of Flinders Living protocols updated to align with policy (2025).

Table 5: Overview of Actions Undertaken to Address Limited Knowledge and Trust

Figure 6: Image of "staff" and "Student" infographic and quick reference guides for support and information.

Sub-Barrier 3: Lack of visibility and awareness about how and where to seek support

To complement systemic reforms and strengthened reporting processes, Flinders has also focused on improving the visibility and accessibility of support pathways. The Safety on Campus webpage, launched in 2018, and refreshed in 2021, now provides a single, accessible entry point for reporting and support information.

University-wide awareness campaigns, such as the award-winning *Be A Better Human* initiative (see case study), continue to drive cultural change and are recognised nationally as best practice. Training programs have expanded significantly, including the introduction of the *Consent and Respectful Relationships* module in 2023, bystander training from 2022, and mandatory training for residential leaders in Flinders Living. In 2025, mandatory SASH prevention and response training for all staff was introduced and is monitored via Flinders new Learning Management System (LMS), with data reported to senior Management.

These initiatives have normalised conversations about consent and respectful relationships, improved understanding of misconduct, and strengthened awareness of where and how to access support.

3. Lack of Awareness about how and where to seek support.

Actions	Activities/Outputs
Increasing visibility of reporting options	• Safety on Campus webpage Launched (2017) and reviewed (2021) with information and centralised online reporting portal accessible reporting portal for students and staff seeking support embedded. • EO Contact Officer webpage reviewed and updated (2023 and 2025). .
Developing a major student-facing cultural-change campaign, with support materials.	• Ongoing Be A Better Human award winning, nationally adopted student-led campaign developed (2018), refreshed in 2022 and 2025 and repeated twice yearly (discussed further in the case study). • Resources and educational materials relating to consent, SASH, bystander behaviour, respectful relationships, reporting and support services available to students developed as part of the campaign (2018, 2022 and 2025).
Embedding Comprehensive consent and bystander training across the university.	• Bystander training programs introduced (2022) to equip staff and students to safely intervene. • Culture of awareness and consent strengthened with Consent Matters training rolled out (2018).
Expanding awareness training: Consent Matters modules, bystander programs, EO induction, and leadership-specific workshops.	• Collaborated with other SA Universities to develop Consent and Respectful Relationships module (2023). • Implemented mandatory training for Flinders Living residents, ban on hazing, enhanced residential leader training. • Revised SASH and EO training for staff via LMS (2025), tracked through central Training Register ensuring reach and accountability.
Increasing visibility and awareness of reporting and support pathways	• Awareness materials (posters, cards, digital signage) developed (2018) and refreshed annually and as required. • 2 x dedicated Infographics (Figure 6) developed (2024) for staff and student. Infographics are published on webpages, circulated via newsletters and available on College Intranet sites for use as quick reference guides.

Table 6: Overview of Actions to Improve the Visibility, Accessibility of Reporting and Support Pathways.

BE A BETTER HUMAN

CONSENT RESPECT EMPATHY

An initiative developed with a group of Flinders students to reflect our campus culture and what we think is important!

Case Study: *Be a Better Human* – A Whole-of-University Cultural Change Initiative

Flinders University's *Be a Better Human* (BABH) campaign is a sector-leading example of how student-led innovation, when embedded within institutional frameworks, can drive whole-of-university cultural change through increased awareness and prevention.

Launched in 2018 in response to the Australian Human Rights Commission's *Change the Course report* (2017), BABH was co-designed by a group of Flinders students in partnership with the Flinders University Student Association (FUSA) and delivered with support from staff in the Student Services portfolio. The campaign was developed as part of a suite of interventions to address systemic issues of sexual harassment and assault in higher education.

Campaign Focus and Design

Grounded in the principles of respect, empathy, consent, and accountability, BABH was intentionally framed not simply as a behaviour-change program but as a cultural change initiative. It directly responded to concerns raised by the *Change the Course* report (2017) and by Flinders students, with a focus on:

- Prevention of sexual assault and harassment
- Bystander education
- Access to specialist counselling and support services
- Clarity and transparency of reporting and support pathways

From the outset, students were positioned as key agents of change, with their voices embedded in governance, policy, and education frameworks. The campaign's name, Be a Better Human, reflects its aspirational ethos: to not only deter harmful behaviour, but to foster a culture of care, accountability, and continuous improvement across the University.

Using a multi-pronged approach, BABH has included the development of educational and support resources, film screenings, panel discussions, social media, and peer-led events. It has been embedded annually into Orientation and campus activities, ensuring its messages are consistently introduced to each new student cohort (see Figure 7,8 and 9).

The campaign has been reviewed and relaunched twice since its inception (2022 and 2025), with leadership from FUSA staff, the FUSA Student Representative Council, Flinders' Sexual Violence Project Officer, and other key stakeholders. Relaunch celebrations have included events held across multiple campuses. While requiring only a moderate level of resourcing, BABH has been recognised through several Tertiary Access Group (TAG) Awards and highlighted as best practice in Universities Australia Primary Prevention of Sexual Harm in the University Sector Good Practice Guide.

Strategic Alignment and Institutional Ownership

BABH is not a stand-alone initiative, it is embedded within Flinders' broader equity and safety strategies, supported by governance structures, and aligned with national frameworks including RNA, Positive Duty, and the National Higher Education Code to Prevent and Respond to Gender-Based Violence.

Waiving copyright at the outset enabled sector-wide access, significantly extending the campaign's reach and impact. To date, BABH has:

- Received three national Tertiary Access Group (TAG) Awards
- Selected as finalist for Best Welfare and Wellbeing Initiative – Student Experience Network (SEN) (2025)
- Been adopted by more than ten universities and student associations across Australia
- Been downloaded by 58 organisations via BABH Assets (as at 2023)
- Been awarded UA's Highly commended "Best Proactive Communications"
- Sustained high levels of student endorsement and demand
- Been fully integrated into governance and reporting structures, including the Respect.Now.Always. Advisory Group and University Action Plans

By embedding BABH into governance, policy, training, and the student experience, the initiative has demonstrated how student-led innovation, when integrated in institutional frameworks, can catalyse broader long-term organisational transformation.

Figure 7: Photos of Health and Counselling Stall at Be a Better Human Fair Day – Bedford Park.

Figure 8: From the left -Image of BABH Stall at Be a Better Human Fair Day – Translated Bookmarks – Hindi and Chinese.

