

The Honourable Professor Marcia Neave AO

REVIEW OF  
**TRINITY COLLEGE'S**  
RESIDENTIAL COLLEGE CULTURE

August 2019



# CONTENTS

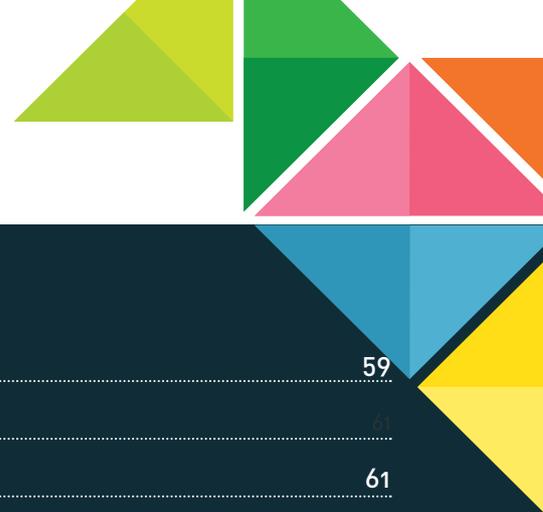


|   |           |
|---|-----------|
| Message from Marcia Neave   | 6         |
| Recommendations   | 8         |
| <b>PART 1: BACKGROUND</b>   | <b>13</b> |
| <b>CHAPTER 1: INTRODUCTION</b>  | <b>14</b> |
| 1.1 The Review's purpose and approach   | 14        |
| 1.1.1 What prompted this Review?  | 14        |
| 1.1.2 Establishment of the Review   | 17        |
| 1.2 How the Review was conducted  | 18        |
| 1.3 Acknowledgements  | 20        |
| 1.4 Outline of the Report   | 20        |
| <b>CHAPTER 2: LEADERSHIP THROUGH GOVERNANCE STRUCTURES, VALUES AND POLICIES</b> | <b>21</b> |
| 2.1 Governance structures   | 22        |
| 2.1.1 College Council   | 22        |
| 2.1.2 College Board   | 22        |
| 2.1.3 Officers of the College   | 22        |
| 2.2 College staff   | 22        |
| 2.2.1 The Residential College response to student wellbeing issues              | 23        |
| 2.2.2 Residential Tutors  | 24        |
| 2.2.3 Staff Code of Conduct   | 24        |
| 2.2.4 Other policies  | 25        |
| 2.2.5 Student feedback on relations with staff                                  | 25        |
| 2.2.6 The balance between safety and wellbeing and respect for student autonomy | 26        |
| 2.2.7 Enhancing cooperation and trust between staff and students                | 27        |
| <b>CHAPTER 3: LEADERSHIP ROLE OF STUDENTS</b>                                   | <b>29</b> |
| 3.1 Background of students  | 29        |
| 3.2 Student organisations and leadership opportunities                          | 30        |
| 3.2.1 Trinity College Associated Clubs (TCAC)                                   | 30        |
| 3.2.2 The role of 'Corridors'   | 31        |
| 3.2.3 Student Co-ordinators   | 31        |
| 3.2.4 Student feedback on student leadership                                    | 31        |
| 3.2.5 Reinforcing the role of student leaders in bringing about cultural change | 32        |
| 3.3 Student Code of Conduct   | 33        |



|  |           |
|--|-----------|
| <b>PART 2: THE RESIDENTIAL COLLEGE CULTURE</b>   | <b>35</b> |
| <b>CHAPTER 4: OVERVIEW OF STRENGTHS AND CHALLENGES IN THE COLLEGE CULTURE</b>                        | <b>36</b> |
| 4.1 General comments on positive features of Trinity Culture   | 36        |
| 4.2 General comments on challenges and negative features of Trinity culture                          | 38        |
| <b>CHAPTER 5: BUILDING A SAFE, RESPECTFUL AND INCLUSIVE COMMUNITY</b>                                | <b>40</b> |
| 5.1 Orientation Week   | 40        |
| 5.1.1 Student responses to Orientation Week  | 41        |
| 5.2 Bullying   | 44        |
| 5.3 Encouraging and supporting diversity   | 45        |
| 5.3.1 International students   | 46        |
| 5.3.2 Social advantage   | 47        |
| 5.3.3 Aboriginal and Torres Strait Islander students   | 48        |
| 5.3.4 Students with a disability or medical condition  | 48        |
| 5.3.5 LGBTIQ+ students   | 49        |
| 5.3.6 Gender diversity   | 49        |
| 5.4 College policies relevant to diversity   | 49        |
| 5.4.1 Training   | 49        |
| 5.5 Creating a more diverse student community and ensuring respect for diversity                     | 50        |
| 5.5.1 Admission policies   | 50        |
| 5.5.2 Respecting diversity   | 52        |
| <b>CHAPTER 6: THE PLACE OF ALCOHOL AND DRUGS IN COLLEGE CULTURE</b>                                  | <b>53</b> |
| 6.1 Alcohol consumption in Australia   | 53        |
| 6.2 When and where is alcohol consumed at Trinity?   | 54        |
| 6.2.1 Other student events   | 54        |
| 6.3 What I heard about use of alcohol and drugs at Trinity   | 55        |
| 6.3.1 Alcohol  | 55        |
| 6.3.2 Drugs  | 56        |
| 6.4 Policies designed to ensure responsible drinking   | 56        |
| 6.5 Training   | 57        |
| 6.5.1 Student views on the effectiveness of the Trinity policies and training on alcohol consumption | 58        |

# CONTENTS



|  |            |
|--|------------|
| 6.6 What other Reports have recommended  | 59         |
| <b>CHAPTER 7: SEXUAL HARASSMENT AND SEXUAL ASSAULT</b>   | <b>61</b>  |
| 7.1 Sexual harassment and assault in the Australian community  | 61         |
| 7.1.1 The 2016 PSS   | 61         |
| 7.1.2 The AHRC Report  | 62         |
| 7.1.3 Broderick's Cultural Renewal Report and St Paul's College Report   | 62         |
| 7.1.4 University of Western Australia's College Row Cultural Review 2018   | 73         |
| 7.2 What I heard about harassment and sexual assault at Trinity  | 63         |
| 7.3 College policies   | 66         |
| 7.3.1 Student Code of Conduct  | 66         |
| 7.4 Student comments on College response to sexual harassment and assault  | 68         |
| 7.4.1 Broderick Recommendations  | 69         |
| 7.5 What changes should be made at Trinity?  | 70         |
| <b>APPENDICES</b>  | <b>75</b>  |
| Appendix A – Terms of Reference  | 76         |
| Appendix B – Trinity College Student Wellbeing and Culture Questionnaire   | 79         |
| Appendix C – Interview Framework for Student Interviews  | 109        |
| Appendix D – Trinity College Student Code of Conduct – Residential College                                       | 110        |
| Appendix E – Trinity College Staff Code of Conduct   | 122        |
| Appendix F – Trinity College Values Statement  | 136        |
| Appendix G – 2018 Trinity College Organisational Structure and 2018 Residential College Organisational Structure | 138        |
| Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)                                       | 140        |
| Appendix I – Trinity College Alcohol Provision and Consumption Policy  | 150        |
| <b>SELECT BIBLIOGRAPHY</b>   | <b>157</b> |

# 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.

# RECOMMENDATIONS

## 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

# RECOMMENDATIONS

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.

