

*Respect.
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STRATEGIC FRAMEWORK

UTS COMMUNITY'S RECOMMENDATIONS
ON PREVENTING SEXUAL VIOLENCE

UTS: DESIGN
INNOVATION
RESEARCH CENTRE

ABOUT THE UTS DESIGN INNOVATION RESEARCH CENTRE

The Design Innovation Research Centre (DIRC) advances the practice of research-led design innovation in response to complex social problems. We have over a decade of experience helping communities and organisations reframe seemingly intractable situations and then realise transitions to preferable futures.

A core part of the Design Innovation Research Centre has been a wide range of Designing out Crime projects (DOC). This work aims to redesign situations – places, organisations and individuals – to encourage safer, active communities. In these cases, designing is not just reactive problem-solving, but proactive structural change to prevent problems arising. The outcomes are changes to a combination of built environments, organisational cultures, service systems and individual mindsets.

From over 100 Designing out Crime projects, DIRC has deep expertise in processes that are appropriate yet insightful about:

- Engaging sensitively with marginalised people and places
- Facilitating collaboration with conflicting stakeholders
- Finding playful ways to negotiate serious social challenges
- Our research-led, applied approach offers our partners:
- An opportunity for capability uplift using design and innovation methodologies and tools in action (learning by doing).
- Access to tailored tools and methods from applied research specific to your project and outcomes.

DIRC RESPECT.NOW.ALWAYS TEAM

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We would like to acknowledge the support of Sumati Ahuja, Lucy Kaldor, Nour El-Houda El-Zmeter, Doria Katos and the UTS Preventing Sexual Assault and Sexual Harassment Working Group throughout this project.

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Purpose of this report

This report aims to support the UTS Preventing Sexual Assault and Sexual Harassment Working Group (Working Group) and other stakeholders to:

- better understand the nature of sexual assault and sexual harassment and how it manifests within the UTS community, and
- recommend action through a strategic framework specifically designed to drive longer term sustainable cultural and systemic change at UTS.

This report includes research findings around the prevalence and nature of sexual assault and harassment and the needs of the UTS community. It does not contain details of specific incidents of sexual assault or sexual harassment. However, it may be distressing for some audiences.

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Executive Summary

UTS is part of the national university Respect.Now.Always (RNA) campaign, aimed at preventing and better responding to the issue of sexual assault and sexual harassment (referred to as ‘sexual violence’) on campus. The UTS Vice Chancellor established the Preventing Sexual Assault and Sexual Harassment Working Group (Working Group) in 2017, chaired by the Provost and coordinated by a dedicated Program Manager to lead change efforts within UTS.

Following an increased commitment to the RNA program, UTS set out to better understand how to create the sustainable cultural changes necessary to prevent sexual violence from occurring in the first place, in addition to improving response mechanisms. We committed to doing this with our community of students and staff – listening to their experiences, needs and ideas. This report is a result of that investigation, conducted by the UTS Design Innovation Research Centre through a highly participatory research and design process involving approximately 5000 students and 400 staff.

RESEARCH FINDINGS

The research identified a range of experiences and perceptions from the UTS community, including:

- A lack of understanding of sexual violence and a desire to better understand expectations of behaviour in Australia
- Negative impacts of internalised gender norms and perceived gender inequality
- Barriers to speaking up to call out inappropriate behaviour as well as to seek personal support following exposure to sexual violence
- Distrust of formal reporting processes and a strong preference towards informal support mechanisms
- A range of damaging personal costs of sexual violence.

The UTS community also identified a range of changes they would like to see across governance, operational and individual levels of the UTS system, including:

- A focus on positive cultural change and active citizenship
- Need to better equip staff to prevent and respond to sexual violence
- Focus on more experiential learning opportunities
- Addressing different cohort needs and building a common sense of responsibility.

STRATEGIC FRAMEWORK

In response to the research findings and best-practice culture change literature, we created a Strategic Framework with four focus areas.

- Informal support networks
- Distributed leadership networks
- Experiential learning, and
- Modelling expectations of behaviour.

We believe that creating and enhancing actions within these areas will create a safer and more respectful UTS community to learn and work.

The Strategic Framework provides direction to the Working Group, RNA Program and broader UTS community to prioritise, resource and implement actions. It also establishes a basis for the measurement of change in line with program logic models.

The Design Innovation Research Centre will support the Working Group to develop a number of tangible outcomes in line with the Strategic Framework through further co-design processes with the UTS community.

Support

UTS Counselling Service is open throughout the year, and can be accessed five days a week

- Phone: +61 2 9514 1177
- Email: student.services@uts.edu.au
- Location: CB01.6 (Level 6) Building 1, 15 Broadway, Ultimo, NSW 2007

UTS Sexual Assault Support Line: If you are a UTS student or staff member experiencing sexual assault or are concerned about someone in our UTS community, please contact the UTS Sexual Assault Support Line. The UTS Sexual Assault Support Line is staffed by professionally trained, trauma informed counsellors 9am-5pm, Monday to Friday (excluding public holidays). UTS Security will respond to calls on this number out of office hours.

- Phone: 1800 531 626

Employee Assistance Program (EAP), PeopleSense. EAP can assist with personal or work-related issues that may be impacting on your quality of life or sense of general wellbeing. EAP psychologists are available 24 hours a day, 7 days a week for emergency situations and critical incidents.

- Phone: 1300 307 912 for a confidential appointment

UTS Security on campus support,

- Phone: 1800 249 559 (24 hours), (dial 6 from an internal phone)

NSW Rape Crisis is the 24/7 telephone and online crisis counselling service for anyone in NSW – men and women – who has experienced or is at risk of sexual assault.

- Phone: 1800 424 017

NSW Emergency Services: If you are in immediate danger or need urgent medical attention, please call emergency services:

- Phone: 000

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BACKGROUND

Public awareness and response to sexual violence

GLOBAL ATTENTION TO THE PREVALENCE OF SEXUAL VIOLENCE

The issue of sexual assault and sexual harassment has come into the spotlight as a broad societal issue as survivors began to publicly speak out following the #MeToo movement, which was founded in 2006 (Me too 2019) and gained momentum as a viral campaign in 2017 (Bennett 2017). In Australia, this has prompted claims of sexual violence against prominent figures in the media, entertainment and politics and increased community awareness around issues of consent and sexual violence. In 2018, the Australian Human Rights Commission conducted the fourth national workplace sexual harassment survey, concluding that one in three people experienced sexual harassment at work in the last five years (Australian Human Rights Commission 2018).

WHAT IS SEXUAL VIOLENCE

The term 'sexual violence' is used to convey any acts on the continuum from sexual harassment (non-consensual, unwanted or unwelcome sexual behaviour which offends, humiliates and intimidates) through to indecent assault (unwanted touching of a person's body) to sexual assault (any sexual behaviour which a person is forced, coerced or tricked into without consent) (NSW Government 2018). Sexual violence is not just about perpetrators seeking pleasure from sex but about exerting power and control over someone else (ReachOut 2019).

Public awareness and response to sexual violence

SEXUAL VIOLENCE IN A UNIVERSITY CONTEXT

Young people, particularly women between the ages of 18 and 24, are at increased risk of experiencing sexual violence within our community (Australian Human Rights Commission 2017). This means that universities that cater for this cohort play an important role in ensuring safe environments and establishing social norms and practices where sexual violence is not accepted. Alongside the #MeToo movement, the 2015 American documentary *The Hunting Ground* brought public awareness to the extent of sexual violence and institutional failure among American universities (Australian Human Rights Centre 2017). This contributed to an international upsurge of student activism and an increased concern amongst Australian universities to understand and address local manifestations of this problem.

In 2016, the Australia Human Rights Commission conducted a national survey of students to understand the nature, prevalence and reporting of sexual violence at request by the Hunting Ground Australia Project and Universities Australia (representing the 39 national universities) (Australian Human Rights Centre 2017).

Following a response from more than 30,000 university students across Australia, the resulting *Change the Course* report (Australian Human Rights Commission 2017) concluded that:

- sexual assault and sexual harassment are far too prevalent in university settings, as they are in the broader community
- there is significant underreporting of sexual assault and sexual harassment to the university, and
- universities need to do more to prevent such abuse from occurring in the first place, to build a culture of respect and to respond appropriately by supporting victims of abuse and sanctioning perpetrators.

The *Change the Course* report, along with multiple other reports from student unions, sexual violence activists and academics, contain recommendations for Australian universities to better understand and prevent sexual violence in their contexts. These recommendations have supported universities to improve current initiatives in place and develop broader responses.

UTS context and current approach to sexual violence

UNDERSTANDING THE UTS COMMUNITY

The UTS community is made up of a diverse set of people and environments. This includes nearly 45,000 students and over 3,600 full-time equivalent staff as well as our alumni and local precinct. UTS has nine different faculties, the largest with over 10,000 students. These are generally grouped by knowledge disciplines and form their own unique cultural identities within the larger UTS identity.

UTS is distinct from many other Australian universities in that it is a city-based, distributed and porous campus. UTS owns its residential housing facilities, which is different to the private ownership in other university contexts.

PREVENTING SEXUAL VIOLENCE AT UTS

Along with many universities, UTS has offered specialist support services and preventative education for many years. This includes having trauma-informed counsellors available on campus and offering sex and ethics training for Housing Resident Networkers.

Responses to the Change the Course report

The AHRC Change the Course report provided increased insight into the prevalence and nature of sexual assault and sexual harassment within UTS. Some of the key responses UTS has made in relation to the Change the Course report include:

- VC establishment of a senior UTS Respect.Now.Always Working Group, chaired by the Provost and coordinated by a dedicated Program Manager.
- Including a summary of change initiatives and data relating to incidents of sexual violence in the university's Annual Report on Safety and Wellbeing to assist members of Council to meet health and safety obligations.

- UTS governance instruments have been updated to ensure they align with UTS' values and expected standards of behaviour.
- Providing more accessible and flexible options for all UTS students and staff who want to make a disclosure about sexual violence, including an online portal, 1800 telephone service, increased trauma-informed counsellors and availability of evening counsellors.
- Implementing the online Consent Matters training module and making this mandatory for all students and staff.
- More in depth education and training for specific community members including UTS Housing Residential Networkers, ActivateUTS student club executives and team managers and UTS Peer Networkers.
- Engagement and communication campaigns to address the drivers of sexual violence, through highly visual stalls at student orientation and continued online.