Left: Be A Better Human educational booklet

Below: Educational video
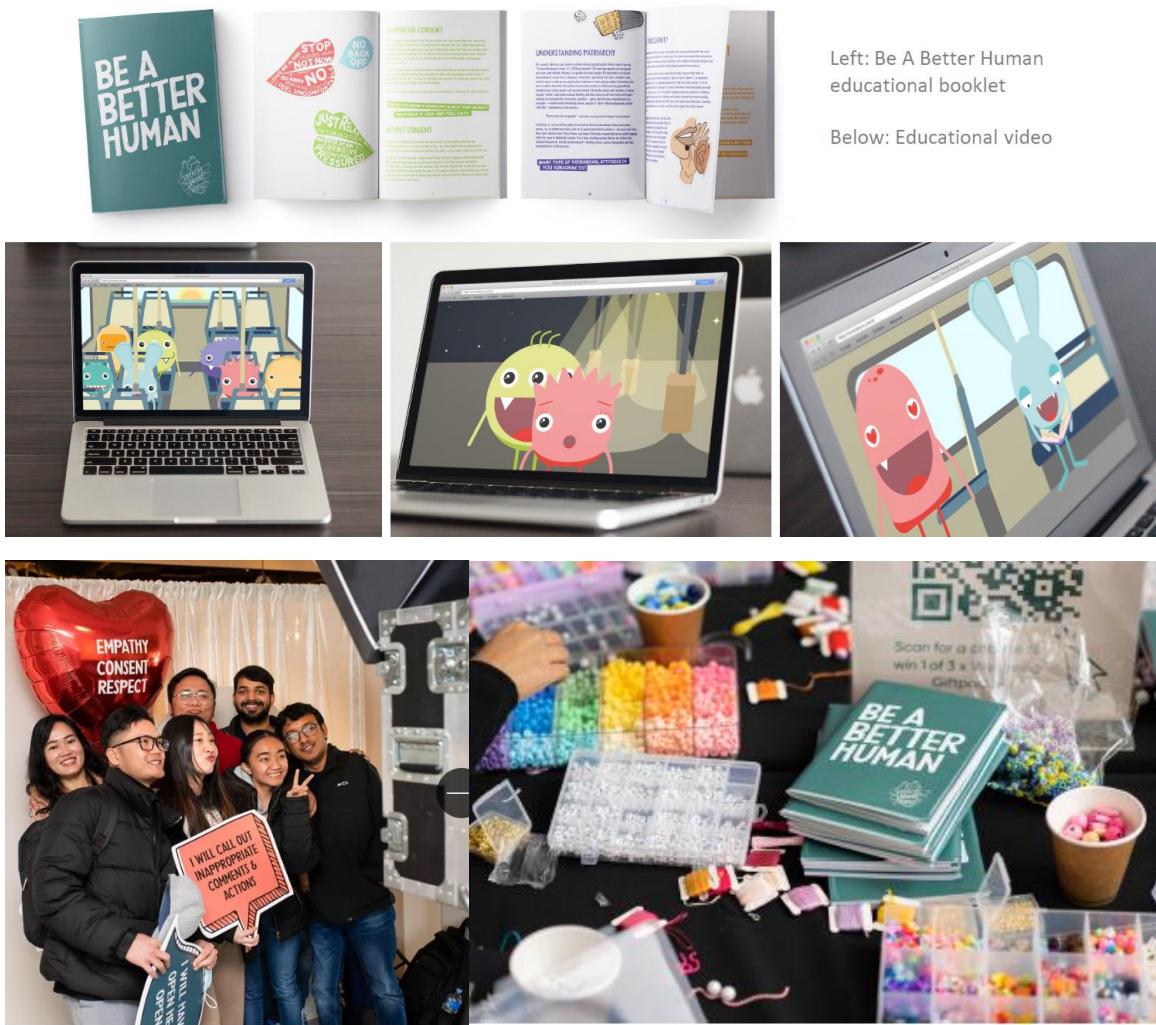
Figure 9: Top – Images of BABH Educational Booklet – From Bottom Left Be a Better Human Fair Day.

Outcomes and Impact

The Outcomes and Impact sections have been intentionally combined to ensure clarity, coherence, and accessibility of the evidence presented. Many of the initiatives undertaken address multiple sub-barriers simultaneously, and their results cannot be meaningfully separated into discrete 'outcome' versus 'impact' categories without fragmenting the story of institutional progress. For example, improvements in staff survey results, student reporting confidence, and governance reforms all demonstrate both immediate outcomes (e.g., increased awareness, strengthened processes) and broader cultural impacts (e.g., improved trust, stronger institutional accountability).

By presenting outcomes and impacts together, we aim to:

- Tell a cohesive narrative that links actions directly to evidence of change.
- Reduce duplication allowing for more streamlined, accessible reporting.
- Reflect the interconnected nature of cultural change.
- Maintain transparency and traceability by aligning evidence with sub-barriers while still acknowledging overlaps that demonstrate broader systemic progress.

This integrated approach provides a more accurate representation of institutional change at Flinders, highlighting both the measurable results achieved and their wider significance in shaping a safe, respectful, and inclusive culture.

Sub-Barrier 1: The need to review and improve systemic drivers – governance, policies, procedures, and data

Strong governance and effective systems provide the foundation for cultural change. Addressing this barrier requires regular review of institutional frameworks to ensure they remain fit for purpose, responsive to risk, and aligned with emerging regulatory standards. This section, outlines findings from an independent internal audit and staff survey data, highlighting both the progress achieved and the areas requiring sustained attention to embed systemic drivers of safety, respect, and inclusion.

Internal Audit

In 2023 Flinders engaged Ernst & Young (EY) to undertake a comprehensive Internal Audit to evaluate and report on the University's SASH frameworks and identify any gaps in the effectiveness of governance, reporting mechanisms, and practices to manage student SASH risks.

The audit functioned both as an independent assessment and a consultation process reporting on outcomes and impact achieved since the roll out of targeted interventions to prevent and respond to sexual misconduct.

EY's review included:
- A desktop analysis of 33 key University policies, procedures, and documents
- Interviews with 16 stakeholders (staff and students – gender disaggregation not available)
- Sample testing over five SASH reports from January 2023 to June 2024 to assess how the University's policies have been operationalised.
- Consideration of seven key evaluation questions (which align closely with the identified sub-barriers of this Cygnet; see Table 7).

Seven key evaluation questions – SASH Internal Audit Report 2024

"Exam Questions – EY Internal Audit"	Aligned Sub-Barrier
1. "Are the University's SASH policies, strategies and practices well known, promoted, and adopted across the University's diverse operations"	Barrier 2: Awareness
2. "Is there clear linkage and alignment between localised SASH related procedures to the requirements of the University's SASH policy framework?	Barrier 1: Governance, Policies, Procedures, and Data
3. "Are SASH preventative mechanisms, including staff and student awareness and education strategies, as well as support services, accessible to students in diverse settings?"	Barrier 2: Awareness Barrier 3: Support
4. "Are staff across the University's diverse operations provided with necessary and relevant SASH training and tools to equip them to support students?"	Barrier 2: Awareness Barrier 3: Support
5. "Are escalation frameworks clearly defined and support timely notification and reporting to the right forums within the university's structure and to ensure compliance with legislative and regulatory obligations?"	Barrier 2: Awareness Barrier 3: Support
6. "Is the right data on SASH and SASH related incidents being captured to demonstrate response consistent to policy, and consolidated to inform "whole of university' level trends, actions and decisions required?"	Barrier 1: Governance, Policies, Procedures and Data
7. "Is SASH reporting in line with better practice from across the sector?"	Barrier 1: Governance, Policies Procedures and Data

Table 7: "Exam questions" *from Flinders University SASH Internal Audit report (2024)* and the sub-barriers they relate to.

