



TRINITY COLLEGE
THE UNIVERSITY OF MELBOURNE

NEAVE REVIEW:

SUMMARY, RECOMMENDATIONS AND TRINITY COLLEGE'S ACTION PLAN

**REVIEW OF TRINITY COLLEGE'S
RESIDENTIAL COLLEGE CULTURE
BY MARCIA NEAVE**



Message from **Marcia Neave**



This is a brief summary of the Report on the qualitative review of the strengths and challenges of the culture of residential life at Trinity College, the University of Melbourne. Its findings and recommendations are based on an analysis of Trinity College policy documents, observations of student training, and group interviews with and submissions from students, parents and alumni. I have also drawn to some extent on a quantitative survey of first, second, third and fourth year and above students living in Trinity in October 2018, which was undertaken by Dr Brendan Churchill, Research Fellow in Sociology at the University of Melbourne.

Trinity College culture has many strengths. The majority of students who contributed to the review liked living at Trinity and believed it was a safe and welcoming environment. They spoke positively about their experience of belonging to a strong community, about the academic and other support provided by the College, the lasting friendships they had made, their participation in a broad range of social activities and their opportunities to make contacts with alumni networks which would not otherwise have been open to them. Students made very positive comments about the emotional help and practical support given by the Wellbeing Team and the Indigenous Support Officer.

But the interviews and quantitative survey also identified a number of challenges. Despite efforts to encourage applications from students from diverse backgrounds and the availability of scholarships, Trinity culture remains relatively homogenous. Some international students said they felt isolated at Trinity and spoke of the gap created by the cultural differences between themselves and domestic students. Some students from lower socio-economic backgrounds felt that more socially privileged students tended to take their advantages for granted. While many women students felt safe and enjoyed their Trinity experience, some spoke of a 'laddish' or 'hyper-masculine' culture from which they felt excluded. The Report makes recommendations about the admission process which aim to increase the diversity of the student community. It also makes recommendations to ensure all students have an opportunity to contribute to college life and culture, regardless of the background from which they come.

As explained in the Report, the standards of behaviour required of students are clearly set out in the Student Code of Conduct, which also sets out sanctions for breach and processes for making formal complaints when a breach occurs. Alcohol-related misconduct, bullying, discrimination, sexual harassment and sexual assault are condemned. The Wellbeing Team, Residential Tutors and other relevant staff receive training in handling complaints and supporting those who report sexual misconduct. I was impressed by the training sessions for first year students which I attended, which encouraged student participation and discussion and were provided by experts in the areas covered. Sessions covered training on the Student Code of Conduct, the meaning of consent to sexual behaviour, responsible drinking and how to intervene as an effective bystander and the experiences of Indigenous students. I congratulate those involved in designing and arranging this training. The Report recommends continuation and expansion of expert training on these and other issues, with all students being required to attend refresher sessions on issues such as consent to sexual activity. It also recommends that the training programs in which both staff and students are required to participate are clearly documented and updated.

Unfortunately, despite the Code of Conduct and the training program, a small number of students at Trinity have experienced bullying, sexual harassment and sexual assault. Some misconduct is related to excessive drinking. The College has a policy on Alcohol Provision and Consumption and Guidelines for provision of alcohol at student-run events, but some students do not drink responsibly. The Report recommends some minor changes to policies on alcohol provision and consumption and alcohol-related misconduct.



A small number of students told us they had been sexually harassed or assaulted by other Trinity students, although it is difficult to ascertain how frequently this occurs. The rate of sexual assault experienced by Trinity students may be no higher than among young people in the general population. But such behaviour can have a lasting effect on a victim/survivor. It is vital that the College provides appropriate support to victim/survivors of sexual assault. There is also some evidence that a few senior male students have engaged in sexual activities with younger female students who felt pressured to consent when they were affected by alcohol. As the quantitative survey suggests, victims of sexual assault often tell their friends what has happened to them, but are not prepared to make a formal report to the College. In the general community sexual assault is also under-reported. Reluctance to report formally may be even greater within a college community because victims/survivors may wish to maintain their privacy.

Some students also expressed concerns about College responses to complaints about sexual misconduct. Students who had experienced or observed such behaviour in the past and had reported it, felt that staff responses were sometimes inconsistent or too slow and that victim/survivors of assault did not always receive trauma-informed support. Some students also felt frustrated because they did not know what action the College had taken when it received a complaint about misconduct which the student had observed or heard about.

The Report recommends that the College put in place a Code to deal specifically with sexual misconduct, rather than dealing with this issue alongside the other matters covered by the Student Code of Conduct. Every effort should be made to publicise the process for making a formal report and relevant staff members should regularly receive training on how to respond sensitively to a disclosure of sexual misconduct. In order to provide more accurate information on the extent of sexual assault and the circumstances in which it occurs, the Report recommends that the College set up a secure on-line system to which students can make an anonymous report of sexual assault, which does not identify themselves or the perpetrator. The on-line system would also allow students to make a formal report, or a report in which the victim does not identify him/herself but identifies the alleged perpetrator. This would enable the College to identify patterns of behaviour which could be addressed in training or which could provide the basis for conducting an investigation. Board Members should receive a regular report on alleged sexual misconduct, which would not identify the alleged victim or perpetrator.