Student Voice project

In addition, the Provost commissioned the UTS Design Innovation Research Centre (DIRC) to gain a more in depth understanding of the student experience in relation to sexual assault and sexual harassment through a '[Student Voice project](#)' in late 2017. This involved interviews, workshops and events with nearly 3000 students and 200 staff and a set of insights to inform the design of UTS services and campaigns.

Strategic Framework project

Following this work, UTS reinforced its commitment to the Respect.Now.Always program through developing a Strategic Framework to provide a stronger vision for the program's outcomes, informed by UTS community voices and research on driving cultural change. This report presents the results of the Strategic Framework project.

UTS context and current approach to sexual violence

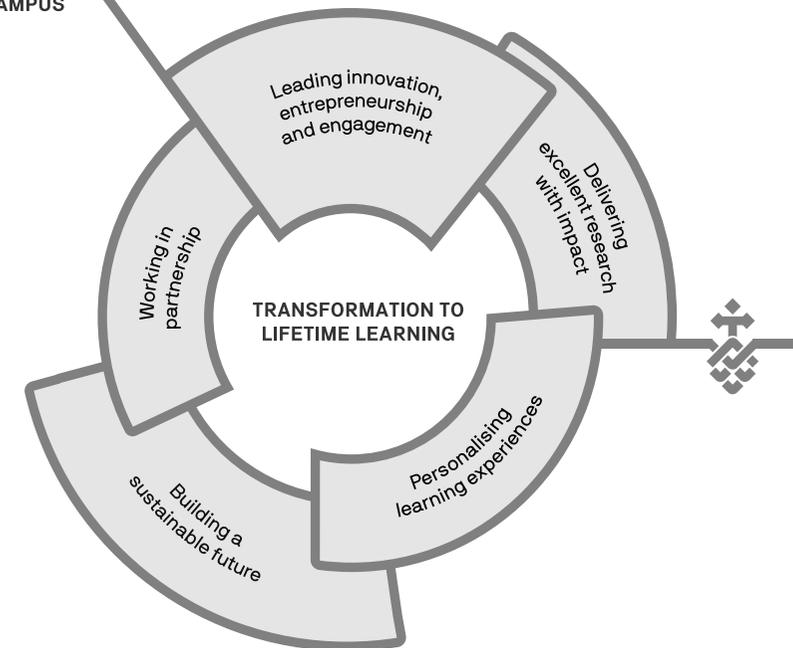
ALIGNMENT WITH THE UTS 2027 STRATEGY

UTS's vision is to be a leading public university of technology recognised for our global impact. The Respect.Now.Always. program aligns with the core commitments:

- **Working in partnership** – preventing sexual assault and harassment is a broad issue in society. To deliver the biggest positive impact in the space, we work collaboratively with support groups, other Australian universities, and, most importantly, our community of students and staff.
- **Leading innovation and entrepreneurship** –shifting thinking and culture on an entrenched societal issue requires creative thinking and approaches. The RNA program partners with the UTS Design Innovation Research Centre to deliver innovative, human-centred campaigns.
- **Delivering excellent research with impact** – through a comprehensive design-thinking research approach, the RNA program has a strong focus on social impact. Findings are socialised within academic and professional forums to encourage broad impact.
- **Sustainable future** – UTS's impact in this space reaches beyond its campus. Through building a culture of respect with students and staff from the moment they step into our space, they live UTS values, and take it with them into the world.

OUR COLLABORATIVE AND CREATIVE WORKFORCE

OUR SYSTEMS, CAMPUS AND PRECINCT







A deeper understanding of sexual violence and prevention

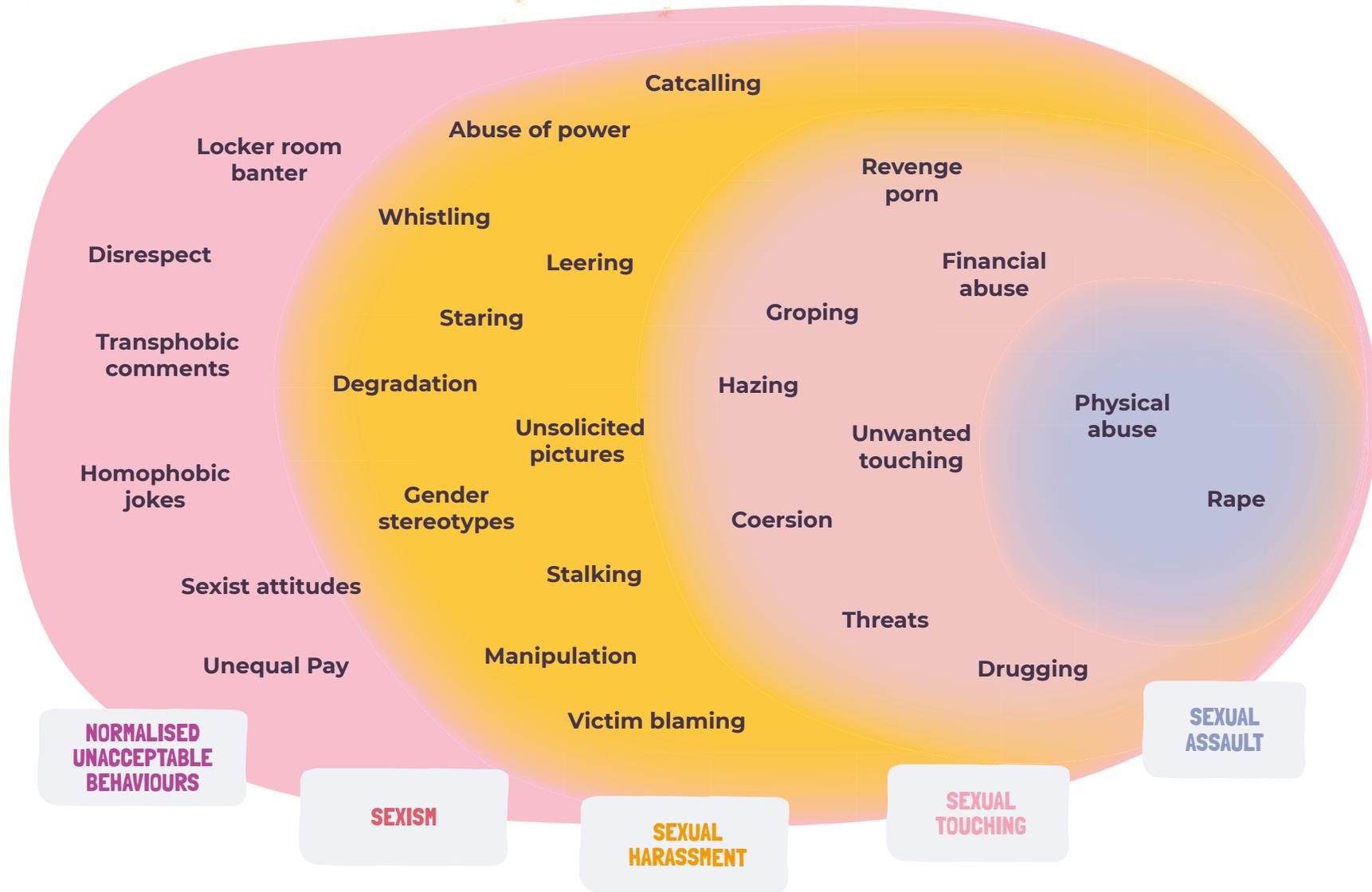
UNDERLYING DRIVERS OF SEXUAL VIOLENCE

Gender inequality and disrespect (including in a work context) increase the likelihood of sexual violence.

At the beginning of this project, our focus was on understanding and preventing sexual assault and sexual harassment. This framing focuses on incidents at the severe end of sexual violence. However, it has become clear through our interviews that people experience sexual violence on a continuum that begins with “more everyday ‘grey area’ behaviours” (Fileborn, Loney-Howes & Hindes 2019) – including sexist behaviours that may be normalised within a work context.

This aligns with the OurWatch framework for the prevention of violence against women and their children (OurWatch 2015) which identifies that gender inequality – where unequal value is afforded to men and women and there is an unequal distribution of power, resources and opportunity – sets the social context in which violence against women occurs. Attitudes that endorse disrespect towards women (including sexism) also increase the likelihood of physical and sexual violence occurring (Australia’s National Research Organisation for Women’s Safety, 2018).

Why do we still have gender inequality? Gender inequality results from laws or policies which formerly constrained the rights of women and are perpetuated through structures, social norms, daily behaviours and subconscious attitudes that reinforce these (OurWatch 2015).