When measured against the audit's primary objectives, EY's 2024 report recognised the substantial progress already underway to strengthen SASH processes, controls, and alignment with new regulatory requirements (Table 8). At the same time, the review highlighted areas requiring further attention, identifying nine key findings and 21 recommended actions to guide ongoing improvement.

At the time of writing, 71% (n=15) of these recommendations have been completed or are ongoing, with the remaining 6 actions scheduled and due for completion by 31 December 2025. The Senior Deputy Vice-Chancellor has committed to implementing these recommendations, reinforcing Flinders continued institutional accountability and leadership support.

Observation extracts against Primary Objectives – SASH Internal Audit Report 2024:

Primary Objectives	Findings from EY (Impact)
Consistency in understanding and application of the University's SASH Framework across diverse settings	"Overall, there was a strong awareness and knowledge of the University's SASH framework and centralised approach to reporting and management of SASH matters across the in-scope settings." Finding 3 however, of the SASH Internal Audit (EY, 2024) identified limitations in the operationalisation of SASH-related training and education, including gaps in system capability to allocate and monitor completion, and the absence of defined mandatory and voluntary training expectations. (These issues have since been addressed through the implementation of a new Learning Management System (LMS) and a targeted training strategy).
Effectiveness of the University's governance and reporting mechanisms	"The University's central reporting mechanism for SASH incidents was known by key stakeholders in each setting, with support provided to students to assist them in making a self-disclosure or disclosing on their behalf (as a third party)." While Recommendation 2.2 of the SASH Internal Audit (EY, 2024) called for clearer governance reporting expectations. (In response, a formal reporting schedule was introduced in 2025, outlining timeframes for escalation to governance forums (e.g. SET, ARC, Council), with a commitment to annual review.)

Table 8: Extracts of EY Overall Observations from Flinders University SASH Internal Audit report (2024)

Your Voice Survey results

The YVS question statements *"Sex-based harassment is not tolerated"* and *"My supervisor supports gender equality"* both serve as key indicators of staff perceptions of cultural safety and leadership accountability.

Increases in favourability across these statements between 2020 and 2024 (see Figures 10 and 11) suggest that systemic actions—such as awareness campaigns, strengthened governance, and supervisor training—are contributing to a more respectful and inclusive organisational culture, reinforcing the link between institutional change and cultural impact.

For example, the percentage of women agreeing that "sex-based harassment is not tolerated" increased from 86% in 2020 to 90% in 2024 (+4 percentage points), while staff with disability reported an increase from 69% to 83% (+14 points), and those who previously selected "prefer not to say" improved from 71% to 77% (+6 points).

Although most demographic groups reported high levels of confidence, the 2024 results for gender non-conforming staff[3] (45% agreement that harassment is not tolerated; 73% agreement that supervisors support gender equality) highlight areas where trust must be strengthened and systemic measures more fully embedded. These disparities underscore that, while institutional progress is evident overall, an intersectional focus remains critical to advancing genuine equity and inclusion.

This finding also aligns with the forthcoming implementation of the National Code (see Future Action 1), which explicitly broadens institutional responsibility to address gender-based violence[4]. Embedding the Code will ensure that future actions engage more directly with and respond to the lived experiences of gender-diverse staff and students, thereby consolidating progress and driving further systemic cultural change.

YVS Results- Gender-based and Sexual Harrassment Is Not Tolerated

	All Staff	Female	Male	Gender not selected	Prefer not to say	Disability - Yes	Aboriginal and/or Torres Strait Islander	English First Language - No	Gender non-conforming
Gender-based and Sexual Harrassment is not tolerated (%) 2020	88	86	90	93	71	69	80	84	
Gender-based and Sexual Harrassment is not tolerated (%) 2022	90	86	93		76	72	70	91	
Gender-based and Sexual Harrassment is not tolerated (%) 2024	89	90	93	87	77	83	79	93	45

■ Gender-based and Sexual Harrassment is not tolerated (%) 2020   ■ Gender-based and Sexual Harrassment is not tolerated (%) 2022
■ Gender-based and Sexual Harrassment is not tolerated (%) 2024

Figure 10: Staff Perceptions of Institutional Intolerance Toward Gender-Based and Sexual Harassment (Your Voice Survey 2020–2024)

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[3] The category "gender non-conforming" was introduced in the 2024 iteration of the [Your Voice Survey (YVS)], reflecting an expanded approach to capturing gender diversity beyond binary classifications. This addition supports more inclusive data collection and analysis aligned with evolving best practices in equity, diversity, and inclusion.

[4] Any act of violence or abuse directed at an individual based on their gender, gender identity, or perceived gender, including sexual harassment, sexual assault, coercion, and other forms of harm that disproportionately affect women, gender-diverse, and LGBTQ+ communities.

YVS- Immediate Supervisor/Manager Genuinely Supports Equality Between Genders

	All Staff	Female	Male	Gender not selected	Prefer not to say	Disability - Yes	Aboriginal and/or Torres Strait Islander	English First Language - No	Gender non-conforming
Supervisor supports gender equality between all genders (%) 2020	88	88	93	80	70	81	95	88	
Supervisor supports gender equality between all genders (%) 2022	91	92	91		83	89	83	90	
Supervisor supports gender equality between all genders (%) 2024	90	90	93	89	75	85	85	89	73

Figure 11: Staff Perceptions of Supervisor Support for Gender Equality (Your Voice Survey 2020 - 2024).

Consistent with these results, a dominant theme also emerged from the positive text comments in the survey: the quality of staff, and the friendly and supportive culture at Flinders University[5] (see Table 9).

While these comments highlight valued strengths, they cannot be taken as direct evidence of causality between specific initiatives and outcomes. Nonetheless, the findings reinforce the view that staff capability and collegial culture are key drivers of the university's progress and impact in building a safe, respectful and inclusive environment.

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[5] Engage X-ref flinders University 2024 Your Voice Survey Executive Summary 26 July 2024.

Sample of YVS Open Text Results

Support	Feedback
"Q109 – List the three greatest strengths of Flinders University"	• "Supportive to create inclusive and diverse working and studying environments" • "People focussed" • "Sense of community" • "Community" • "Staff" • "Our values that promote and accept diversity" • "Great people" • "Good culture" • "Inclusion, diversity and Growth" • "Integrity" • "Collaborative Teams" • "The teams I work with"

Table 9: Sample of YVS Open Text Results demonstrating safe, respectful and inclusive culture.