Finally, I note that changing an institutional culture requires all parts of the College community – senior management, all members of staff, student leaders and students – to accept the need for, lead and contribute to change. The students I spoke to were generally supportive of the Cultural Review, but some argued that ‘administration’ was excessively involved in interfering with student activities or College ‘traditions.’ All university colleges face the difficult task of balancing the need to ensure that students are kept safe from physical or psychological harm and the need to respect the legitimate wishes of young adults to run their own lives and make their own mistakes. In my view an ‘us and them’ approach could inhibit necessary change. For that reason, I have made a number of recommendations relating to the composition of the Trinity College Associated Club (TCAC) and to consultation between staff and students, which are intended to build trust between student leaders, staff and senior leadership.

I have no doubt that the Board and senior management are well-equipped to face the challenges that I have identified. Their ability to do so is reflected in the support which all members of staff, ranging from senior leadership to College caretakers expressed for the review and in the helpful observations they made in their individual interviews. I am grateful for the efficient and thoughtful support provided to me in conducting this review by Dr Rachel Landgren. I thank the Warden, Dean, Deputy Dean, Residential Tutors and other members of staff for answering my many questions. I also thank the Senior Student, the TCAC and all students, alumni and parents who contributed to this Review.

Marcia Neave

August 2019

RECOMMENDATIONS

Transparent policies

1. Trinity should maintain a centralised Policy Manual which brings together all policies relevant to the Residential College. The Manual should be available online to all staff and students on the College portal. A hard-copy version should be made available as part of all employment agreements, including agreements with Residential Tutors.
2. Trinity should continue to offer training to staff dealing with matters covered in the Staff and Student Codes of Conduct and should regularly document the training programs in which staff and students are required to participate.

Building trust between staff and students

3. Trinity should adopt measures to build greater trust between students and staff through consultation in a broader range of areas. Students should be kept in touch with decisions on College policy and the extent to which consultation between staff, the TCAC, students in the Residential College and, where relevant, other bodies (for example the College Board) has occurred. The Senior Student should be responsible for encouraging students to participate in consultations and making students aware when such consultations have occurred.
4. The College and TCAC should jointly host a meeting to discuss student and staff views about situations in which consultation with the TCAC is desirable but does not currently occur.
5. The 'fireside chats' on particular topics which are held throughout the year should sometimes be used for the purposes of student consultation.

Fostering responsible student leadership

6. To ensure inclusive and responsible student leadership, changes should be made to the current process for electing student leaders.
 - a. The TCAC and the Dean should agree on formal role descriptions for student leadership positions including responsibility to uphold and model College values. The TCAC Rules should provide for the exclusion of TCAC committee members who breach the Student Code of Conduct.
 - b. Candidates seeking nomination for leadership roles should demonstrate the ability to foster and champion a culture of inclusion, respect and safety. The Dean should exclude candidates who do not display these qualities.
7. For student leadership positions that do not require election (for example, Student Co-ordinators and O-Week Buddies), the College should adopt selection criteria that emphasise the candidate's commitment to and respect for diversity, inclusiveness and safety.
8. The Constitution of Trinity College should provide for both a male and a female Senior Student to be elected each year. Both the male and female student should be members of the Board of Trinity College.
9. Student training programs and discussions (including O-Week and N-Week programs) should continue to include information about cultural matters relevant to international and Aboriginal and Torres Strait Islander students. Programs should include a mixture of expert and student-led presentations.

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Student orientation and support

10. The TCAC should set up a process to consult international and Aboriginal and Torres Strait Islander students about the content of O-Week activities.
11. The TCAC should consider the inclusion of a broader range of non-sporting activities in the O-Week program.
12. The TCAC should regularly distribute an online survey to students participating in N-week and O-Week to obtain their feedback on the program.
13. In recognition of the psychological and emotional needs of some students, the College should provide and widely advertise referral to specialist psychological support services for students, including for students who have experienced trauma. This support should also be offered to Residential College staff, Residential Tutors and Student Co-ordinators to minimise the risk of vicarious trauma or distress that they may experience in fulfilling their role.
14. During application processes students should be advised of the importance of disclosing any mental or other health problems and of the support available to students experiencing these difficulties.

Increasing diversity in the student body

15. Each year at the conclusion of the selection process the Board should receive a report on the composition of:
 - a. the first-year student cohort
 - b. the overall student community
 - c. Statistics should be kept on the number of;
 - i. males and females
 - ii. domestic students and international students
 - iii. domestic students coming from (a) State schools (b) low fee-paying schools (c) high fee-paying schools.
16. Trinity should consider how to increase diversity in the student population, including by:
 - a. increasing the number of scholarships for students from socially disadvantaged backgrounds
 - b. altering the selection criteria to give greater weight to applications from students who have attended state schools, students from rural or regional areas and/or socially disadvantaged circumstances
 - c. encouraging applications from a broader range of backgrounds and schools
 - d. continuing to require staff members involved in the selection process to participate in expert unconscious bias training.

Code of Conduct training

17. The College should continue to offer education on the Student Code of Conduct, in N-week and O-Week. Expert presenters should provide training which includes opportunities for role-playing. The training should emphasise the requirement to treat other students respectfully, and the prohibition on

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racism and denigratory conduct. Training should also include evidence-based prevention education and awareness about alcohol and drug abuse, sexual assault and sexual harassment, the meaning of consent to sexual activity and being an effective bystander.

18. All students (including second and later year students) should be required to attend refresher education on these issues in second and subsequent semesters.