CONTINUUM OF SEXUAL VIOLENCE

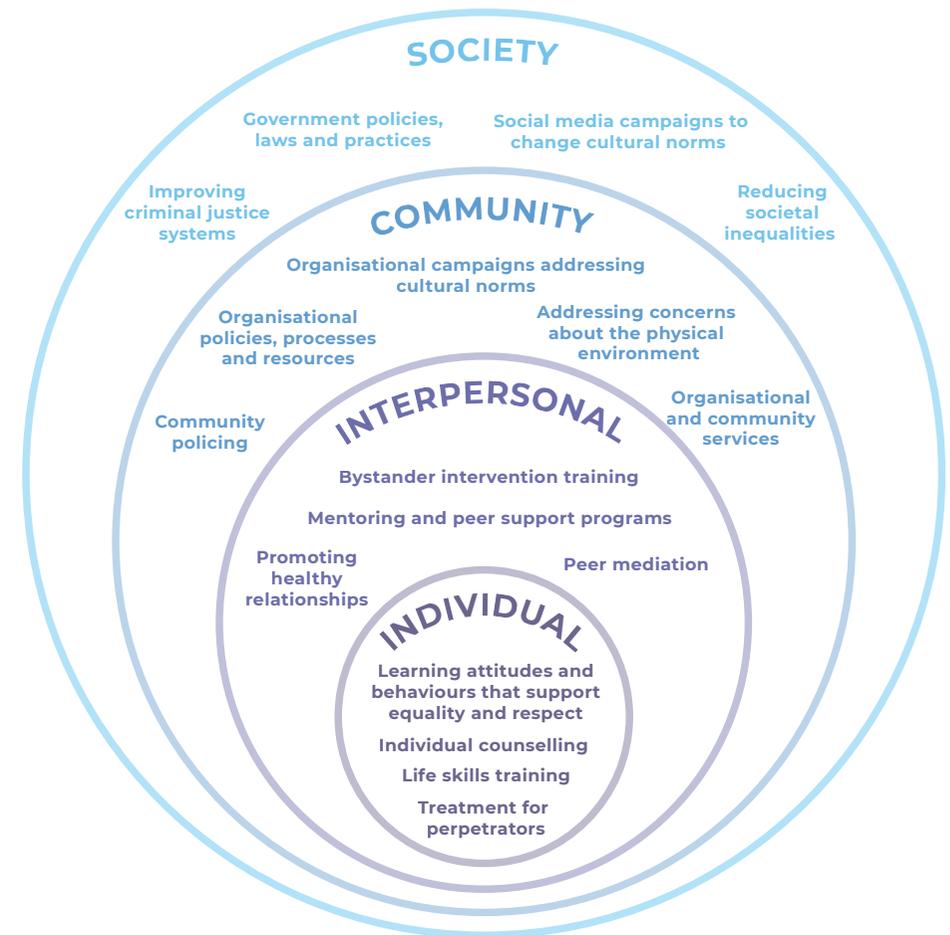
A deeper understanding of sexual violence and prevention

SOCIO-ECOLOGICAL MODEL

Sexual violence needs to be addressed at all levels of an organisation

Violence prevention experts in the public health field also apply a socio-ecological model to help understand the multi-faceted factors that influence the risk of violence. This highlights that violence is the result of an interplay between individual, relationship, social, cultural and environmental factors and that it's important to gain an understanding of these factors in order to address them (World Health Organisation 2002).

The World Health Organisation (2002) highlights that addressing risk factors across the various levels of the socio-ecological model (including within organisations) may be more effective by addressing multiple types of violence. Different types of interventions have been mapped across the model to help support our understanding of intervention types. This model has been one of the thinking tools applied to the construction of the Strategic Framework.



A deeper understanding of sexual violence and prevention

LEVEL OF PREVENTION STRATEGIES

Primary prevention means social change

Violence prevention in the public health field also classifies levels of intervention based on when it occurs (World Health Organisation 2002). This is summarised by OurWatch (2015) as:

- Tertiary prevention or response: Supports survivors and holds perpetrators to account (aims to prevent the recurrence of violence)
- Secondary prevention or early intervention: Aims to change the trajectory for individuals at higher-than-average risk of perpetrating or experiencing violence
- Primary prevention: whole of population initiatives that address the primary, underlying drivers of violence.

OurWatch (2015) highlights the importance of primary prevention to drive social change by addressing the underlying conditions that allow violence to occur in the first place. This includes addressing norms (our knowledge about what we and other people should do), practices (the way norms are usually performed) and structures (systems or rules that arrange our norms and practices in particular ways) (OurWatch 2015). Our Strategic Framework has been developed with a particular focus on achieving primary prevention.

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METHODS

Framework process

The Strategic Framework project involved the stages below. Some of this work will continue following the publication of this report.



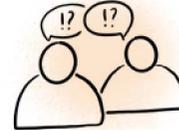
1. PROJECT COMMENCEMENT

- Project scoping
- Ethics application



2. DESKTOP RESEARCH

- Reviewing existing recommendations
- Understanding the nature of sexual assault and sexual harassment at universities
- Understanding cultural change



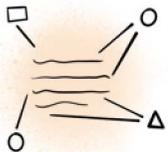
3. INTERVIEWS

- Understand experiences and aspirations for change with staff
- Review findings previous Student Voice interviews



4. COMMUNITY ENGAGEMENT

- Test and gain feedback on ideas for change
- Stakeholder workshop
- Student engagements during orientation



5. SYNTHESIS & RECOMMENDATIONS

- Identifying patterns and priorities for focus areas



6. CO-DESIGN

- Selecting one or two project initiatives to co-design with UTS community



7. REFLECTION

- Facilitated reflection on progress

Project commencement

UTS Human Research Ethics Committee (HREC) approval was sought and gained to cover the research components of the project under the application 'ETH18-3079: A Design Research Approach to the Respect.Now.Always Campaign at University of Technology Sydney'.

ETHICS AMENDMENTS TO COVER ORIENTATION EVENTS

Additional HREC amendment applications have been made to cover the specific details of RNA student orientation events (which included research questions about the Strategic Framework) and enable data and reflections from these events to be published externally. These were covered under:

- ETH19-3338: Amendment to cover research activities of Respect.Now.Always Autumn orientation engagements, and
- ETH19-3988: Amendment to cover research activities of Respect.Now.Always Spring orientation engagements.

Desktop research

While sexual assault and sexual harassment has received a lot of public attention in recent years, the way it manifests within organisations is still not well understood. Identifying solutions to influence cultural change is even harder, with a plethora of different theories and commentary on the issue which do not provide a clear pathway forward.

DESKTOP RESEARCH AIMS

- Establish a better understanding of sexual assault and harassment and how it manifests in university settings
- Develop a more comprehensive understanding of the implications and efficacy of current recommendations for universities in preventing sexual assault and sexual harassment
- Identify cultural change theories to inform the development of interventions to more effectively prevent sexual violence.

DESKTOP RESEARCH PROCESS

- Scanning online commentary about sexual violence
- Scanning academic literature about sexual violence at university
- Mapping existing university recommendations to understand similarities, differences and gaps
- Reviewing key culture change theories across design, management, social science and environmental science fields.

Data collection

The Strategic Framework project incorporated insights from the earlier Student Voice project and supplemented this with additional research focussed on UTS staff. Details of the data collection methods are below.

STUDENT VOICE PROJECT

Nearly 3000 students and 200 staff were involved throughout research engagements in 2017-2018 including interviews, workshops and events. This included:

- **Semi-structured one-hour interviews** with students recruited through online communication channels and representing a range of demographics.
- **A co-design workshop** to test findings and develop further lines of enquiry with the Working Group, Student Consultative Group and key stakeholders.
- **Research and engagement stalls** at orientation events, the Tower Building and Night Owl Noodle market
- **A workshop** with at a senior staff forum.

More information about the research data is available in the Student Voice report.

Data collection

ADDITIONAL RESEARCH

A further set of interviews, workshops and events were conducted as part of the Strategic Framework project in 2018-2019 in order to develop a collective vision for the Respect.Now.Always program outcomes.

These engagements focussed on UTS staff and some student leaders, and ultimately engaged over 200 staff and 2000 students. The focus on staff reflects the fact that sexual violence not only affects students but also affects staff within a university context, and that many members of our community have dual roles as both staff and student. It recognises that staff are an integral part of the system to establish a context that does not enable sexual violence or violence supporting attitudes.

Interviews

The semi-structured one-hour interviews sought to gain a deeper understanding of the experiences of staff and understanding what changes they would like to see in order to prevent sexual violence within UTS. A broad range of staff were invited to participate, covering roles from academic, professional, senior staff group and student leaders. This included UTS academics with subject matter expertise in sexual violence prevention and support. The following faculties and units were represented in interviews:

- Faculty of Arts and Social Sciences
- Faculty of Law
- Faculty of Health
- Faculty of Engineering and IT
- Faculty of Design, Architecture and Building
- Faculty of Business
- Equity and Diversity Unit
- Governance Support Unit
- Jumbunna
- Housing Services
- UTS Library
- UTS Students Association

Data collection

While we sought to attract an inclusive group to participate in the research, only a small number of casual staff and diverse community members including Aboriginal and Torres Strait Islanders, people who identify as LGBTQI+ and people with a disability were able to participate. These groups should be considered priority cohorts for future research about UTS's RNA program.

The interviews were recorded and transcribed. An initial analysis identified emerging themes which were presented at a stakeholder co-design workshop in early 2019. Following this work, a more robust grounded-theory coding of the findings was conducted, ultimately drawing on over 500 illustrative quotes to identify more specific themes from our interviewee experiences.

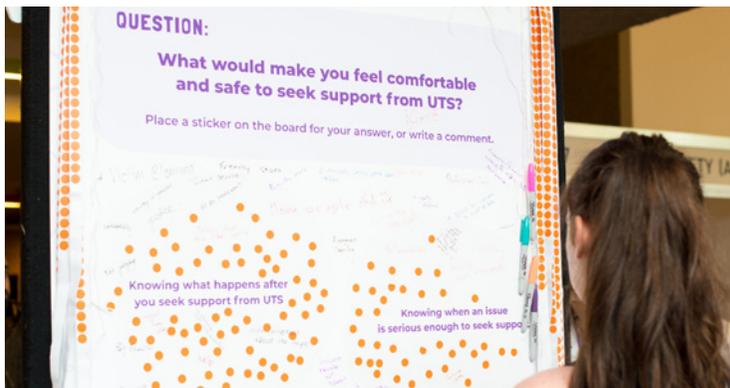
COMMUNITY ENGAGEMENTS

Early findings, concepts and ideas were tested with the UTS community to gain feedback and identify additional opportunities for strategic action. This included:

- **Ongoing activities with the Working Group** to seek feedback on findings
- **A co-design workshop** with 25 key stakeholders including students, staff and interviewee participants to discuss initial findings and identify potential areas for intervention
- **Research and engagement stalls** at orientation events and UTS International Women's day attended by students, staff and volunteers
- **Student intern contributions** throughout the project.

We encourage continued community engagement around the RNA Strategic Framework to ensure this framework continues to develop and evolve with community needs, rather than treating this as a static plan.





Secondary data

The following secondary data contributed to our research.

