



Australian  
National  
University

# Cygnets Award

Application #1:

Gender-based Violence Prevention and Response

SAGE Athena Swan  
23 March 2026



## **SAGE Cygnet Award Application**

|                                |                                                                          |
|--------------------------------|--------------------------------------------------------------------------|
| <b>Name of Institution</b>     | Australian National University                                           |
| <b>Date of Application</b>     | 23 March 2026                                                            |
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## Acknowledgement Of Country

The Australian National University (ANU) acknowledges the Ngunnawal and Ngambri-Kamberri people, who are the Traditional Owners of the land upon which the University's Acton campus is located.

This Ngunnawal and Ngambri-Kamberri land supports students and staff throughout their time at ANU. It continues to hold a space for future generations to come together and learn from Country and one another.

We pay our respects to all Aboriginal and Torres Strait Islander peoples, Indigenous peoples, past present and future, and acknowledge that this land from which we benefit has an ancient history that is both rich and sacred.

The ANU community makes a commitment to always respect the land upon which we stand and to ensure the voices of this land's Indigenous peoples are both heard and listened to so that we may move towards a future marked by cooperation and mutual respect.

## Acknowledgement Of Victim-Survivors

The Australian National University (ANU) recognises the significant impact of gender-based violence on staff and students within our community. We honour the courage of victim-survivors who have shared their experiences and acknowledge those who felt unable to bring their voices forward.

We understand that while sexual harassment and assault are not exclusive to any one group, these behaviours disproportionately impact women, LGBTIQ+ individuals, people with disabilities, and Aboriginal and/or Torres Strait Islander peoples.

We are acutely aware of the suffering represented within the data of this report. We are committed to listening, learning and applying these insights to deepen our understanding, and we dedicate our ongoing efforts to preventing future harm and fostering a safe environment for our community.

Please be aware that the content within this document discusses gender-based violence and sexual assault, which can be emotionally challenging and potentially triggering. We acknowledge that this material may evoke trauma responses for those with lived experiences. Please prioritise your wellbeing while engaging with this content.

## Australian National University: CYGNET #1

| Barrier Type             | Current Cygnet | Barrier <ul style="list-style-type: none"> <li>List the Barrier addressed in this Cygnet</li> <li>List the Barrier for Cygnets already submitted</li> </ul> |
|--------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution-wide barrier | ✓              | Disrespectful Behaviours                                                                                                                                    |
|                          |                |                                                                                                                                                             |
|                          |                |                                                                                                                                                             |
|                          |                |                                                                                                                                                             |
|                          |                |                                                                                                                                                             |

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| Cygnet Submission               | 8,475      |

## Acronyms and abbreviations

|                   |                                                                                                                             |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|
| ACT               | Australian Capital Territory                                                                                                |
| ANU               | Australian National University                                                                                              |
| BAAP              | Bronze Award Action Plan                                                                                                    |
| DE&I              | Diversity, Equity, and Inclusion                                                                                            |
| Disclosure Tool   | Sexual Misconduct Disclosure Form/Harmful Behaviours Disclosure Tool                                                        |
| EAP               | Employee Assistance Program                                                                                                 |
| FTE               | Full Time Equivalent                                                                                                        |
| GBV               | Gender-based Violence                                                                                                       |
| HDR               | Higher Degree Research                                                                                                      |
| HRBP              | Human Resources Business Partner                                                                                            |
| IARC              | Inclusive and Respectful Communities                                                                                        |
| IDEA              | Inclusion, Diversity, Equity and Accessibility                                                                              |
| LGBTIQA+          | Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual, and/or other sexualities, gender identities, or expressions. |
| NSSS              | National Student Safety Survey                                                                                              |
| O-Week            | Orientation Week                                                                                                            |
| POLIS             | ANU POLIS: The Centre for Social Research                                                                                   |
| RRR               | Rights, Relationships and Respect                                                                                           |
| R4                | Rights, Relationships and Respect in Research                                                                               |
| RM                | Residential Mentors                                                                                                         |
| RRR@W             | Rights, Relationships and Respect at Work                                                                                   |
| RRU               | Respectful Relationships Unit                                                                                               |
| SASH              | Sexual Assault and Sexual Harassment                                                                                        |
| SRC               | Staff Respect Consultant                                                                                                    |
| SSW               | Student Safety and Wellbeing                                                                                                |
| SVPS              | Sexual Violence Prevention Strategy                                                                                         |
| GBV National Code | National Higher Education Code to Prevent and Respond to Gender-based Violence                                              |
| UNSW              | University of New South Wales                                                                                               |
| WGEA              | Workplace Gender Equality Act                                                                                               |



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1. KEY BARRIER

The analysis of core themes within the ANU Bronze Award (2019) identified disrespectful behaviours as a critical issue at the University, impacting the attraction, retention and progression of both staff and students. The Bronze Award Action Plan (BAAP), which committed to addressing these behaviours, prompted a significant cultural shift, cultivating a more proactive stance towards investigating gender-based violence (GBV) incidents among staff and students. Simultaneously, external reviews and changes in the regulatory environment provided a clear mandate for action, particularly in student spaces.

This Cygnet addresses GBV at the Australian National University. In this Cygnet, GBV encompasses harmful behaviours ranging from discrimination (microaggressions, degrading comments, homophobia and transphobia) to harassment and violence, including sexual harassment, intimidation, threats, coercive control, intimate partner violence and sexual assault. These behaviours use power and control to harm or intimidate others because of their (perceived) gender or sexuality. We recognise that GBV is rooted in societal structures, including gender roles and sexism, reinforcing inequitable power relations. “Everyday sexism” perpetuates a continuum of GBV impacting individuals, organisational culture and workplace wellbeing, and disproportionately affects women and those with intersecting marginalised identities.

Sub-barriers at ANU (Table 1) were identified through internal reviews and consultation with ANU staff and students, highlighting cultural, institutional, and relationship dynamics. These insights were further supported by external resources, including the ‘Our Watch: Change the Story’ framework, academic research on consent education in university settings, and broader GBV prevention literature, providing a strong evidence-base on the drivers and reinforcing factors of such behaviours.

ANU acknowledges that gender-based violence continues to affect its community and presents an ongoing barrier into the future. The University will continue building its data capability to ensure more robust and meaningful measurement of outcomes and impact over time.

Table 1: Sub-barriers

|     |                                                                                                                                                          |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 | Prevalence of harmful beliefs and attitudes towards gender or sexuality.                                                                                 |
| 1.2 | Normalisation of subtle harassment and minimisation of incident severity.                                                                                |
| 1.3 | Lack of knowledge or understanding of what constitutes GBV and ineffective bystander intervention.                                                       |
| 1.4 | Weak policies, procedures, and unclear accountability in prevention and response, contributing to perceptions of dismissiveness towards GBV.             |
| 1.5 | Unequal power dynamics perpetuated by institutionalised hierarchal structures.                                                                           |
| 1.6 | Lack of awareness of disclosure mechanisms and distrust in incident response and disciplinary processes resulting in the underreporting of incidents.    |
| 1.7 | Fear of retaliation towards victim-survivors, such as exclusion, invalidation, disbelief, and career or academic consequences.                           |
| 1.8 | Ineffective trauma-informed support for victim-survivors caused by outdated resources, and disjointed, siloed interdepartmental workflows and processes. |

2. EVIDENCE OF BARRIER

At the time ANU received its Bronze Award in 2019, staff and student disclosure data broadly captured disrespectful behaviours but lacked the specificity for precisely identifying incidents of sexual assault and sexual harassment (SASH). Furthermore, the devolved and fragmented data collection across university departments significantly hindered a comprehensive, institution-wide understanding of this issue.

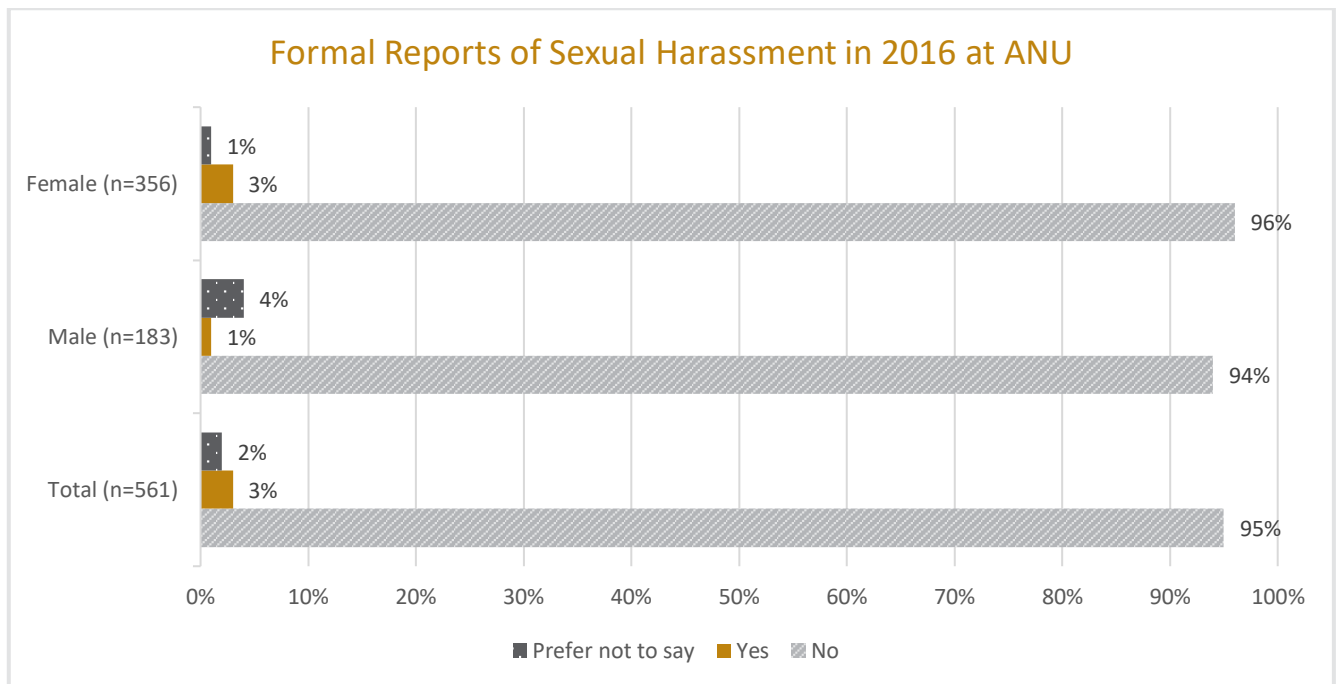
This Cygnet primarily focuses on student data and experiences due to the availability of clear baseline data from national student surveys. This foundational understanding compelled the University to develop and implement evidence-based programs for both students and staff, utilising primary prevention frameworks, theories of change, and a public health approach. Recognising that many ANU students also hold staff positions, and that whole-of-organisation approaches are considered best practice, the resulting tools, strategies, and actions were intentionally designed to benefit the entire university community, with the understanding that this work would extend beyond a student-only focus.

The Bronze Award acknowledged the need to address GBV, referencing the SASH audit. However, it lacked specific evidence of barriers and did not include audit findings. It also cited the staff Voice Survey responses, which indicated institutional awareness of GBV as an issue, but did not capture its prevalence among staff. The BAAP recognised these limitations and prioritised improving data collection, outlining 10 actions to establish a comprehensive baseline.

The 2017 Australian Human Rights Commissions “Change the Course: National Report on Sexual Assault and Harassment,” based on a national, independent survey requested by 39 universities, including ANU, aimed to comprehensively understand the nature, prevalence, and reporting of SASH experienced by students, by other students or staff, at Australian universities. The survey’s findings highlighted GBV as a significant barrier in the higher education sector and was directly relevant to understanding the challenges faced at ANU, giving a clear directive for intervention.

The survey revealed that in 2016, 38% of ANU students experienced sexual harassment within a university setting (Figure 2), yet only 3% formally reported these incidents (Figure 1). Additionally, 5.2% (n≈38) of female ANU students reported experiencing sexual assault in a university setting in 2015-2016 (Figure 2). In 2018, 38% of student leaders reported receiving disclosures of SASH in residences (Figure 3), while only 21% of students received consent education upon arriving at their residences (Figure 4). The high incidence of SASH suggests prevalent harmful attitudes within the University community, contributing to an environment conducive to such behaviour. Low reporting rates indicate limited awareness of reporting pathways, distrust in the University’s incident response, and/or a lack of confidence in available support services for victim-survivors.

*Figure 1: ‘Change the Course’ survey findings on whether ANU students who reported being sexually harassed made a formal report of their most recent incident.*



Figures 2: 'Change the Course' report findings on prevalence of SASH experienced by students in a university setting.

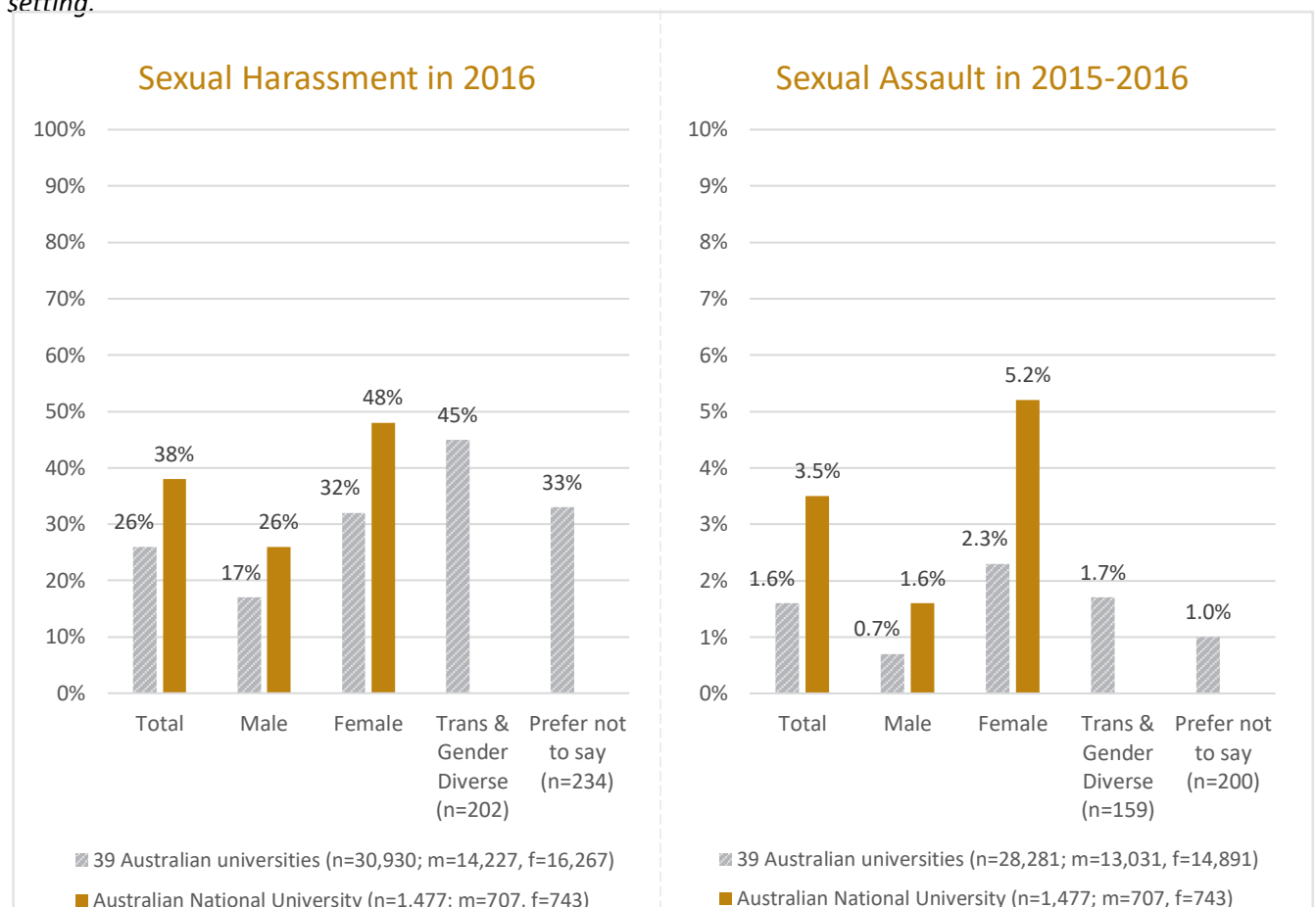
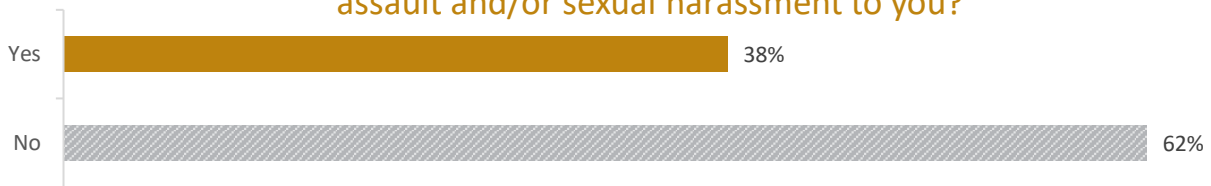
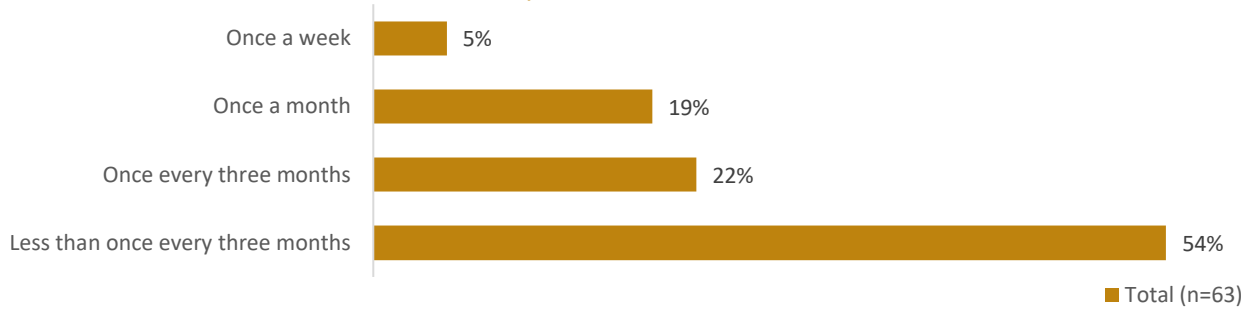