Diversity in leadership

19. Changes should be made to the TCAC Constitution to provide for greater diversity in student leadership. The TCAC should include a representative of the Trinity International Students Club.
20. Trinity should consult with international students as to the most useful means of providing further support to international students, including the appointment of a member of staff for that purpose.
21. So far as practicable Trinity should appoint Residential Tutors from a diverse range of backgrounds and cultures.
22. Trinity should consider ways of exposing students to a diverse range of role models by organising speakers and displaying portraits or photographs of people from diverse backgrounds.
23. Students in leadership positions including sports captains, should receive expert unconscious-bias training.

Minimising alcohol related harm

24. To ensure that students are held accountable for alcohol-related misconduct Trinity:
 - a. should consistently apply and be seen to apply a zero-tolerance approach for alcohol-related behaviour that causes disturbance, damage or harm to any student or property
 - b. strictly enforce the current policy under which the TCAC is responsible for any non-accidental property damage, including alcohol-related property damage
 - c. require the TCAC, associate clubs and other relevant bodies to specify the number of drinks that can be purchased on an event ticket. The TCAC should investigate practical means of enforcing the drinks limit and the College should require implementation of that measure
 - d. discuss with the relevant student bodies the practicability of reducing prices for non-drinking tickets and require them to ensure that the price difference between drinking and non-drinking tickets provides an incentive for students who do not intend to drink at an event to buy a non-drinking ticket.

Encouraging reporting of sexual misconduct and ensuring a trauma informed response

25. Trinity should create a separate Sexual Misconduct Policy which, defines sexual misconduct, sets out complaint processes and sanctions and identifies who may be contacted for immediate help or on-going assistance after an assault has occurred. The Policy should include the material which is currently part of the Student Code of Conduct but should also outline the prevention and training activities in which students and staff will be required to participate. Table 2 in the University of Western Australia's College Row Cultural Review could be used as a checklist covering the content of the Sexual Misconduct policy.

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26. Trinity should establish a secure on-line system to which students can report sexual assault. The system should allow anonymous reports which do not name the alleged victim and perpetrator, which preserve the anonymity of the victim but name the alleged perpetrator, or allow the victim to make a formal report naming both the victim and alleged perpetrator. The Dean and Head of Wellbeing should receive both non-identifying and, if a formal complaint is made, identifying information. Statistics compiled from the on-line system should be reported to the Board at each meeting, (as is currently the case for Occupational Health and Safety Reports.) The Board should not receive information on the identity of a complainant or alleged perpetrator.
27. Wherever possible students who have reported sexual harassment or assault on behalf of a friend, should be advised of the steps taken by the College to deal with such allegations. (However, the wish of the person who experienced such behaviour to keep the matter confidential must be respected).
28. A student against whom an allegation of sexual assault has been made should normally be excluded from the College as soon as possible after the report has been made. If the complaint is rejected or is resolved in another manner, for example through conciliation or a restorative justice process, the student may be permitted to return to College, with the consent of the victim. (This is consistent with paragraph 39 of the existing Student Code of Conduct.)
29. The College should ensure that its existing policy of zero-tolerance for sexual assault is consistently enforced.
30. A person who participates in an investigation or conciliation of sexual harassment or assault should be formally advised of their options. For example, a person reporting such behaviour should be advised of the remedies they may seek if they choose to participate in conciliation.
31. Residential College staff, including Residential Tutors, should continue to receive first responder training by an expert in trauma-informed and survivor-centred approaches, when they join the College and should receive refresher training each year they are at College. The purpose of the training would be to ensure they have the skills to respond sensitively and in a trauma-informed manner to a report of sexual assault, sexual harassment or disclosure of other events which breach the Code of Conduct. Student Co-ordinators should also receive first-responder training.

Restorative justice

32. Trinity should consult with experts on how to establish a Restorative Justice approach to respond to allegations of sexual harassment and assault. (I note that the Centre for Innovative Justice at RMIT has expertise in this area.) Trinity should also consider whether a restorative justice approach might be a useful addition to the current procedures used to respond to other forms of misconduct, including bullying, harassment and discriminatory behaviour, where the perpetrator admits to the misconduct and the victim of the alleged behaviour consents to participating.

TRINITY COLLEGE'S ACTION PLAN

Trinity College accepts all recommendations proposed in Marcia Neave's Review of Trinity College's Residential College Culture.

Implementation of our action plan will be a collaborative process in which students and staff collectively devise the most effective methods for addressing Neave's recommendations.

We have begun rolling out our action plan and are working diligently to improve our policies and practices so that we offer the best possible living and learning environment for all students.

We will release an update on our progress in mid-2020.