# RECOMMENDATIONS

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.



# PART 1

## Background



# CHAPTER 1: Introduction

## 1.1 The Review's purpose and approach

On 22 August 2018 the Board of Trinity College, an affiliated but independent college of the University of Melbourne, approved a review of the culture of residential life at Trinity College. This decision was made following the recommendation to the Board from senior leadership that the College should commission an independent expert-led review of the Residential College's culture.

The review was not triggered by any particular event. Rather it reflected the fact that a number of residential colleges at other universities have conducted cultural reviews following a recommendation made by the Australian Human Rights Commission in its Report on sexual harassment and sexual assault at Australian universities.<sup>1</sup> The background to that Report and other Reports about the experience of students in university residential colleges is explained in more detail below.

On 1 October 2018 I was engaged to undertake a qualitative review of residential college culture. In addition to undertaking the consultations and interviews described below, I drew to some extent on quantitative information on student experiences, which was obtained from an anonymous on-line questionnaire designed and analysed by Dr Brendan Churchill, Research Fellow in Sociology, School of Social and Political Sciences, the University of Melbourne. Dr Churchill was independently commissioned by Trinity College to undertake this project. I draw attention to some difficulties which arise in interpreting the quantitative survey data at various points in this Report.

The terms of reference of the Review are set out in Appendix A of this Report and require an evaluation of both the strengths and challenges of the residential culture at Trinity.<sup>2</sup> The Review was to examine the positive and negative aspects of the Residential College culture, 'to define and describe situations that contribute to an unhealthy culture', and to make 'recommendations for ensuring that the College is as safe and secure as possible consistent with continued personal development of students.' The Review was also required to consider how easy it is for individuals to fit into College life, the part which alcohol and illicit drugs play in the College community, whether students feel safe and secure, and whether there is adequate training and procedure in managing reported incidents of sexual harassment and sexual assault.

### 1.1.1 What prompted this Review?

Over the past few years a number of bodies have examined the experiences of university and college students and made recommendations to bring about cultural change in areas where it is necessary. In 2017, the Australian Human Rights Commission (AHRC) published *Change the Course: National Report on Sexual Assault and Sexual Harassment in Australian Universities*. For the purposes of that Report a Roy Morgan Survey was commissioned to examine student experiences of sexual harassment and assault in 'university settings.' The findings of the Roy Morgan Survey are explained in Chapter 7 of this Report.

Some of the submissions to the AHRC described the respondent being sexually assaulted while they were unconscious or incapacitated because of alcohol use. Although it is disturbing that some students in the survey reported sexual harassment and assault, the wide definition of 'university settings' in the survey prompts the question whether universities and residential colleges should be regarded as responsible for preventing all the situations and types of incidents which students reported (for example, sexual assault

---

<sup>1</sup> Australian Human Rights Commission, *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities* (Australian Government, 2017). Hereafter the Report is cited as *Change the Course*.

<sup>2</sup> See Appendix A – Terms of Reference.



on a tram while travelling to university). The survey also raises questions about the kind of support which should be offered by universities and residential colleges to encourage reporting of sexual assault and to support students who have experienced it, wherever it has occurred.

The AHRC made 8 recommendations to deal with sexual assault and sexual harassment in a university setting, covering leadership and governance, changing attitudes and behaviour, responses to sexual assault, and behaviour in residential colleges and university residences. Recommendation 9 was that residential colleges 'should commission an independent expert-led review of the factors which contribute to sexual assault and sexual harassment in their settings'.<sup>3</sup> Specific matters which the AHRC said should be considered included:

1. 'Appropriate responses to reports of sexual assault and harassment;
2. A trauma-informed and rights-based approach in a situation in which an allegation of sexual assault has been made;
3. The ways 'hazing' and other college traditions facilitate a culture which increases the likelihood of sexual violence;
4. The role of alcohol;
5. The level and nature of supervision in a twenty-four-hour residential setting in which large numbers of young people are living away from home; and
6. The level and adequacy of training to equip residential advisors to serve as first responders or in response to matters of sexual assault and harassment'.<sup>4</sup>

In 2017, Elizabeth Broderick & Co ('Broderick') was commissioned to review the culture of five University of Sydney residential colleges.<sup>5</sup> St Paul's College, the University of Sydney did not participate in that survey, but Broderick was commissioned to conduct a separate review of St Paul's College in November 2018. The St Paul's College cultural review extended beyond students' experience of sexual violence and included diversity and discrimination in the College, policies and practices relating to alcohol use, and College processes to ensure student safety and responses to complaints about the above matters.<sup>6</sup> It emphasized the importance of staff and student leadership in establishing a safe and supportive culture for all students. Following delivery of the Report in August 2018, St Paul's College prepared and published an Action Plan to implement all its recommendations.<sup>7</sup>

---

<sup>3</sup> *Change the Course*, 16.

<sup>4</sup> *Change the Course*, 16.

<sup>5</sup> Elizabeth Broderick, *Cultural Renewal at the University of Sydney Residential Colleges* (Sydney: Elizabeth Broderick & Co., 2017). Hereafter cited as *Cultural Renewal Report*. This Report reviews the culture of St Andrew's College, St John's College, Sancta Sophia College, Wesley College and The Women's College.

<sup>6</sup> Elizabeth Broderick, *Cultural Review of St Paul's College*, (Sydney: Elizabeth Broderick & Co., August 2018). Hereafter cited as *St Paul's Review*. See <https://www.stpauls.edu.au/cultural-review/> (accessed 1 October 2018).

<sup>7</sup> St Paul's College Action Plan to implement all recommendations in the Broderick Report. See 'Action Plan for Cultural Renewal', *St Paul's College*, <https://www.stpauls.edu.au/cultural-review/> (access 20 March 2019). This report also refers to the recommendations made in Jahn Health Consultancy, *A Report on the College Row Cultural Review 2018 in The University of Western Australia's Residential College Setting* (Perth: Jahn Health Consultancy, 2019). Jahn Health Consultancy, *A Report on the College Row Cultural Review 2018 in The University of Western Australia's Residential College Setting* (Perth: Jahn Health Consultancy, 2019). This report was released very shortly before the completion of the Trinity College Review.