Figure 3: 2018 Review of ANU residences response to SASH, Student Leader Survey

### Student Leader Survey: Have you had students disclose sexual assault and/or sexual harassment to you?

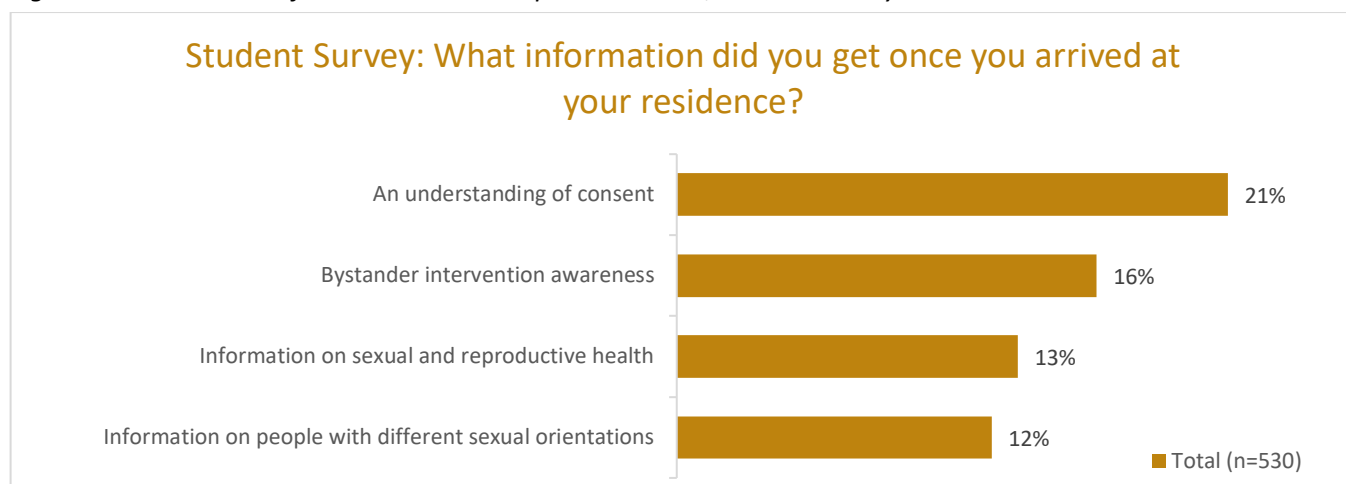


#### If yes, how often?



*Note: Gender data for student leaders was not collected in this survey. Therefore, we are unable to draw conclusions regarding how student leaders' gender might influence victim-survivors disclosure experiences (e.g. preferences for disclosing to same- or different-gendered leaders). However, disaggregating student leader gender is not necessary to understand the overall prevalence of GBV in student residences.*

Figure 4: 2018 Review of ANU residences response to SASH, Student Survey



Note: Gender-disaggregated data was not collected in this survey and is therefore not reflected in this figure. Nonetheless, its inclusion establishes a baseline for assessing the reach of prevention and education training initiatives.

### 3. PROGRESS (ACTIONS AND OUTPUTS)

Table 2: Overview of actions (specific activities, initiatives, or interventions) and Outputs (tangible products or deliverables that result from actions).

| Sub-barrier (per Table 1) | Actions                                                                                                                                                                                                                                                      | Outputs                                                                                                                                                                                                                                                                                                         |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4                       | Established the Respectful Relationships Working Group in 2018, as part of the Inclusion, Diversity, Equity and Accessibility (IDEA) Governance Framework.                                                                                                   | Commissioned an independent review in 2018 of ANU residences response to SASH, report publicly available to all staff and students via the ANU website under Respectful Relationships Key Milestones.                                                                                                           |
| 1.4                       |                                                                                                                                                                                                                                                              | Developed the first ANU Sexual Violence Prevention Strategy (SVPS) 2019-2026 for staff and students.                                                                                                                                                                                                            |
| 1.4, 1.8                  |                                                                                                                                                                                                                                                              | Established the Respectful Relationships Unit (RRU) in 2019 to lead gender-based violence (GBV) prevention education and respond to incidences among students.                                                                                                                                                  |
| 1.4                       |                                                                                                                                                                                                                                                              | Developed the first Sexual Misconduct Policy in 2019, which applies to the whole ANU community.                                                                                                                                                                                                                 |
| 1.6                       |                                                                                                                                                                                                                                                              | Developed the first Sexual Misconduct Disclosure Form in 2019 (now known as the Harmful Behaviours Disclosure Tool).                                                                                                                                                                                            |
| 1.1, 1.5                  | The ANU Gender Institute awarded a grant to the 'Every Voice Project: Creating Gender Inclusive Education through Interactive Learning' in 2019.                                                                                                             | In 2020, the project team conducted six discipline-specific workshops across academic colleges to equip teachers with inclusive teaching strategies and educate them on creating gender-inclusive learning environments that positively impact female and gender diverse students' experiences and performance. |
| 1.1-1.3                   |                                                                                                                                                                                                                                                              | Published the Gender-Inclusive handbook in 2021, available to all staff and students via the ANU Gender Institute website.                                                                                                                                                                                      |
| 1.4                       | Established the Student Safety and Wellbeing (SSW) team in 2021 to lead GBV incident response services, allowing the RRU (now known as Inclusive and Respectful Communities, or IARC) to focus on GBV prevention through education and community engagement. | Developed the first Student Safety & Wellbeing Plan 2021-2023.                                                                                                                                                                                                                                                  |
| 1.4, 1.8                  |                                                                                                                                                                                                                                                              | Launched the Residential Community Safety Officer Program, maintaining community safety, responding to student needs, and providing after-hours care to students in residences.                                                                                                                                 |
| 1.3                       |                                                                                                                                                                                                                                                              | In 2021, the RRU introduced the Consent Matters online module, supported by the Enlivening Consent workshops to enhance learning.                                                                                                                                                                               |
| 1.3                       |                                                                                                                                                                                                                                                              | Delivered the Motivating Action Through Empowerment (MATE) Bystander Training Program from 2022 to 2023.                                                                                                                                                                                                        |

|                  |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3, 1.8         |                                                                                                                                                                                                                                      | Published the Supporting Students in Distress Guide in 2022, available on the Learning and Teaching webpage for staff use.                                                                                                                                                                               |
| 1.1-1.3          |                                                                                                                                                                                                                                      | Developed the Sexual Violence Prevention Toolkit released in 2022 for staff and student use.                                                                                                                                                                                                             |
| 1.3              |                                                                                                                                                                                                                                      | Developed the Responding to Disclosures of Sexual Violence online training module for staff and students.                                                                                                                                                                                                |
| 1.1-1.3, 1.6     |                                                                                                                                                                                                                                      | Developed the Understanding Sexual Violence and Bystander Intervention Workshop for staff and students.                                                                                                                                                                                                  |
| 1.6              |                                                                                                                                                                                                                                      | Published the first annual Sexual Misconduct Reports and Disclosures (Students) report in 2022.                                                                                                                                                                                                          |
| 1.4              |                                                                                                                                                                                                                                      | Developed the first ANU Gender Equity Strategy 2023-2025.                                                                                                                                                                                                                                                |
| 1.1-1.3, 1.5-1.6 |                                                                                                                                                                                                                                      | Launched the first online module as part of the Rights, Relationships and Respect (RRR) education program in 2023 which has continued to expand, with the addition of two more modules in 2024 and 2025. This suite of modules is applicable to all students, HDR candidates and supervisors, and staff. |
| 1.1-1.3, 1.5-1.6 |                                                                                                                                                                                                                                      | In 2023, the RRU launched the RRR Pilot Workshops, and the Enlivening RRR workshops offered to all students not participating in the pilot.                                                                                                                                                              |
| 1.8              | In 2021, the SSW team received additional resources, including the recruitment of a Nurse Practitioner and additional Case Managers.                                                                                                 | Established trauma-informed, survivor-led incident response services for students, and significantly reduced disclosure response times to 48 hours.                                                                                                                                                      |
| 1.4              | Conducted a policy and legislative review as part of the enterprise bargaining process.                                                                                                                                              | The domestic violence leave provisions, which have been in place since 2012, were strengthened in the ANU Enterprise Agreement 2023-2026. The provisions were expanded to include casual employees and enhanced confidentiality.                                                                         |
| 1.1-1.3          | The Safety & Wellbeing Team in the People and Culture Division published the Psychosocial Risk Management chapter (3.15) within the 'Work Health & Safety Management System Handbook' addressing sexual harassment in the workplace. | Since 2023, 195 staff members have participated in Psychosocial Hazard Workshops, focusing on identifying controls and protective factors to address psychosocial risks, including GBV.                                                                                                                  |
| 1.3              | Established the Peer Education team within the RRU (now IARC) in 2023.                                                                                                                                                               | Peer Educators co-delivered the Enlivening RRR workshops alongside the RRU to all residential students, and later conducted train-the-trainer sessions that enabled Residential Mentors to take over independent delivery of the workshops from O-week, Semester 1 2025.                                 |
| 1.8              | Established the Staff Respect Consultant role within the Diversity, Equity, and Inclusion team, People and Culture Division in 2023.                                                                                                 | Established a trauma-informed service for staff to receive information and support, and to choose a pathway to address their concerns following workplace incidents.                                                                                                                                     |
| 1.4              |                                                                                                                                                                                                                                      | Conducted a trauma-informed review of the Sexual Misconduct Policy, published in 2025.                                                                                                                                                                                                                   |
| 1.6              |                                                                                                                                                                                                                                      | Education on DE&I and staff support services is integrated into the People Managers Essentials training offered to managers and supervisors.                                                                                                                                                             |
| 1.8              |                                                                                                                                                                                                                                      | Person-centred and trauma-informed training delivered to HR Business Partners (HRBP) and other HR staff to enhance their ability to responding to disclosures.                                                                                                                                           |
| 1.4              | Independent assessments of the SVPS were conducted throughout 2021-2022 and in 2023.                                                                                                                                                 | An Independent Assessors Report was published in 2022 and a subsequent report by the Gendered Violence Research Network (UNSW) in 2024. The IARC accepted all recommendations which informed the Student Safety and Wellbeing Plan 2024-2026.                                                            |
| 1.1              |                                                                                                                                                                                                                                      | An educational campaign on gendered pronouns and inclusive language, including a gender affirmation guide, was developed                                                                                                                                                                                 |

|          |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Developed the Gender Equity Strategy Action Plan 2023-2025.                                                                                                                                           | through consultation with the ANU trans and gender-diverse community.                                                                                                                                                                                                                     |
| 1.1-1.2  |                                                                                                                                                                                                       | Gender equity education has been integrated into the 'People Manager Essentials' and 'Leadership in Practice' development programs.                                                                                                                                                       |
| 1.5      |                                                                                                                                                                                                       | Policies and procedures were updated to better support fair recruitment, retention, and promotion practices.                                                                                                                                                                              |
| 1.6      | The IARC conducts regular reviews of the Sexual Misconduct Disclosure Form.                                                                                                                           | The form was streamlined in 2022 by reducing the number of questions to enhance access to support and engagement. In 2024, it was renamed and expanded to include all Harmful Behaviours and became accessible to staff.                                                                  |
| 1.1, 1.5 | ANU holds membership with the Champions of Change Coalition, with the Interim Vice-Chancellor (substantive Provost) currently representing the university as the member of the STEM and Health Group. | In 2024, ANU hosted the pilot of the Champions of Change Coalition's '7 Switches: A Guide for Inclusive Gender Equality by Design' workshop, delivered to ANU gender-equity leaders.                                                                                                      |
| 1.1-1.2  | Conducted the Nixon Review into gender and culture within the College of Health and Medicine in 2024.                                                                                                 | The Nixon Review Report was released to the ANU community in 2025.                                                                                                                                                                                                                        |
| 1.4-1.7  |                                                                                                                                                                                                       | The University accepted all 17 recommendations, which are being used to develop an Action Plan, Implementation Framework, and an Accountability Framework. A Steering Group and 7 Working Groups have been established to assess the recommendations, and develop an Implementation Plan. |

*Table 3: Sub-barriers progress towards desired outcomes and impacts*

| Sub-barrier                                                                                                                   | Desired outcome and impact                                                                                                                                                                                                                                                                       | Status                  |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>1.1</b><br>Prevalence of harmful beliefs and attitudes towards gender or sexuality.                                        | Outcome: Data indicates a measurable reduction in harmful beliefs and misconceptions, alongside an increase in affirming and respectful attitudes towards individuals of all genders and sexualities.                                                                                            | Partially Achieved      |
|                                                                                                                               | Impact: Campus culture reflects a sustained shift towards shared responsibility and accountability, where respectful behaviours are expected, embedded in daily practice, and integral to institutional identity, fostering a strong sense of belonging.                                         | In progress             |
| <b>1.2</b><br>Normalisation of subtle harassment; Minimisation of incident severity.                                          | Outcome: Data demonstrates growing community recognition of subtle harassment and microaggressions as serious breaches of conduct, with fewer individuals dismissing such behaviours as harmless.                                                                                                | In progress             |
|                                                                                                                               | Impact: There is a reduction in both the experience and tolerance of microaggressions and subtle harassment, and a strengthened understanding of these behaviours and their impact, with individuals and the institution consistently responding with appropriate seriousness and timely action. | Requires Further Action |
| <b>1.3</b><br>Lack of knowledge or understanding of GBV; Ineffective bystander intervention.                                  | Outcome: Education programs achieve strong participation and comprehensively address the full spectrum of GBV, equipping participants with practical skills to recognise, prevent, and safely intervene, ensuring a shared foundational understanding across the organisation.                   | Achieved                |
|                                                                                                                               | Impact: ANU culture is defined by a collective responsibility to foster a safe and respectful environment, where individuals are confident and capable of acting as active bystanders, supported by a deepened understanding of the various forms and impact of GBV.                             | Partially Achieved      |
| <b>1.4</b><br>Weak policies and procedures; Unclear accountability in prevention and response; Perceptions of dismissiveness. | Outcome: Strong, relevant, and consistently applied policies and procedures for preventing and responding to GBV, with clearly defined roles and accountability, across all levels and areas, ensuring equitable implementation.                                                                 | Achieved                |
|                                                                                                                               | Impact: Strengthened visibility of action and improved community perceptions of trust and integrity in the University's commitment to preventing and responding to GBV, fostering a culture of safety, seriousness and institutional priority.                                                   | Requires Further Action |

|                                                                                                                |                                                                                                                                                                                                                                                                                           |                         |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>1.5</b><br>Unequal power dynamics.                                                                          | Outcomes: Reformed power-sharing structures redistribute the concentration of authority, influence, and decision-making across the organisation, ensuring transparency, equity, and clearly defined accountability across all positions.                                                  | Requires Further Action |
|                                                                                                                | Impact: ANU fosters a culture that actively challenges and prevents the misuse of institutional authority or hierarchy to enable or conceal GBV, embodying a deep commitment to reflexivity and creating a safe environment for all staff and students.                                   | Partially Achieved      |
| <b>1.6</b><br>Awareness of disclosure mechanisms; Distrust in incident response; Underreporting of incidents.  | Outcomes: A measurable increase in awareness and utilisation of accessible, confidential disclosure pathways and support services, supported by consistent and transparent accountability and disciplinary processes.                                                                     | Partially Achieved      |
|                                                                                                                | Impact: Individuals report greater confidence in the fairness, confidentiality, and rigor of incident response and disciplinary procedures, shifting cultural norms toward active accountability.                                                                                         | Partially Achieved      |
| <b>1.7</b><br>Fear of retaliation towards victim-survivors.                                                    | Outcomes: Consistently enforced policies cultivate a protective environment for victim-survivors, safeguarding wellbeing, preventing further harm, and demonstrating a clear institutional commitment to swift, appropriate action against any form of retaliation.                       | Requires Further Action |
|                                                                                                                | Impact: Staff and students feel safe and supported when navigating disclosure processes, with greater trust in institutional responses, confidence in protection from retaliation, and assurance that their experiences are handled with transparency, sensitivity, fairness and urgency. | Requires Further Action |
| <b>1.8</b><br>Ineffective trauma-informed support; Outdated resources; Disjointed interdepartmental workflows. | Outcomes: Comprehensive, timely, and trauma-informed support is consistently available to victim-survivors, enabled by accessible and relevant resources, and integrated workflows and processes.                                                                                         | Achieved                |
|                                                                                                                | Impact: The ANU community expresses increased trust in support systems, reporting improved experiences of respectful and trauma-informed care that prioritises agency and informed choice throughout the disclosure and restorative process.                                              | Partially Achieved      |

#### Status Definitions:

*Achieved* – Evidence demonstrates measurable outcomes and impact across all indicators, showing progress toward the desired future state.