NUMBER	RECOMMENDATION	COLLEGE ACTION
Transparent policies		
1	Trinity should maintain a centralised Policy Manual which brings together all policies relevant to the Residential College. The Manual should be available online to all staff and students on the College portal. A hard-copy version should be made available as part of all employment agreements, including agreements with Residential Tutors.	<p>Recommendation accepted and is being implemented</p> <p>Students</p> <ul style="list-style-type: none"> • Policies relevant to Residential College students are in the Residential Student Handbook. Students are also required to complete compulsory Online Induction Modules prior to their arrival at College each semester. These modules cover the contents of the Student Code of Conduct including sexual misconduct and the use of alcohol or drugs. They also provide training on mental health, consent to sexual activity, bystander training, wellbeing and cultural awareness. • Prior to the commencement of the 2020 academic year, all policies relevant to Residential College students will be made available on the College Portal in a section clearly identifiable for Residential College students. Policies will be reviewed periodically by the Residential College with the latest date for the next review clearly noted in each policy. Policies may be reviewed more frequently. <p>Staff</p> <ul style="list-style-type: none"> • All policies relevant to Residential College staff have been made available on the HR Policy Library located on the College Portal. Policies will be reviewed periodically by the Residential College with the latest date for the next review clearly noted in each policy. Policies may be reviewed more frequently. • Policies relevant to the Residential College will be provided as part of mandatory employee induction through the HR Learning and Development Modules. Staff will be required to complete all Residential College modules upon commencement in their role and every year thereafter. Learning and Development Modules will include, but not be limited to: Trinity College Staff Code of Conduct; Trinity College Child Safe Policy; Emergency Management; Privacy; Trinity College Student Code of Conduct – Residential College; Trinity College Alcohol Provision and Consumption Policy; Undergraduate Transition and Orientation Intercollegiate Policy; and Student-Run Events – Guidelines and Conditions. • The College’s new Learning and Development Modules will be implemented by December 2019.

2	Trinity should continue to offer training to staff dealing with matters covered in the Staff and Student Codes of Conduct and should regularly document the training programs in which staff and students are required to participate.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • As documented in the Neave Review (see Appendix H), the Residential College provides expert-led training for senior staff and Residential tutors on matters covered in the Student Code of Conduct and other related training, such as, First Aid and Mental Health Training and First Responder Training. • From 2020, all Residential College staff will participate in the Residential College staff training program. The Residential College will also continue to engage expert-led training on matters covered in the Student Code of Conduct and other related areas. • From 2020, face-to-face training will be complemented by the mandatory annual online policy and training modules completed through the College's HR Learning and Development Modules. • From 2020, the Residential College will maintain an annual training register documenting the training staff and students are required to attend and when this has been completed. • From 2020, training undertaken by staff will be recorded by HR against their profile.
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Building trust between staff and students

3	Trinity should adopt measures to build greater trust between students and staff through consultation in a broader range of areas. Students should be kept in touch with decisions on College policy and the extent to which consultation between staff, the TCAC, students in the Residential College and, where relevant, other bodies (for example the College Board) has occurred. The Senior Student should be responsible for encouraging students to participate in consultations and making students aware when such consultations have occurred.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • We will adopt measures to build greater trust between students and staff through increased consultation on a broader range of areas. • Since the beginning of 2019, we have increased the number of forums for consultation with students. These include Q&A sessions and updates during Formal Hall. • Alongside Recommendations 4 and 5, from 2020, we will work with the TCAC Committee to increase the number of education forums run each year so that students are updated on decisions and changes to College policy. • From 2020, we will improve communication channels with students by formalising the Residential College fortnightly newsletter. The newsletter will be a collaborative platform through which staff, the Senior Student and TCAC Committee, and students will update the wider student body on College activities, staff and student forums and policy changes.
4	The College and TCAC should jointly host a meeting to discuss student and staff views about situations in which consultation with the TCAC is desirable but does not currently occur.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • We will increase the number of consultation meetings with the TCAC Committee. These meetings will be further formalised with decisions and actions circulated to the wider student community through fortnightly newsletters.

5	<p>The 'fireside chats' on particular topics which are held throughout the year should sometimes be used for the purposes of student consultation.</p>	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • Through 'fireside chats' the College provides students with opportunities to engage with external experts and community leaders who lead discussion on diverse subjects including mental health, domestic violence, respectful relationships, pornography, the use of social media, Indigenous languages and other topics. • From 2020, we will expand the number of opportunities for external speakers to provide education in order to stimulate discussions in these and other relevant areas. • From 2020, these sessions will be run alongside Recommendations 3 and 4 to ensure students are engaged in numerous conversations and discussions complementary to the topics raised in the Neave Review.
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Fostering responsible student leadership

6	<p>To ensure inclusive and responsible student leadership, changes should be made to the current process for electing student leaders.</p> <p>a. The TCAC and the Dean should agree on formal role descriptions for student leadership positions including responsibility to uphold and model College values. The TCAC Rules should provide for the exclusion of TCAC committee members who breach the Student Code of Conduct.</p> <p>b. Candidates seeking nomination for leadership roles should demonstrate the ability to foster and champion a culture of inclusion, respect and safety. The Dean should exclude candidates who do not display these qualities.</p>	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • We will work with the TCAC Committee and associated clubs and societies to develop formal role descriptions for student leadership positions which include the responsibility to uphold and model College values. This recommendation will be completed prior to the 2020 election of the TCAC Committee and associated clubs and societies. • We will work with the TCAC Committee to amend the TCAC Rules to provide for the exclusion of TCAC Committee members who breach the Student Code of Conduct. • The Dean of the Residential College will exclude candidates seeking nomination for leadership roles who do not demonstrate the ability to foster and champion a culture of inclusion, respect and safety.
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7	For student leadership positions that do not require election (for example, Student Co-ordinators and O-Week Buddies), the College should adopt selection criteria that emphasise the candidate's commitment to and respect for diversity, inclusiveness and safety.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • We have amended the Student Co-ordinator position description to emphasise the requirement for the candidate's commitment to and respect for diversity, inclusiveness and safety. Continuing current practice, candidates will be interviewed by a senior Residential College staff member and TCAC representative. • An O-Week Buddies position description will be created emphasising the requirement for the candidate's commitment to and respect for diversity, inclusiveness and safety. O-Week Buddies will also be interviewed by a senior Residential College staff member and TCAC representatives. This will be implemented prior to the appointment of these roles for 2020.
8	The Constitution of Trinity College should provide for both a male and a female Senior Student to be elected each year. Both the male and female student should be members of the Board of Trinity College.	<p>Recommendation accepted. Implementation subject to constitutional change approved by the student body.</p> <p>We are committed to fostering a diverse community and that our leadership teams – including the TCAC Committee – reflects our commitment to gender equality. Any changes to the number of Senior Students requires the TCAC Constitution and Trinity College Constitution to be amended. This will require the recommendation to be approved by a vote of the student body, and then by the Trinity College Council.</p> <ul style="list-style-type: none"> • We will support the Senior Student and TCAC Committee to run a consultative process with the student body on the implementation of Recommendation 8. Following consultation, the student body will be required to vote on the proposed change. This will be actioned prior to the election of the next Senior Student and TCAC Committee. <p>We are deeply committed to removing gender bias and other forms of bias from the electoral process. To address this, from 2020, we will implement programs that:</p> <ul style="list-style-type: none"> • ensure students are aware of the leadership opportunities available with the Residential College • enable and encourage students to apply for leadership positions • provide tailored leadership training for students, particularly women and under-represented student groups • teach students to be more aware of their own biases and to reflect on these when participating in the electoral processes. <p>We will also:</p> <ul style="list-style-type: none"> • review our electoral processes to ensure they are fair and inclusive of a diverse range of students across leadership roles.