Sub-Barrier 2: Building Trust and awareness of reporting pathways

Building trust in reporting systems is central to creating a safe and respectful university culture. This section examines trends in reporting, noting that a "report" refers to a disclosure rather than a formal complaint. By analysing both student and staff data, it explores how visibility of pathways and confidence in processes have shifted over time, and how institutional initiatives—particularly awareness campaigns and training—may be influencing engagement.

EY Analysis of SASH Reporting Trends Students (2023–2024)

A detailed analysis of student reporting through the Safety and Respect at Flinders online form was published in the EY 2024 report. It recorded 24 SASH reports in 2023 and a further 22 in the first half of 2024. Rather than indicating increased incidence, this rise suggests a likely link to greater visibility of reporting pathways and growing confidence in institutional processes (Figure 12). It reflects the early impact of awareness-raising and reporting campaigns introduced in 2024, a central focus of the RNA Action Plan.

SASH reports by quarter

There has been a notable increase in SASH reports made between April to June 2024, compared to prior quarters. In 2023, there was a total of 24 SASH reports made in the full year vs 22 SASH reports made in the 2024 year to date (as of June 2024). While there could be many reasons for this increase (i.e. the early quarters in 2023 still returning back to on-campus learning post COVID, and success of awareness and reporting campaigns in 2024 as a key focus of the *RNA Action Plan*) management are currently identifying if there is any other notable reasons for this increase.
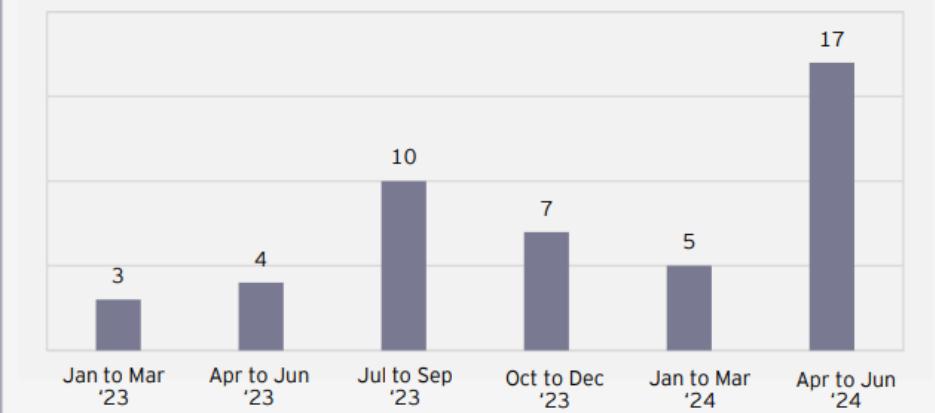
Figure 12: Extract from EY Internal Audit showing Student online reports received per quarter (Jan 2023 – Jun 2024).

Analysis of SASH Reporting Trends Staff and Students (2019–2024)

Building on the EY analysis of student reporting in 2023–2024, a broader review of SASH reports (disclosures)[6] submitted via the Safety and Respect at Flinders online portal over a five-year period (July 2019 – December 2025) reveals notable fluctuations in reporting volumes (see Figure 13 and Table 10). These patterns appear to reflect a complex interplay of external events, institutional reforms, and cultural change initiatives introduced post Athena Swan Bronze Accreditation (ASBA).

Importantly, the timing of increased reporting aligns with the rollout of key initiatives—such as the RNA Action Plan and expanded staff training programs—suggesting a potential correlation between these actions and improved visibility, confidence in reporting pathways, and engagement with institutional processes. While causality cannot be confirmed, this trend provides early evidence of cultural change and reinforces the value of sustained, system-wide efforts to build a safer and more responsive university environment.

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[6] Note: A report is a disclosure. It is not a formal complaint to the University.

Five-year SASH Reporting Trend (staff and students) (2019–2025)
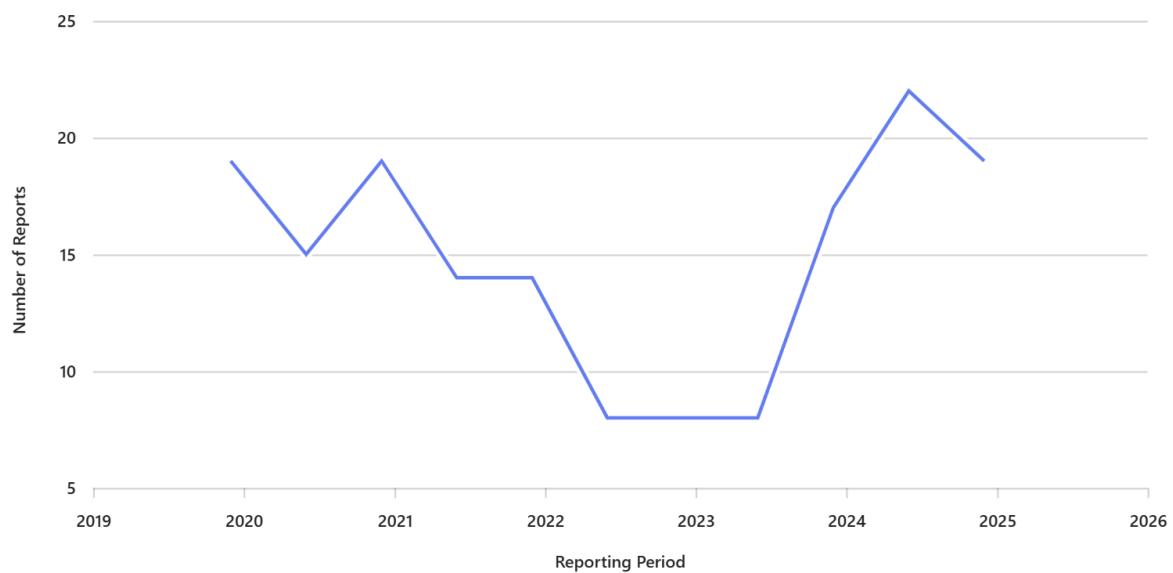
Figure 13: Combined Staff and Student Online Reporting via Safety and Respect Portal (2020 – 2025)

SASH Reporting Trends and Influencing Factors (2019 – 2024)

Reporting Period	Reporting Trends	Key Drivers/Context
2019–2021 Pre-COVID & Pandemic Impact	Jul–Dec 2019 (19) to Jul–Dec 2020 (15): Reports remained relatively high.	• Early momentum from Respect.Now.Always. • Increased awareness of reporting pathways
	2021: Declined to 14 reports in both reporting periods (Jan–Jun and Jul–Dec).	• COVID-19 disruptions: reduced campus activity, remote learning, limited social interaction

2022 Lowest Reporting Period	Jan–Jun 2022 (8) to Jul–Dec 2022 (8): Reports fell to their lowest each reporting period.	• Potentially due to:
		  • Ongoing pandemic-related disruptions
		  • Reduced visibility of support services and reporting mechanisms

2023 RNA Actions & Growing Awareness	Jan–Jun 2023 (8): Reports remained low.	• This period however marked the initiation of new Respect.Now.Always. (RNA) (2023 – 2026) actions, including improved triage systems and dedicated support roles.
	Jul–Dec 2023 (17): A sharp increase.	• Suggests growing awareness, improved confidence in reporting, and early impact of RNA reforms

2024 Increased Visibility & Systemic Integration	Jan–Jun 2024 (22): Reports peaked.	• Likely driven by:
		  • Enhanced training for frontline staff
		  • Faster response times and clearer reporting pathways
		  • Continued rollout of the Safety Portal and public data reporting

	Jul–Dec 2024 (19): A slight decrease.	• May reflect seasonal variation or stabilisation ahead of the BABH 2025 relaunch.