UTS AHRC SURVEY RESULTS

The survey results contain a wide range of data including statistics on the number of sexual assault and sexual harassment incidents reported by the survey respondents, the nature of the incident, where it occurred, the type of perpetrator, and where and how a survivor sought support.

Key insights from this data include:

- Over 50% of respondents knew very little to nothing about where to seek support, how to make a disclosure regarding an incident, or relevant university policies.
- 2.2% of surveyed UTS students had experienced sexual assault in a university context, higher than the 1.6% national average.
- 31% of surveyed UTS students had experienced sexual harassment in a university context.
- 35% of sexual harassment incidents occurred on transport to and from UTS.
- 58% of sexual harassment incidents were perpetrated by other students from UTS.
- 12% of sexual harassment incidents were perpetrated by a tutor/lecturer.
- 94% of those sexually harassed at UTS did not seek support, for a variety of reasons including not believing it was serious enough to report, not knowing support options and implications, cultural barriers, and stigmas causing embarrassment and shame.

Secondary data

EXISTING RECOMMENDATIONS FOR UNIVERSITIES TO PREVENT SEXUAL VIOLENCE

Since the release of the US Hunting Ground film and the resulting investigations into sexual violence within Australian universities; numerous activists, academics and sexual violence practitioners conducted their own research and developed publications recommending certain universities to take certain actions.

These reports include:

- AUG, 2018** Universities Australia; Principles for respectful supervisory relationships
- JULY, 2018** Universities Australia; Guidelines for university responses to sexual assault and sexual harassment
- JULY, 2018** Australian Women's History Network working group; 'It destroyed my research career': survey of sexual and gender-based discrimination and abuse in Australian Academia
- FEB, 2018** End Rape on Campus Australia; The Red Zone Report, An investigation into sexual violence and hazing in Australian university residential colleges
- AUG, 2017** UNSW; On Safe Ground Strengthening Australian university responses to sexual assault and harassment
- AUG, 2017** Universities Australia; 10-point action plan: An initial response from Australia's universities to the national student survey on sexual assault and sexual harassment
- AUG, 2017** Australian Human Rights Commission; Change the Course: National Report on Sexual assault and sexual harassment at Australian Universities
- JULY, 2017** Council of Australian Postgraduate Associations Incorporated; CAPA Recommendations Sexual assault and sexual harassment Survey
- JUNE, 2017** The Hunting Ground Australia Project; Action Toolkit
- JAN, 2017** End Rape on Campus; Connecting the dots: A submission to the Australian Human Rights Commission's 'University Sexual Assault and Harassment' Project

Secondary data

In addition, the Working Group received a list of demands from UTS students in late 2017 that raises numerous requests in line with existing recommendation reports.

A review of these reports indicates that:

- Recommendations are all made at differing levels of generality, specificity and categorisation, making it difficult to gain a wholistic understanding of relevant mechanisms for change.
- Recommendations primarily focus on tertiary responses, including support and reporting options available for students.
- Where there are primary prevention recommendations, these focus quite generally on education, communication and leadership strategies without many specific suggestions for creating effective interventions.
- Education strategies tend to focus on online training, which our research indicates may not be sufficient to help people understand the deeper drivers of sexual violence and build confidence to act in new ways that challenge sexist behaviours.
- There are interesting and unique contributions made through each of these reports, including the Australian Women's History Network working group (2018) which highlights relevant interventions to disrupt existing power dynamics that enable sexism and discrimination to occur.

FINDINGS

Findings overview

An overview of the findings from our research are provided below. They are then expanded on with a description drawing from literature and illustrative quotes from our community.

THE UTS EXPERIENCE

Participants discussed the nature of sexual violence within UTS and more broadly. This helps us to understand the many complex facets of this issue.

1. UNDERSTANDING SEXUAL VIOLENCE

- Lack of understanding of what constitutes sexual violence
- International students are seeking to understand expectations of appropriate behaviour in Australia

2. GENDER NORMS

- Many women feel that sexual harassment is a part of their everyday life experience
- Internalised gender norms are experienced by everyone in the community and often have negative implications

3. GENDER EQUALITY

- There are areas of gender equality but also perceived barriers to advancement for women
- Power and gender equality need to form the basis of respectful relationships

4. SPEAKING UP

- People are seeking support from others to feel safe in calling out inappropriate behaviour, particularly from those in authority
- People are concerned about the stigma of seeking personal support

5. ORGANISATIONAL TRUST

- There is a preference towards informal support networks and a level of distrust of formal support and reporting processes
- There is a perception of 'open secrets' and the desire for stronger or more public organisational responses

6. PERSONAL COSTS

- Concerns about reporting mean many individuals deal with emotional distress alone
- Making formal reports can have negative consequences for survivors
- Staff fear professional reputation damage if speaking up about issues of sexism and respect
- Trusted staff and student leaders who become magnets for disclosures of sexual violence deal with increased invisible labour

Findings overview

UTS COMMUNITY'S RECOMMENDATIONS

Participants also discussed their desires and expectations for sustainable cultural and systemic change, including what they need to establish a safe and supportive context within UTS.

MACRO (GOVERNANCE)

7. SETTING EXPECTATIONS

- Desire for clear expectations around values and behaviour within a UTS context
- Desire for a public and visible response to preventing sexual violence at UTS

8. ASPIRATIONAL APPROACH

- View that punitive measures against sexual assault and sexual harassment do not address the root of the problem, and that culture change is important
- Desire for UTS to build a sense of citizenship and collective responsibility within the community that would be recognised externally

MESO (COMMUNITY AND OPERATIONAL)

9. EQUIPPING STAFF

- Staff need more guidance on preventing and responding to sexual violence

10. DISTRIBUTED LEADERSHIP

- Staff want decentralised and local responses to sexual violence backed by integrated systems

11. EXPERIENTIAL LEARNING

- Desire for experiential approaches to learning
- Need to build empathy and safety to experiment with new behaviours

MICRO (INDIVIDUAL)

12. DIFFERENT NEEDS AND RESPONSIBILITIES

- There is huge diversity in the UTS cohort with many different risks and needs in preventing sexual violence
- Everyone should adopt a sense of responsibility to address sexual violence
- Desire for men to take responsibility for preventing sexual violence and the challenges of achieving this of respectful relationships

The UTS experience

1. UNDERSTANDING SEXUAL VIOLENCE

A common theme across the staff and students (particularly international students) who we spoke to was a lack of understanding of what constitutes sexual assault and sexual harassment.

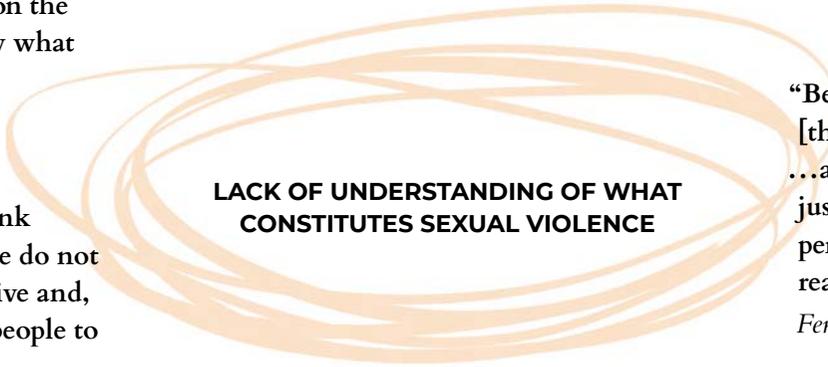
We cannot change behaviour until the nature of the problem and positive alternative behaviours are understood. This highlights the need for increased public dialogue and learning experiences to build a more nuanced understanding of this complex issue.

“Sexual harassment. That’s what’s written on the poster, that it’s a crime. ...if you don’t know what that is exactly...it means nothing to you.”

Female international Master’s student

“...it’s also incredibly under-reported, I think around some sexual behaviours often people do not realize that it was an assault or it was coercive and, so, partly, the education is around getting people to appreciate that what happened.”

Female academic, permanent staff member



**LACK OF UNDERSTANDING OF WHAT
CONSTITUTES SEXUAL VIOLENCE**

“Because I feel like a lot of sexual harassment, they [the perpetrators] don’t realise its sexual harassment ...a lot of girls don’t know how to say no, so they just put up with it and nod along. So they’ll [the perpetrator] just think that’s fine and then they realise they’re making someone feel uncomfortable.”

Female undergraduate student

The UTS experience

1. UNDERSTANDING SEXUAL VIOLENCE

“It took some time for me to adjust to the new culture ... particularly during the first year, it’s important they know more about the culture, they get more awareness about sexual harassment topics so they know what they should do, or they should adjust to the issues.”

Male international PhD student

**INTERNATIONAL STUDENTS ARE SEEKING
TO UNDERSTAND EXPECTATIONS OF
APPROPRIATE BEHAVIOUR IN AUSTRALIA**

“I don’t know the word consent.”

*Male international undergraduate student
attending orientation event*

“... I think the closest place that I would ask about is ... Within the friends circle that I have because... conversations as to is this kind of a gesture fine or is this kind of -- is that okay?”

Male international Master’s student

The UTS experience

2. GENDER NORMS

One of the ways in which sexism perpetuates is through the internalisation of gender norms by all people. This includes the acceptance by many women that sexual harassment is an issue to be tolerated, and expectations towards the roles that men and women should take within the workplace.

These norms can be internalised by both men and women and include ideas around progression within patriarchal systems (OurWatch 2015). The unconscious nature of these behaviours highlights the importance of public dialogue, learning, reflecting and role-modelling to build empathy towards the experience of others. It also highlights the need to develop skills and competence to challenge sexist behaviour.

“...as a woman you get more sexually harassed when you’re on the street...it’s very common. It’s not like you can control it that much, because it’s very fast... just like you’re walking on the street and people that call out or, honk you. You know it’s normal to just ignore, but it’s in your face.”

Female international Master’s student

**MANY WOMEN FEEL THAT SEXUAL
HARASSMENT IS A PART OF THEIR
EVERYDAY LIFE EXPERIENCE**

“...sometimes things get downplayed. If you have an incident of sexual harassment you would be like, ‘Oh well, it wasn’t that bad, it could have been worse’.”