9	Student training programs and discussions (including O-Week and N-Week programs) should continue to include information about cultural matters relevant to international and Aboriginal and Torres Strait Islander students. Programs should include a mixture of expert and student-led presentations.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • We will continue to improve the educational training and forums for all Residential College students on cultural matters relevant to international, Aboriginal, Torres Strait Islander and other diverse student groups as part of our N-Week and O-Week programs and through activities run throughout the year. In 2020, training and forums will be developed and delivered by a mixture of external experts, students and staff. • We will continue and expand upon the training provided through the Online Induction Modules which students are required to complete prior to their arrival each semester.
Student orientation and support		
10	The TCAC should set up a process to consult international and Aboriginal and Torres Strait Islander students about the content of O-Week activities.	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • We will work with the TCAC Committee to establish an appropriate consultation process with international students, Aboriginal and Torres Strait Islander students, and other diverse student groups regarding the contents of O-Week activities. Consultation will take place prior to the development of the O-Week program.
11	The TCAC should consider the inclusion of a broader range of non-sporting activities in the O-Week program.	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • We will work with the TCAC Committee and other student groups to ensure that the 2020 and future O-Week activities are inclusive and meet the needs of our diverse student community, particularly as it relates to physical/sporting activities and cultural activities.
12	The TCAC should regularly distribute an online survey to students participating in N-week and O-Week to obtain their feedback on the program.	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • We will work with the TCAC Committee to implement online student surveys to gain feedback on the N-Week and O-Week programs. From 2020, surveys will be conducted after each N-Week and O-Week. • The results of these surveys will be used to guide and improve student activities and training for the rest of the year.

13	<p>In recognition of the psychological and emotional needs of some students, the College should provide and widely advertise referral to specialist psychological support services for students, including for students who have experienced trauma. This support should also be offered to Residential College staff, Residential Tutors and Student Co-ordinators to minimise the risk of vicarious trauma or distress that they may experience in fulfilling their role.</p>	<p>Recommendation accepted</p> <p>The mental health and wellbeing of our students and staff is one of our highest priorities.</p> <p>Students</p> <ul style="list-style-type: none"> • We currently provide referrals for students to external psychological counselling services. • From 2020, we will more broadly advertise our referral offering. The referral offering, and accompanying procedure, will be outlined in the Residential Student Handbook and Residential Tutor Handbook. The availability of specialist psychological support services for students will also be covered in training and induction modules for Residential staff, Residential tutors, Residential students, and Student Co-ordinators. <p>Staff</p> <ul style="list-style-type: none"> • We provide psychological assistance for all staff members through an Employee Assistance scheme (EAP).
14	<p>During application processes students should be advised of the importance of disclosing any mental or other health problems and of the support available to students experiencing these difficulties.</p>	<p>Recommendation accepted and is being implemented</p> <p>In line with Recommendation 13, the mental health and wellbeing of our students and staff is one of our highest priorities.</p> <ul style="list-style-type: none"> • Our current Residential College application form includes a question on mental and other health problems. • From 2020, our website will have information on support and referral services available to Residential College students experiencing difficulties. • Our website will encourage disclosure by emphasising the importance of knowing students' needs so we can provide proactive care.