*Partially Achieved* – Evidence demonstrates measurable outcomes and impact across some indicators, showing partial progress toward the desired future state.

*In Progress* – Actions are underway to address the sub-barrier; however, meaningful data is not yet available to demonstrate progress.

*Requires Further Action* – Additional steps are needed to specifically address this sub-barrier. These will be detailed in the future actions listed in the Future Action Plan (Table 10).

Following the ANU Bronze submission in 2019, the Respectful Relationships Working Group and Steering Group developed the first Sexual Violence Prevention Strategy 2019-2026 (SVPS) for both staff and students. That same year, the Respectful Relationships Unit (RRU) was established to lead university-wide sexual violence prevention initiatives and deliver dedicated support services to ANU students affected by SASH. This led to the release of the University's first Sexual Misconduct Policy and the Sexual Misconduct Disclosure Form (Disclosure Tool), a key step in developing internal capability for reporting meaningful data, marking a significant milestone toward institutional transparency and accountability.

In 2021, the Student Safety and Wellbeing (SSW) team was formed, assuming responsibility for SASH incident response and increased support service staffing from 3 to 7 FTE, hiring 3 additional specialist Case Managers, providing confidential and comprehensive support to victim-survivors and a Nurse Practitioner specialising in women's and sexual health. As a result, the RRU's remit evolved to focus exclusively on GBV prevention through evidence-based education and cultivating cultural change through community engagement. Launched during the 2022 Orientation week, the 'Reach-Out Campaign' aimed to enhance mental health awareness and connected students and staff to support services, including SSW, Security, and the Disclosure Tool. The ANU webpages were also updated to clarify support, disclosure and reporting options for ANU students impacted by SASH.

In late 2021, an internal review of GBV prevention education identified limitations in the organisations approach. At the time, the 'Consent Matters' online module developed by Epigeum constituted the only GBV education

offered to all staff and students. Some residential colleges implemented their own internal or externally sourced programs, resulting in limited coordination and alignment across the University. The RRU designed and delivered 'Enlivening Consent' and 'Understanding sexual violence and bystander intervention' voluntary in-person workshops to students and staff, expanding on the concepts explored in the module. Additionally, the 'Supporting Students in Distress Guide' was developed to enhance staff capacity and confidence in supporting victim-survivors following disclosures of sexual misconduct.

The launch of the 'Sexual Violence Prevention Toolkit' in 2022, equipped staff and students with practical resources to foster cultural change across key areas of university life, including social, academic, organisational, residential and community settings. Furthermore, the SSW team published the first 'Sexual Misconduct Reports and Disclosures' for incidents between 2019-2021 and streamlined the online 'Disclosure Tool' to align with trauma-informed and person-centred principles, improving students access to support.

Early GBV education activities revealed persistent challenges, including normalisation of subtle harassment, gaps in understanding of GBV, minimal disclosure and reporting pathways, and limited trust in institutional incident responses. Through an iterative, awareness-building approach to program development, guided by an evidence-based approach to effective consent education and learner engagement, and drawing on frameworks including resources from *Our Watch*, the collaborative efforts of the RRU and SSW teams advanced GBV prevention actions outlined in the 'Student Safety and Wellbeing Plan 2022-2023' by launching the multimodal 'Rights, Relationships and Respect' (RRR) education program in 2023. This program, developed in-house to replace 'Consent Matters' and 'Enlivening Consent' and establish a cultural baseline, comprised an interactive online module for all students (RRR), and a pilot series of three in-person workshops (each two hours) featuring group activities and scenario-based learning designed to reflect the unique context within residential halls. Residential students outside the pilot halls were offered the one-hour Enlivening RRR workshop, an updated version of Enlivening Consent that aligned more closely with the RRR module, with 1,400 completions recorded in 2023. Non-residential students were offered the RRR online module only.

The RRR program explores the social norms that shape interactions within the university, and how to cultivate respectful and healthy relationships. It examines affirmative consent, including recognising and responding to situations involving ambiguous or coerced consent, the dynamics and gendered cultural drivers of sexual violence, and how societal structures and gender roles perpetuate power imbalances, influence consent, and contribute to exploitation. It equips participants with practical skills to challenge these drivers, explores how pop culture, media, and pornography influence how relationships and sex are understood, addresses tech-facilitated GBV, and encourages reflection on ANU's values and expectations as active members of a safe community. The program also provides guidance on accessing support services at ANU and across the ACT, clarifying the distinction between disclosing and formally reporting SASH. The comprehensive program won the 2023 QS Quacquarelli Symonds Reimagine Education 'Nurturing Values and Ethics' Gold Award. Its initial rollout included an online training module available to all students (compulsory for residential students), completed by 5,819 students in 2023. This was followed by in-person workshops for the pilot cohort of 394 residential students between February and August 2023.

In 2023, ANU established a paid Peer Educator Team within the RRU, comprising current ANU students engaged to support GBV prevention initiatives. The Peer Educators were consulted on the first draft of the program developed by RRU, and co-delivered the Enlivening RRR and the RRR Pilot 3-workshop series in 2023. Soon after, Peer Educators' engagement shifted to co-design and co-delivery, and in 2024 the Peer Educator Team trained Residential Mentors (RMs) to independently deliver Enlivening RRR training in the residences from O-Week 2025. In this document, "RMs" is used as an umbrella term encompassing all residential student leaders, including Residential Mentors, Senior Residential Mentors, Residential Advisors, and Senior Residents. This work directly responds to key recommendations from the first SVPS review, which emphasised the importance of student-led, community-based approaches for cultivating a safer and more respectful campus environment. That same year, ANU implemented an 'Accommodation Declaration Form' requiring applicants to disclose criminal convictions, pending charges, and unspent convictions for sexual offences, violence, assault, stalking, or harassment, aimed at improving safety in student residences. Additionally, ANU engaged the Gendered Violence Research Network (at UNSW) to conduct a mid-term review of the SVPS.

In 2024, the RRU, Inclusive Communities, and Student Equity teams merged, and are now known as the Inclusive and Respectful Communities (IARC) team. This unification streamlined prevention and equity initiatives, strategies, and governance, providing a more integrated approach and stronger intersectional lens to this work. That year, the University began collecting staff disclosure data and expanded the RRR program, publishing the 'RRR in Research' (R4) module for Higher Degree Research (HDR) candidates and supervisors. This was followed by the 'RRR at Work' (RRR@W) module for staff in 2025, co-designed between the IARC and the Diversity, Equity, and Inclusion teams, supporting a whole-of-community approach to GBV prevention. Work is underway to revise the mandatory training procedure to incorporate this module and establish a refresher schedule.

## 4. OUTCOMES

Table 4: Outcome data collection methodology and respondent demographics

| Initiative or program                                                                                                                                                                                                        | Total number of participants                                                                                                                                                                                                                                                                                                                             | Data metric, collection method and type of data collected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Timing of collection                                                                                                                                                                                                                                                                                                                              | Total respondents (and response rate)                                                                                                                                                                                                                                                  | Respondent demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RRR program online module                                                                                                                                                                                                    | At the time of the POLIS Evaluation, a total of 4,494 students completed the module (equating to 62% of commencing students)                                                                                                                                                                                                                             | <p>Analysis of module learning activity responses conducted in relation to Learning Outcomes, incorporating multiple choice and true/false activities, and free-text responses analysed using text mining techniques. Frequency and concordance analysis were applied to structured responses, while topic modelling was used to identify prevalent themes within open-ended reflections.</p> <p>A 29 question post-module survey, comprising of Likert scales, true/false statements, free-text short answer responses, and demographic questions.</p>                                  | <p>Module learning activity responses, gathered between January and May 2023, were analysed alongside corresponding post-module survey data, which was administered immediately following the completion of the module.</p> <p>Survey data was collected immediately after module completion between January to November 2023.</p>                | <p>An opt-out option was available for the learning activity response analysis. The number of responses included ranged from 1,820 (25.4%) to 2,026 (28.3%) across learning activities.</p> <p>A total of 1,284 students completed the survey, representing a 28.6% response rate.</p> | <p>Gender identity:</p> <ul style="list-style-type: none"> <li>Female: 749 (58.3%)</li> <li>Male: 496 (38.6%)</li> <li>Non-binary or trans: 17 (1.3%)</li> <li>Prefer not to disclose: 19 (1.5%)</li> </ul> <p>Study profile:</p> <ul style="list-style-type: none"> <li>Undergraduate: 633 (49.2%)</li> <li>Postgraduate: 598 (46.5%)</li> <li>HDR candidates: 56 (4.4%)</li> <li>Commencing: 1,108 (86.2%)</li> <li>Continuing student: 177 (13.8%)</li> </ul> <p>Student background:</p> <ul style="list-style-type: none"> <li>Domestic: 518 (40.3%)</li> <li>International: 766 (59.7%)</li> <li>Living on campus: 845 (65.8%)</li> <li>Living off campus: 439 (34.2%)</li> </ul> <p>Intersecting demographics:</p> <ul style="list-style-type: none"> <li>70% domestic undergraduate</li> <li>30% international undergraduate</li> <li>9% domestic postgraduate</li> <li>91% international postgraduate</li> <li>35% domestic HDR candidate</li> <li>65% international HDR candidate</li> </ul> |
| <p>Pilot RRR program workshop series</p> <p>Workshop 1: Sex and Relationships</p> <p>Workshop 2: Understanding Sexual Violence and Bystander Intervention</p> <p>Workshop 3: Empowering Action Against Gendered Violence</p> | <p>A total of 394 students from three residential halls participated in RRR workshops (each two hours in duration), which were structured as a sequential and cumulative learning progression designed to build upon prior knowledge and skills.</p> <p>Workshop 1: 394 students across 8 sessions</p> <p>Workshop 2: 200 students across 6 sessions</p> | <p>Participant feedback was collected anonymously using an online engagement tool, enabling facilitators to pose real-time questions via QR code. Prompts included multiple choice, open-ended questions, and occasionally voting. Responses were visually displayed (e.g., graphs, charts, word clouds) to support interactive class discussion.</p> <p>POLIS conducted participant observations in 12 of the 20 workshops, covering sessions from Workshops 1, 2 and 3.</p> <p>Semi-structured interviews were conducted with student participants, peer educators, and RRU staff.</p> | <p>Workshops were held at three points during the semester, between February and August 2023, with corresponding engagement tool data collected at each session.</p> <p>One-on-one interviews conducted in June to July 2023, after Workshop 2 and prior to Workshop 3 (limiting feedback to participant experiences from Workshops 1 and 2).</p> | <p>A total of eight interviews were conducted, reflecting challenges in engaging participants in feedback processes.</p> <p>Participant feedback through the online engagement tool was collected in Workshops 2 and 3.</p>                                                            | <p>Demographic data for workshop attendees was not collected.</p> <p>Interviewees:</p> <ul style="list-style-type: none"> <li>4 domestic students</li> <li>3 Peer Educators (including both domestic and international)</li> <li>1 RRU staff member</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|  |                                               |  |  |  |  |
|--|-----------------------------------------------|--|--|--|--|
|  | Workshop 3: 130 students<br>across 6 sessions |  |  |  |  |
|--|-----------------------------------------------|--|--|--|--|

*Table 5: Overview of Outcomes Evidence and Analysis (mapped to sub-barriers)*

| Sub-barrier (per Table 1)                                                                                                                                  | Desired Outcome (per Table 3)                                                                                                                                                                                                                                         | Evidence of Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Observed change to sub-barrier in relation to desired outcome                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1</b><br>Prevalence of harmful beliefs and attitudes towards gender or sexuality.                                                                     | Data indicates a measurable reduction in harmful beliefs and misconceptions, alongside an increase in affirming and respectful attitudes towards individuals of all genders and sexualities.                                                                          | <ul style="list-style-type: none"> <li>Established RRU team dedicated to GBV prevention in 2019.</li> <li>National Student Safety Survey shows 23.5- percentage point reduction in sexual-harassment prevalence since 2017 (vs 17.9 percentage point nationally).</li> <li>Number of students disclosing through the Disclosure Tool decreased every year since 2021.</li> <li>RRR workshops increased comfort around peers with diverse gender identities (59% vs 39% non-participants).</li> </ul>                                                                      | The 23.5-point reduction since 2017, combined with a gradual decline in student disclosures and increased awareness of disclosure pathways, could suggest a shift in prevalence of harmful attitudes and behaviours, though further data is needed to understand the drivers behind the reduction in disclosures. Growing comfort with gender-diverse peers demonstrates attitudinal change following prevention education. |
| <b>1.2</b><br>Normalisation of subtle harassment and minimisation of incident severity.                                                                    | Data demonstrates growing community recognition of subtle harassment and microaggressions as serious breaches of conduct, with fewer individuals dismissing such behaviours as harmless.                                                                              | <ul style="list-style-type: none"> <li>Workshop feedback reflects new awareness of “micro-behaviours” and emphasises the need for practical strategies to address party culture and identify unhealthy relationship dynamics.</li> <li>No quantitative dataset yet captures prevalence.</li> </ul>                                                                                                                                                                                                                                                                        | Reflections on recognising micro-aggressions and social-norm challenges suggest emerging cultural change, but quantitative measures are not yet in place, with future work planned to improve data collection.                                                                                                                                                                                                              |
| <b>1.3</b><br>Lack of knowledge or understanding of what constitutes GBV and ineffective bystander intervention.                                           | Education programs achieve strong participation and comprehensively address the full spectrum of GBV, equipping participants with practical skills to recognise, prevent, and safely intervene, ensuring a shared foundational understanding across the organisation. | <ul style="list-style-type: none"> <li>47% of enrolled students completed the RRR module in 2024, with 11,184 completions recorded across 2023 to 2024 (Figure 5).</li> <li>RRR Modules: 85% found it clear and valuable; 88% had improved understanding of respectful relationships.</li> <li>Workshops 1–3: 95% recommend training; 93 % agreed learning outcomes achieved.</li> <li>RRR program is accessible and is screen-reader compatible, enabling participation from all members of ANU community.</li> </ul>                                                    | High participation and consistently positive ratings evidence strong progress toward improving institutional understanding of GBV, with quantitative and qualitative feedback demonstrate uptake of practical skills and growing community confidence as active bystanders.                                                                                                                                                 |
| <b>1.4</b><br>Weak policies, procedures, and unclear accountability in prevention and response, contributing to perceptions of dismissiveness towards GBV. | Strong, relevant, and consistently applied policies and procedures for preventing and responding to GBV, with clearly defined roles and accountability, across all levels and areas, ensuring equitable implementation.                                               | <ul style="list-style-type: none"> <li>Established the Disclosure Tool for students in 2019, with access extended to staff in 2024.</li> <li>Established SSW in 2021 as a dedicated specialist case management team for GBV response, with RRU (2019) refocussed solely on prevention.</li> <li>Integrated 3 teams (including RRU) into the IARC team in 2024, streamlining governance and strengthening intersectional approach to GBV prevention.</li> <li>Trauma-informed policy review completed in 2025, with a tool developed to support future reviews.</li> </ul> | Reforms include strengthened accountability for prevention and response in SSW and RRU teams, trauma-informed policies, and a mechanism for disclosure, resulting in consistent, transparent policies, with clearly defined incident response across the University.                                                                                                                                                        |

|                                                                                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.5</b><br>Unequal power dynamics perpetuated by institutionalised hierarchal structures.                                                                           | Reformed power-sharing structures redistribute the concentration of authority, influence, and decision-making across the organisation, ensuring transparency, equity, and clearly defined accountability across all positions.                            | <ul style="list-style-type: none"> <li>• Nixon Review 2025 found entrenched gender &amp; cultural barriers in the former College of Health &amp; Medicine.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nixon Review findings reveal ongoing inequities and underscore the persistent challenge of addressing misuse of power, with future actions to address this.                                                                                                                                                              |
| <b>1.6</b><br>Lack of awareness of disclosure mechanisms and distrust in incident response and disciplinary processes resulting in the underreporting of incidents.    | A measurable increase in awareness and utilisation of accessible, confidential disclosure pathways and support services, supported by consistent and transparent accountability and disciplinary processes.                                               | <ul style="list-style-type: none"> <li>• Post-RRR survey (students): 95% reported increased trust in ANU to respond to SASH incidents; 96% demonstrated awareness of available support services, and 90% trust support services to treat them with empathy and seriousness (2023).</li> <li>• Staff use of Disclosure Tool increased since its introduction in 2024.</li> </ul>                                                                                                                                                                                                                                                                                     | Increased staff use of the Disclosure Tool suggests growing awareness and trust, though uptake remains low. It is too early to determine the significance of this trend, and continued monitoring with additional data will be required to validate any emerging outcomes. Students report strong trust in ANU response. |
| <b>1.7</b><br>Fear of retaliation towards victim-survivors, such as exclusion, invalidation, disbelief, and career or academic consequences.                           | Consistently enforced policies cultivate a protective environment for victim-survivors, safeguarding wellbeing, preventing further harm, and demonstrating a clear institutional commitment to swift, appropriate action against any form of retaliation. | Insufficient data to demonstrate outcomes. Future action is required to strengthen data collection for future measurement. <ul style="list-style-type: none"> <li>• R4 module (2024) addresses HDR-supervisor power imbalances and highlights associated fears of retaliation when disclosing inappropriate behaviour, bringing awareness to HDR supervisors and candidates.</li> </ul>                                                                                                                                                                                                                                                                             | R4 module raises awareness of how power dynamics contribute to fears of retaliation as a barrier to disclosure; however, current data are insufficient to determine whether these fears or instances of retaliation have reduced.                                                                                        |
| <b>1.8</b><br>Ineffective trauma-informed support for victim-survivors caused by outdated resources, and disjointed, siloed interdepartmental workflows and processes. | Comprehensive, timely, and trauma-informed support is consistently available to victim-survivors, enabled by accessible and relevant resources, and integrated workflows and processes.                                                                   | <ul style="list-style-type: none"> <li>• Established SSW team in 2021 as a specialised response service for students, and expanded specialist response staffing from 3FTE to 7FTE (including a Nurse Practitioner).</li> <li>• Disclosure Tool (est. 2019) streamlined in 2022 (from 66 total questions to 3-6 mandatory fields).</li> <li>• Reduced disclosure response times to under 48 hours.</li> <li>• Established the Staff Respect Consultant role in 2023 to provide trauma-informed support to staff.</li> <li>• Delivered trauma-informed response and vicarious trauma training to HR practitioners supporting staff affected by GBV (2024).</li> </ul> | These structural reforms demonstrate measurable progress toward timely, trauma-informed support for staff and students, enabled by expanded staff capacity, streamlined disclosure processes, and faster response times.                                                                                                 |

#### **4.1 Challenging harmful attitudes, strengthening GBV and bystander intervention literacy, and building awareness and trust in disclosure and incident response mechanisms (sub-barriers 1.1, 1.2, 1.3 and 1.6).**

Insights from GBV education and response efforts have been instrumental in driving the university's cultural shift across both student and staff contexts. Recognising that a portion of students are also staff, the expansion of student-focused initiatives, adapted to staff contexts, has directly benefited the whole ANU community, particularly through the development of comprehensive education programs, such as the RRR program and bystander intervention training, as well as the establishment of the Disclosure Tool. These programs and tools were developed by GBV specialists in the RRU (now IARC) to address harmful beliefs and attitudes, promote bystander intervention, improve the recognition of inappropriate behaviours and emphasise incident severity where their impact has historically been downplayed. The programs also promoted awareness of the Disclosure Tool, which was successfully adapted for staff use in 2024.