At the University of Melbourne, the Heads of Colleges meet regularly to discuss policies and actions. In the past decade the Heads of Colleges have approved policies in areas relevant to issues considered in this Review, including a 2009 intercollegiate policy on undergraduate transition and orientation, revised in 2012, which provides guidelines about Orientation Week (hereafter O-Week) activities and the interaction between colleges during the orientation period.<sup>8</sup> Other intercollegiate policies cover the management of alcohol at college events,<sup>9</sup> the holding and timing of intercollegiate events<sup>10</sup> and event planning and management of college events.<sup>11</sup> Issues arising from the AHRC Report and the Broderick Reports have been discussed at Heads of College meetings and the group has endorsed intercollegiate and/or University of Melbourne policies which are relevant to College culture. These include the *Discrimination, Bullying, and Victimisation Policy and Procedure*<sup>12</sup> and the *Sexual Misconduct Policy and Procedure*<sup>13</sup> which were adopted by the Head of Colleges in February 2019 and replaced the earlier *Fair Treatment Policy and Procedure*. These policies were developed, in line with Recommendation 4 of the AHRC Report, by an independent expert led-review, following consultation with key staff, experts, students and residents.

Inter-collegiate policies are not intended to replace more specific recommendations made by particular colleges for their own students. Trinity College received legal advice that it should adopt its own policies relating to sexual assault and other forms of misconduct and it has done so. Trinity policies are independent from and apply in place of the policies used by the other colleges.

In 2018 a former student of Ormond College wrote an article in the *Ormond Papers* disclosing that she had been raped by another student and describing the serious effects of that rape.<sup>14</sup> She also referred to disclosures of sexual assault made to her by 15 other individuals who said they had been assaulted while at the College.<sup>15</sup> She identified under-reporting of such assaults as a significant problem. Her article made recommendations about the steps which the University of Melbourne and/or residential colleges should take to collect quantitative data about the extent of sexual assault, to encourage victims to report sexual assault, and to provide them with better support to do so. In a response to this article the Master of Ormond, Lara McKay, published a response in the *Ormond Papers*, proposing a review of Ormond College policies relating to sexual misconduct. Since that time these policies have been refined and expanded and Ormond has set up an on-line system hosted by an external provider which allows students to report incidents of sexual assault and harassment anonymously, or to make a formal report about these events.<sup>16</sup>

In recent years senior leadership at Trinity College has been taking steps to address problems identified by staff or students affecting the wellbeing of student residents, including mental ill-health, alcohol and drug abuse, and allegations of sexual misconduct or sexual harassment. Separate Staff and Student Codes of Conduct relevant to the matters covered by the terms of reference of this Review have been developed and updated, including processes for handling complaints about breaches of the Code including reports of current sexual misconduct. The College has a separate policy to deal with historical sexual misconduct.

---

<sup>8</sup> Colleges University of Melbourne, *Undergraduate Transition and Orientation Intercollegiate Policy* (Melbourne: Colleges University of Melbourne, reviewed 2012).

<sup>9</sup> Colleges University of Melbourne, *Intercollegiate Policy on Alcohol* (Melbourne: Colleges University of Melbourne, 10 August 2012).

<sup>10</sup> Colleges University of Melbourne, *Intercollegiate Policy for the Holding and Timing of Intercollegiate Events* (Melbourne: Colleges University of Melbourne, October 2015).

<sup>11</sup> Colleges University of Melbourne, *Intercollegiate Policy for Event Management* (Melbourne: Colleges University of Melbourne, December 2015).

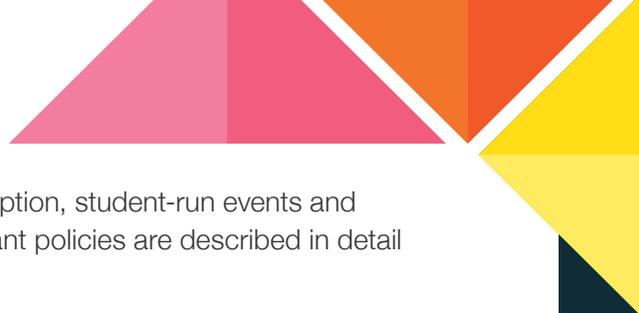
<sup>12</sup> Colleges University of Melbourne, *Discrimination, Bullying, and Victimisation Policy and Procedure* (Melbourne: College University of Melbourne, 19 February 2019).

<sup>13</sup> Colleges University of Melbourne, *Sexual Misconduct Policy and Procedure* (Melbourne: Colleges University of Melbourne, 20 February 2019).

<sup>14</sup> Ellie Woods, Nina Funnell, Adeline Gabriel and Lara McKay, 'Twenty (One) and Responses', *Ormond Papers* 35 (2018): 127–144.

<sup>15</sup> The period of time over which these assaults occurred is not clear.

<sup>16</sup> For information and the link to the on-line reporting system see Ormond College, 'Respectful Relationships', *Ormond College*, <http://www.ormond.unimelb.edu.au> (accessed 30 May 2019).



The College also has policies about alcohol provision and consumption, student-run events and student orientation activities. The content of these and other relevant policies are described in detail later in this Report.

For a number of years Trinity has provided online and/or face to face training to Residential College staff on various health related and crisis matters and on responding to disclosures of sexual violence.<sup>17</sup>

Trinity has also provided training to student leaders and first year students, which is offered by College staff and external providers. In 2016, this training program expanded. Training covers issues such as alcohol and drug use, consent in the sexual context, respect for cultural and other forms of diversity, and bystander training which teaches students how to intervene if there is a risk of misconduct or abuse, or to support a person affected by such behaviour. The training program has grown and developed over the past three years.<sup>18</sup>

The College has also appointed a Head of Wellbeing and a College nurse to provide additional support to students. The role of the Wellbeing team is discussed in more detail below.

### 1.1.2 Establishment of the Review

Historically residential colleges at the University of Melbourne and other universities sometimes tried to limit exposure of events which could attract adverse publicity, for example publicity about O-Week activities which involved hazing, excessive drinking or sexual misconduct. Boards of colleges and senior management sometimes feared that publicity of this kind could affect their college's reputation.

The establishment of this Review recognises the need to take a different approach. It would be inconsistent with the values of Trinity College to place concerns about reputational harm above issues affecting the lives of students who live in the College and staff who work here. Trinity should be congratulated for the efforts it has already made to address issues identified in *Change the Course* and in the two Broderick Reports. Its decision to initiate this Review and its willingness to submit to an investigation which makes objective findings about negative as well as positive aspects of its culture reflects a strong commitment to necessary cultural change. As one interviewee observed,

*The College's own narrative needs to become more relevant to and consistent with the expectations of both the immediate community of the College as well as the wider community in which it operates. ...[A]t the heart of that narrative should be the well-being of those most directly affected and it should give acknowledgment to and validation of incidents that have happened in the past. That there is bad stuff that has occurred at some time in the past within the setting of the College is what needs to be stated. Any denial that bad things happened has no truth about it, and could be damaging to the College's reputation for honesty. Stating this is also central to the well-being of those impacted.*

Telling the truth about all aspects of College life, both the positive and the negative, is the best way of ensuring that any necessary changes will be made.