Female PhD student

The UTS experience

2. GENDER NORMS

“I know that there are a lot of women for example in [our school] that feel that there are men in the school totally disrespecting their time, space, and energy, making their work life harder.”

Female permanent professional staff member

“The Man Box looks at how men try and fit into this idea of masculinity and that there is a high correlation between those who are strictly inside the man box and poorer mental health outcomes.”

Female permanent professional staff member



**INTERNALISED GENDER NORMS
ARE EXPERIENCED BY EVERYONE IN
THE COMMUNITY AND OFTEN HAVE
NEGATIVE IMPLICATIONS**

“I heard a ... woman made a really sexist comment amongst other women and other men in an elevator and I was just like, ‘Here you are in a leadership position perpetuating the very sexism that a movement of women and men have been rallying against.’”

Male permanent professional staff member

The UTS experience

3. GENDER EQUALITY

Many of our staff participants raised issues of gender equality within the workplace as part of the discussion around preventing sexual assault and sexual harassment. This taps into expert knowledge around gender inequality being a primary driver for violence against women (OurWatch 2015).

This was seen by the community as an important issue to address in establishing a strong foundation for respectful relationships, and needs to be considered as part of UTS' broader policies and behaviours.

“We keep on hearing, ‘Equality, equality, engineering equality,’ but what about the areas that are female dominated?”

Female professional fixed-term staff member

“Even if you get gender parity it does not necessarily resolve in changes of behaviour.”

Female academic fixed-term staff member



**THERE ARE AREAS OF GENDER EQUALITY
BUT ALSO PERCEIVED BARRIERS TO
ADVANCEMENT FOR WOMEN**

“So it’s kind of equal at the high high levels [gender equality]. And then down, a couple teaching staff, equal as well actually.”

Female academic permanent staff member

“Women tend to be predominantly sort of kept in that lecturer, senior lecturer, early career sort of roles rather than moving up the ranks.”

Female academic fixed-term staff member

The UTS experience

3. GENDER EQUALITY

“[RNA] should also address the question of power imbalances, wherever they take place. So, whether it’s between staff, staff and students, or students themselves.”

Female permanent academic staff member



**POWER AND GENDER EQUALITY NEED
TO FORM THE BASIS OF RESPECTFUL
RELATIONSHIPS**

“I think until that sort of stuff happens [gender equality across all employment areas in the university] it’s pretty weak to go around telling students to, you know, women are equal and respect everybody.”

Female professional fixed-term staff member

The UTS experience

4. SPEAKING UP

Many people expressed a reluctance to speak up against sexism and harassment due to the fear of negative consequences, including not being backed up by others and the career limitation of being labelled a ‘troublemaker’.

This highlights the need for leaders to create a context of psychological safety, where individuals or teams feel safe for taking interpersonal risks (Edmondson 1999), which can be achieved through role modelling, distributing responsibility and building strong relationships.

“I was really shaky because I was so angry, [here was] an opportunity for us to talk about this. I’m not a senior person there by any means, so I was looking to my colleagues who are safer to say a comment, or to speak up, and no one did.”

Female academic staff member

Responses from RNA student orientation question: what would make it easier to take action as an active bystander?

“Peer support”, “Someone spoke up for me”, “Not being the only one taking action”, “Talking to superiors”.



**PEOPLE ARE SEEKING SUPPORT
FROM OTHERS TO SAFELY CALL OUT
INAPPROPRIATE BEHAVIOUR**

“I was a junior academic and it was only because my colleague who is quite a bit older than me said something that I also said something. But I think one thing, and I feel awful that I have this conditioning, is that you often check yourself and say, ‘Should I say something? How do I say something? What impact is this going to have on me because I am speaking to somebody who is a more senior person than me’.”

Female academic staff member

The UTS experience

4. SPEAKING UP

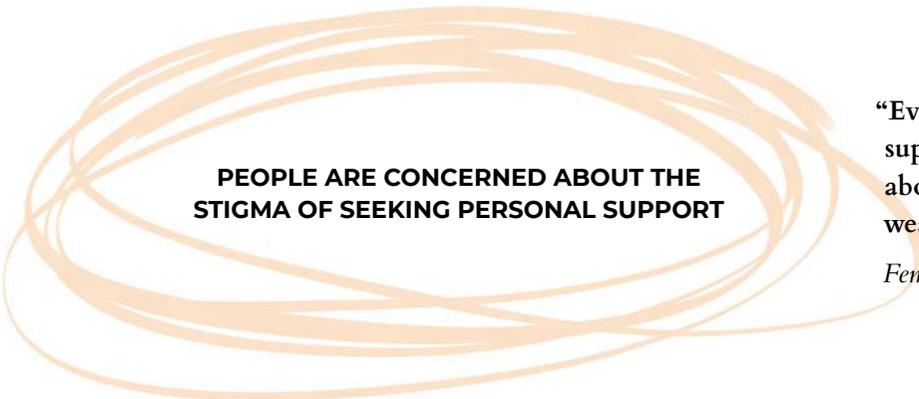
Similarly, many students and some staff were concerned about the stigma of speaking up to seek personal support around experiences of sexual violence, whether this was in a personal or professional context.

“I guess like in primary school and high school if you had to go to counselling other people just assumed, ‘They are a cry baby, they can’t deal with their problems,’ kind of thing.”

Female undergraduate student

“I don’t want to be judged, so I will never talk about it... The stigma is just that, ‘Oh my God, people might think I’m crazy or something’.”

Female International Master’s student



**PEOPLE ARE CONCERNED ABOUT THE
STIGMA OF SEEKING PERSONAL SUPPORT**

“Even when we are working in this space [of supporting students] there is a deep-seated angst about talking about how this affects us. It looks weak, unprofessional, like we can’t cope.”

Female professional fixed-term staff member

The UTS experience

5. ORGANISATIONAL TRUST

We heard many expressions of distrust around formal reporting and support systems. While some views were formed through direct experience, others appeared to be based on organisational narratives or broader public stories of injustice to survivors in sexual violence court cases. This aligns with literature on organisational trust, where expectations of an organisation's behaviour is based on perceived levels of competence, benevolence, integrity and predictability and this perception may take

time to shift through new, consistent behaviours (Dietz and Hartog 2006). Likewise, there were concerns about the effectiveness of formal processes to deal with 'serial harassers' and concerns about speaking up in the small world of academia. Lack of publicly visible responses to reported sexual violence can lead to staff feeling distrustful of the organisation.

“But if you do allow someone to be a serial harasser and instead everyone is saying, ‘Oh, don’t have him as your supervisor,’ I mean, that should be called out and have something happen about it, and yes, that can demonstrate to the wider university community that, in fact, the university is serious about this issue.”

Female permanent academic staff member

**THERE IS A PERCEPTION OF ‘OPEN SECRETS’
AND THE DESIRE FOR STRONGER OR MORE
PUBLIC ORGANISATIONAL RESPONSES**

“It’s like, ‘What happened?’ They’ve gone or they’ve retired or they left, but we didn’t actually talk about what happened. In some ways it sort of validates the behaviour.”

Male permanent professional staff member

The UTS experience

5. ORGANISATIONAL TRUST

In place of formal systems, there was strong evidence of support seeking through trusted peers, teachers and colleagues. Blackhall and Pearl (2019) describe these 'informal networks' as being comprised of trusted peers with high emotional

intelligence, who they label 'culture carriers' through their high influence of organisational knowledge and behaviour. This highlights the importance of supporting informal networks alongside the formal and visible ones.

“The culture of silence is not actually a culture of silence, most people, although they do not formally report, do informally report and have discussions with people, most of whom discourage them from taking formal action.”

Female fixed-term academic staff member

“I will get help from some of my friends...Some other sources other than just going through the formal way of launching a complaint ...and all the other protocols that go with it... I think opening up to them would be more comfortable.”

Male international Master's student

**THERE IS A PREFERENCE TOWARDS
INFORMAL SUPPORT NETWORKS AND LEVEL
OF DISTRUST OF FORMAL PROCESSES**

“...I'm wary of sending things somewhere. The follow-up process can be days and weeks, and it doesn't feel like your issue is important, there isn't someone on the other side.”

Female undergraduate student

“I probably was meant to tell my boss, was meant to go up the line, but I just needed an intervention here straight away and I don't care really about the policy. I needed to intervene and I think we need to have permission to do that if it's necessary.”

Female academic staff member

The UTS experience

6. PERSONAL COSTS

The consequences of those experiencing and speaking up to challenge sexism and sexual violence were raised by many participants and highlight the importance of creating positive change.

These consequences don't only affect individuals, but the ability for UTS to retain valuable students and staff and establish a productive and vibrant community.

“...you almost feel like you have to have the worst of the worst case to want to access the services, a lot of people feel that way I think...I think you can have this internalised attitude that like, ‘Okay, I’m fine. It’s not the worst, I’ll get through it, I don’t need to access the services’.”

Female PhD student

**CONCERNS ABOUT SPEAKING UP MEAN
MANY INDIVIDUALS DEAL WITH EMOTIONAL
DISTRESS ALONE**

“...if I talk about it then I will think about it and then I’ll be like scared and stuff and I guess I didn’t want them [my parents] to overreact as well.”

Female international undergraduate student

“Most people sort of handle it by looking for work elsewhere. Leaving academia was one of the main consequences...It will take this long to resolve, you’ll be the one whose reputation gets destroyed in the meantime.”

Female fixed-term academic staff member

**MAKING FORMAL REPORTS CAN HAVE
NEGATIVE CONSEQUENCES FOR SURVIVORS**

“I don’t think she [the person I disclosed to] reported it, because I asked her not to report...I guess I didn’t want any drama...”

Female international Master’s student

“We know the penalties for victimisation are stronger than the penalty sometimes for the original complaint.”

Female fixed-term professional senior staff member

The UTS experience

6. PERSONAL COSTS

“I did not say anything because I was still on probation.”

Male academic staff member

“Oh, I’ve heard a person who’s in charge of hiring casuals complain about a staff member who was saying that she gets too emotional about her students, and needs too much support with regards to the students’ needs, and she didn’t get a job the next session.”