As these education programs are still in the early stages of implementation, it is too soon to fully evaluate its overall outcomes, impact, or level of engagement. However, the following section provides an overview of initial engagement, uptake, and early feedback received to date.

In 2023, IARC engaged *ANU POLIS: The Centre for Social Research* to evaluate the 'pilot RRR program', assessing implementation and effectiveness of both the pilot online module and in-person workshops, with an additional focus on the role of peer-led, context-specific education in improving residential communities' understanding of GBV prevention. These workshops were co-delivered by RRU staff and the Peer Education team across three residences intentionally selected to represent diverse backgrounds and community dynamics. POLIS analysed module activity responses and a post-module survey, which indicated strong perceived learning and possible inferred attitudinal impact. Additionally, POLIS analysed data from workshop observations, interviews, and students' views gathered through an online engagement tool used during workshops.

The POLIS evaluation of the pilot post-module survey identified the following outcomes:

- 89% of respondents completed the module due to its perceived importance, with females being slightly more likely than males to report this motivation. While almost 70% had prior related education, international students were significantly less likely to have such exposure, which may have contributed to the elevated reports of shame, curiosity, and a desire to learn as motivating factors to completing training within this cohort. Nevertheless, completion rates were notably high among international students.
- 85% of respondents found the module clear and valuable, with females being slightly more likely than males to report this and commencing students responding more positively than continuing students. Additionally, 88% of respondents felt the course enhanced their understanding of respectful relationships.
- 95% of respondents expressed increased trust in the University's commitment to responding to SASH incidents, while 90% of participants reported trust in ANU support services to treat them with empathy and seriousness following the module. Trust was higher among men, commencing, and international students, whereas lower trust among female-identifying and continuing students may reflect greater exposure to these issues over time and a more critical perspective, particularly among victim survivors.
- Participants demonstrated strong understanding of available support services following the module, with a combined average of 96% selecting 'True' in response to multiple statements designed to assess this knowledge.
- Open-ended survey responses were analysed and categorised to identify the modules strengths and opportunities for improvement:
  - Strengths (903 responses; 70% of participants): interactive activities and varied learning formats; comprehensive content offering depth and simplifying complex concepts; real-world examples enhancing relatability and application; practical strategies for navigating challenging situations; and a straightforward approach to sensitive topics.
  - Opportunities for improvement (421 responses; 33% of participants): expand consent content to explore nuances and provide more explicit, detailed explanations; integrate additional material on

gender and sexuality (e.g., homophobia); clearer guidance for discussing sensitive issues outside the educational setting; strategies for managing personal boundaries and consent in professional settings; and increase interactive activities.

Across the three-part pilot workshop series, 95% of respondents recommended the training and 93% agreed that the learning outcomes were achieved, demonstrating the program's high perceived value. The workshops contributed to increased comfort around and inclusion of individuals with LGBTIQ+ identities, but showed mixed outcomes in participants' understanding of consent. For example, 59% of participants felt 'extremely comfortable' with a peer questioning their gender identity, compared to 39% of non-participants, and 59% felt 'extremely comfortable' living with an individual who does not conform to their biological sex, compared to 45% of non-participants. These results suggest greater acceptance of gender diversity and gender expressions that deviate from dominant societal norms among those who engaged in the program, however greater analysis and review of methodological barriers is required to support robust interpretation.

Participation declined over the three workshops, from 394 students in workshop 1, to ~200 in workshop 2 and 130 in workshop 3. Participation and engagement varied significantly by residential culture: halls described by residents as inclusive and supportive showed higher participation, stronger engagement in discussions, and more positive attitudes toward workshop content, whereas halls self-identifying with a 'party culture' exhibited lower participation and limited reflection. The ANU-owned self-catered hall achieved high attendance and reasonable retention without enforcing participation, while the privately-operated catered hall initially recorded low attendance. After student leaders mandated the workshops, attendance increased but active and meaningful engagement declined, and some students displayed disrespectful behaviour toward facilitators, indicating that enforced participation undermined program impact. Students consistently requested practical strategies and targeted cultural discussions addressing everyday aspects of student life, including alcohol consumption, party culture, navigating uncomfortable social situations, challenging toxic masculinity and recognising unhealthy relationship dynamics. Despite declining numbers, both students and facilitators widely valued the peer-led, co-designed approach for its relatability and ability to foster open, honest discussions and deeper reflection.

Evaluation of the online engagement tool used in workshops identified limits on students' broader community-engagement capacity. While 76% of respondents reported feeling active in their community, time (37%), energy (36%), and people (19%) were the main barriers to further participation. Scheduling conflicts, academic and work commitments, and inconvenient timing further reduced engagement. Students were most available in the evenings (47%), with lower availability in mornings (13%) and afternoons (10%), and 30% indicated a preference not to engage in residential-community activities at all. These constraints, combined with workshops insufficiently adapted to different hall cultures, influenced attendance patterns across halls.

When asked in Workshop 3 whether their view of the university's approach to addressing GBV had changed, 21 of 40 respondents reported a more positive perception of ANU's commitment to prevention following participation in the program, while 11 respondents gave neutral responses, citing limited participation from peers, minimal visible change in everyday hall culture, and concern that those who might benefit most were not engaging. Additional data is required to determine whether this feedback relates to hall culture, the broader academic environment, or perceptions of institutional governance.

The pilot workshops faced challenges arising from varying comfort levels and differences in prior knowledge of the subject matter among participants. A clear divide emerged between international and domestic students, with many international students encountering the content for the first time. Language and cultural barriers limited some participants ability to engage with complex and culturally nuanced concepts such as affirmative consent, highlighting the challenge of designing workshops support inclusive, differentiated learning approaches. These outcomes emphasise the need for culturally responsive delivery to ensure content resonates effectively with international participants.

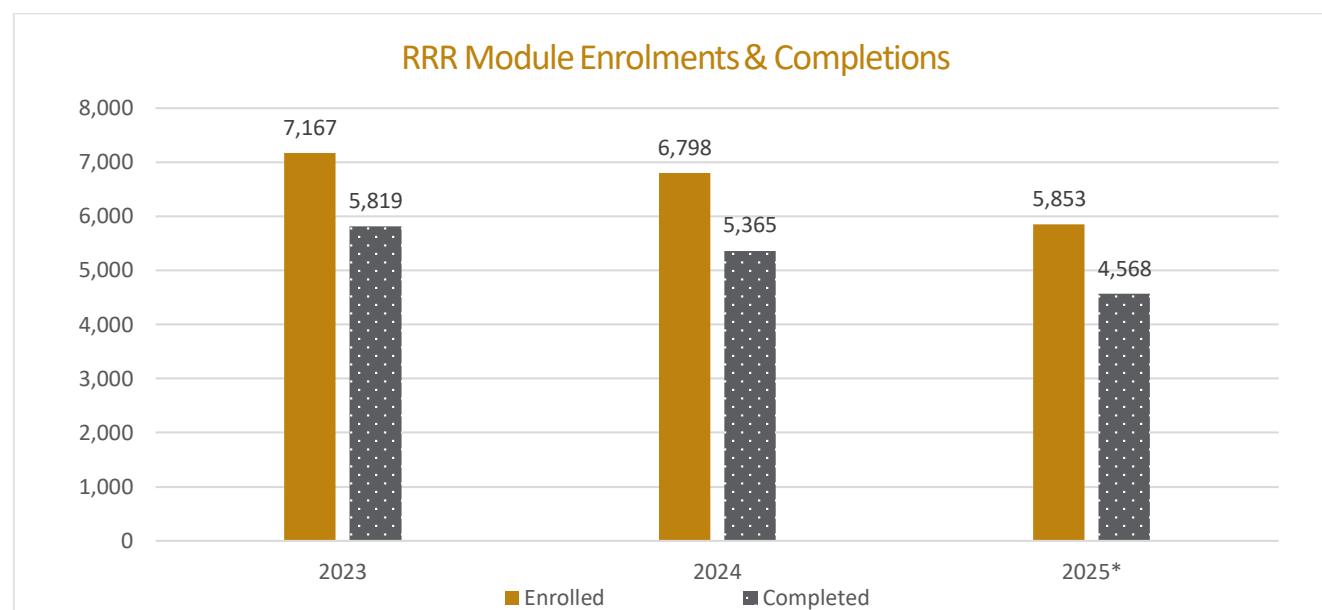
It also became evident that the distinct risks and contextual factors experienced by HDR candidates were not adequately addressed in the initial RRR module. In response, the program was expanded in 2024 to include the R4 module, which specifically addresses respectful research relationships and the unique power dynamics of supervision. Recognising that many HDR candidates occupy dual roles as both students and staff, the R4 module

directly responds to concerns about power imbalances and fears of retaliation, such academic and career consequences, that often deter victim-survivors from disclosing incidents. However, opportunities to collect reliable impact data have been limited to date, as responses cannot yet be confidently attributed to GBV alone, given the overlapping factors influencing perceptions of power and retaliation.

The pilot findings collectively demonstrate that peer-led, co-designed education can meaningfully influence community attitudes, particularly around gender diversity, inclusion, and bystander confidence, but that sustained participation and genuine engagement depend on relational trust, relevance, and cultural responsiveness. The extension of the program to include R4 represents a significant evolution toward addressing sub-barriers 1.1–1.3 and 1.6 and lays groundwork for future measurement of sub-barriers 1.5 and 1.7, where fear of retaliation and power inequities remain critical concerns.

Despite a decline in enrolments, student participation in RRR programs has remained relatively stable since its introduction (Figure 5). However, extending similar approaches to staff required navigating different structural and cultural dynamics. Achieving broad staff engagement with training initiatives proved to be an ongoing challenge, with difficulties in securing community-wide buy-in and fostering a strong sense of shared ownership over GBV prevention activities. Despite strong public endorsement from the Vice-Chancellor, the voluntary nature of the training meant that workshops predominantly attracted individuals already engaged with or passionate about this issue. Mandating the RRR@W module is a step towards strengthening understanding of GBV in a University setting, challenging harmful attitudes, and improving awareness of reporting pathways across all areas of the ANU community. As the RRR@W module is still in the early stages of rollout, it is too early to assess its full outcomes, impact and level of engagement.

*Figure 5: Student enrolment & completion of modules in the Rights, Relationships & Respect Module*



\*2025 data was collected from 1 January 2025 to 3 December 2025. This data reflects 456 staff enrolled in the RRR@W module since it became available to all staff on 21 October 2025, with a total of 248 staff completions.

Note: In 2023, the RRR module was open to all Undergraduate, Postgraduate and HDR candidates. In 2024, an additional HDR specific module was launched (R4). Enrolment and completion data from 2024 onwards is for both modules in the program combined. Gender-disaggregated data is not currently available but is planned to be available from 2026.

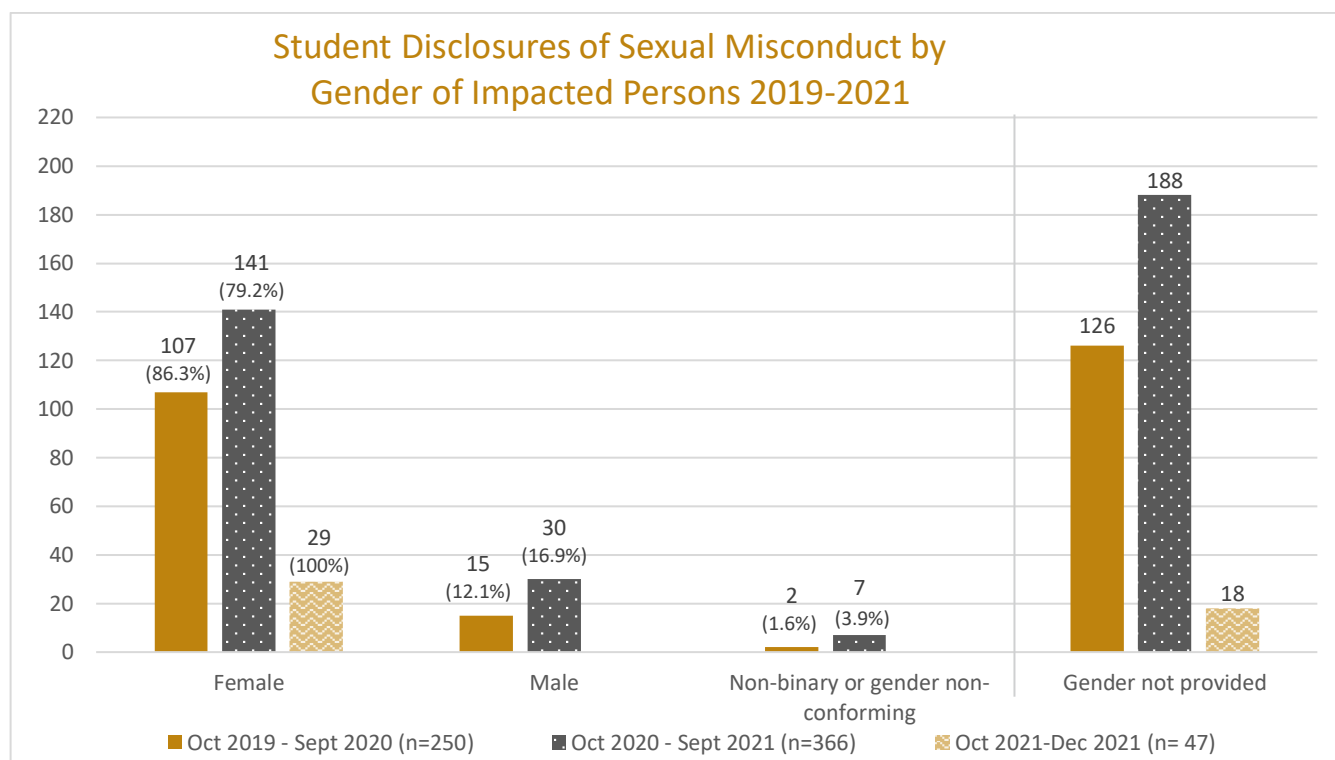
#### **4.2 Addressing institutional systems and accountability, power dynamics, trust and trauma-informed support (sub-barriers 1.4, 1.5, 1.7 and 1.8).**

Progress toward these interconnected sub-barriers has centred on strengthening institutional accountability, reforming governance structures, and embedding trusted and trauma-informed response systems. Through actions implemented under the BAAP and successive gender-equity strategies, ANU has moved from reactive case management toward a more coordinated and transparent framework for preventing and responding to GBV. These reforms target the underlying conditions that previously enabled inconsistent handling of disclosures,

including unclear accountability (1.4), hierarchical power imbalances (1.5), underreporting of incidents (1.6), fear of retaliation (1.7) and lack of procedural trust, and insufficient trauma-informed support (1.8).