I take full responsibility for analysis of the College's existing processes and policies and the formulation of recommendations. The Board and Senior Management Team have been kept in touch with the progress of the Review, but no-one has attempted to influence its approach or outcomes. The findings and recommendations which I make in this Report were reached independently of the College.

---

<sup>17</sup> See Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019).

<sup>18</sup> See Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019).

## 1.2 How the Review was conducted

In designing the methodology of the Review, I was assisted by the two Broderick Reports. I also read a confidential report from The University of Adelaide.

The Review has focused on gathering information about current Trinity College culture from the whole residential college community, including current students, the Senior Management Team, staff, parents of students and students who had recently left College. This was done by:

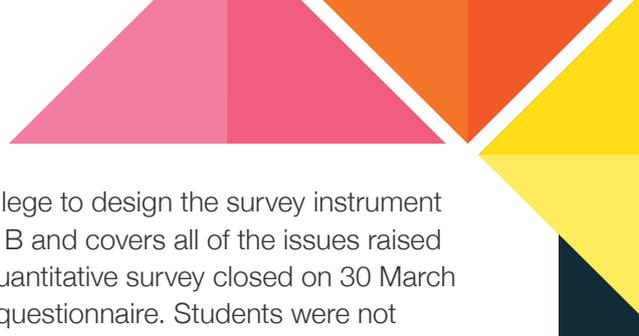
- examining College policy documents and gathering information about College processes and training programs in which students and College staff participate;
- personally attending several training sessions conducted for student leaders and incoming students. I also read notes prepared by Dr Landgren on training sessions which she attended when I was unavailable. The contents of a 'ManCave' session dealing with wellbeing issues for male students, which was open to male students only, was described to me by Mr Adrian Newall, the Head of Student Programs;
- using information from semi-structured interviews with groups of first, second, third and fourth year and above students and groups of students with common interests, for example international and Indigenous students, LGBTIQ+ students and students involved in sporting and creative arts activities.<sup>19</sup> Students were encouraged to participate and were advised they could attend year group discussions as well as an interest group discussion if they wished. The sessions were recorded, and a summary of the sessions was prepared by Dr Landgren. However, students were assured that their names would not be recorded and any quotations from the interview used in the Report would not enable them to be identified. Every effort was made to encourage students to participate in year group discussions and I was disappointed at the relatively small number of students who participated. The groups organised around particular interests were better attended. Students were also advised that they could make written submissions or participate in a one-on-one interview and a few did so. (17 discussion groups were scheduled. 9 discussion groups were held and these were attended by a total of 30 students).
- conducting semi-structured interviews with 2017 College alumni and with parents of present students. Parents of 2018 students were advised of the opportunity to participate, but relatively few wished to do so. (Two alumni sessions were scheduled. One session was attended by six students. Two parent sessions were scheduled and attend by a total of five parents).
- conducting private individual or group interviews with students, parents and alumni who wished to speak to me privately. (Seven interviews were held with a total of 14 people)
- Analysing written submissions from students, alumni and parents (10 submissions received).
- Using qualitative information obtained from individual interviews with Residential College executive and all members of the Residential College staff. Again, these interviews were semi-structured. Staff members were assured that if they were quoted, the quote would be checked. (12 staff participated in individual interviews. 10 Residential Tutors attended a group interview).

I also used some information obtained from an anonymous questionnaire to which all 281 students (including first, second, third and fourth year and above students), who were living in the College in October 2018, could reply. The survey was available through a link distributed via email. Its aim was to 'canvass student attitudes and experiences of college life' within Trinity's Residential College.<sup>20</sup>

---

<sup>19</sup> See Appendix C – Interview Framework for Student Interviews. The questions provided a framework for the matters explored in student group interviews. In interviews with individual students or groups of students from specific backgrounds and/or interest areas some questions were pursued in greater detail and/or other questions were added.

<sup>20</sup> Brendan Churchill, *Trinity College 2018-9 Student Wellbeing and Culture Survey*, 15 July 2019.



Dr Brendan Churchill was independently commissioned by the College to design the survey instrument and analyse the results. The questionnaire is included in Appendix B and covers all of the issues raised by the terms of reference.<sup>21</sup> The opportunity to participate in the quantitative survey closed on 30 March 2019. 209 out of 281 students made some attempt to answer the questionnaire. Students were not required to answer all questions. The highest number of responses (187) was to the first question, which asked students about their current gender identity. Some questions received responses from a much smaller number of students.<sup>22</sup>

58.8% of female students answered the first question, which is a higher proportion of female students than the proportion of women in the relevant cohort of Trinity students (52%).<sup>23</sup> However, it cannot be assumed that this over-representation of women applies to all questions in the survey. Only a small number of Aboriginal and Torres Strait Islanders responded to the survey questionnaire. For this reason, I have been cautious in drawing on the survey, particularly as it pertains to particular groups, such as international and Aboriginal and Torres Strait Islander students.

It appears that some students answered only the questions which they believed were particularly relevant to them. Because of low response rates this Report often refers to numbers rather than percentages.

The Churchill survey also gave students an opportunity to write detailed comments on particular issues. This Review refers to some of the write-in comments which illustrate perceptions about both positive features and challenges in the existing residential college culture. The write-in comments included in this Report have not been edited and therefore contain some grammatical errors.

It is disappointing that only small numbers of students participated in the semi-structured group interviews, though many attempts were made to publicise these interview sessions and encourage participation.<sup>24</sup> The Broderick *Cultural Renewal Report* used information from 43 discussion groups in which over 573 students participated. By contrast I had to cancel a number of publicised groups because students did not attend.

There are a number of possible explanations for the lower participation rate in the semi-structured group interviews. Broderick and her team conducted interviews over 2016 and 2017 for the purposes of the *Cultural Renewal Report*, but our interviews occurred over a shorter period. The Cultural Renewal project was conducted at a time when serious examples of misconduct were receiving media publicity, whilst the Trinity College culture review was a pro-active process, rather than a response to particular events. In addition, the quantitative survey gave students the opportunity to provide write-in comments on particular issues and some students may have felt they had ample opportunity to express their views. It may also be relevant that the Trinity Review occurred after the College had already taken numerous steps to address issues identified in *Change the Course* and the two Broderick Reports.

Most of the students who participated in the group interviews spoke positively about their residential college experience, but there were criticisms of some aspects of the residential college culture and a number of respondents made useful proposals for improvements. A higher proportion of students from particular interest groups (for example, Indigenous and international students) attended the semi-structured interviews, than the proportion of students attending groups for their year level, but students who attended the particular interest groups were not necessarily more critical of the culture than students who attended the year level groups. Some of the private interviews were requested by people who wished to criticise the College's response to particular incidents which had affected them, their children, and/or their friends.

---

<sup>21</sup> See Appendix B – Trinity College 2018-9 Student Wellbeing and Culture Questionnaire.

<sup>22</sup> The highest number of answers to any question, including the demographic questions was 187, which amounted to 66.5% of the relevant student population (281 students).