Increasing diversity in the student body

15	<p>Each year at the conclusion of the selection process the Board should receive a report on the composition of:</p> <ol style="list-style-type: none"> a. the first-year student cohort b. the overall student community c. Statistics should be kept on the number of: <ol style="list-style-type: none"> i. males and females ii. domestic students and international students iii. domestic students coming from (a) state schools (b) low fee-paying schools (c) high fee-paying schools. 	<p>Recommendation accepted</p> <p>We currently provide an annual report to the Board on the composition of the first-year student cohort.</p> <p>From 2020 the Residential College annual report will also include the composition of the overall Residential College student cohort. The information provided will include the number of:</p> <ul style="list-style-type: none"> • male and female students • Melbourne, regional/rural Victorian, interstate and international students • students enrolled in each undergraduate degree at the University of Melbourne or University of Divinity • students from (a) state schools (b) low fee-paying schools (c) high fee-paying schools together with a list of all schools • students on scholarship.
16	<p>Trinity should consider how to increase diversity in the student population, including by:</p> <ol style="list-style-type: none"> a. increasing the number of scholarships for students from socially disadvantaged backgrounds b. altering the selection criteria to give greater weight to applications from students who have attended state schools, students from rural or regional areas and/or socially disadvantaged circumstances c. encouraging applications from a broader range of backgrounds and schools d. continuing to require staff members involved in the selection process to participate in expert unconscious bias training. 	<p>Recommendation accepted, actioned and ongoing</p> <p>We are committed to increasing the diversity within our College community. To enable increased diversity, we have committed to the following activities.</p> <ul style="list-style-type: none"> • Trinity currently awards scholarships to one-third of the Residential College student community. These scholarships enable students from diverse backgrounds increased opportunities. From 2020, Trinity is expanding its College-wide scholarship program across all three diversions. Once fully operational in 2023, the College will invest in an additional 48 full Residential College scholarships each year. These scholarships will enable students to access the University of Melbourne and Trinity College regardless of their socioeconomic situation. • In 2018 the Board convened a sub-committee to re-assess the Residential College Admission Policy. The policy states that 'graduates of government schools, low-fee non-government schools, and/or families of modest means, nationally and internationally, will constitute at least one-fifth of the student population each year'. This policy will be reviewed in 2020 and every year thereafter to ensure the College admits a diverse student cohort. • We are expanding our Residential College community from 281 to 370 in 2020 so that more students have access to the Trinity experience. As part of this expansion we have invested considerable resources to market the Residential College to a broader range of backgrounds and schools. From 2020, will we further expand our marketing activities and number of school visits to recruit applicants from a breadth of schools and backgrounds. • We will continue to provide expert-led unconscious bias training to all staff members involved in the Residential College admissions process.

Code of Conduct training

17	<p>The College should continue to offer education on the Student Code of Conduct, in N-week and O-Week. Expert presenters should provide training which includes opportunities for role-playing. The training should emphasise the requirement to treat other students respectfully, and the prohibition on racism and denigratory conduct. Training should also include evidence-based prevention education and awareness about alcohol and drug abuse, sexual assault and sexual harassment, the meaning of consent to sexual activity and being an effective bystander.</p>	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • As outlined in the Neave Review, during N-Week and O-Week students currently receive Student Code of Conduct training. This involves a focus on the Code's ethos – 'respect for self', 'respect for others', and 'ethical and honest behaviour'. This training takes the form of talks, question and answer sessions with staff, expert-led and student-led sessions, and scenario-based training and role-playing. Sessions on sexual consent and bystander training are provided by expert presenters. • From 2020, we will improve our education on the Residential Student Code of Conduct in N-Week and O-Week of each semester. Training will have a specific focus on respectful relationships and the prohibition of racism and denigratory conduct. Where appropriate training sessions will emphasise role playing activities. • In 2020 we will extend these topics in our Online Induction Modules which are undertaken at the beginning of each semester.
18	<p>All students (including second and later year students) should be required to attend refresher education on these issues in second and subsequent semesters.</p>	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • We will review and improve our current education and training to second and third year students on the issues in line with Recommendation 17. • From 2020, education and training of second and third year students on Code of Conduct matters, sexual consent and bystander training will be held at the beginning of each semester. • We will expand and enhance our Online Induction Modules on these topics which are undertaken by all students (first, second and third years) at the beginning of each semester.

Diversity in leadership

19	<p>Changes should be made to the TCAC Constitution to provide for greater diversity in student leadership. The TCAC should include a representative of the Trinity International Students Club.</p>	<p>Recommendation accepted. Implementation subject to constitutional change approved by the student body.</p> <p>In line with Recommendation 8, we are committed to fostering a diverse community and that our leadership – from the Trinity College Board to TCAC Committee – reflects our commitment to diversity.</p> <ul style="list-style-type: none"> • Changes to the composition of the TCAC Committee require that the TCAC Constitution be amended. • We will support the Senior Student and TCAC Committee to run a consultative process with the student body on the best approach for revising the TCAC Committee to enable greater diversity in committee membership. Following consultation, the student body will be required to vote on the proposed changes. This will be actioned prior to the election of the next Senior Student and TCAC Committee.
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20	Trinity should consult with international students as to the most useful means of providing further support to international students, including the appointment of a member of staff for that purpose.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • The Residential College has three designated student committees that promote diversity and belonging: the Trinity College International Students Society, the First Nations Student Committee and the Queer Committee. From 2020, we will formalise funding to these committees, enabling activities aimed at encouraging diversity, cultural awareness and belonging in the wider student community. • Responding to this recommendation and as a result of the needs of students, we have appointed an Associate Dean (Student Services). A proportion of this new role will be dedicated to fostering international student wellbeing. This role will also be responsible for overseeing other diversity cohorts and their inclusion in College culture. • We will expand consultation with international, queer, Aboriginal and Torres Strait Islander, and other student groups as to the most useful means of providing further support.
21	So far as practicable Trinity should appoint Residential Tutors from a diverse range of backgrounds and cultures.	<p>Recommendation accepted, actioned and ongoing</p> <ul style="list-style-type: none"> • As documented in the Neave Review, the Residential College tutors comprise of individuals from diverse backgrounds, cultures and areas of interests that are broadly representative of the student cohort (See Neave Review, 2.2.2). • We will with the assistance of HR, operate a recruitment process that is fair and inclusive, capturing a diverse range of staff for these positions.
22	Trinity should consider ways of exposing students to a diverse range of role models by organising speakers and displaying portraits or photographs of people from diverse backgrounds.	<p>Recommendation accepted and is being implemented</p> <ul style="list-style-type: none"> • We are committed to fostering a diverse community that welcomes and celebrates everyone's culture and background. • We are increasing the representation of women and people of culturally diverse backgrounds in portraits and photographs. • From 2020, we will increase the number of speakers from diverse backgrounds and cultures. This will be achieved through forums such as 'Fireside chats', speakers at Formal Hall and other education and career forums. • From 2020, Marketing and Communication activities will illustrate the breadth of diversity in our student cohort.
23	Students in leadership positions including sports captains, should receive expert unconscious-bias training.	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • From 2020, students in leadership positions will receive unconscious bias training. This will be delivered by relevant Residential College staff who will receive expert unconscious bias training for training students in leadership positions.