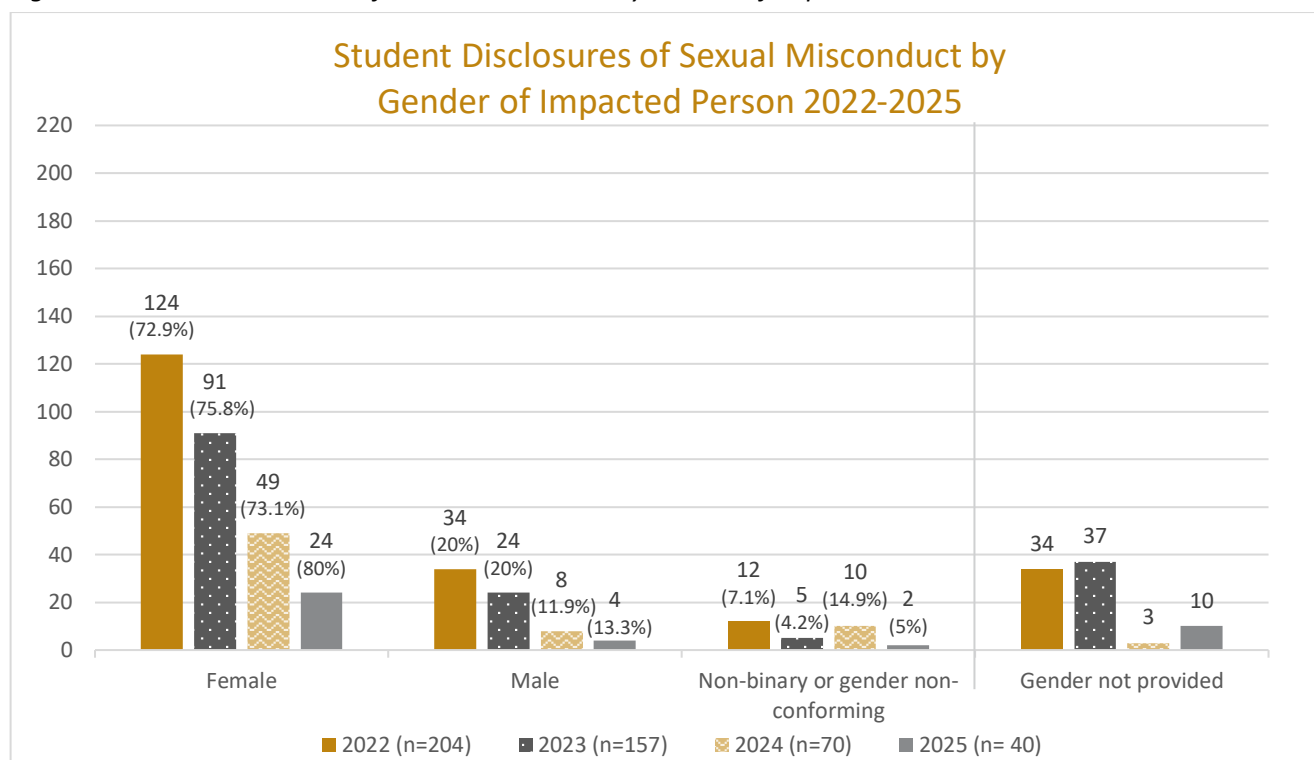
In 2021, the University faced a significant challenge, with over 250 unresolved disclosures of sexual misconduct. These had been accumulating since the implementation of the Disclosure Tool in 2019, and inadequate resourcing hindered the University's ability to respond effectively. For a time, some incident responses were outsourced to EAP services and managed through bespoke arrangements on a case-by-case basis. To address this, incident response services were strategically relocated from the RRU to the newly established SSW team of dedicated Case Managers, supported by additional resourcing. This restructure reduced disclosure response times to under 48 hours, established clear accountability for GBV response, and enabled more direct and effective pathways for providing trauma-informed support to impacted students. As ANU worked to address the disclosure backlog, this contributed to a notable increase in the number of disclosures reported in 2021 (of which many were submitted in the years prior), as shown in Figure 6.

*Figure 6: Student Disclosures of Sexual Misconduct by Gender of Impacted Persons 2019-2021.*



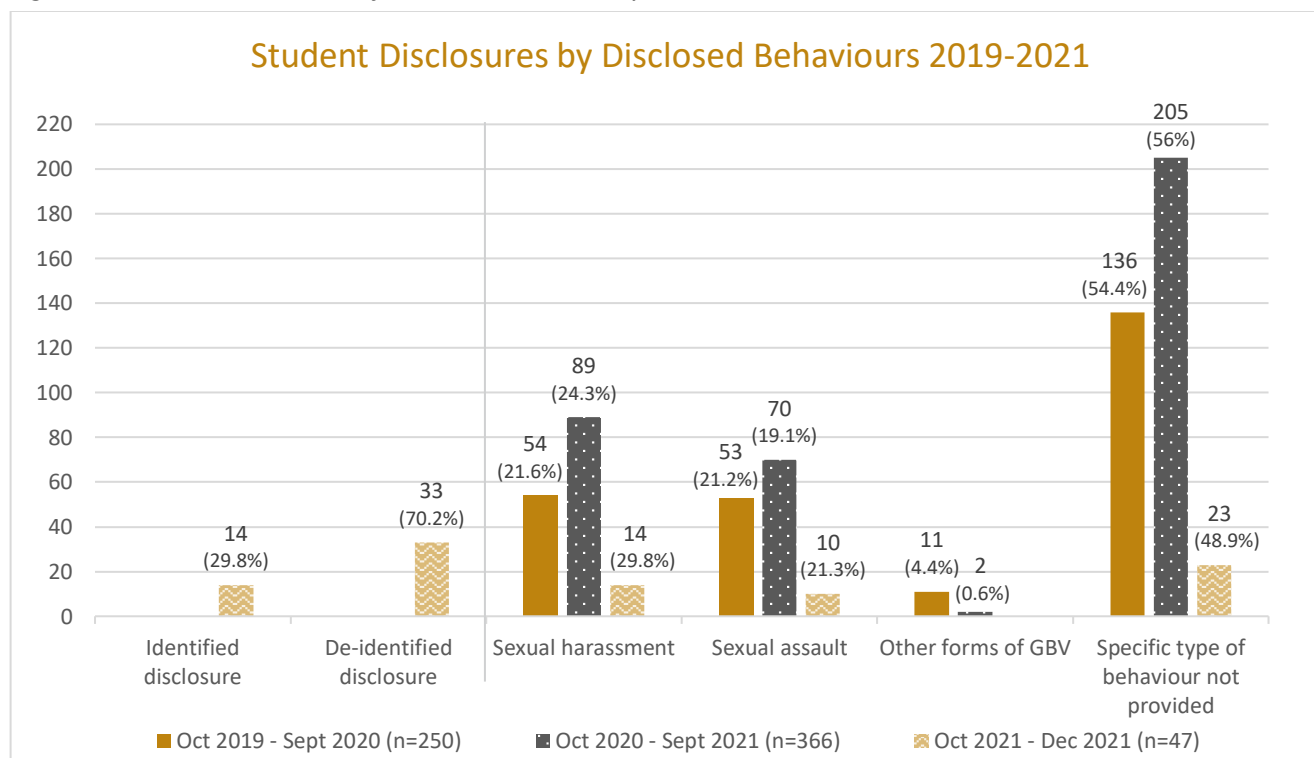
Note: This figure represents disclosures made to ANU between 24 October 2019 and 31 December 2021 through the ANU Sexual Misconduct Disclosure Form or via a Case Manager about incidents involving gender-based violence, including sexual assault and/or sexual harassment, and behaviours targeting individuals based on their sex, gender, sexuality or LGBTIQ+ identity. Gender distribution of disclosures (where provided) is represented as percentages across the two 12-month periods.

Figure 7: Student Disclosures of Sexual Misconduct by Gender of Impacted Persons 2022-2025



Note: This figure represents disclosures made to ANU between 1 January 2022 and 30 November 2025 through the streamlined ANU Sexual Misconduct Disclosure Form (2022), later re-named the Harmful Behaviours Disclosure Tool (2024), or via a Case Manager about incidents involving gender-based violence, including sexual assault and/or sexual harassment, and behaviours targeting individuals based on their sex, gender, sexuality or LGBTIQ+ identity. Gender distribution of disclosures (where provided) is represented as percentages across each 12-month period.

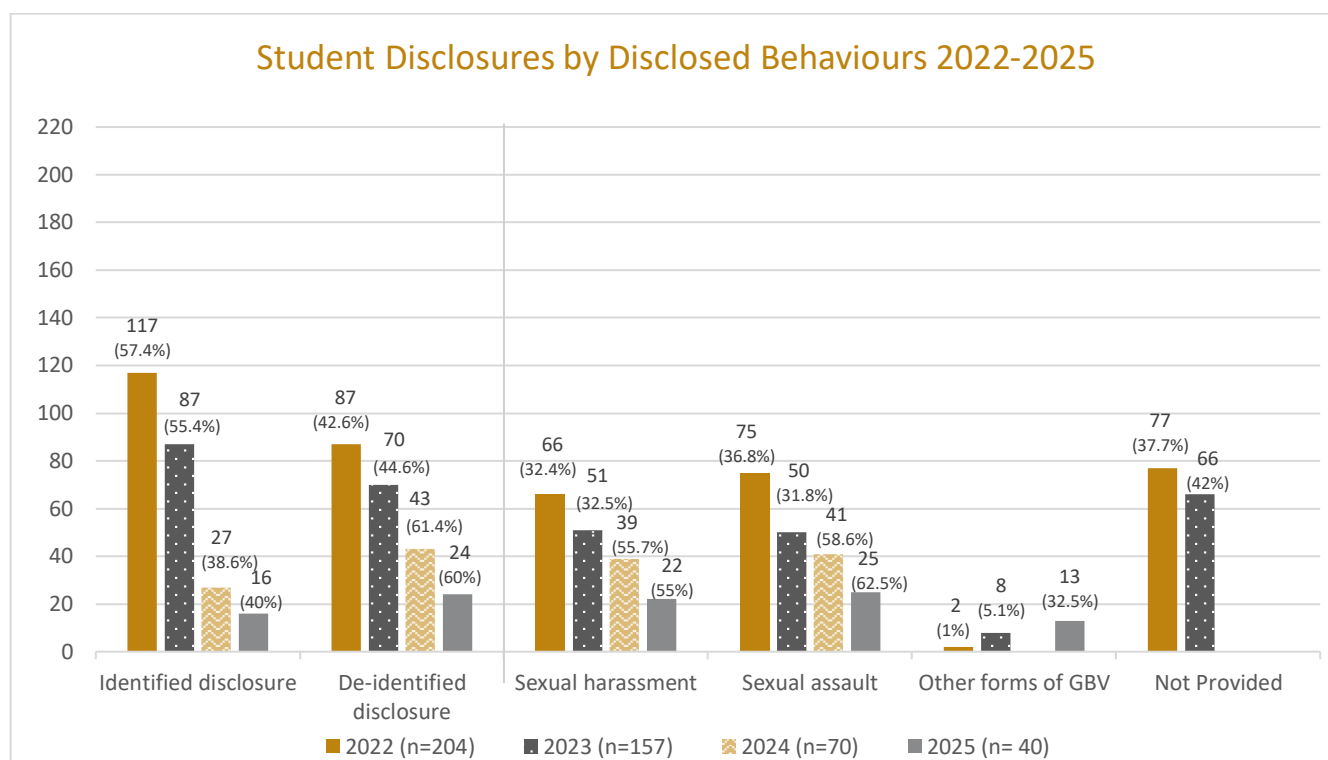
Figure 8: Student Disclosures of Sexual Misconduct by Disclosed Behaviours 2019-2021.



Note: This figure represents disclosures made to ANU between 24 October 2019 and 31 December 2021 through the ANU Sexual Misconduct Disclosure Form, or via a Case Manager. The 'Other forms of GBV' category includes disclosures of domestic and family

violence, and bullying of a sexual or gendered nature. Where disclosures identify multiple behaviours, the disclosure is reflected across all corresponding categories.

Figure 9: Student Disclosures of Sexual Misconduct by Disclosed Behaviours 2022-2025.



Note: This figure represents disclosures made to ANU between 1 January 2022 and 30 November 2025 through the streamlined ANU Sexual Misconduct Disclosure Form (2022), later re-named the Harmful Behaviours Disclosure Tool (2024), or via a Case Manager, about incidents involving sexual assault and/or sexual harassment. The 'Other forms of GBV' category includes disclosures of tech-facilitated sexual harassment, coercive control, and domestic, family or intimate partner violence. Where disclosures identify multiple behaviours, the disclosure is reflected across all corresponding categories. The tool was expanded in 2024 to include other harmful behaviours (e.g. bullying, racism, ableism) – we are unable to confirm whether disclosures of behaviours outside of sexual harassment or sexual assault were experienced as gender-based violence.

Furthermore, the initial launch of the Disclosure Tool did not achieve the intended level of utilisation, with a significant number of disclosures initiated but not completed or submitted. Operational performance analysis indicated that the 66-question form inadvertently deterred users, limited the tools effectiveness, and created a barrier to accessing support. The subsequent revision of the tool in 2022 streamlined the disclosure process by prioritising accessibility over comprehensive data collection, resulting in a more supportive and trauma-informed experience for those seeking help. The Disclosure Tool now consists of 3-6 mandatory fields and 6-7 optional fields, depending on whether the discloser chooses to be identified or remain anonymous.

Reorienting the RRU towards prevention education and community engagement in 2021 increased awareness of available disclosure options, deepened community understanding of power dynamics, and built capacity for trauma-safe bystander support. These reforms directly addressed sub-barriers 1.4 and 1.8 by improving accountability and ensuring timely, person-centred support, while also contributing to broader cultural outcomes, including:

- An increase in affirming and respectful attitudes towards individuals of all genders and sexualities was suggested, though further data collection and methodological review are required to substantiate this finding (sub-barrier 1.1);
- Strong skill-development among participants who actively engaged in GBV education programs, equipping them to recognise, prevent, and safely intervene (sub-barrier 1.3); and
- Greater awareness and use of accessible, confidential disclosure pathways and support services for those who have completed an RRR module (sub-barrier 1.6).

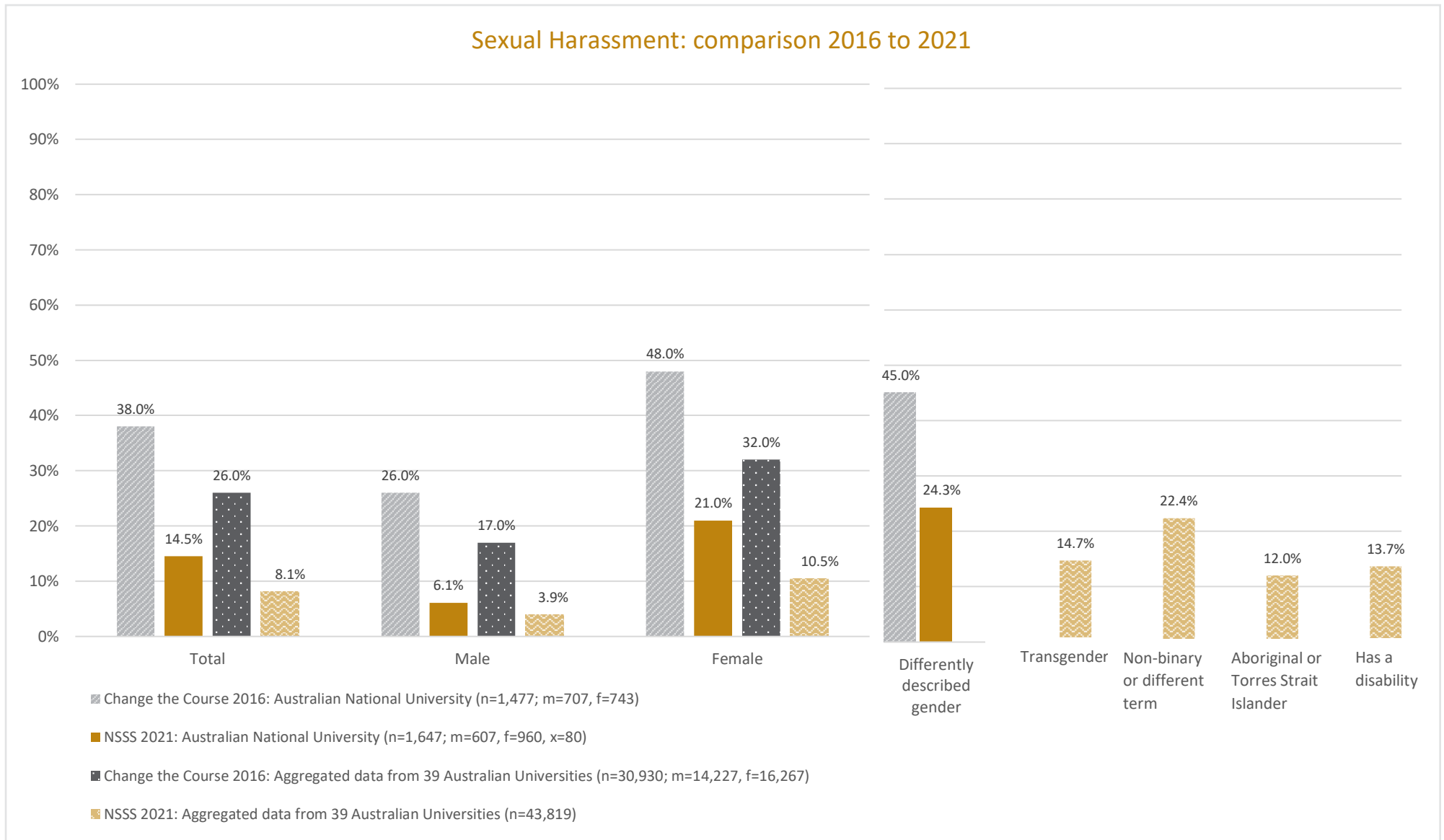
Together, these measures could infer a link between strengthened institutional systems and measurable cultural outcomes, indicating that structural reform has generated both attitudinal change and practical capability across the community. This progress would have been enabled by the establishment of the SSW team, which assumed responsibility for case management and incident response, while allowing the RRU to make greater investment in targeted prevention education. As a result, victim-survivors now consistently receive comprehensive, timely, and trauma-informed support when engaging with ANU support services, while staff and students have increased confidence in recognising and responding to GBV, fostering a safer and proactive campus culture.