Table 10: Timeline of SASH report data aligned with campaign milestones and systemic changes results

Raising Awareness – Staff Training

Post ASBA a comprehensive program of online and in-person training, induction modules, and awareness events to strengthen prevention and response to SASH has been delivered. A key milestone was the implementation of a new Learning Management System (LMS) in 2025, which addressed previously identified gaps in monitoring, tracking, and follow-up of training completions.

Following its rollout, staff completions increased dramatically—from an average of 100 per year (2022–2024) to 1,224 in the first six months of 2025—representing a more than 1,100% increase (see Figure 14). This surge reflects improved accessibility, stronger institutional commitment, and growing staff engagement with SASH-related responsibilities.

The LMS now provides a strong foundation for future monitoring and evaluation of training delivery. Planned enhancements include embedding a post-training feedback survey and enabling demographic breakdowns, which will support deeper analysis of training reach, impact, and equity, and ensure both breadth and depth of staff engagement are captured and reported.
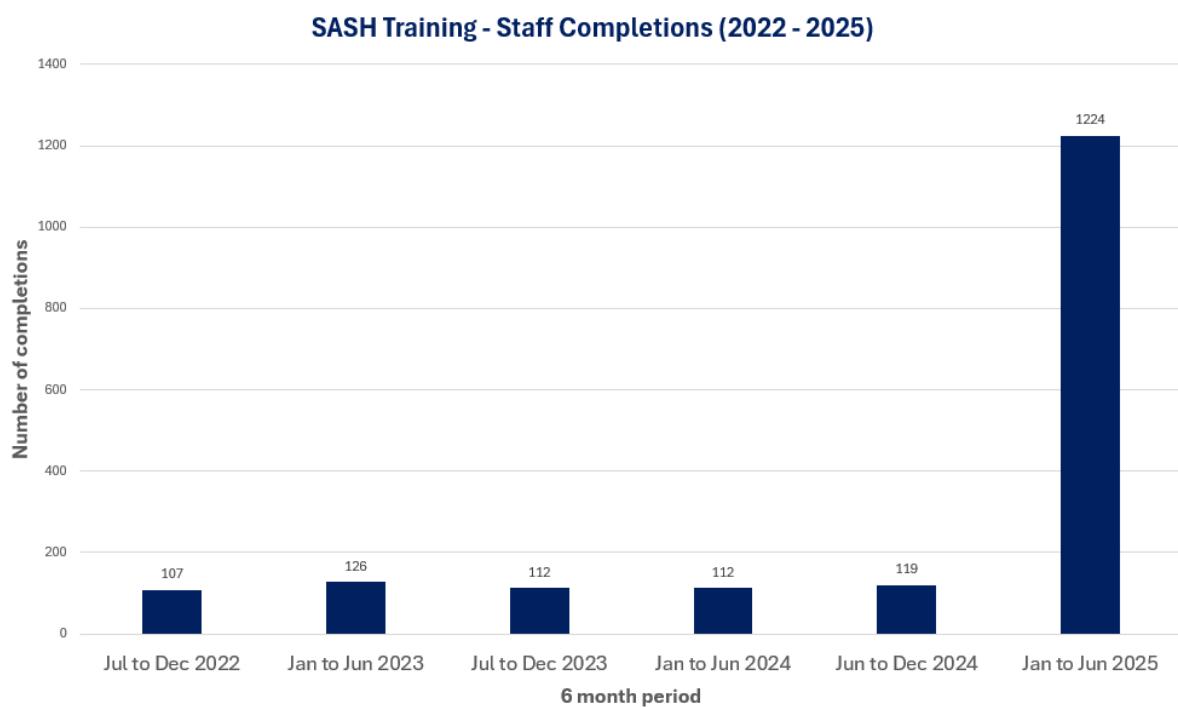
Figure 14: SASH online training module completions by staff 2022-2025 (over 6 month reporting periods)

Sub-Barrier 3: Lack of visibility and awareness about how and where to seek support

A key barrier to addressing SASH effectively is not only whether support services exist, but whether students know about them, trust them, and can access them easily. Visibility and awareness are therefore critical determinants of impact. This section highlights challenges created by external delays in sector-wide data collection, and outlines Flinders' proactive measures to address gaps in awareness and engagement. It also examines the continuous improvement of the Be a Better Human

(BABH) campaign as a central strategy for increasing visibility and strengthening student confidence in available support pathways.

Challenge: Delayed National Student Safety Survey (NSSS)

Due to COVID-19 and a range of external and internal factors the National Student Safety Survey (NSSS) was postponed from 2023 to an anticipated launch in 2026. This has limited the ability to compare progress against the original baseline established in the Evidence of Barrier section.

Given the sensitive nature of SASH experiences, this gap cannot be addressed through general student surveys. To respond, Flinders will launch a dedicated Survivor Survey in the final quarter of 2025, targeting students who have used the Safety and Respect at Flinders online reporting tool. This survey will collect both quantitative and qualitative feedback and provide valuable insights into the effectiveness of current processes and identify opportunities for continuous improvement.

BABH Campaign Review – Continuous Improvement

In 2021, a structured review of the Be a Better Human (BABH) campaign was undertaken to assess its relevance and effectiveness in a changing context, including the impacts of COVID-19 and rising online harassment. Led by Health, Counselling and Disability Services in partnership with the Flinders University Student Association (FUSA), the review included focus groups with students, targeted consultations with student leaders, and the *Student Respect.Now.Always and Be a Better Human Online Survey (Student Respect Survey 2021)*, which was completed by 168 participants.

As detailed in Table 11, survey participation by mode of study highlighted that most respondents studied on campus (n=99), with smaller cohorts engaged online (n=13) or in blended modes (n=54). While 168 students participated in the survey, response rates varied across individual questions, and not all participants answered every item. Gender and other equity demographics were not captured for the purpose of this survey.

Q. How do you study at Flinders

Mode	Yes	No	Total Responses
On campus	65	34	99
Online	8	5	13
Blended	12	40	54

Table 11 Student responses indicating study mode breakdown of the 164 students who responded to this question.