24

To ensure that students are held accountable for alcohol-related misconduct Trinity:

- a. should consistently apply and be seen to apply a zero-tolerance approach for alcohol-related behaviour that causes disturbance, damage or harm to any student or property
- b. strictly enforce the current policy under which the TCAC is responsible for any non-accidental property damage, including alcohol-related property damage
- c. require the TCAC, associate clubs and other relevant bodies to specify the number of drinks that can be purchased on an event ticket. The TCAC should investigate practical means of enforcing the drinks limit and the College should require implementation of that measure
- d. discuss with the relevant student bodies the practicability of reducing prices for non-drinking tickets and require them to ensure that the price difference between drinking and non-drinking tickets provides an incentive for students who do not intend to drink at an event to buy a non-drinking ticket.

Recommendation accepted and is being implemented

As documented in the Neave Review, we are practicing a harm minimisation approach to alcohol consumption. As Neave states, 'this approach recognises that most students are adults, who can choose when and how much to drink and holds them accountable for their own choices' (see Neave, 6.6).

- We will continue to provide expert-led alcohol and drug training during N-week and O-Week. This training will address the links between alcohol abuse, harassment and sexual assault. It will also emphasise our zero-tolerance approach for alcohol-related behaviour that causes disturbance, damage or harm to any student or property. From 2020, we will offer refresher training each year to second and third year students.
- From 2020, we will provide training to all Residential College staff, including Residential tutors, on how to deal with alcohol use and abuse amongst students.
- We will consult external experts, the TCAC Committee and wider-student community to review the Alcohol Provision and Consumption Policy. This will be completed for implementation prior to the commencement of the 2020 student cohort.
- As stated in the current Alcohol Provision and Consumption Policy, the reviewed policy will prohibit alcohol-related behaviour which causes disturbance, damage or harm to students or property.
- The reviewed policy will continue to require the TCAC Committee to take financial responsibility for any non-accidental property damage (both alcohol and non-alcohol related).
- We will work closely with the TCAC Committee and associated clubs and societies to ensure event tickets specify drinks allowances and assist in developing processes to ensure its enforcement.
- We will work with the TCAC Committee, associated clubs and societies, and other student groups involved in organising events to ensure fair pricing and incentives for non-drinking tickets.

Encouraging reporting of sexual misconduct and ensuring a trauma-informed response

25	<p>Trinity should create a separate Sexual Misconduct Policy which, defines sexual misconduct, sets out complaint processes and sanctions and identifies who may be contacted for immediate help or on-going assistance after an assault has occurred. The Policy should include the material which is currently part of the Student Code of Conduct but should also outline the prevention and training activities in which students and staff will be required to participate. Table 2 in the University of Western Australia's College Row Cultural Review could be used as a checklist covering the content of the Sexual Misconduct policy.</p>	<p>Recommendation accepted</p> <ul style="list-style-type: none">• As documented in the Neave Review, the policy for sexual misconduct is set out in the Student Code of Conduct – Residential College. The Code contains clear prohibitions on 'assault, whether sexual or physical, including inappropriate touching or rape'.• We will, with expert guidance and in consultation with current students and recent alumni included in the scope of the Neave Review, develop a stand-alone Residential College Student Sexual Misconduct Policy. This new policy, and the changes made to the current Student Code of Conduct will be developed alongside Recommendations 26-32.• We anticipate implementing the Residential College Student Sexual Misconduct Policy in August 2020. In the meantime, sexual misconduct is covered in the current Residential College Student Code of Conduct which sets out the complaint process and sanctions.
26	<p>Trinity should establish a secure online system to which students can report sexual assault. The system should allow anonymous reports which do not name the alleged victim and perpetrator, which preserve the anonymity of the victim but name the alleged perpetrator, or allow the victim to make a formal report naming both the victim and alleged perpetrator. The Dean and Head of Wellbeing should receive both non-identifying and, if a formal complaint is made, identifying information. Statistics compiled from the online system should be reported to the Board at each meeting, (as is currently the case for Occupational Health and Safety Reports). The Board should not receive information on the identity of a complainant or alleged perpetrator.</p>	<p>Recommendation accepted</p> <ul style="list-style-type: none">• We will consult experts to establish a secure online system to which students can report sexual assault. This recommendation will be implemented by August 2020 in line with the development of the new Residential College Student Sexual Misconduct Policy and other recommendations relating to sexual misconduct.• From the beginning of 2020, the Board will receive statistics on the number of Code of Conduct reports relating to sexual misconduct. This report will not contain identifying information.