Furthermore, student disclosures through the tool decreased by nearly half in 2024 compared to 2023 (Figures 6-9). This decline is thought to reflect a reduction of harmful behaviours, correlating with significant student engagement in the RRR program. Of the 23,940 students enrolled across all undergraduate and postgraduate programs in 2024, around 11,184 (representing 47% of students) completed the RRR training in either 2023 or 2024. However, this decline in disclosures may also reflect reduced confidence in disclosure processes, potentially driven by organisational instability during Renew ANU, which commenced in 2024 and may have influenced student perceptions of support availability. Further data is required to confirm the drivers of the decline in disclosures and the extent to which this trend is linked to these or other factors.

Findings from the 2021 National Student Safety Survey (NSSS) conducted by the Social Research Centre reinforce these outcomes. While the prevalence of sexual harassment incidents at the ANU remains above the national average, it has reduced by 23.5 percentage points since the 2017 'Change the Course' report compared to a 17.9-point national reduction (Figure 10). This substantial decline could suggest that initiatives aimed at challenging harmful beliefs and attitudes are producing measurable behavioural change and contributing to a safer, more respectful campus culture.

A comparison of 2024 student disclosure data (Figure 7) with institutional demographic data (see supporting Institutional Context) indicates a disproportionately high rate of disclosures from gender non-conforming students, accounting for 14.9% of disclosures despite representing only 0.5% of the student population, with many referencing harassment and discrimination based on gender identity or sexual orientation. These findings suggest that LGBTIQ+ students may be experiencing harmful behaviours at a higher rate than their peers. While this represents a decrease from the 24.3% reported in the 2021 NSSS findings (Figure 10), direct comparison is not possible due to fundamental differences between survey-based data collection and disclosure-based processes. This may also indicate barriers for this cohort in seeking support, warranting further investigation (see Future Action Plan, Table 10).

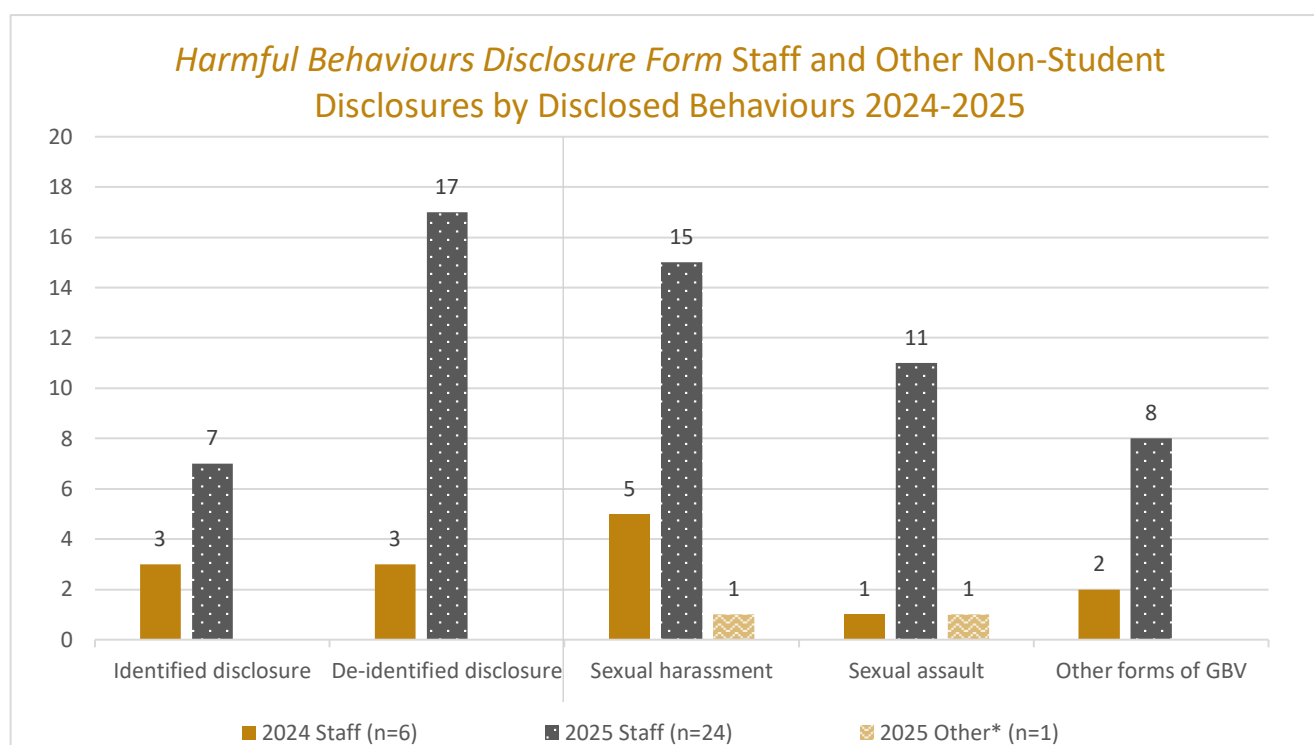
Figure 10: Comparison of 'Change the Course' & 'National Student Safety Survey' findings on the prevalence of sexual harassment experienced by students in 2016 and 2021 in a university setting.



Despite executive buy-in and endorsement for prevention education initiatives for staff, this support did not consistently translate into tangible action or prioritisation within local areas, with organisational silos acting as a significant barrier to broader participation. ANU Renew is actively addressing the legacy of a historically devolved structure that contributed to this challenge, with a focus on strengthening accountability mechanisms.

Recognising the lack of comprehensive staff data, ANU has prioritised strengthening its data collection to improve understanding of attitudes and behaviours within its community and to uncover underlying structural issues perpetuating harm, with ongoing actions outlined in the Future Action Plan (Table 10). Although insufficient time has passed for a comprehensive evaluation, data is being collected to enable future assessments. Preliminary analysis suggests that staff awareness and utilisation of the Disclosure Tool have increased since its introduction in 2024 (Figure 11), though continued monitoring is necessary to substantiate this hypothesis.

Figure 11: Staff Disclosures of Sexual Misconduct by Disclosed Behaviours 2024-2025.



Note: This figure represents disclosures made to ANU and handled by the Staff Respect Consultant between March 2024 and 1 December 2025 through the Harmful Behaviours Disclosure tool about incidents involving sexual assault and/or sexual harassment, including behaviours targeting individuals based on their gender, sexuality or LGBTIQ+ identity. Before 2024, staff disclosure data were collected through alternative pathways (which remain available); however, data from these sources is limited due to record management constraints.

\*The 'Other' category includes individuals making a disclosure who do not identify as a staff or student (e.g. contractors, Visiting and Honorary Appointment (VaHA), visitors on ANU campus, or individuals engaging with ANU in a virtual capacity).

Since the creation of the Staff Respect Consultant (SRC) role in the Diversity, Equity and Inclusion Team in 2023, ANU has made positive progress in supporting staff affected by GBV. This includes enhancing access to resources that are contemporary, evidence-based, inclusive and person-centred, alongside strengthened trauma-informed policies and practices. In 2024, 124 staff members engaged with the SRC to receive information and trauma-informed support in relation to their experiences of harmful behaviours, empowering them to choose their preferred pathways to address concerns arising from workplace incidents. This support service is designed to build trust, ensure transparency around all available options, and uphold staff agency in navigating incident response. Additionally, Staff Advisors and the Employee Assistance Program continue to provide confidential support to staff, including those impacted by GBV inside and outside the workplace.

Furthermore, the SRC invited 50 HR Business Partners (HRBP) to attend briefings to enhance their ability to provide person-centred and trauma-informed responses to staff disclosures of GBV incidents. The Injury Prevention team also brought in a specialist trainer to conduct vicarious trauma training sessions for 33 HR

practitioners in September 2024, equipping those likely to receive disclosures with strategies to maintain their own wellbeing.

Figures 8 and 9 represents disclosures submitted via the formal Disclosure Tool pathway. It's important to note that the SSW, IARC, and HRBP team, and the SRC, receive disclosures of harmful behaviours through multiple avenues. While current record management systems limit our ability to include disclosures from these alternate pathways, we acknowledge that the total number of cases addressing GBV potentially exceeds those presented in this graph.

Collectively, these data reflect early but encouraging signs of institutional and cultural change. The decline in student disclosures between 2023 and 2024, coupled with a 47% student completion rate for RRR training, suggest growing prevention awareness and reduced incidence of harmful behaviour, though caution is warranted in attributing causality. The over-representation of gender-diverse students among disclosures highlights persistent inequities and the need for continued targeted action. On the staff side, the establishment of the SRC role, increased trauma-informed training, and clearer case-management pathways indicate progress toward more consistent, person-centred support. Yet, executive endorsement of prevention initiatives has not always translated into uniform uptake, and data systems remain limited. Overall, the evidence points to promising early progress under sub-barriers 1.4-1.8, indicating greater accountability, strengthened trust, and emerging trauma-informed practices. Alongside these developments, greater emphasis on sustained evaluation, improved data collection, and ongoing engagement is essential to demonstrate the long-term durability, breadth and depth of these changes. Improved transparency and accountability will ensure compliance with the new legislative requirements of the National Higher Education Code to Prevent and Respond to Gender-based Violence (GBV National Code), with actions outlined in Table 10.

## 5. IMPACT

Table 6: Impact data collection methodology and respondent demographics

| Initiative or program                                                                                                | Total number of participants                                                                  | Data metric, collection method and type of data collected.                                                                                                                                                                                                                                                                              | Timing of collection           | Total respondents (and response rate)                                              | Respondent demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RRR Program online modules:<br>Rights Relationships and Respect (RRR)<br>RRR in Research (R4)<br>RRR at Work (RRR@W) | More than 10,000 since its launch in 2023 (across all program modules)                        | A post-module survey (focusing specifically on the free-text short answer responses for this section).<br><br>Responses were analysed using text mining techniques. Frequency and concordance analysis were applied to structured responses, while topic modelling was used to identify prevalent themes within open-ended reflections. | January 2024 to September 2025 | 2024:<br>RRR: 246<br>R4: 19<br><br>2025:<br>RRR: 356<br>R4: 22<br>RRR@W: 81        | 2024 RRR: <ul style="list-style-type: none"> <li>Female: 145 (54.9%)</li> <li>Male: 108 (40.9%)</li> <li>Non-binary or trans: 5 (1.9%)</li> <li>Prefer not to disclose: 6 (2.7%)</li> <li>International: 125 (52.1%)</li> <li>Domestic: 115 (47.9%)</li> <li>Undergraduate: 134 (52.1%)</li> <li>Postgraduate: 94 (36.6%)</li> <li>HDR candidate: 26 (10.1%)</li> <li>HDR supervisor: 3 (1.2%)</li> <li>Commencing student: 200 (83.3%)</li> <li>Continuing student: 40 (16.7%)</li> <li>Student living on campus: 167 (69.6%)</li> <li>Student living off campus: 73 (30.4%)</li> </ul> 2025 RRR: <ul style="list-style-type: none"> <li>Female: 236 (63.1%)</li> <li>Male: 119 (31.8%)</li> <li>Non-binary or trans: 13 (3.5%)</li> <li>Prefer not to disclose: 6 (1.6%)</li> <li>International: 175 (50.6%)</li> <li>Domestic: 171 (49.4%)</li> <li>Undergraduate: 229 (61.7%)</li> <li>Postgraduate: 116 (31.3%)</li> <li>HDR candidate: 26 (7%)</li> <li>HDR supervisor: 2 (0.5%)</li> <li>Commencing student: 321 (93.3%)</li> <li>Continuing student: 23 (6.7%)</li> <li>Student living on campus: 268 (77.5%)</li> <li>Student living off campus: 78 (22.5%)</li> </ul> |
| GBV initiative impact evaluation                                                                                     | Requested feedback from 44 staff from across the ANU in roles that support staff or students. | Qualitative testimonial requested via email.<br><br>Staff were invited to reflect on the impact of GBV initiatives and tools, specifically in terms of how these have influenced their support practices or contributed to observable changes in the experiences of the staff and students they work with.                              | Collected in August 2025       | 3 (6.8% response rate)<br><br>Organisational constraints led to limited responses. | Requested feedback from staff involved in supporting students and staff across the University, from the following teams: <ul style="list-style-type: none"> <li>Inclusive and Respectful Communities, University Experience Division</li> <li>Safety and Wellbeing, P&amp;C</li> <li>HR Business Partnering, P&amp;C</li> <li>Dean of Students Office, DVCA</li> <li>Graduate Research Office, DVC R&amp;I</li> </ul> Responses received from: <ul style="list-style-type: none"> <li>Inclusive and Respectful Communities, University Experience Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Table 7: Overview of Impact Evidence and Analysis (mapped to sub-barriers)

| Sub-barrier (per Table 1)                                                                                                                                  | Desired Impact (per Table 3)                                                                                                                                                                                                                                                             | Evidence of Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Observed change to sub-barrier in relation to desired impact                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1</b><br>Prevalence of harmful beliefs and attitudes towards gender or sexuality.                                                                     | Campus culture reflects a sustained shift towards shared responsibility and accountability, where respectful behaviours are expected, embedded in daily practice, and integral to institutional identity, fostering a strong sense of belonging.                                         | <ul style="list-style-type: none"> <li>• Post-RRR testimonials describe changes in residential hall culture: "It's on everyone's mind ... adds confidence to speak up."</li> <li>• Students report seeing peers "toe the line towards assault" met with strong disapproval.</li> <li>• RRR workshops are seen as a student-owned initiative, embedding shared responsibility for addressing GBV.</li> </ul> <p>Staff quote: <i>"The broadened scope and refined questions in the Harmful Behaviours Disclosure Tool have deepened our understanding of the breadth of harmful behaviours occurring in the community, allowing us to provide more effective support for students and staff, and enabling the identification of emerging hot spots for targeted prevention interventions."</i></p> | Testimonials indicate attitudinal and behavioural shifts toward shared responsibility for respectful conduct, alongside increased awareness of current and emerging challenges, reflecting a deepening culture of collective responsibility. Further data is required to assess impact at a larger scale                                                                          |
| <b>1.2</b><br>Normalisation of subtle harassment and minimisation of incident severity.                                                                    | There is a reduction in both the experience and tolerance of microaggressions and subtle harassment, and a strengthened understanding of these behaviours and their impact, with individuals and the institution consistently responding with appropriate seriousness and timely action. | <ul style="list-style-type: none"> <li>• Students described ongoing challenges in <i>"how to socially navigate grey areas, especially when perpetrators don't understand why they are in the wrong."</i></li> <li>• 95% of module participants trust ANU to respond seriously.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Qualitative evidence indicates emerging recognition that 'minor' behaviours cause harm, but impact remains localised.                                                                                                                                                                                                                                                             |
| <b>1.3</b><br>Lack of knowledge or understanding of what constitutes GBV and ineffective bystander intervention.                                           | ANU culture is defined by a collective responsibility to foster a safe and respectful environment, where individuals are confident and capable of acting as active bystanders, supported by a deepened understanding of the various forms and impact of GBV.                             | <ul style="list-style-type: none"> <li>• Students reported increased confidence to intervene and strengthened collective understanding.</li> </ul> <p>Student quote: <i>"The use of real-life scenarios made the content easy to understand and apply to daily life."</i></p> <p>Staff quote: <i>"[Paraphrased] Since the Bystander Intervention workshop I've seen more Executive-level conversations."</i></p> <ul style="list-style-type: none"> <li>• O-Week 2025 peer-led model: 96 % endorsement, strong correlation between peer delivery &amp; engagement.</li> </ul>                                                                                                                                                                                                                    | Staff and student feedback evidence a shift from awareness to action, with the RRR program and bystander intervention workshops fostering active bystanders and meaningful conversations across student and staff cohorts.                                                                                                                                                        |
| <b>1.4</b><br>Weak policies, procedures, and unclear accountability in prevention and response, contributing to perceptions of dismissiveness towards GBV. | Strengthened visibility of action and improved community perceptions of trust and integrity in the University's commitment to preventing and responding to GBV, fostering a culture of safety, seriousness and institutional priority.                                                   | <ul style="list-style-type: none"> <li>• Staff testimonial: <i>"[Paraphrased] Increased clarity around accountability after merging RRU, Inclusive Communities and Student Equity"</i> and <i>"supported by an authorising leadership environment"</i></li> <li>• Annual Sexual Misconduct Reports &amp; Disclosures reporting from October 2019 (data in Figures 6-9).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | Reformed GBV governance and transparent reporting reflect cultural impact strengthened visibility and accountability. Faster disclosure response times and improved trust in response following RRR indicate improved perceptions of the university's commitment to addressing GBV. Future actions will strengthen ANU-wide communications to improve visibility of ongoing work. |
| <b>1.5</b><br>Unequal power dynamics perpetuated                                                                                                           | ANU fosters a culture that actively challenges and prevents the misuse of institutional authority or hierarchy to                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• RRR modules address power dynamics, increasing awareness of power misuse and mitigation strategies, with staff and student testimonials reporting greater understanding of positional power.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Power inequities persist but are now explicitly addressed in staff and student education. Early impact is emerging, with further monitoring planned through staff surveys.                                                                                                                                                                                                        |