Students were asked to reflect on the relevance of a range of campaign resources, including posters, webpages, and messaging throughout the survey. For example (Figure 15), when reviewing one poster, 83% (n=140) of respondents found the image relevant and helpful.

Free-text responses (Table 12) to this poster highlighted both strengths and areas for improvement: some students found the inclusion of a woman relatable, while others felt the language was overly gendered. This illustrated the need for careful attention to inclusive design and language across all campaign materials. Similar questions were asked about other posters and resources, with feedback providing a nuanced understanding of how different cohorts engage with campaign content.

Q4. Is this image relevant and helpful?
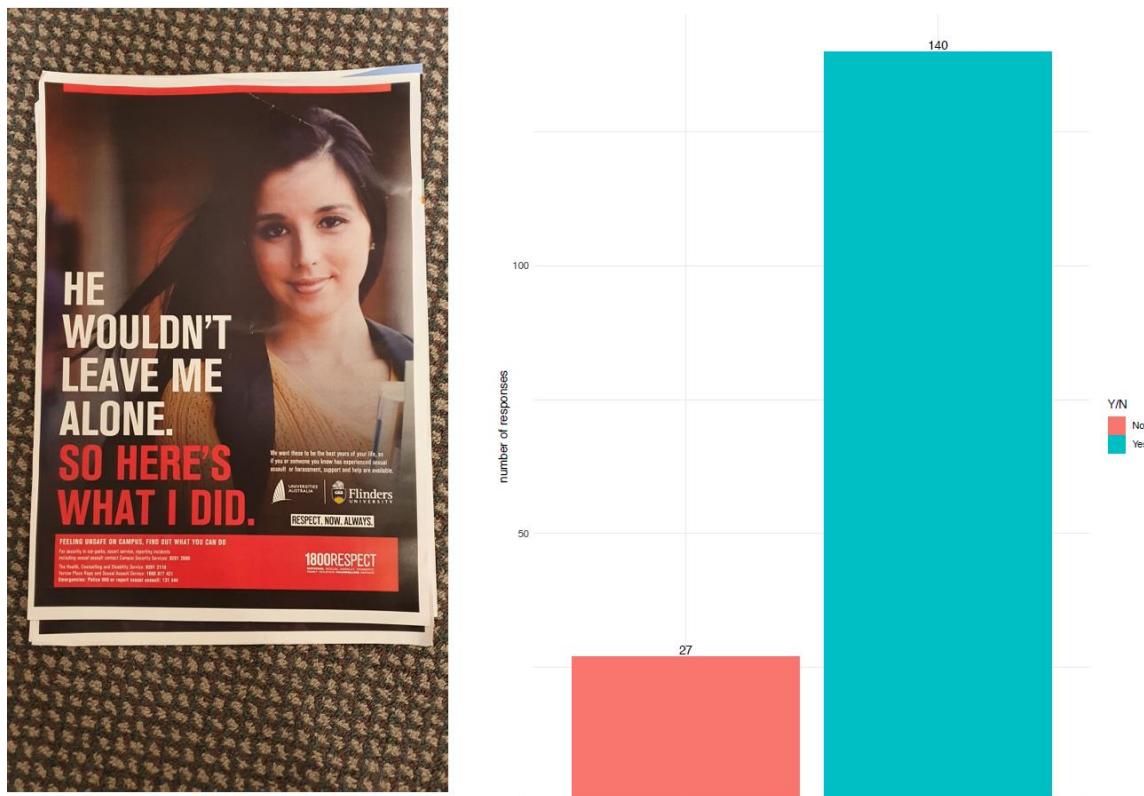
Figure 15: Image of Poster and Survey responses to Q. "Is this image relevant and helpful" – extracted from "Respect, Now, Always and Be a Better Human Survey Report"

Feedback Examples:

Feedback
"The content and message is good, but it's too wordy, and I wish it just said what she did. I don't think people may actually go and find out what she did, and I'm not sure if the poster says how to find out what she did"
"While I believe it's a heavily female dominated issue, more blended imagery with men and women would be nice. Perhaps even gender-neutral posters/language, can be developed for a broader reach. Eg.'They wouldn't leave me alone'
"The varying colours drew me in as did the title. Whilst reading this it felt like there would be ways to help yourself out of a difficult situation and that support would be provided for you. It also makes it more personal as it's and experience, so I engaged more"

Table 12: *Sample of open text responses- Image of Poster and Survey responses to Q. "Is this image relevant and helpful" – extracted from "Respect, Now, Always and Be a Better Human survey Report"*

Awareness of SASH resources varied significantly by mode of study (Figure 16). On-campus students reported the highest awareness (66%), followed by online learners (62%), while blended learners reported notably lower awareness (22%). This suggests that while campus-based messaging is effective for in-person cohorts, outreach strategies remain insufficient for students studying in flexible or hybrid modes. These findings suggested that campus-based awareness initiatives were reaching most students effectively, but visibility and access for blended and online cohorts required strengthening. (see continuous improvement section).

Q. Have you seen anything around Flinders (physically or online) that mentions sexual assault, sexual harassment, consent, or safety on campus?