<sup>23</sup> Churchill, *Survey*, Question 1. Note that while 187 students answered the first question relating to their gender identity, it is not necessarily the case for all questions.

<sup>24</sup> Numerous emails, three speeches at dinners and encouragement by the Senior Student, SCs, Residential Tutors and the Head of Wellbeing.



Finally, it is important to recognise that the qualitative interview process could not provide a reliable guide on the numbers of students who had been affected by bad experiences at Trinity, for example victims of sexual harassment and sexual assault. The quantitative survey provides some information on the numbers of students who had experienced various forms of misconduct, including sexual harassment and assault, alcohol abuse, bullying, racism and other forms of disrespect which are contrary to Trinity's values. That being said, the small numbers of responses to some questions means that this information should be treated with some caution.

Further, because the quantitative survey was open to students in residence in 2018, some of the data and write-in comments may relate to incidents which occurred before recent changes, including changes to practices relating to the handling of complaints about breaches of the Student Code of Conduct <sup>25</sup> including, among other things, sexual harassment and assault. Similarly, comments and criticisms made by students, alumni and parents who participated in interviews or made submissions may relate to events which occurred some time ago. In my view Trinity has made considerable strides in dealing with the issues covered by the terms of reference, though some challenges still remain.

### 1.3 Acknowledgements

Throughout my work I have been ably assisted by Dr Rachel Landgren, who has organised its processes, taken notes of interviews and consultations, provided me with invaluable background information about how the Residential College operates, proofread drafts and checked their accuracy. I also thank Trinity College's executive team and all Residential College staff and Residential Tutors for their full co-operation throughout the Review process and for their participation in interviews. Finally, I thank all students, together with alumni and parents, who contributed to this Review by completing the survey, participating in discussion groups and one-on-one interviews, and writing submissions. The insights and stories they generously provided have shaped this Review.

### 1.4 Outline of the Report

The Review contains seven chapters which are organised thematically.

- Chapter One (the Introduction) outlines the scope of the Review and the methodological approach.
- Chapter Two describes the College's governance structures, values and practices and the role played by Trinity staff in establishing and reinforcing negative or positive elements of the college culture.
- Chapter Three examines the role which student leaders play in influencing college culture.
- Chapter Four provides an overview of strengths and challenges of college culture.
- Chapter Five examines the extent to which there is respect and inclusion of all students by fellow students and staff, particularly those students from a cultural, gender or socio-economically diverse background.
- Chapter Six reports on the place of alcohol and drugs in college culture
- Chapter Seven examines the prevalence of and response to sexual assault and harassment.

---

<sup>25</sup> Trinity College, *Trinity College Student Code of Conduct – Residential College* (Melbourne: Trinity College, updated 30 January 2019). See Appendix D – *Trinity College Student Code of Conduct – Residential College*.

# CHAPTER 2

## Leadership through governance structures, values and policies

As the Broderick *Cultural Renewal Report* observed, collaboration between governance bodies, College staff and student bodies is essential both in establishing and changing college culture.<sup>26</sup> This Chapter describes the governance structures, values and practices of the College Council, Board and Staff, which help to shape Trinity culture. It goes on to describe comments made by students about the role played by Trinity staff in establishing and reinforcing negative or positive elements of the residential college culture. Chapter 3 then examines the part which student leaders and the whole student community play in influencing Trinity culture.

### 2.1 Governance structures

Trinity College was established by the Church of England (now known as the Anglican Church of Australia) as an autonomous residential institution affiliated with the University of Melbourne.<sup>27</sup> The oldest Residential College at the University, today the College has three divisions:

- a Residential College which provides accommodation and enhanced learning and social opportunities for 283 students of the University of Melbourne.
- a Pathways School delivering a Foundation Studies program which provides a pathway for international students to attend the University of Melbourne. These students may later be admitted to the Residential College.
- a Theological School, a College of the University of Divinity, providing courses for training and formation of Anglican clergy and others.

This Review deals only with the culture of the Residential College.

The objects of the College are set out in the Constitution.<sup>28</sup> Objects relevant to the Residential College include:

‘b. to provide an academic community:

ii. in which the Christian faith, sound learning, critical discussion, social responsibility and ideals of community service are encouraged; and

iii. where students from a wide range of disciplines are able to share in (the academic, social and recreational opportunities of collegiate life);...

c. to maintain a community of Fellows and tutors through whose example, guidance and teaching the objects of the College may be advanced;...

d. to provide for such educational activities and courses of study as are determined by the Board from time to time’.<sup>29</sup>

---

<sup>26</sup> *Cultural Renewal Report*, 9.

<sup>27</sup> It was originally an unincorporated association but was incorporated under the Trinity College Act 1979.

<sup>28</sup> Trinity College, *The Constitution of Trinity College*, Trinity College Act 1979 (Melbourne: Trinity College, amended 29 October 2009). The Constitution is set out in a schedule to the Trinity College Act 1979, and may be amended by the College Council.

<sup>29</sup> *Constitution of Trinity College*, cl 2.

### 2.1.1 College Council

The College Council oversees observance of the Constitution, but it is not directly involved in the administration of the College. The Council promotes the College and its interests and provides advice to the Board, the Warden, and officers of the Council. The Anglican Archbishop of Melbourne chairs the Council. The Chairman of the Board of the College, and the Warden of the College are members. Other members include people appointed to represent the Diocese of Melbourne and other Victorian Dioceses, 6 members including members of the senior staff of the College, two representatives of other staff, up to three members of the academic staff of the University of Melbourne, the Senior Student, who is an officer of the College elected by the resident students, up to two resident students appointed by the Committee of Trinity College Associated Clubs (TCAC), at least one parent of a student of the College, and up to five former residents of the College.<sup>30</sup> The Council must meet at least twice a year.<sup>31</sup>

### 2.1.2 College Board

The Constitution establishes a Board to oversee the administration of the College and its finances.<sup>32</sup> The Board plays a more hands-on role in day to day oversight of the administration of all divisions of the College. It must meet at least eight times a year and provides guidance on strategic governance issues. Both the Warden and the Deputy Warden are members of the Board, as is the Residential College Senior Student, together with four people appointed by the Council and four appointed by the Board.<sup>33</sup> Members of the Board contribute a variety of different skills to Board decision-making.

The Board approved a statement of Trinity values in 2016. The statement of values is included as Appendix F.<sup>34</sup> These values include a commitment to:

- (a) excellence in all academic cultural, ethical and social endeavours
- (b) community, which involves past and present students, teachers and other staff benefiting from each other's experience and exercising responsibility for everyone's learning and wellbeing
- (c) acceptance of diversity in the College community
- (d) creating a more equitable society and a healthy and sustainable environment.