|                                                                                                                                                                        |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| by institutionalised hierarchal structures.                                                                                                                            | enable or conceal GBV, embodying a deep commitment to reflexivity and creating a safe environment for all staff and students.                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Nixon Review 2025 found entrenched gender &amp; cultural barriers in the former College of Health &amp; Medicine.</li> </ul>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |
| <b>1.6</b><br>Lack of awareness of disclosure mechanisms and distrust in incident response and disciplinary processes resulting in the underreporting of incidents.    | Individuals report greater confidence in the fairness, confidentiality, and rigor of incident response and disciplinary procedures, shifting cultural norms toward active accountability.                                                                                         | <ul style="list-style-type: none"> <li>• Post-RRR survey (students): 95% reported high trust in ANU to respond to SASH incidents; 96% demonstrated awareness of available support services, and 90% trust support services to treat them with empathy and seriousness (2023)</li> <li>• Student quote: <i>"The focus on available ANU support services was very valuable"</i></li> <li>• Staff Pulse surveys (2023 &amp; 2024) show decline in comfort reporting inappropriate behaviour.</li> </ul> | Enhanced trust in disclosure pathways and shorter response times demonstrate measurable impact, though perceptions still vary between cohorts.                                                                                                |
| <b>1.7</b><br>Fear of retaliation towards victim-survivors, such as exclusion, invalidation, disbelief, and career or academic consequences.                           | Staff and students feel safe and supported when navigating disclosure processes, with greater trust in institutional responses, confidence in protection from retaliation, and assurance that their experiences are handled with transparency, sensitivity, fairness and urgency. | <p>Insufficient data to demonstrate impact. Future action is required to strengthen data collection for future measurement.</p> <ul style="list-style-type: none"> <li>• Staff Pulse surveys (2023 &amp; 2024) show decline in comfort reporting inappropriate behaviour.</li> </ul>                                                                                                                                                                                                                 | Impact remains limited and uneven. While awareness has grown, survey responses suggest continued barriers to disclose, potentially linked to fear of retaliation as a result of job insecurity (Renew ANU, 2024) and existing power dynamics. |
| <b>1.8</b><br>Ineffective trauma-informed support for victim-survivors caused by outdated resources, and disjointed, siloed interdepartmental workflows and processes. | The ANU community expresses increased trust in support systems, reporting improved experiences of respectful and trauma-informed care that prioritises agency and informed choice throughout the disclosure and restorative process.                                              | <ul style="list-style-type: none"> <li>• Staff quote: <i>"[Paraphrased] Coordinated and trauma informed response pathways have led to shorter wait times and better outcomes for victim-survivors."</i></li> <li>• Students valued learning practical approaches to <i>"support those who have experienced trauma"</i> at RRR workshops.</li> </ul>                                                                                                                                                  | Staff and student feedback reflects strengthened trauma-informed knowledge and improved experiences for victim-survivors seeking support. Further data is required to assess impact at a larger scale.                                        |

## **5.1 Challenging harmful attitudes, strengthening GBV and bystander intervention literacy, and building awareness and trust in disclosure and incident response mechanisms (sub-barriers 1.1, 1.2, 1.3 and 1.6).**

Across sub-barriers 1.1-1.3 and 1.6, qualitative responses from staff and students indicate some measurable progress from passive awareness to practice among individuals who have participated in training: harmful attitudes are challenged more readily, bystander confidence has grown, and faith in institutional response is strengthening. The RRU developed bespoke RRR training program in close consultation with broad intersections of the ANU community. This co-designed approach ensured content that was contextually relevant and resonated with the unique university contexts and lived experiences across the university. Early evidence from testimonials, RRR module activity responses, RRR post-module surveys, pilot workshop engagement tool data, and pilot RRR workshop interviews, indicates emerging culture change, with participants demonstrating stronger literacy in respectful relationships and bystander action (1.1-3), and trust in disclosure pathways (1.6).

### **RRR Workshops**

Qualitative analysis of learner responses from the 2023 pilot series (Workshop 3), collected via the engagement tool, revealed a strong consensus that participation in the RRR program enhanced students' confidence to act as active bystanders when witnessing incidents of SASH. It also indicated that students developed a clear understanding of respectful relationships and consent, gained greater awareness of available support systems, and recognised their role in fostering community safety and respect by confronting disrespectful behaviour. For example, one student reflected on the challenge how to (or when to) intervene when there is alcohol involved and you're not sure if a friend is safe or not. When asked whether they felt confident to intervene, if necessary, the student remarked:

*"I do. I didn't before, but the fact that I hang out now with a lot of people who are very confident to do it makes it easier for me... it's on your mind, and you know it's on everyone else's mind, you're all thinking about it, it adds confidence to the assertive motion."*

They explained that since completing the first two RRR sessions, there had been a few instances where peers were *"toeing the line towards assault,"* and that *"the reaction has been very strong with a lot of my friends, which I'm actually really proud about."* This example highlights collective understanding and shared expectations as key factors enhancing confidence to speak up.

Participants emphasised the value of learning practical approaches to caring for victim-survivors, including *"how to support those who have experienced trauma,"* and *"strategies of asking if someone is alright in a low-key way."* They described ongoing challenges in *"how to socially navigate grey areas, especially when perpetrators don't understand why they are in the wrong,"* framing this as both an important learning and an area requiring further skill development.

Initial consent education relied on group discussions but lacked meaningful engagement. Participants reported the content felt disconnected from real-life, often defaulting to legal definitions during discussion. Utilising the anonymous engagement tool improved participation, but still lacked contextual relevance, with feedback describing consent as robotic, unsexy, and disconnected from real-life. It also raised safety concerns as inappropriate and misogynistic comments submitted through the tool were visible to everyone. In response, facilitators introduced the concept of consent through an audio-visual compilation of authentic scenarios where partners ask for, give and refuse consent, before moving into discussion. While participants acknowledged listening to the audio in a group setting was awkward, this method effectively illustrated how consent can sound, whether humorous, sexy, or serious, helping normalise these conversations and deepen understanding. Using culturally sensitive, contextually relevant examples made consent education more practical, relatable, and easier to understand. It broadened the framing of consent to include non-heteronormative perspectives and encouraged conversations exploring what consent *could* look or sound like, rather than prescribing how consent *should* be. Further consideration of cultural differences and sensitivities during discussions around consent is needed to strengthen cultural safety and support inclusive engagement.

While attendees reported positive impacts from the workshops, self-selection bias was observed in later workshops, with attendees often already aligned with the program values. As students reflected:

*"I've noticed there's a gender imbalance with who decides to come to these sessions."  
"When I look at who has shown up it seems like most of the people here need it least."  
"The program was great but felt like many points didn't register for people who really needed to hear it."*

Male-identifying students were less likely to perceive the same level of urgency regarding the importance of attending the workshops. This finding reflects patterns observed across the broader violence-prevention landscape, where male participants often underestimate the extent to which GBV affects their communities.

- Female students expressed concern over low male attendance, noting men could benefit most.
- Lack of diverse participation, especially from those contributing to problematic culture, undermined progressive learning.
- Peer educators observed that workshop attendees were generally those already committed to respectful, inclusive communities.

A persistent challenge is that male participants more frequently responded with defensiveness or disengagement when certain topics arose, which in some instances led to contentious dialogue. Further investigation is required to determine whether these experiences reduced participants willingness to engage in workshops, thereby contributing to the decline in attendance.

Time pressures also affected participation, as one staff member observed:

*"Time pressures on students in order to be able to foster community is a really tricky balance... even the suggestion of booking in an hour somewhere is met with a unanimous bout of laughter. And really reasonably so."*

Pilot participants completed the core Enlivening RRR content along with an additional five hours of progressively deeper learning. This highlighted the need for greater flexibility in engagement, including offering sessions at alternative times (such as evenings) and avoiding peak periods in the semester. Findings showed that most participants lacked the capacity or interest in extended education, while a small group sought deeper engagement. For this group, employment within the Peer Education team was identified as a potential pathway for sustained involvement. Correlation analysis indicated a strong association between peer delivery and both future content application and participant engagement. While positively influencing enjoyment, its impact on new knowledge acquisition was modest, suggesting its effectiveness lies in relatability and relevance. Strong correlations among learning outcomes, particularly confidence in recognising and giving consent, further demonstrate the program's success in reinforcing both conceptual and practical understanding of GBV and practical skills in bystander intervention.

Insights from the RRR pilot workshop series (Feb-Aug 2023) informed enhancements to the one-hour 'Enlivening RRR' workshop, re-launched during Semester 1 'O-Week' 2025. 'Train-the-trainer' sessions began in November 2024 as the program transitioned from a co-facilitated approach to fully peer-led delivery. In these sessions, Peer Educators trained RMs to independently facilitate workshops within their respective residential communities and worked alongside them to expand scenario-based learning, grounded in real lived experiences from the residential community. RMs adapted content and program delivery to reflect the diverse cultures and contexts of their halls. Forty-five trained RMs facilitated workshops for 1,200 new residents across all residential halls in a single day, with an additional 200 participating in makeup sessions. This delivery model was endorsed by 96% of participants.

Since O-Week, the program has undergone a peer-led review, adding content on coercion and control in alignment with the GBV National Code. RRR workshops are now viewed as a student-owned initiative rather than a top-down ANU mandate. RMs have the flexibility to tailor the workshops to the evolving priorities and dynamics of their halls, while the IARC and Peer Education team have transitioned into a support role. Since 2023, changes have focused on facilitation methods, approach to discussion, and knowledge demonstration, rather than on the content itself. From 2026, residential halls are equipped to deliver RRR workshops independently, enabling IARC to extend this education beyond residences to the broader student cohort.

## RRR Modules

The RRR module was implemented across the entire ANU student community in semester one, 2023. Feedback collection remains ongoing, with participants invited to complete a voluntary feedback survey at the end of the online module. The survey includes both rating-scale and open-ended questions, enabling quantitative and qualitative analysis to identify trends, inform content improvements, and provide insights into participant self-reported learning outcomes. The POLIS pilot evaluation also highlighted the differing needs between undergraduate and HDR candidates, prompting the development of a tailored online module for HDR contexts (R4, released early 2024), which emphasises student-supervisor relationships. Reflecting a whole-of-community approach, the RRR program expanded further with the release of an ANU staff module (RRR@W) in late 2025.

Across the three RRR modules, testimonial feedback from participants indicates strengthened GBV knowledge and bystander intervention following module completion, addressing sub-barriers 1.1-1.3 (Table 8).

*Table 8: Feedback from participants in the RRR program responding to the prompt “What were the strengths of this course”*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Improved understanding of consent and power dynamics (sub-barrier 1.3 & 1.5)<br><i>“One strength of the content of this course is that it conveys a lot of the nuances around consent and power dynamics that has been glossed over or missed in other similar trainings I’ve done. The scenarios were short, but they demonstrated a lot.”</i><br>– Undergraduate student, RRR class of 2024                                                                                                                                                                                                                                                                              |
| Understanding harmful behaviours and their impact on victim-survivors (sub-barrier 1.3 & 1.2)<br><i>“The applications are fantastic - not formulaic or kitsch/cheesy. They seem to be written by people with real, lived experience. I think these should be shared with other universities because they are far better than any I have seen before. The focus on victim-survivors is also great. We need to keep driving that home.”</i><br>– HDR supervisor, R4 class of 2024                                                                                                                                                                                            |
| Fostering a safe community, practical bystander intervention and awareness of support options (sub-barrier 1.1, 1.3 & 1.6)<br><i>“The course provided clear, practical frameworks like the 5Ds of Bystander Intervention and detailed definitions of consent and respectful behaviour. I appreciated the realistic scenarios that helped me understand complex situations involving power dynamics and respectful relationships. The focus on available ANU support services was also very valuable. Overall, the course helped me feel more confident in knowing how to contribute to a safe and respectful community.”</i><br>– Undergraduate student, RRR class of 2025 |
| Understanding and responding to GBV, fostering a safe community culture (sub-barriers 1.1 & 1.3)<br><i>“One of the strengths of this course was its clear and practical explanation of consent, respectful behaviour, and bystander intervention. The use of real-life scenarios made the content easy to understand and apply to daily life. I also appreciated the non-judgmental tone and the focus on creating a safe and inclusive community. The structure was simple but effective, and I felt more confident about how to respond to inappropriate behaviour after completing it.”</i><br>– Undergraduate student, RRR class of 2025                               |
| Fostering a safe community, practical GBV and bystander intervention education (sub-barrier 1.3)<br><i>“This was a great course and I wish it was offered at my previous university! The info was clear, relevant and had clear calls to action for what to do in a uni environment. The scenarios were relevant to the HDR context, and I really enjoyed hearing the perspectives of supervisors and students in the short interviews. The feedback sections were great for providing clear explanations of the pros and cons of different decisions and scenarios.”</i><br>– HDR candidate, R4 class of 2025                                                             |

Key enhancements focused on user experience and accessibility, such as screen-reader compatibility, clearer definitions, and the inclusion of a reference list for cited sources. The content was broadened to include more comprehensive bystander intervention curriculum as a standalone component, along with new learning activities and more relatable, action-oriented scenarios. Survey feedback highlighted that the program provided an inclusive learning experience and empowered participants to respond confidently to inappropriate behaviours.

To complement student perspectives, feedback was also sought from staff involved in student and staff support. Support staff were invited to reflect on the impact of GBV initiatives and tools, specifically in terms of how these have influenced their support practices or contributed to observable changes in the experiences of the staff and students they work with. Response rates were limited due to competing priorities, though those with direct engagement were best positioned to describe impact. One staff member reflected:

*“Following the implementation of the Rights, Relationships and Respect program, I have observed an increase in shared community understanding of what constitutes sexual violence, as well as ANU care and support pathways. Furthermore, since the introduction of the Bystander Intervention workshop I’ve seen an increase in conversations about this topic, including at Executive levels, reflecting greater awareness and recognition of its importance. Both trainings explore how institutional hierarchies and power dynamics shape relationships. Participants are increasingly applying an intersectional lens to identify institutional and cultural norms that enable harm. They’re engaging in nuanced conversations about how positional power influences vulnerability to exploitation and willingness to disclose, while also recognising their own power within these dynamics.”*

*– Staff member in Inclusive and Respectful Communities, 2025 (Highlighting impact against sub-barriers 1.3 and 1.5: Understanding GBV, power dynamics, and bystander intervention)*

Student and HDR candidates consistently describe the RRR program as empowering, practical, and trust-building – qualities essential for encouraging disclosure and fostering community accountability. In contrast, staff sentiment data continue to reflect uneven confidence in internal reporting processes, highlighting persistent structural and cultural challenges.

Overall, the RRR program continues to receive strong positive feedback for its relevance, inclusive learning environment, and the relational trust fostered through peer-led delivery. These factors contribute to a safer and more inclusive campus environment where students and staff feel supported to participate fully in university life. Nevertheless, program evaluations primarily capture short-term engagement and learning outcomes. Further longitudinal assessment will be required to determine sustained behavioural or cultural change, including shifts in how respectful relationships are understood and practiced within the ANU community. Given concurrent influences on institutional trust and safety, the specific contribution of GBV-prevention initiatives cannot yet be isolated. Early evidence suggests participants feel more confident navigating consent, setting boundaries, and supporting others, while the program’s iterative design ensures continued responsiveness to community needs by learning from lived experiences and centring student and staff voices as a key driver of program development. Collectively, these developments point to incremental but meaningful progress in addressing sub-barriers 1.1, 1.3, and 1.6, reflecting growing awareness, strengthened practical skills, and increased trust in ANU’s approach to preventing and responding to GBV.

## **5.2 Addressing institutional systems and accountability and trauma-informed support (sub-barriers 1.4 and 1.8).**

Integration of prevention teams improving intersectional understanding and collaboration, establishing a dedicated response team, and improvements to the governance framework could translate into perceptible change in staff and student trust over time, signalling early but tangible institutional impact on sub-barriers 1.4 and 1.8. Structural and procedural enhancements have not only improved incident response, data collection, and streamlined processes to better support trauma-informed practices, but have also laid the foundation for

deeper cultural change. The evidence outlined in this section shows that leadership commitment and greater institutional accountability is enabling more informed decision-making and is supporting the development of more inclusive, intersectional strategies across the University.

The University's broad consultation and engagement processes have leveraged lived-experience expertise from across the ANU community and prioritised co-design, reinforcing transparency and shared ownership of GBV prevention work. The desired long-term impact of this approach is a culture where intersectional perspectives guide decision-making and equity is operationalised across all domains of university life. While it is too early to confirm that such systemic change has taken root, the groundwork for it is evident in strengthened cross-unit collaboration, improved escalation processes, and an emerging sense of collective accountability.