Student Visibility of SASH resources
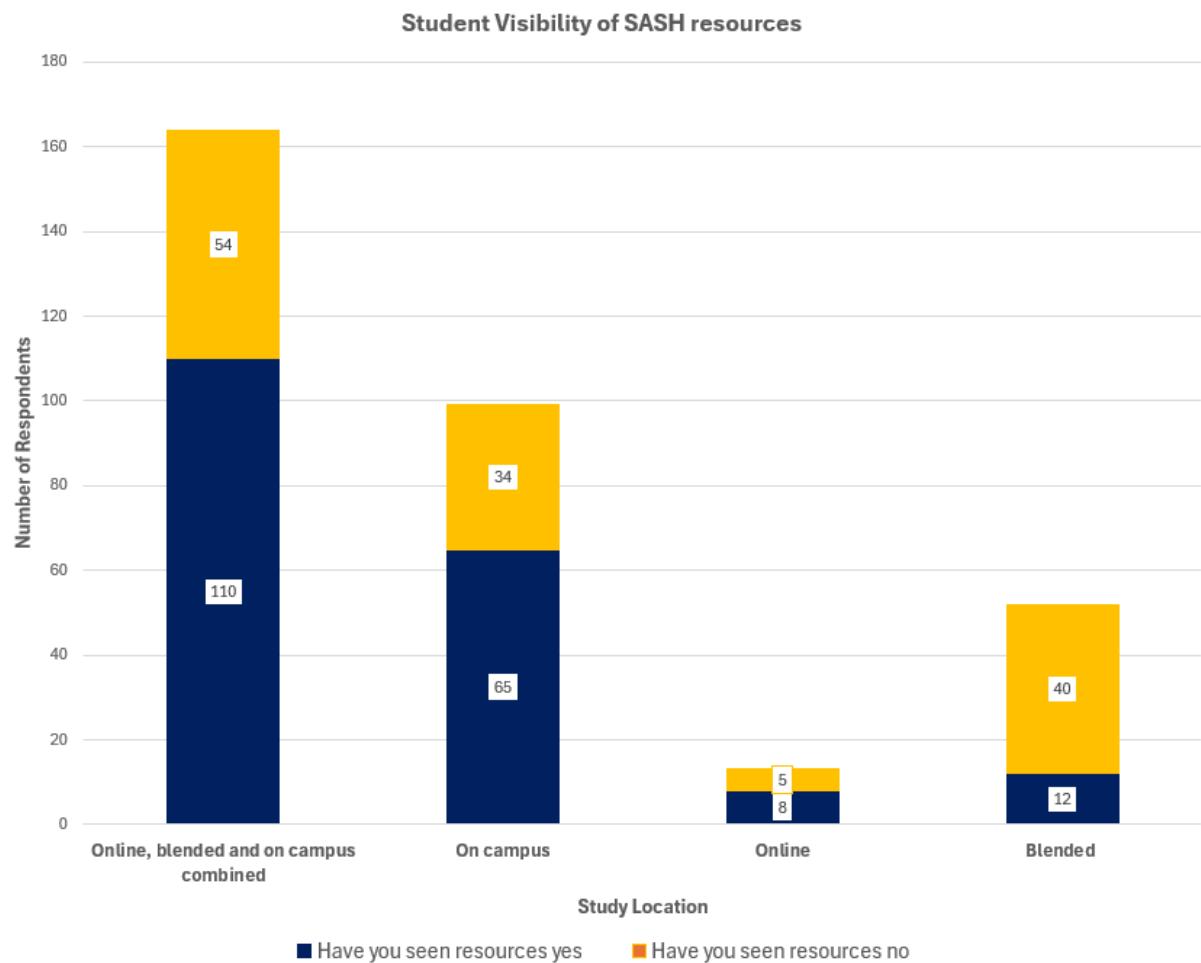
Figure 16: Graph of Student responses indicating visibility of resources by study location.

Further analysis of survey questions (Table 13) explored whether students knew how to find support, felt confident to report, and found the *Safety on Campus* webpage helpful. Overall, respondents described the webpage as clear, informative, and accessible. Many highlighted its practicality and relevance, suggesting that the University has made tangible progress in presenting support information in ways that students can understand and use.

At the same time, the findings revealed an ongoing challenge: visibility. Students who had accessed the webpage valued its clarity and utility, but others reported that they were not previously aware of its existence. This underscored the need to strengthen outreach and implementation strategies so that awareness of resources matches the quality of the content provided (see continuous improvement section).

Sample of Student Survey questions and responses

Question	Yes	No	Aligned Sub-Barrier
7. "Do you know how to find support regarding sexual harassment or sexual assault at Flinders"	88	80	Barrier 2: Awareness Barrier 3: Support
Q8. Do you know how to report sexual harassment or sexual assault at Flinders?	102	66	Barrier 2: Awareness
Q10a. Would you feel confident to make a report of sexual assault/sexual harassment to Flinders	130	38	Barrier 3: Support
Q11a. Do you find the Safety on Campus webpage helpful	149	19	Barrier 2: Awareness Barrier 3: Support
Q1d. Does the webpage answer your questions or concerns?	149	19	Barrier 2: Awareness Barrier 3: Support
Q12. "How would you describe the culture at Flinders regarding sexual harassment and sexual assault? Does it feel like a safe, respectful and inclusive environment?	133 (safe)	5 (unsafe)	Barrier 1: Governance Barrier 2: Awareness Barrier 3: Support).

Table 13: Student Respect Survey 2021 responses *from Flinders* and the sub-barriers they relate to.

As detailed in Table 14, open-text responses generally described Flinders as safe, respectful, and inclusive. Several respondents, however, qualified their sense of safety with environmental factors—particularly night-time travel and campus layout. For example, one student noted: *"the layout of the campus has the potential to make me feel unsafe if I were walking to my car/bus stop by myself."*

When asked *"Is there something we could offer you that we haven't already covered?"*, most responses indicated no additional support was required; however, several practical suggestions were provided to improve awareness and visibility. Notably, one respondent learned about the after-hours security escort through the survey ("*I didn't know there was an after hours security escort option available. I do now!*"), evidencing immediate awareness impact.

Sample of Student Survey questions and qualitative responses

Question	Aligned Sub-Barrier
Q12. "How would you describe the culture at Flinders regarding sexual harassment and sexual assault? Does it feel like a safe, respectful and inclusive environment?	"*I feel very safe at Flinders, and have found everyone respectful and inclusive*" "*Personally it does feel like a safe environment*"
	"*the layout of the campus has the potential to make me feel unsafe if I were walking to my car/bus stop by myself*")
"Is there something we could offer you that we haven't already covered?"	"*Maybe offering up services to students such as a way to be escorted to your car if it is darker and you feel unsafe.*" "*Better lighting and seating at the loop bus stop locations.*" "*I get concerned about walking over the footbridge when it is late but I didn't know there was an after hours security escort option available. I do now! Thank you!*"

Table 14: Sample of qualitative responses from the Student Respect Survey 2021, illustrating overall perceptions of cultural safety and respect, situational concerns (e.g., night-time travel), and practical suggestions for improving visibility and support services.

Despite these identified gaps, survey findings were unequivocal in support of the BABH campaign: with 99% (n=167) of respondents endorsing the continuation of BABH, affirming its relevance, inclusivity, and effectiveness in promoting consent, respect, and empathy. Student council members also provided feedback, which informed refinements to campaign messaging and identified opportunities to increase visibility for online and blended cohorts.

Continuous Improvement – Refresh and Relaunch (2022 and 2025)

Insights from the 2021 campaign review informed both the 2022 refresh and the 2025 relaunch of *Be a Better Human (BABH)*. Key updates included redesigned posters with clearer calls to action and QR codes, refined messaging to clarify reporting pathways and validate diverse experiences, and deeper integration of BABH into the University's Safety Portal and training strategies.

The 2021 creative refresh, co-designed with agency *Mango Chutney*, delivered updated educational materials, digital content, and workshops, leading to the August 2022 campaign relaunch.

The 2025 relaunch further expanded BABH's reach across physical campuses and digital platforms, embedding it more fully into University systems for prevention, reporting, and support. A revamped BABH website—transitioned from its previous home on the FUSA page—now serves as the central hub for resources and information. Relaunch activities included poster distribution across all

campuses, direct email outreach to students, and on-campus engagement events at Bedford Park, City Campus, Sturt, and Tonsley.

Outcomes and impact concluding thoughts

We have made measurable progress in preventing and responding to sexual misconduct through strengthened governance frameworks, embedded trauma-informed processes, and expanded awareness initiatives. Independent audit findings, staff and student survey data, and reporting trends confirm improvements in visibility, trust, and engagement with our institutional processes. Campaigns such as *Be a Better Human* have become powerful vehicles for cultural change, receiving sustained student endorsement and national recognition across the higher education sector.