Female permanent professional staff member

[After supporting a student through a disclosure of sexual violence]...“But then the student will still see you as that main contact, so, sometimes you do end up spending a lot of time with individual students and when we have a faculty of 10,000 students that can be an interesting thing in itself, how do you scale that approach?”

Female permanent professional staff member

“I was getting text messages from this poor student at 2am.”

Female fixed-term professional staff member

STAFF FEAR PROFESSIONAL REPUTATION DAMAGE IF SPEAKING UP ABOUT ISSUES OF SEXISM AND RESPECT

“I do not think you would raise this stuff too loudly [regarding gender equality], not if you want to keep your job.”

Female professional fixed-term staff member

“...it’s this awful stigma that is attached with standing up against those who are more powerful, even worse so if you are a woman because then you are just a trouble-maker, et cetera.”

Female professional staff member

TRUSTED STAFF AND STUDENT LEADERS WHO BECOME MAGNETS FOR DISCLOSURES OF SEXUAL VIOLENCE DEAL WITH INCREASED INVISIBLE LABOUR

“I make myself available I say until 10 p.m. at night if you need me. Weekends as well, if you need me I will answer my phone. I may be asleep after that but if you need me you can ring me. I just think if I’m presenting and supporting [subject matter that may raise emotional responses] I have to be available.”

Female academic staff member

“It was not necessarily the system, but the support person who linked the victim to other places.”

Female permanent academic staff member

UTS community's recommendations

7. SETTING EXPECTATIONS

Many people we spoke to identified the importance of public messaging, visible leadership and transparency on this issue, including clear communication about the actions that have been taken. This relates to how people establish expectations and are socialised into the culture of an organisation through formal mechanisms (e.g. orientation and induction) and informal mechanisms (observations, rewards and punishments) (Kenny et al 2004).

Leadership and role modelling is one of the ways in which socialisation can occur and so having UTS leaders (such as the Vice Chancellor, Provost, and local leaders) publicly supporting and taking ownership of RNA is incredibly important. New students at UTS are also seeking a sense of belonging through understanding tacit rules and expectations to form a coherent learning identity (Hazel et al 2008) and so activities targeted at new students is also key.

“There has to be something around values that all staff have to have, and I don't think that was really clear.”

Male permanent professional staff member



**DESIRE FOR CLEAR EXPECTATIONS
AROUND VALUES AND BEHAVIOUR
WITHIN A UTS CONTEXT**

“...ultimately it's the vision from the top. So, one of my drivers is listening to what the vice-chancellor says and seeing how he communicates at his all-staff briefings... he was talking [about] zero tolerance [of sexual violence].”

Female professional staff member

UTS community's recommendations

7. SETTING EXPECTATIONS

“I think being really clear in communications about it...seeing signs around the university that specifically talk about sexual harassment, sexual assault, what to do, where to go...for me that would be like ‘Oh the university is being really upfront about it...understanding it’s not a weakness to admit or say it’s an issue’.”

Female PhD student

“I’m really grateful to see the repetition of this [campaign at Summerfest] – it’s not just a one-off O-day experience”.

Student at orientation event

**DESIRE FOR A PUBLIC AND VISIBLE
RESPONSE TO PREVENTING SEXUAL
VIOLENCE AT UTS**

“Just as a minimum if there was a report if there was a national report or particularly investigating into sexual assault and makes recommendations for things that can be done to prevent sexual assault then the minimum that should be done is the university follows those recommendations...”

Female permanent academic staff member

UTS community's recommendations

8. ASPIRATIONAL APPROACH

A common theme in our discussions was an aspiration for positive culture change that would create an environment that staff and students would feel proud of, over a focus on punitive measures.

This includes the concept of active citizenship which encompasses a focus on rights as well as duties. Creating a positive and responsible culture requires strong role modelling and publicly visible activities.

“Universities are the place for progressive thinking; for challenging all sorts of values and beliefs...that includes challenging very longstanding attitudes about gender-based discrimination, just gendered attitudes around sexuality, sexual behaviour.”

Female permanent academic staff member

“[regarding the importance of conversation to respond to sexual violence]...the university can be a place of intellect and learning which naturally lends itself to people exploring new things and there is a community centred around learning. Part of that is being able to have conversations and dialogue with each other.”

Female PhD student

**DESIRE FOR UTS TO BUILD A SENSE
OF CITIZENSHIP AND COLLECTIVE
RESPONSIBILITY WITHIN THE COMMUNITY
THAT WOULD BE RECOGNISED
EXTERNALLY**

“I guess it’s about trying to say that we are a community that does respect people. So, that thing of acknowledging that we are only one little part of a large community, but we want to articulate these particular values around respect. I guess being sort of like the best mini-community that we can be and then our students and our staff, if they leave here, they go somewhere else with these values, of which sexual respect is one of them.”

Female academic staff member

UTS community's recommendations

8. ASPIRATIONAL APPROACH

“The punishing part is actually not the most important thing; it does not work. It does not change behaviour, it does not change culture.”

Female academic staff member

“This should be about education not punishment.”

Student response to zero-tolerance wording at orientation event

**VIEW THAT PUNITIVE MEASURES
AGAINST SEXUAL ASSAULT AND SEXUAL
HARASSMENT DO NOT ADDRESS THE ROOT
OF THE PROBLEM, AND THAT CULTURE
CHANGE IS IMPORTANT.**

“The cultural piece is a really important part of that, and it is going to take a lot of time but it is the most important part... All of those [policies and procedures] are going to be put in too but for the long-term benefit if we can change in people's heads how this works, that is critical because then in some respects in the future where the culture is right the policies and processes don't matter as much.”

Male professional staff member

“To me, it is an area where everybody needs to work openly together and not silo as survivors or victims or perpetrators.”

Female academic staff member

UTS community's recommendations

9. EQUIPPING STAFF

Student-facing staff play a critical role in both role-modelling respectful behaviour to students, calling out inappropriate behaviour and providing the informal support systems for students who seek help from those close to them.

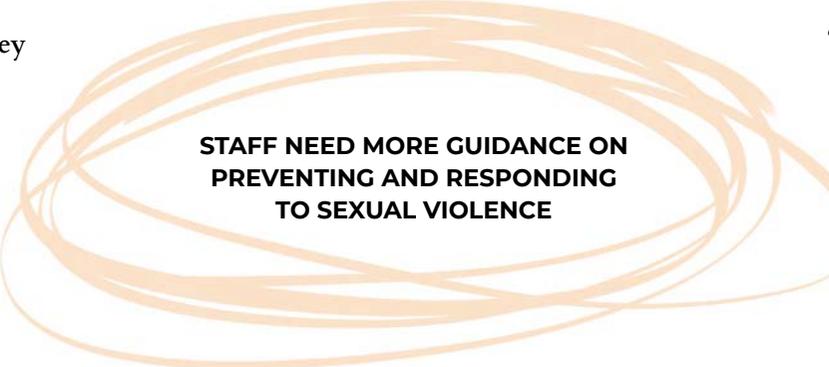
Several staff we spoke to were passionate about playing this role, however there needed to be more training and guidance, particularly for staff less familiar or comfortable with managing sensitive issues like sexism in the classroom.

“I am not aware of any support particularly for staff. I mean, we have information sheets and online training and things but I think that they do not do all the work to support staff.”

Female, academic, permanent staff member

“That awareness thing of how to spot the issue across the room, or interjecting. I wonder if there are places, or peer support groups even among staff to come together, maybe have events or discussions around this issue, but also just have a support group of people around that, a network of allies or something, you know, inclusive of both men and women.”

Female fixed-term academic staff member



**STAFF NEED MORE GUIDANCE ON
PREVENTING AND RESPONDING
TO SEXUAL VIOLENCE**

“I need something which says, ‘When a student discloses a sexual assault to you in the middle of the class this is what you need to do’. Because that happens to me a lot...What usually happens is that I have to abandon the class and go, ‘Sorry guys this is an emergency’. I kind of trolley a person up to counselling. I say to the lady who runs the reception, ‘Please don’t let this person leave without speaking to someone’.”

Female, academic, permanent staff member

UTS community's recommendations

10. DISTRIBUTED LEADERSHIP

Staff also highlighted the complexity of UTS' culture and identified the need to be able to deal with issues locally, but have the support from centralised systems, including for reporting. This approach aligns with perspectives on distributed leadership, where leadership does not just sit with a few at the top (or a central service) but is a collective responsibility that is shared (Bolden 2011).

Literature suggest that developing distributed leadership relies on improved collaboration and leadership skills to change the way people think about responsibility and accountability (Harris 2014).

“It’s siloed, every faculty has its own culture... It would have to be done almost faculty by faculty, school by school, because you’ve got different gender mixtures and things.”

Male permanent professional staff member

“You can’t do one approach here. UTS requires six or seven different approaches for everything, it’s fascinating. Scale is a challenge here... faculties are going to have to get on board”

Male permanent professional staff member

**STAFF WANT DECENTRALISED AND
LOCAL RESPONSES TO SEXUAL VIOLENCE
BACKED BY INTEGRATED SYSTEMS**

“[A desire for] a centralised complaints handling service... just complaints, you know, any kind of complaint, ‘Come to us. We’ll triage your complaint and tell you where you need to go.’... it’s just meant to give students a little bit more empowerment in a large hierarchical organisation.”

Female fixed-term senior professional staff member

UTS community's recommendations

11. EXPERIENTIAL LEARNING

Although many existing university recommendations highlight the importance of training and education around sexual violence, most suggest online training as a primary solution to reach large-scale university cohorts. While this can be an important base-line measure, both our staff and students overwhelmingly sought opportunities for two-way engagement, dialogue and interactive learning experiences.

This aligns with best-practice education built on Kolb's (1984) experiential learning cycle which encompasses experience, reflection, learning and active experimentation. The interactive RNA orientation events provide examples of experiential learning which also make use of physical materials to support engagement (posters students can interact with, merchandise etc). Materials form a key point of influence for behaviour change in social practice theory (Shove et al. 2012).

“People are interested in people. I did some training like at the end of last year and at the very end of two days there were actors roleplaying the things that we'd been learning about, and you knew they were actors but it was like you really got it.”