Development of the Student Safety and Wellbeing Plan 2024-2026 revealed interconnected issues, with gendered inequity intersecting with racism, disability, and mental health experiences, underscoring the need for a holistic approach. The integration of the RRU and Inclusive Communities teams in 2024, followed by the Student Equity team in 2025 under the Renew ANU change process, established the IARC team, streamlined governance and strengthened the intersectional approach to prevention and student engagement. This structural alignment is expected to support more consistent, nuanced, and efficient management of complex prevention challenges, coordination across previously siloed initiatives, and enable more targeted intersectional focus across prevention work, and its strategic connection to broader experiences of equity and inclusion throughout the student lifecycle.

Overall, staff testimonials and survey data point to uneven but emerging signs of cultural change: stronger acknowledgement of institutional responsibility, increased attention to lived experience in policy and process design, and greater awareness of the importance of trauma-informed practice. Although these outcomes fall short of the University's desired impact of a fully embedded culture of accountability and trust, they represent meaningful progress toward reducing the systemic barriers identified under sub-barriers 1.4 and 1.8. Continued monitoring and community engagement will be critical to determine whether these early gains translate into sustained, organisation-wide change.

*"Since the merge of RRU, Inclusive Communities and Student Equity teams, we have been able to collaborate more effectively and apply an intersectional lens, resulting in increased clarity around accountability. The merge enabled a more coordinated approach to governance and accountability, supported by an authorising leadership environment that has expanded our reach and improved access and connection within the ANU community. I've also seen an increase in conversations about the drivers of gender-based violence since the development of the Sexual Violence Prevention Toolkit, reflecting greater knowledge and awareness of the importance of addressing the drivers in higher education settings."*

*– Staff member in Inclusive and Respectful Communities, 2025 (Highlighting impact against sub-barriers 1.4 and 1.8: Institutional documents, workflows, and accountability)*

With the rollout of the RRR@W module to staff in 2025, it is important to contextualise this initiative within the university's broader reform context and its ongoing efforts to address GBV. Staff concerns about workplace culture, particularly around safety and respect, have been heightened by recent organisational change. A decline in positive responses concerning staff comfort in reporting inappropriate behaviour at ANU from 2023 to 2024 (Table 9) may reflect uncertainty and staffing instability associated with the ANU Renew initiative. While further engagement is needed to fully understand these correlations, current data shows a clear disparity in sentiment exists between male and female staff across academic and professional cohorts. Reduced comfort with reporting limits access to justice and perpetrator accountability, and job insecurity may amplify fears of retaliation, discouraging individuals from speaking up. Together, these factors continue to reinforce barriers to reporting and equitable resolution within the university community.

*Table 9: Agreement rates in response to the Staff 'ANYOU Survey' March 2023 and the Staff 'Pulse Survey' September 2024.*

|      | Academic                |     |                                                                   |     | Professional            |     |                                                                   |     |
|------|-------------------------|-----|-------------------------------------------------------------------|-----|-------------------------|-----|-------------------------------------------------------------------|-----|
|      | F                       | M   | F                                                                 | M   | F                       | M   | F                                                                 | M   |
|      | I feel respected at ANU |     | I would feel comfortable reporting inappropriate behaviour at ANU |     | I feel respected at ANU |     | I would feel comfortable reporting inappropriate behaviour at ANU |     |
| 2023 | Data not captured       |     | 63%                                                               | 71% | Data not captured       |     | 64%                                                               | 72% |
| 2024 | 52%                     | 47% | 51%                                                               | 66% | 55%                     | 56% | 58%                                                               | 63% |

Note: Less than 1% of staff identified that their gender does not align with the categories of men and women. These individuals, along with those who chose not to disclose their gender, are not included in the reported results.

In this context, initiatives such as trauma-informed capability building for HR practitioners, vicarious trauma training, and broader staff education programs are critical for rebuilding confidence in reporting and strengthening a culture of safety, respect, and accountability across the University.

*“This course effectively raises awareness about important issues like sexual assault, harassment, and power dynamics in university settings. It provides clear, practical information about support resources available for both staff and students, empowering participants to respond appropriately. The use of real-life scenarios and reflective activities helps learners engage deeply and personally with the content. Additionally, the course balances confidentiality and responsibility, guiding participants on how to handle sensitive disclosures with care and professionalism. Overall, it fosters a respectful, safe, and supportive campus culture by equipping staff with knowledge, empathy, and actionable steps.”*

– Staff member who participated in RRR@W post-module survey, 2025, responding to the prompt “What were the strengths of this course” (Highlighting impact against sub-barriers 1.5, 1.6 and 1.8: Awareness of GBV, power dynamics, disclosure mechanisms, and trauma-informed support)

While operational improvements to the Disclosure Tool and increased reporting have enhanced access to trauma-informed support, the experiences of students, HDR candidates, and staff, and across different areas of the university, reveal a more complex reality. Their distinct personal and institutional contexts shape perceptions of safety and justice, leading to an uneven impact of GBV prevention efforts, and influencing individuals’ willingness and ability to seek justice. Due to the sensitive nature of specific incidences involving harmful behaviours, we are unable to demonstrate impact for people directly affected in a de-identified format. Therefore, we have drawn on testimonials from staff working in response roles.

*“The broadened scope and refined questions in the Harmful Behaviours Disclosure Tool have deepened our understanding of the breadth of harmful behaviours occurring in the community, allowing us to provide more effective support for students and staff, and enabling the identification of emerging hot spots for targeted prevention interventions. Furthermore, the separation of prevention into the RRU, and response into the SSW team, has allowed for much greater investment in prevention initiatives, and I’ve seen increased awareness and knowledge in the community. Our efforts to ensure that the response pathways are coordinated and trauma informed for students, have led to shorter wait times—and the reported experiences suggests we’re achieving better outcomes for victim-survivors as a result.”*

– Staff member in Inclusive and Respectful Communities, 2025 (Highlighting impact against sub-barriers 1.6 and 1.8: Disclosure pathways and trauma-informed support)

Despite improvements in structural support, findings from the Nixon Review (2024-25) reveal that significant cultural and structural barriers to gender equity persist in some parts of the University. The review,

commissioned by the Vice-Chancellor and Provost following reports of harmful behaviours within the former College of Health and Medicine, identified entrenched patterns of gender inequity, lack of transparency in recruitment and promotion, and resistance to equity initiatives. These issues have caused significant harm, including trauma, mental health impacts, and career derailment, particularly among women, and those facing intersecting forms of marginalisation.

While leadership's zero-tolerance stance and structural reforms reflect strong institutional intent, the Nixon Review underscores that these initiatives have had uneven impact across the University. The desired outcome – a cohesive culture of safety, respect, and accountability – remains aspirational. Early evidence points to progress in developing more consistent, trauma-informed systems and improved capability among staff, but sustained monitoring, leadership commitment, and cultural repair will be essential to achieve the intended long-term impact under sub-barriers 1.5, 1.6, and 1.8.

### **5.3 Limitations and challenges in addressing perceptions of institutional dismissiveness, power relations and the fear of retaliation (sub-barriers 1.4, 1.5 and 1.7)**

We have not been able to demonstrate impact against sub-barriers 1.5 (power dynamics) and 1.7 (fear of retaliation) and have only partially evidenced sub-barriers 1.4 (perceptions of dismissiveness) and 1.6 (trust in incident response). This is due to the lack of appropriate measurement mechanisms and current circumstances that make conducting staff surveys on these topics unsuitable. Responses would be shaped by multiple overlapping factors, making it difficult to attributed findings to specific causes. Furthermore, the intersectional and marginalised identities of participants present unique challenges to engagement. Some have reported that the RRR content is confronting, particularly for those from cultural backgrounds where these conversations are more difficult to engage with. Experiences of marginalisation vary significantly, even within identity groups, meaning that individual feedback may not reliably reflect broader organisational trends related to marginalised experiences of harmful behaviours. In addition, ANU will review outcome and impact metrics for sub-barriers 1.4-1.7 in the 2026 staff 'Pulse Survey' and annual RRR evaluation cycle, enabling longitudinal tracking of culture change and trust indicators.

## 6. FURTHER ACTION

ANU is dedicated to enhancing the safety and wellbeing of its community through a trauma-informed and person-centred approach to preventing, monitoring and reporting GBV. This commitment is advanced through ongoing initiatives guided by the Student Safety and Wellbeing Plan 2024-2026, the Sexual Violence Prevention Strategy 2019-2026, the Gender Equity Strategy 2023-2025, and full implementation of the Nixon Review recommendations. Effectively addressing the prevalence and impact of GBV is a shared responsibility that necessitates a comprehensive, community-wide effort. Informed by the issues and ongoing challenges identified in this Cygnet, Table 10 provides a detailed breakdown of specific actions that align to our key objectives and priorities. These actions are guided by best practices and evidence-based recommendations and are integrated into current strategies and taskforce plans. Progress will be monitored and evaluated through the reference and review of these actions. The University remains committed to being transparent in our efforts to prevent and respond to incidents of sexual misconduct that impact the ANU community.

Data collection, monitoring and evaluation are being enhanced through an Evaluation and Monitoring Working Group, which reports to the Safety and Wellbeing Committee and Council, and coordinates and supports effective monitoring and implementation of the Student Safety and Wellbeing Plan. This aligns with institutional commitments outlined in the Workplace Gender Equality Act (WGEA) Employer Statement, where the ANU Vice-Chancellor has committed to specific actions that advance Gender Equity, including those directly addressing the identified barrier: disrespectful behaviour. In 2026, ANU will finalise its WGEA targets, strengthening the University's efforts to prevent and respond to GBV. Contributions to the Champions of Change annual impact report demonstrate the university's commitment to strengthening awareness and understanding of the actions necessary to address disrespectful behaviour within the ANU community.

While progress has been made, ANU recognises the ongoing work required to cultivate a culture of inclusivity and respect for all members of its diverse community, including dismantling inequality, both embedded and experienced, to ensure that gender is not a barrier to success or opportunity. Through continuous refinement, ANU strives to drive positive change both within ANU and across the wider community for a better, fairer and more equitable future. Future actions will apply learnings to enhance GBV prevention and support for staff, with efforts already underway to align existing policies and practices with anticipated requirements the under the GBV National Code, including the completion of a gap analysis and the establishment of an implementation working group.

Table 10: Future Action Plan (Actions the University will take to achieve and sustain the desired outcomes and impact, reducing gender-based violence at ANU).

| Ref. | Rationale                                                                                                                                                                                                                                                   | Measurable Actions & Outputs                                                                                                                                                                                                              | Timeframe                 | Responsible                          | Accountable                        | Success Indicators                                                                                                                                                                              |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1  | History of absence of comprehensive gender-based violence (GBV) prevention education for staff, resulting in insufficient staff knowledge regarding disclosures and bystander intervention.                                                                 | Increase staff uptake of the 'Rights, Respect, and Relationships at work' (RRR@W) online training module.<br><br>RRR@W soft-launched to a pilot group in Q3 2025, with promotion to all staff planned for Q1 2026.                        | From Q3 2025 onwards      | People and Culture Division (P&C)    | Chief People Officer               | Staff know their positive duty to prevent GBV in the workplace, setting professional boundaries, understand power dynamics and interpersonal safety while working away from campus.             |
| 1.2  |                                                                                                                                                                                                                                                             | Promote the new staff mandatory training procedure, that includes the RRR@W module and other essential learning.                                                                                                                          | Q1 2026                   | Talent Development Team, P&C         | Chief People Officer               | Achieve a 100% completion rate of RRR@W among ANU staff.                                                                                                                                        |
| 1.3  |                                                                                                                                                                                                                                                             | Deliver targeted bystander intervention workshops to staff, including senior leaders, facilitating 3 workshops each semester throughout the first year.                                                                                   | From 2026 onwards         | Inclusive and Respectful Communities | Deputy Vice-Chancellor (Education) | A workplace culture where staff at every level are equipped to intervene when witnessing harmful behaviours and are confident making disclosures.                                               |
| 1.4  |                                                                                                                                                                                                                                                             | Facilitate the Champions of Change '7 Switches: A Guide for Inclusive Gender Equality by Design' workshop for leadership.                                                                                                                 | From 2026 onwards         | Diversity, Equity and Inclusion Team | DE&I Manager                       | Leaders are equipped with actionable strategies to embed gender equity in decision-making, fostering an inclusive and equitable workplace.                                                      |
| 2.1  | Absence of structured and scalable restorative practices to address interpersonal harm and rebuild community trust, along with insufficient bystander intervention and restorative response to GBV incidents among students through an intersectional lens. | Implement the two-year Restorative Practices (RP) Program: (1) Establish an Expert Group, (2) Expand RP training for staff and students, (3) Pilot restorative circles, (4) Scope a long-term RP service including cost-benefit analysis. | 2024-2026                 | Inclusive and Respectful Communities | Deputy Vice-Chancellor (Education) | Expert Group meets quarterly; 3+ RP training sessions per semester; 5+ pilot restorative circles completed and evaluated; final scoping report with cost-benefit analysis submitted to Council. |
| 2.2  |                                                                                                                                                                                                                                                             | Expand the Peer Education Program by developing bystander intervention training addressing GBV and intersectionality and roll it out across the university.                                                                               | From Q3 2025 onwards      | Inclusive and Respectful Communities | Deputy Vice-Chancellor (Education) | Students are equipped and emboldened to respond to their peers regarding GBV incidents.                                                                                                         |
| 2.3  |                                                                                                                                                                                                                                                             | Developing resources to support international student needs with regards to the prevention of gender-based violence and access to support.                                                                                                | From 2026 onwards         | Inclusive and Respectful Communities | Director of University Experience  | Increased awareness of GBV prevention resources and support services among international students to reach parity with domestic students.                                                       |
| 3.1  | Limited visibility of student engagement spaces and insufficient structured feedback on safety and inclusion initiatives.                                                                                                                                   | Implement interactive activation boards across campus and residences during O-Week and key events to promote respectful relationships, support services, and gather evaluative feedback to inform program improvements.                   | Q1 2025 to end of Q1 2026 | Inclusive and Respectful Communities | Director of University Experience  | Boards deployed in key locations; 500+ student responses collected; data analysed and reported; findings inform program adjustments; student access to resources improved.                      |

|     |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                   |                                                              |                                                           |                                                                                                                                                                                                                                            |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1 | Data capability of current systems and processes is underutilised for measuring outcomes and impact of initiatives addressing GBV.                                                                                                                         | Build upon data capability for long-term evaluation, by improving data values, definitions and collection methods to accurately capture attitudes, behaviours, intersectional experiences, and the structural and cultural drivers of GBV, including particularly for marginalised staff and students (LGBTIQ+, Aboriginal or Torres Strait Islander, born overseas/English as a foreign language, disability, and carers). | From 2026 onwards                                 | People and Culture Division & University Experience Division | Chief People Officer & Deputy Vice-Chancellor (Education) | Comprehensive understanding of university demographics and the specific GBV barriers faced by marginalised staff and students, supported by longitudinal data tracking to effectively measure meaningful improvement to lived experiences. |
| 4.2 |                                                                                                                                                                                                                                                            | Annual review of the Disclosure Tool to ensure alignment with the regulatory environment (including changes under The Code) and the establishment an Office of Integrity.                                                                                                                                                                                                                                                   | From 2026 onwards                                 | Student Safety and Wellbeing Team & Staff Respect Consultant | Deputy Vice-Chancellor (Education)                        | The Disclosure Tool consistently adheres to current regulations as well as improved accessibility and engagement.                                                                                                                          |
| 5.1 | Identified need to increase staffing capacity to effectively implement and sustain new requirements under the GBV National Code and other legislative changes, positioning the ANU as a leader in best-practice approaches to GBV prevention and response. | Conduct a review of policies and procedures through a trauma-informed lens and publish updated documents on the ANU website.                                                                                                                                                                                                                                                                                                | Publish in Q4 2025                                | Staff Respect Consultant                                     | Chief People Officer                                      | Policies are trauma-informed and reflect best practice.                                                                                                                                                                                    |
| 5.2 |                                                                                                                                                                                                                                                            | Implementing the legislative requirements under the <i>Work Health and Safety (Sexual and Gender-based Harassment) Code of Practice 2025</i> and the <i>National Higher Education Code to Prevent and Respond to Gender-based Violence (The GBV National Code)</i> .                                                                                                                                                        | From 2025 onwards                                 | People and Culture Division                                  | Chief People Officer                                      | Adherence to legislative requirements and compliance policies and procedures for preventing and responding to GBV.                                                                                                                         |
| 5.3 |                                                                                                                                                                                                                                                            | Enhance communications to raise awareness, trust, and utilisation of GBV education, resources and engagement options.                                                                                                                                                                                                                                                                                                       | From 2026 onwards                                 | People and Culture Division                                  | Chief People Officer                                      | Staff and students are more aware of resources, education, and support pathways, and are actively engaged in initiatives across all areas of ANU.                                                                                          |
| 6.1 | An external review into the culture of the former College of Health and Medicine was conducted following disclosures of harm from staff and students, with a particular focus on gender.                                                                   | Implementation of Nixon Working Groups recommendations.                                                                                                                                                                                                                                                                                                                                                                     | Ongoing, with external reviews at 9 and 18 months | Interim Vice-Chancellor/Provost                              | Nixon Steering Committee                                  | A robust success measurement framework including external monitoring, internal governance, performance indicators for each recommendation, comprehensive data collection, and transparent public reporting.                                |