At the same time, we recognise that challenges remain, particularly in increasing visibility for blended and online cohorts and addressing disparities in confidence among equity groups. Our commitment to continuous improvement, transparent reporting, and alignment with the forthcoming National Higher Education Code (see Future Action 1) positions us to consolidate our achievements and address these remaining gaps.

FUTURE ACTIONS

This Cygnet reflects Flinders University's sexual misconduct prevention and response journey at a particular point in time. As the national and institutional landscape continues to evolve—driven by maturing practices, legislative reforms, and emerging best practice—our focus continues to broaden and adapt.

Building on our Respect.Now.Always strategy, future actions will also include completing outstanding Internal Audit recommendations, aligning with the Higher Education National Code and Positive Duty obligations, and expanding our scope to address gender-based violence more comprehensively. These steps will support and sustain deeper cultural change, enhance safety, and strengthen institutional accountability, and our commitment to a safe and respectful for all members of Flinders community.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
National Higher Education Code to Prevent and Respond to Gender-Based Violence (National Code)						
1.	**The National Code mandates a whole-of-university approach to preventing and responding to gender-based violence, with compliance required from 1 January 2026. Implementation supports safety, accountability, and alignment with national standards**	1.1 Undertake a staged implementation of the National Code, including governance alignment, system reviews, staff training, and integration of standards into policy and practice.	Implementation commencing 2025 and ongoing.	Director People and Culture, Director Student Life	Vice-President (Corporate Services), Senior Deputy Vice-Chancellor.	Full compliance with all seven standards of the National Code; improved safety, support, and reporting systems; positive feedback from students and staff.
Flinders University Internal Audit Report Sexual Assault & Sexual Harassment (November 2024)						
2.	**The November 2024 Internal Audit identified key gaps and improvement opportunities in Flinders' SASH prevention and response systems. Addressing these findings supports institutional accountability and risk management.**	2.1 Implement all agreed audit recommendations, including system enhancements, governance improvements, and strengthened reporting and support mechanisms.	Implementation commenced in Q1 2025, with full completion targeted by Q4 2026.	RNA Advisory Group Director People and Culture, Director Student Life	Audit and Risk Committee	Audit recommendations fully implemented; improved compliance, transparency, and support systems; positive reassessment outcomes by Audit and Risk Committee.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
Leadership and Governance						
3.	**Flinders Leaders demonstrate their commitment to a Whole of University Approach to ensure the success and sustainably of all Safety and Respect at Flinders' programs and initiatives.**	3.1 All Colleges and Portfolio areas are responsible for the development, implementation, and reporting on their own Action Plan.	Ongoing - Annual reviews of plans and reporting of implementation results.	Senior Executive Team RNA Advisory Group Chair RNA Advisory Group VPEDs and Equity, Diversity, and Inclusion (ED&I) Committees or equivalent.	Director Student Life	The actions and initiatives in their plans (as a minimum) effectively raise awareness with their students and staff about 'Safety and Respect at Flinders' support services, reporting options, education, awareness and training programs in their colleges and portfolio areas.
		3.2 Flinders to include the number of reported instances of sexual harm publicly available on the Safety and Respect at Flinders webpage.	2025	RNA Advisory Group	Director Student Life	Increase Transparency of data.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
Awareness						
4.	**Safety and Respect at Flinders' - Awareness and Education programs effectively prevent and address the drivers of sexual harassment and sexual assault across the Flinders Community.**	4.1 Implement the UA, Victorian State Government and Our Watch whole of University Educating for Equality (EFE) model to address GBV at and through, Australian universities and use the supporting resources available to implement the model.	In progress – 31 December 2025	Chair RNA Advisory Group	Chair RNA Advisory Group	Model implemented
		4.2 Identify and implement relevant best practice prevention actions from the UA Primary Prevention of Sexual Harm in the University Sector – Good Practice Guide (July 2023) as part of the 'Safety and Respect at Flinders' programs.	In progress 31 December 2025	Chair RNA Advisory Group - Director People and Culture	Chair RNA Advisory Group - Director People and Culture	Relevant practices identified and implemented
		4.3 Partner with Flinders researchers to use their research, knowledge, and expertise to ensure that our 'Safety and Respect at Flinders' programs effectively address the social constructs of gender and their relationship with GBV at Flinders.	1 July 2025 and ongoing	Organisational Development and Diversity	Director People and Culture	Internal research, knowledge and expertise informing 'Safety and Respect at Flinders' programs.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
Reporting and Support						
5.	**Improve staff and student knowledge and use of Flinders 'Safety and Respect at Flinders' policy and procedures and ensure they are consistent with other relevant policies and procedures.**	5.1 Develop and publish a guideline to accompany the reviewed policy and procedures to assist staff in the implementation of the policy and accompanying procedures.	2025	Chair of RNA Advisory Group Governance, Legal & Risk People And Culture Student Policy and Integrity Services	Director Student Life, Director P&C	Guideline developed and published.
		5.2 Review and update the Student Complaints and Appeals website to include: • Specific advice about SHSA reports and complaints, including information from the Complaint Management Guideline, via the Safety and Respect at Flinders webpage and Student Complaints and Appeals webpage.	December 2025	Student Policy and Integrity Services	Director Student Life	Updates complete Clear information about independent review processes and how to access these processes.
6	**Improved data collection, reporting, monitoring, and evaluation of the effectiveness of 'Safety and Respect at Flinders' programs.**	6.1 Review the capability of the current data extraction process/tool, in producing reports for the RNA Advisory Group and Senior Executive Team.	December 2025	Chair RNA Advisory Group Information and Digital Services	Chair RNA Advisory Group Information and Digital Services	Data collection and reporting enhanced.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
Measuring Impact						
7.	**Gather Student data to measure outcomes and Impact and identify further gaps**.	7.1 Implement a 'survivor survey' or similar for students who have engaged with the University's Safety and Respect at Flinders online reporting tool to seek feedback on the process and identify improvement opportunities..	December 2025	Chair of RNA Advisory Group Governance, Legal & Risk People And Culture Student Policy and Integrity Services	Director Student Life, Director P&C	Capture qualitative and quantitative data and support reporting under the National Code.
8	**Staff feedback is critical to understanding organisational culture, trust in reporting systems, and awareness of support pathways. Undertake Your Voice Survey to assess progress and identify areas for improvement.**	8.1 Roll out the Your Voice staff survey in 2026 with targeted questions on sexual misconduct prevention, reporting confidence, and support awareness. Use findings to inform future strategy and training.	2026	Organisational Development and Diversity Team	Director People and Culture	High response rate; actionable insights into staff perceptions; measurable improvements in awareness, confidence, and culture over time. Updates complete.