Male permanent professional staff member



DESIRE FOR INTERACTIVE APPROACHES TO LEARNING

[regarding the desire for training] “If it's visual or interactive rather than only text.”

Male International PhD student

“It's good to approach problems in a fun way, no one likes listening to talks”; “I like this being a conversation, not too academic.”

Students at orientation events

UTS community's recommendations

11. EXPERIENTIAL LEARNING

Interviewees also discussed the need to create a safe culture of experimentation, since changing our culture around respect requires understanding other's experience, examining our own biases and trialling new ways to act which will inevitably involve mistakes along the way (Brown 2018).

"I believe that if you are in an area where people respect you and you feel safe, life is a whole lot more fun. You can be freer. You can actually have actions which in a safe respectful environment the actual actions that you take will not be misconstrued."

Male professional staff member

**NEED TO BUILD EMPATHY AND SAFETY TO
EXPERIMENT WITH NEW BEHAVIOURS**

[regarding the desire for training] "So in an ideal world, I guess putting people in the victim's shoes and just situations that people have to go through and stuff and they can be like, 'Oh, that's how it feels. I might think twice'."

Female undergraduate student

"Change is hard – to think differently, to act differently, to demonstrate different leadership behaviours requires courage, vulnerability and risk-taking"

Male professional staff member

UTS community's recommendations

12. DIFFERENT NEEDS AND RESPONSIBILITIES

Staff and some students frequently identified the huge diversity in our community and the need to target programs or activities to these specific needs, including difference amongst culture and language, sexual orientation, employment contracts, professional experience and previous exposure to sexual violence.

At the same time, there was recognition of the important role that everyone in the community plays, beyond just formal leadership and extending to the role of men in everyday interactions. This further aligns with the concept of distributed leadership and the need for targeted, local programs and leadership at faculty and unit level rather than a reliance on a centralised program.

“It [training] needs to be still accessible but more powerful and it can be related to a lot of the different and the diverse communities within UTS can relate to it. Having it in different languages and translating it both visually and linguistically.”

Female student representative

“I could see how there would be some communities where that [talking about an incident of sexual violence] would be quite stigmatized ... culturally and linguistically diverse communities where there would be a stigma to it, you could never talk to anyone about it within your circle of friends because it would not be understood as something that was okay.”

Female PhD student

**THERE IS HUGE DIVERSITY IN THE
UTS COHORT WITH MANY DIFFERENT
RISKS AND NEEDS IN PREVENTING
SEXUAL VIOLENCE**

“...it's more about telling them [people from other cultures] that they have a voice. Often with some of the Middle-Eastern girls, if you are doing a project that is, say, a bathhouse or something, you give them permission to do a bathhouse in the way that they would find appropriate to their particular culture. It's about giving them permission to be themselves ...as women in a particular kind of cultural framework.”

Female permanent academic staff member

UTS community's recommendations

12. DIFFERENT NEEDS AND RESPONSIBILITIES

“There’s responsibility on you as individuals or as a group to make sure that the people within your groups do behave well...we’re not asking you to do people in, unless they do something seriously wrong. But we are asking you to both in the way you behave and how you react to how other people behave, gives a message that behaving civilly and respectfully gives everybody the best go, the best chance of learning, the best chance of producing.”

Female academic staff member

EVERYONE SHOULD ADOPT A SENSE OF RESPONSIBILITY TO ADDRESS SEXUAL VIOLENCE

“I think it has to happen like anything in society, at all levels? Yes, it can and should happen in the classroom at university, the virtual classroom, or the actual classroom through informal mechanisms that’s around communication, labelling people.”

Female permanent academic staff member

“So, if you say all men are evil they will just turn away and not engage, but if you say everyone is a bystander, men and women, you are all bystanders, how can you help to call out certain behaviours or language and therefore stand up for your peers?”

Female permanent professional staff member

DESIRES FOR MEN TO TAKE RESPONSIBILITY FOR PREVENTING SEXUAL VIOLENCE AND THE CHALLENGES OF ACHIEVING THIS

“What we wanted to do was to work with our male students to ensure that they are not perpetuating the issue so when they go into workforces they are actually standing out against it and they can call out certain behaviours and Jackson Katz with the bystander approach is very effective at doing this.”

Female permanent professional staff member

“Why do I have to do this when I haven’t assaulted anyone?”; “What’s the relevance to me?”

Male students at orientation events who felt unfairly targeted by mandatory Consent Matters training

*Respect.
Always.*

THE STRATEGIC FRAMEWORK

The Strategic Framework

A comprehensive process of synthesis and review of the research findings identified four key areas to focus action. These are specifically targeted to the needs of the UTS community and best-practice change theories identified in literature. We believe that creating and enhancing actions within these areas will create a safer and more respectful UTS community to learn and work.

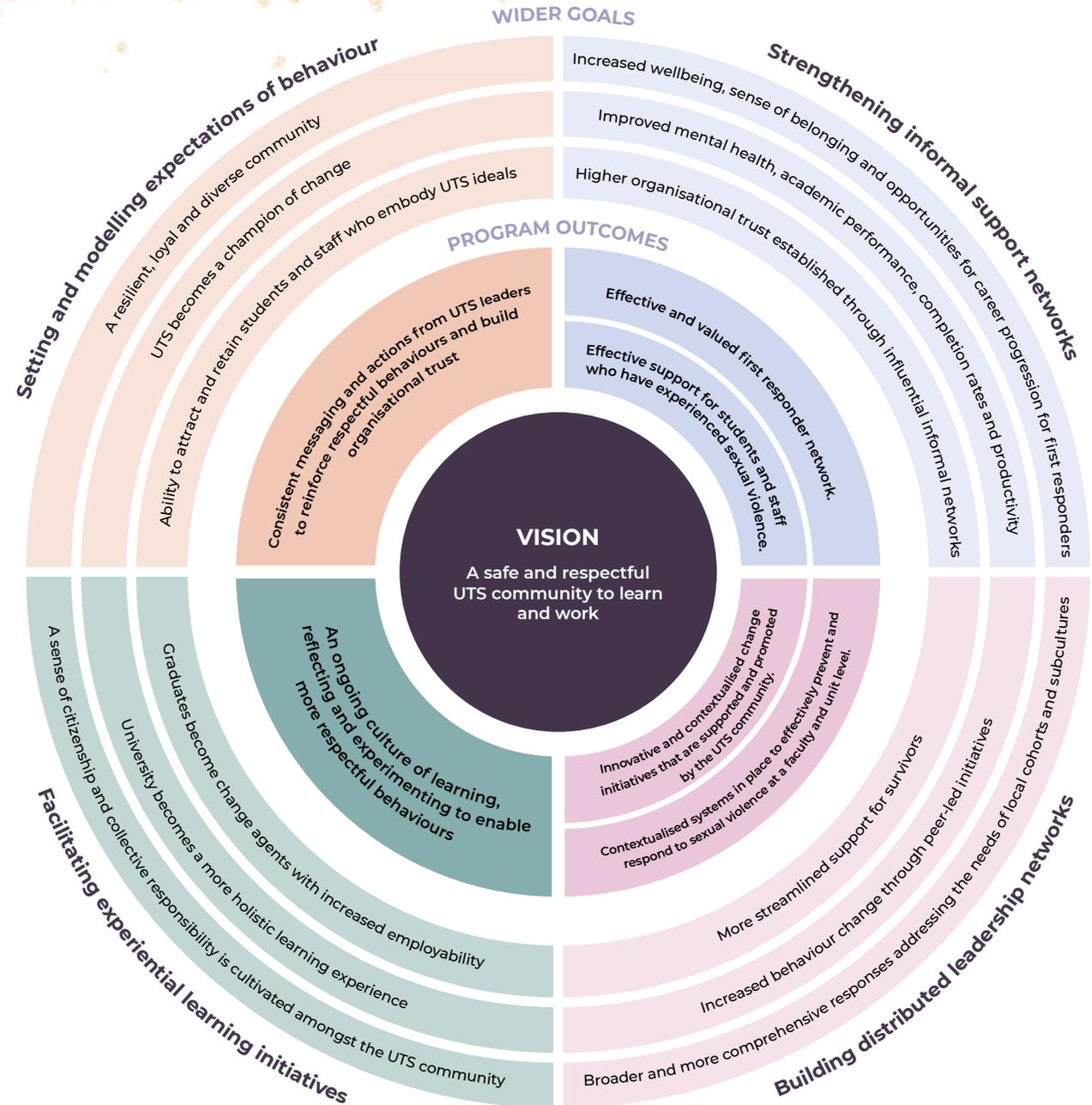
The Strategic Framework provides a structure for the Working Group, RNA program and UTS community to define, prioritise and implement actions

UNDERSTANDING THE FRAMEWORK

The framework utilises a program logic approach to illustrate the intended change process and enable evaluation of this change. This includes:

- **Overarching vision** – what we ultimately are seeking to achieve
- **Program outcomes** – changes intended to be achieved through action
- **Wider goals** – the wider social and economic outcomes for UTS that would be achieved beyond the program outcome
- **Intermediate outcomes** – the more detailed changes that would need to occur to achieve the program outcome
- **Actions** – suggested actions that could be taken to deliver on the intended outcomes.

The Strategic Framework



Informal support networks

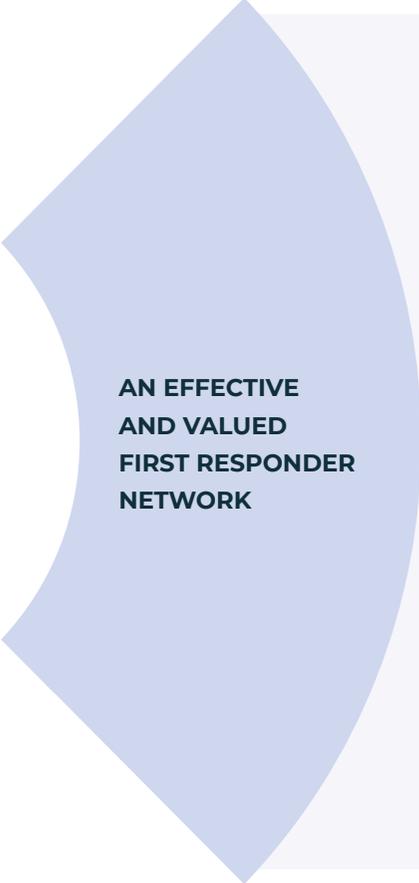
We seek support from those we trust.