### 2.1.3 Officers of the College

The Officers of the College include the Warden, who is the Chief Executive of the College and oversees all its activities, including employment of staff and education of students and the Dean of the Residential College who oversees student activities and wellbeing. As a practical matter the Senior Management Team of the College includes the Warden, the Dean of the Residential College, the Dean of the Theological School, the Dean of the Pathway School, the Chief Financial Officer, the Director of Shared Services (human resources, property and facilities and IT) and the Director of Advancement who also holds the position of Deputy Warden.

## 2.2 College staff

In addition to the Senior Management Team many other members of staff have the opportunity to influence College culture. They do so in various capacities. Some members of staff have responsibility for responding to student concerns and complaints and helping students who have academic or personal difficulties. Some staff members have responsibility for deciding if disciplinary action should be taken when there has been a complaint about alleged breaches of the Student Code of Conduct. As a matter of practice there will often be consultation between different members of staff when they are performing these roles. Residential College staff whose roles are particularly relevant to this Review include:

---

<sup>30</sup> *Constitution of Trinity College*, cl 2A.

<sup>31</sup> *Constitution of Trinity College*, cl 6(1).

<sup>32</sup> *Constitution of Trinity College*, cl 9.

<sup>33</sup> *Constitution of Trinity College*, cl 9A.

<sup>34</sup> Trinity College, *Trinity College Values Statement* (Melbourne: Trinity College, 2016). See Appendix F – *Trinity College Values Statement*.

- the Dean, who oversees the running of the residential college; both the Dean and the Deputy Dean live on site at the Residential College;
- the Deputy Dean, who is responsible for overseeing the College's academic program and day to day matters relating to the residential college. The Deputy Dean resides at the College;
- the Head of Wellbeing, who manages the Wellbeing Program including student training and provides support counselling to students on both health and wellbeing issues and may refer students to other external sources of support;
- the Head of Student Services, who is the primary contact for students seeking academic counselling and support and manages student-run events and intercollegiate sport;
- the Registrar, who is responsible for overseeing administrative activities, including recruitment and enrolment of students;
- the College Nurse, who works with the Head of Wellbeing and responds to student health problems, including emergencies and provides support to students on health issues;
- the Indigenous Support Officer, who is the main source of support for Aboriginal and Torres Strait Islander students and advises staff and non-Indigenous students on Indigenous cultural matters.
- Residential Tutors who provide academic and wellbeing support for students and may be first responders to complaints about breaches of the Student Code of Conduct;
- the two residential College Caretakers who are involved in responding to emergencies and dealing with issues which occur on Trinity grounds after-hours.

All of the above staff members except Residential Tutors participated in individual semi-structured interviews. Residential Tutors participated in a group interview. The Chaplain has historically played a role in student welfare issues, but there was no Chaplain at the time when interviews were conducted. I also interviewed two staff members with administrative roles in the College, the Academic Programs Officer and the Administrative Assistant. Appendix G of this Report sets out 2018 and 2019 organisational structure and reporting lines of the whole organisation and the Residential College.<sup>35</sup>

It is clear that all of these members of staff play an important role in supporting students, dealing with day to day issues and reflecting or influencing college values and culture.

### 2.2.1 The Residential College response to student wellbeing issues

At this point it is relevant to describe the changes made by the College to respond to issues identified in the Broderick Reports and other concerns about student wellbeing, for example mental health concerns. Historically the Dean and Deputy Dean have had responsibility for overseeing the health and wellbeing of students, addressing academic problems and dealing with misconduct. As part of that role they have initiated changes in the staffing structure to respond better to student needs.

In mid-2014 the Residential College appointed a college nurse, Ms Emily Dawson whose initial role was to respond to and support students who approached her with health problems, including issues relating to mental health, alcohol misuse and sexual misconduct. In mid-2015 Ms Dawson was appointed as the Head of Wellbeing. She is a qualified nurse with a Masters Degree in Public Health.

Along with the Dean and Deputy Dean and other staff who may be approached by students, Ms Dawson deals with mental health and other health issues and minor or more serious breaches of the Student Code of Conduct (discussed below), including bullying, sexual assault, or alcohol or drug abuse. The Head of

---

<sup>35</sup> See Appendix G – 2018 Trinity College Organisational Structure and 2018 Residential College Organisational Structure.



Wellbeing works closely with the College Nurse, who was appointed in 2018. Although some student training was provided before 2016, since that time the Head of Wellbeing, the Deputy Dean and other members of College staff have organised more comprehensive training sessions for student leaders and first year students, covering issues such as alcohol and drug use, consent in the sexual context, diversity and how to act as an effective bystander. Involvement in training is compulsory for all students in the Residential College.

### 2.2.2 Residential Tutors

Residential Tutors are usually graduate students or young career professionals. The characteristics of the 14 Residential Tutors employed in Semester 2, 2018, were broadly similar to those of the Residential student cohort. 57.1% were women and 48.9% were men. 78.6% had domestic and 21.4% had international backgrounds. These women and men were also either studying or pursuing careers in a variety of disciplines.

Residential Tutors provide pastoral support to the student body and have specific responsibility for the students on their allocated corridor or building. They act as mentors for students and as part of the Academic Program they often deliver academic tutorials and consultations in their area of expertise. Residential Tutors live on campus and support the Student Co-ordinators who are assigned to each student corridor. They are required to supervise corridor and student events. Each College events requires at least two Residential Tutors to be present to supervise the activity. Residential Tutors also complete two weekends of duty shifts each semester, when they are the first responder to any issue between 8am and 5pm on Saturday and Sunday. Residential Tutors may have to deal with immediate crises, for example an illness or injury or an example of misconduct, until a more senior staff member is available (typically either the Dean or Deputy Dean, who live on site, or the Head of Wellbeing). The Residential Tutor booklet sets out tutor responsibilities and includes information on problems they may confront including a drug protocol, emergency procedures, a first aid action plan and mental health support and suicide protocol. Residential Tutors must attend a training weekend on how to deal with these issues including the *Full Stop Foundation's* training on how to respond to disclosures of sexual violence.<sup>36</sup>

### 2.2.3 Staff Code of Conduct

All members of staff and also people doing work on behalf of the College are bound by the Staff Code of Conduct, which is laid out in Appendix E.<sup>37</sup> The Code requires staff to adopt standards of behaviour which reflect

- 'a. Respect and responsibility for self
- b. Respect and empathy for and responsibility to others; and
- c. Ethical and honest behaviour'.<sup>38</sup>

The Code of Conduct explains how these values might apply in specific contexts. For example, it provides illustrations of workplace bullying, unlawful discrimination, sexual harassment, racial and religious vilification and victimisation. It sets out processes to deal with possible and substantiated breaches of the Code and provides advice on how people should deal with complaints under the Code. If the alleged breach involves serious misconduct it requires the Code of Conduct Advisor to bring the matter to the attention of the relevant Division Head. Paragraph 51 of the Staff Code indicates that allegations of conduct that may amount to a breach of the criminal law will ordinarily be reported to the police.