27	Wherever possible students who have reported sexual harassment or assault on behalf of a friend, should be advised of the steps taken by the College to deal with such allegations. (However, the wish of the person who experienced such behaviour to keep the matter confidential must be respected).	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • We will ensure that in future all students who report on behalf of a friend will be advised of the steps taken by the College to deal with such allegations. As Neave states, the extent to which friends are advised will be limited if the person who experienced such behaviour wants to keep the matter confidential. • Acknowledging the impact of vicarious trauma experienced by those who report on behalf of a friend, and in line with Recommendation 13 and documented response, we will ensure that all students affected have access to specialist psychological support. The support available to students will be documented in the updated Student Code of Conduct and new Residential College Student Sexual Misconduct Policy.
28	A student against whom an allegation of sexual assault has been made should normally be excluded from the College as soon as possible after the report has been made. If the complaint is rejected or is resolved in another manner, for example through conciliation or a restorative justice process, the student may be permitted to return to College, with the consent of the victim. (This is consistent with paragraph 39 of the existing Student Code of Conduct).	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • Consistent with paragraph 39 of the Trinity College Student Code of Conduct – Residential College, we will exclude students accused of sexual assault as soon as possible from the College once a formal report has been received. • If the complaint is resolved through conciliation, or restorative justice (Recommendation 32), then the student may be permitted to return to College with the consent of the victim. If the complaint is rejected, then the alleged victim does not need to consent to the alleged perpetrator returning to College. • The Code of Conduct and new Residential College Student Sexual Misconduct Policy will explicitly state that malicious false reporting is a Code of Conduct violation. • The processes for implementing Recommendation 28 will be outlined in the new Residential College Student Sexual Misconduct Policy (in line with Recommendation 25). Furthermore, actions to address recommendations relating to sexual misconduct will be developed at the same time to ensure consistency of approach. • We anticipate implementing the Residential College Student Sexual Misconduct Policy in August 2020. In the meantime, sexual misconduct and associated processes will be covered in the current Residential College Student Code of Conduct which sets out the complaint processes and sanctions.
29	The College should ensure that its existing policy of zero-tolerance for sexual assault is consistently enforced.	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • From 2020, Residential College student and staff training will educate students about how our zero-tolerance policy for sexual assault is enforced including the processes taken once a report has been made. • The Code of Conduct and new Residential College Student Sexual Misconduct Policy will be updated to state that we have a zero-tolerance policy but without receiving an official report the College is limited in the actions it can take.

30	<p>A person who participates in an investigation or conciliation of sexual harassment or assault should be formally advised of their options. For example, a person reporting such behaviour should be advised of the remedies they may seek if they choose to participate in conciliation.</p>	<p>Recommendation accepted</p> <ul style="list-style-type: none"> • The Residential College Student Code of Conduct currently outlines the process involved in dealing with reports of breaches of the Code. This includes the processes for investigation and conciliation. • As part of the development of the new Residential College Student Sexual Misconduct Policy, we will engage experts to review the current sexual misconduct policies, practices and processes. • As part of this process, we will, with expert guidance, develop documents that advise persons reporting a Code of Conduct violation of the remedies they may seek if they choose to participate in conciliation.
31	<p>Residential College staff, including Residential Tutors, should continue to receive first responder training by an expert in trauma-informed and survivor-centred approaches, when they join the College and should receive refresher training each year they are at College. The purpose of the training would be to ensure they have the skills to respond sensitively and in a trauma-informed manner to a report of sexual assault, sexual harassment or disclosure of other events which breach the Code of Conduct. Student Co-ordinators should also receive first-responder training.</p>	<p>Recommendation accepted</p> <p>Students</p> <ul style="list-style-type: none"> • We will engage experts to develop a First Responder Training program not just for Student Co-ordinators but also for the TCAC Committee and O-Week Buddies. • This expanded First Responder Training will be implemented as part of the 2020 training program. <p>Staff</p> <ul style="list-style-type: none"> • We currently provide First Responder Training delivered by external experts in trauma-informed and survivor-centred approaches. In 2019, this training was undertaken by Residential tutors and relevant members of College staff, including the Dean, Deputy Dean, Head of Wellbeing, College Nurse, Head of Student Services, Indigenous Support Officer, Warden and Deputy Warden. • From 2020, this training will be undertaken by all Residential College staff and the Director of Shared Services who deputises for the Warden and Deputy Warden. • As previously mentioned in the response to Recommendations 1 and 2, Residential staff will also be required to complete online training through the Trinity College HR Learning and Development Modules. Modules will include training on how to respond to a disclosure of sexual violence.

Restorative justice

32

Trinity should consult with experts on how to establish a Restorative Justice approach to respond to allegations of sexual harassment and assault. (I note that the Centre for Innovative Justice at RMIT has expertise in this area). Trinity should also consider whether a restorative justice approach might be a useful addition to the current procedures used to respond to other forms of misconduct, including bullying, harassment and discriminatory behaviour, where the perpetrator admits to the misconduct and the victim of the alleged behaviour consents to participating.

Recommendation accepted

- We will consult experts in Restorative Justice to inform implementation of Recommendation 32. As previously noted, implementation plans for all recommendations relating to sexual misconduct will be developed together in consultation with students to ensure consistency of approach.