How can we support and reward the emotional labour of teachers and trusted peers who typically act as first responders to disclosures of sexual violence?

OUR GOAL IS TO CREATE:

IN ORDER TO ACHIEVE THIS GOAL, THE CHANGE WE NEED TO SEE IS:

SOME ACTIONS TO REACH THIS GOAL COULD BE:



**AN EFFECTIVE
AND VALUED
FIRST RESPONDER
NETWORK**

Student-facing staff understand and accept their responsibility as a potential first responders

First responders know how to respond to disclosures, including how to access and navigate support services

First responders are able to respond with compassion and support

First responders have the support of their faculty management to help them act effectively

Casual staff are equipped to act as first responders within the limitations of their role

First responders feel recognised for their time and efforts providing support to others

- Improve the awareness and working relationships of frontline staff of the variety of support services available to students across the UTS community.
- Extend training to broader audiences across whole UTS community.
- Develop set of accessible tools and resources (see IML & belonging project for inspiration).
- Introduction of optional face-2-face training for students and staff to support and scaffold existing goals (consent, bystander, first responder, vicarious trauma).
- Work with faculties and schools to strengthen localised formal reporting networks that connect first-responder staff with local management and the appropriate university services.
- Establish and introduce casual staff to support network within the faculty.
- Ensure access to casual staff for all relevant training.
- Awards, KPIs, advancement opportunities.

Informal support networks

We seek support from those we trust.

How can we support and reward the emotional labour of teachers and trusted peers who typically act as first responders to disclosures of sexual violence?

OUR GOAL IS TO CREATE:

IN ORDER TO ACHIEVE THIS GOAL,
THE CHANGE WE NEED TO SEE IS:

SOME ACTIONS TO REACH THIS GOAL COULD BE:

**EFFECTIVE SUPPORT
FOR STUDENTS
AND STAFF WHO
HAVE EXPERIENCED
SEXUAL VIOLENCE**

Students and staff can identify first responders that they feel comfortable seeking support from

- See UNSW for published volunteer first responder roles.
- Formal development of the UTS Respect Champions network akin to the Ally network.

Students and staff feel encouraged to seek support (reduced stigma)

- Public messaging leveraging personas encouraging public dialogue about value of help seeking.
- Provide information to support decision-making for seeking support.

Students and staff understand the potential implications of seeking informal (and formal) support

- Improve communication and visibility of pathways, outcomes and exit points.

Informal (and formal) support options are accessible and respond to user needs

- Reduce navigation through improved coordination or joining up of support services.
- Working with students to more clearly understand their expectations and needs in accessing diverse student support services at UTS.

Distributed leadership networks

Everyone has a role to play in creating change.
How do we facilitate local and contextualised actions?

OUR GOAL IS TO CREATE:

IN ORDER TO ACHIEVE THIS GOAL,
THE CHANGE WE NEED TO SEE IS:

SOME ACTIONS TO REACH THIS GOAL COULD BE:

**INNOVATIVE AND
CONTEXTUALISED
CHANGE INITIATIVES
THAT ARE SUPPORTED
AND PROMOTED BY
THE UTS COMMUNITY**

Students and the broader UTS community have opportunities to contribute to the development and implementation of the RNA program

Students and the broader UTS community have the skills, confidence and motivation to safely and productively contribute to the RNA program

- Facilitate ongoing volunteer network through student management position
- Embedding challenges to encourage respectful relationships in student class content (e.g. interdisciplinary design students on preventing violence on public transport)
- Opportunities for social connection amongst volunteers (highlighted by volunteers as important)
- Ongoing opportunities for involvement in co-design projects to increase innovation skills
- Ongoing sharing of RNA research outcomes in engaging ways to improve knowledge of volunteers
- Develop self-care resources for involved community members

Distributed leadership networks

Everyone has a role to play in creating change.
How do we facilitate local and contextualised actions?

OUR GOAL IS TO CREATE:

IN ORDER TO ACHIEVE THIS GOAL, THE CHANGE WE NEED TO SEE IS:

SOME ACTIONS TO REACH THIS GOAL COULD BE:

**CONTEXTUALISED
SYSTEMS IN PLACE TO
EFFECTIVELY PREVENT
AND RESPOND TO
SEXUAL VIOLENCE
AT A FACULTY AND
UNIT LEVEL**

Faculty and unit leaders understand and accept their role in preventing sexual violence in their local context

- Campaigns encouraging leaders to sign up to respect every day
- Clarification of faculty roles and responsibilities

Faculties and units have access to resources to support action to prevent sexual violence

- Providing infrastructure to support the design of local activities to raise profile, awareness and competence
- Provide information about at-risk cohorts
- Introduce integrated metrics to monitor the efficacy of existing initiatives and inform future action
- RNA program manager to support distributed campaigns
- Broader emotional support scaffolds available

Faculties and business units have governance processes in place and align with existing administrative structures to prevent and address sexual violence

- Create local action groups utilising existing Social Justice committees

Faculties and units harness the expertise and motivation of individuals in their local context to create change

- Local action groups or support of individual initiatives

Integrated UTS systems that support local decision-making and action

- Review where systems need to improve to support local action

Experiential learning

We understand through interactions.

How do we create opportunities for two-way dialogue and experiential learning?

OUR GOAL IS TO CREATE:

IN ORDER TO ACHIEVE THIS GOAL, THE CHANGE WE NEED TO SEE IS:

SOME ACTIONS TO REACH THIS GOAL COULD BE:

**AN ONGOING
CULTURE OF
LEARNING,
REFLECTING AND
EXPERIMENTING
TO ENABLE MORE
RESPECTFUL
BEHAVIOURS**

Students and staff have a shared understanding that gender inequality and disrespect of women increase the likelihood of sexual violence

- Public conversations like the Big Idea
- Regular calendar of events, including focusing on at-risk cohorts
- Tools and resources that identify what sexism might look like in a university context
- Opportunities to support and resource UTS community identified initiatives, programs or campaigns that align with this Strategic Framework
- Explore opportunities to align appropriate Athena Swann gender initiatives with relevant RNA actions.

Students and staff actively and safely reflect on their own and other's beliefs and experiences around respectful behaviours

- Support/resource face to face debriefs about Consent Matters in class (or utilise distributed leadership networks)
- Facilitate activities to enable understanding of gendered experience
- Develop reflection worksheets
- Work with internal and external experts to produce tailored modular training material for UTS community and partners.

Students and staff feel supported to experiment with new and more respectful behaviours and bystander interventions

- Encourage safe experimentation through activities, public messaging

Students and staff have the skills to provide constructive feedback and to respectfully disagree with other perspectives

- Public messaging and events about respectful debate
- Conversation resources or workshops to navigate difficult conversations for students to give and receive critical feedback

Modelling expectations of behaviour

We need to be bold about what is and isn't OK.
What does it mean for leaders to sign up to respect every day?

OUR GOAL IS TO CREATE:

IN ORDER TO ACHIEVE THIS GOAL, THE CHANGE WE NEED TO SEE IS:

SOME ACTIONS TO REACH THIS GOAL COULD BE:

**CONSISTENT
MESSAGING AND
ACTIONS FROM
UTS LEADERS
TO REINFORCE
RESPECTFUL
BEHAVIOURS
AND BUILD
ORGANISATIONAL
TRUST**

New UTS staff and students understand the expectations of them in becoming part of the UTS community

UTS people have the skills, knowledge and motivation to model respectful behaviours across all contexts (e.g. classroom and online), including being an active bystander

People trust that UTS will respect and take appropriate action when sexism and harassment are called out

UTS structures, decisions and actions reflect respectful relationships and zero tolerance of sexual violence

- Consider protocols and contractual requirements for off-site contexts – internships with industry, exchange programs, off-shore education (SILC), industry partnerships, cross-institutional programs
- Tools & resources to help teachers identify & manage disrespectful behaviour in class or online
- Male compassion & leadership programs
- Visibility of agreed performance indicators reported at regular intervals
- Consistent application of policies and procedures
- Safe, neutral spaces to escalate responses e.g. with Equity and Diversity Unit
- Explore opportunities where appropriate to illustrate when UTS takes institutional action
- All levels of UTS group representatives are inducted into RNA values as an obligation to their role and held to account when these are not followed through.

RECOMMENDATIONS

Recommendations

This report conveys the experiences and needs of UTS students and staff in preventing sexual violence and provides a framework to direct action to create a safer and more respectful community.

IMPLEMENTATION

We recommend the UTS Preventing Sexual Assault and Sexual Harassment Working Group, RNA program and UTS community use the Strategic Framework to identify the key actions to prioritise, resource and implement. This may include an extension or variation of existing initiatives.

As part of the project, DIRC will facilitate a co-design process to develop some priority initiatives with input from the UTS community.

MONITORING AND EVALUATION

The articulation of the RNA focus areas as a program logic sets up a strong basis for evaluation. Once actions are determined, an evaluation strategy can be established that measures the ability for the actions to contribute to the program goals.

The UTS Social Impact team are well placed to advise on the further design of a program evaluation strategy once decisions on actions have been made.

ONGOING APPROACH

We recommend that the approaches applied throughout this project continue for the RNA program, such as:

- Ongoing community participation, including to review and adjust the Strategic Framework
- Ongoing collaboration and co-design of actions across UTS areas, facilitating joint student and staff input
- Ongoing research into community needs, including with cohorts who did not feature strongly in our research such as casual staff and diverse minority students.

While the Strategic Framework proposes a clear focus for action, there is still significant work to be done to develop, implement and embed initiatives and generate broad engagement in the intended change. UTS has a wealth of experience within its community to support this ongoing work, including the research, design and community engagement expertise of the Design Innovation Research Centre.

*Respect.
Always.*

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