---

<sup>36</sup> The *Full Stop Foundation* supports and resources 'the work of Rape & Domestic Violence Services Australia to reduce and ultimately eliminate sexual assault and domestic violence in Australia'. See *Full Stop Foundation*, <https://www.fullstopfoundation.org.au> (accessed 31 May 2019).

<sup>37</sup> See Appendix E – *Trinity College Staff Code of Conduct*.

<sup>38</sup> Trinity College, *Trinity College Staff Code of Conduct* (Melbourne: Trinity College, updated June 2017), para 16.

## 2.2.4 Other Policies

As well as the Staff Code of Conduct, Trinity has a range of other policies relevant to the Residential College, which exist as separate documents. This creates a risk of inconsistency between policies and may also mean that some members of staff are unaware of policies which do not directly affect their area of responsibility. It would be helpful for these to be compiled into a single policy manual, to which students have access and which is made available to Residential Tutors and new staff.<sup>39</sup>

### Recommendations

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.

## 2.2.5 Student feedback on relations with staff

All of the staff interviewed for the purposes of the Review spoke positively about their relations with most students and expressed concerns about ensuring student wellbeing. Some of them referred to the complexities of supporting students who are living away from home for the first time and having new and sometimes troubling experiences.

Many students also tended to express a positive view about staff at Trinity. In the quantitative survey<sup>40</sup> students were asked to agree or disagree with the statements that staff were

- ‘available to speak with me to discuss the issues that I may be having’;
- ‘easy and approachable to discuss my issues with’; and
- ‘provide me with good support and guidance that helps me deal with my issues.’

A scale of responses from 1-7 applied on each of these questions, with ‘strongly agree’ attracting a score of 7 and ‘strongly disagree’ attracting a score of 1. 145 students answered this question. The mean response for each component was 4.8 or above, indicating that more students ‘strongly agreed’, ‘agreed’ or ‘somewhat agreed’ with the relevant statement than disagreed with it.

Students in group interviews mentioned the Head of Wellbeing by name as an important staff member in the residential community.

*Emily Dawson is the backbone of Trinity College residential student and staff relations. She is an incredible human being who is able to mediate between the ever-growing discontent of the student body and the rest of admin...*

Some referred to in-person and text and email support they had received from the Head of Wellbeing or other staff members to check on their welfare. Favourable comments relating to staff included the following:

*Tutors and admin are very kind and helpful-It is a somewhat independent life-we make our own choices but have support available at levels under our own discretion.*

*The staff are lovely and supportive.*

*I love and respect all of the staff at Trinity, they are always easy to approach whenever I needed help.*

<sup>39</sup> A similar recommendation (Recommendation 12.3) is made in the University of Western Australia College Row Cultural Review 2018.

<sup>40</sup> Churchill, Survey, Question 36.

*They have always been very understanding of the existing issues and helpful in dealing with them. I have never had a member of staff dismiss my issues or deal with them off-handedly.*

*Amazing staff members!!!...just needs to be there for everyone. Feels a little hard to approach them sometimes because feel like disturbing them etc but if they regularly post messages such as 'hey how are you doing' or going up to kids/darksiders<sup>41</sup> and TRYING to start a conversation will help soooo [sic] much instead of just sitting with the same group of friends all the time.*

*Every staff member here gives their all to ensure you are doing well academically and socially and when they can't they are sure to refer you to someone.*

By contrast, some students and parents who spoke to me felt that staff did not always intervene quickly enough when they personally witnessed incidents of misbehaviour or such incidents were reported to them. This led to some expressions of distrust about the willingness of the College to deal with sexual harassment or assault or other breaches of the Student Code of Conduct. In write-in responses to the quantitative survey students made the following comments.

*It is sometimes unclear that the code of conduct is enforced consistently-in the past expulsions and other disciplinary actions have appeared to be unfair*

*There is a lot of gossip around College and as such when something happens it is rarely so that most students do not know within the week. ...there is always a lot of talk about how these things are 'not tolerated' but not a lot of action surrounding the 'no tolerance policy'.*

Where a complaint has been made, the College has to strike a difficult balance between respecting the wishes of a person who has been affected by the misbehaviour to preserve their own privacy, against the need to preserve confidence in the College's response to Code of Conduct breaches. The Trinity response to complaints is examined in more detail below.

## **2.2.6 The balance between safety and wellbeing and respect for student autonomy**

A contrasting criticism made by other students was that staff intervened too much in student event proposals or in response to alleged misconduct. Students made the following write-in comments.

*I do not like the way that in recent times it seems like the administration has been trying to intervene into events and parties. The intention is clearly positive to our safety but it often comes at the cost of fun for many students and can feel like the college is trying to parent us.*

*The propensity for the administration team to make decisions directly affecting the student body, mainly with respect to college events, without communicating their reasoning to the student body. The lack of independence the TCAC has to make decisions around college, ie if a C&S committee is looking to host a party, the specifics must be hashed out in consecutive meetings with different members of the admin team instead of just the TCAC. Disciplinary action seems arbitrary and peer-to-peer conflict resolution does not seem to exist at college.*

*Leeper needs to back off, let the TCAC do their thing.*

*Excessive bureaucracy frustrating student leadership. Not being able to have events students want to have because of the patronising attitude of some administrative staff. Events which bring the college together being limited because of the college's concern with our image in the media.*

These student comments reflect an 'us and them' approach to relations with staff. In interviews some staff members expressed concerns about this attitude and referred to student resistance to proposals for

---

<sup>41</sup> 'Darksiders' is a pejorative term used by students to describe other students who are considered to only study and not join in on any of the other activities especially what they perceive to be social ones. Sometimes students will use it to refer to themselves if they feel as if they haven't been actively involved in the community for a period of time.



change which were seen as inconsistent with College traditions. They commented that the attitudes of student leaders varied from year to year and that some TCACs were more supportive of change than others.

Student criticisms of staff ‘interference’ are inevitable to some extent. Some students are living away from home for the first time. Feeling free to make decisions without parental oversight is a necessary part of attaining maturity. But the College has a responsibility to ensure the safety and wellbeing of all students. Criticisms of excessive staff interference reflect the difficulties of balancing the autonomy of young adults, including their freedom to make unwise decisions, with the need to ensure all students are kept safe and treated respectfully. Bringing about cultural change requires trust to be built between staff and students. While the College has attempted to build these relationships, it may need to do more in this area.

### 2.2.7 Enhancing cooperation and trust between staff and students

Organising O-Week and events like formal dinners, balls and parties is an important feature of College life and gives students the opportunity to acquire leadership skills. However, past experience has shown that giving students total autonomy in organising functions and events sometimes results in people suffering physical or psychological harm. Staff have an important role to play in overseeing the content and conduct of student-run events. They must also respond, and be seen to respond fairly, to complaints about, or their own observations of, student misconduct. In doing so every effort should be made to encourage co-operation and enhance trust between staff and students. Lack of trust is inimical to the notion of a cohesive community in which both staff and students participate.

Building trust and breaking down barriers between ‘administration’ and the student body requires students, so far as possible, to be informed of and play a part in a number of areas of decision-making. Trinity’s Codes of Conduct and other policies already recognise the importance of student involvement. As I have noted, the Senior Student is a member of the College Board and consultation about various issues occurs between staff and the TCAC, for example in developing the O-Week program. TCAC committee members also sit on selection committees for Student Co-ordinators and O-Week Buddies.

Some members of staff have also established advisory committees of students, for example there is an Academic Advisory Committee which works with the Deputy Dean and a Wellbeing Committee, which works with the Head of Wellbeing. Measures of this kind can help to build trust between different parts of the College community.

Cultural change is challenging for all those who take part in it. In interviews and write-in comments students sometimes referred to the importance of upholding College ‘tradition’ but tradition or convention does not justify past unacceptable behaviour. Some of the examples which students gave as indications of excessive interference in student activities should be rejected. In my view it is appropriate for staff to oversee student event planning and O-Week planning. Although staff should listen carefully and behave tactfully when dealing with students on such issues, Trinity has a responsibility to reinforce its values and to exercise leadership to ensure that its residents are not exposed to danger or to the hurt which may be caused by cultural insensitivity, racism or lack of respect for diversity. In her *Cultural Renewal Report* Broderick argued that active leadership by staff was necessary to ensure recognition of ‘clear and common values based on respect and inclusion.’<sup>42</sup> She spoke favourably of recent changes instituted by College Heads at the five University of Sydney Residential Colleges including:

greater accountability of students who behave unacceptably; ...and greater staff support in the appointment of elected student leaders, to minimise the risk to students and prevent abuses of power within a student hierarchy.<sup>43</sup>

---

<sup>42</sup> *Cultural Renewal Report*, 10.

<sup>43</sup> *Cultural Renewal Report*, 10.



In my view the Student Code of Conduct and the training offered to student leaders, all first-year students and returning students which Trinity has put in place are a good start in balancing the safety and wellbeing of all students against the need to recognise and develop student responsibility and autonomy. However, students are sometimes unaware of reasons for staff involvement in particular issues and do not know whether consultation is required or has actually occurred. As one student remarked, in response to a request for comments about Trinity staff or the student leadership team

*Both Trinity staff and the student leadership team put an enormous amount of work in to make college work as seamlessly and enjoyably as it does. But that work is not easily visible to the majority of students. The vast majority of reasons for staff interfering for lack of a better word, in college activities are completely reasonable and should take place, but those reasons are often not demonstrated to most students which can lead to tension building between the two groups. If actions by the student leadership team and the staff were more thoroughly explained at occasions such as formal hall, then there would be far less animosity.*

Trinity should adopt measures to build greater trust between students and staff through consultation in a broader range of areas. Students should be made aware that such consultations have occurred and, wherever possible, of its outcomes.

## **Recommendations**

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.

# CHAPTER 3

## Leadership role of students

While college culture is influenced by expressions of college values, governance structures and the role models provided by the senior management team and other members of staff, it also reflects the attitudes and approach of student organisations and leaders. Student attitudes are influenced by their own backgrounds and the values they learn from their parents, relatives and schools, though these will be reassessed and sometimes revised in light of the experiences they have whilst living in the college and studying at university. This Chapter discusses the leadership role which students play in influencing Trinity culture. Before doing so it is useful to discuss some of the characteristics of the Trinity College student community.

### 3.1 Background of students

In the cohort comprising the 2018 first semester student body:

- 52% of students were female and 48% male;
- 90% of students were domestic students with 10% from overseas;
- 54% of students were from Victoria with 36% coming from other States and territories;
- 10% of students identified as Aboriginal or Torres Strait Islander.

A high proportion of Trinity students come from elite Melbourne private schools. In semester 1, 2018, the four schools with the highest representation in the Trinity College residential community were Melbourne Grammar (28 or 10%), Geelong Grammar (20 or 7%), Melbourne Girls' Grammar (13 or 5%), and St Catherine's School, (8 or 3%).<sup>44</sup> The vast majority of students in the 2018 cohort attended a private school. 6.8% of the student cohort attended a government school.<sup>45</sup> In 2018 the proportion of Melbourne Grammar students in the student population was as high as the proportion of overseas and Aboriginal and Torres Strait islander students, who comprise 10% of the student population respectively.

Trinity does not keep statistics on the number of students with a disability.

Some characteristics of the 2018 residential college community can be compared with those of the group who responded to the quantitative survey. All of these were members of the 2018 residential college community, that is no students who entered the College in 2019 were eligible to participate.

Of the 187 students who responded to the first question in the survey, 58.8% were women, compared with 52% of women in the College population. 40.6% of men responded, compared with 48% of men in the College population. Only one respondent said they had a non-binary gender identity. 10.8% of survey respondents (20) were international students compared to 11% of international students at Trinity in 2018. Ten survey respondents identified as Aboriginal. As I have said, the numbers of students in these groups who responded to particular questions is too small to permit reliable conclusions to be drawn about differences between their attitudes and those of non-Indigenous students and domestic students.

---

<sup>44</sup> In semester 1, 2019, the four schools with the highest representation in the Trinity Residential College student cohort were Melbourne Grammar (27 or 10%), Geelong Grammar (26 or 9%), (Melbourne Girls' Grammar (12 or 4%) and Scotch College and Lauriston Girls' School (both 8 or 3%).

<sup>45</sup> This figure does not factor in students who attended a 'low fee paying' school such as a rural or regional Anglican or Catholic school.

Of the 186 students who responded to the question about their sexual identity 170 (91.4%) identified as heterosexual, 11 (5.9%) identified as bisexual and three (1.6%) as lesbian, gay or homosexual.<sup>46</sup> Two survey respondents said they had a disability.<sup>47</sup>

Chapter 5 discusses the issue of diversity and the extent to which Trinity College succeeds in meeting its commitment to the Trinity value of 'acceptance of diversity in the College community.' In that Chapter I examine Trinity's admission policies, which affect the composition of the student community.

## 3.2 Student organisations and leadership opportunities

### 3.2.1 Trinity College Associated Clubs (TCAC)

Trinity College has a number of associated clubs, which cover interests such as various sports, debating, drama and other cultural and social activities. Every student of the Residential College is a member of the Trinity College Associated Clubs ('TCAC'). Under the Constitution of the Trinity College Associated Clubs, Inc, the Committee of the TCAC comprises the Senior Student, the Arts Representative, the Community Representative, the Indoor Representative, the Men's Sports Representative, the Social Secretary, the Treasurer and the Women's Sport Representative.<sup>48</sup> The roles of each of these representatives is described in the Constitution. There is no provision for representation of other discrete clubs in the college community, for example the Constitution does not provide for a representative of the Trinity College International Students' Club to be a member of the TCAC. There are no requirements relating to representation of Aboriginal and Torres Strait Islander students. Nor does the TCAC Constitution specify the proportions of male and female students to be elected to membership, though it makes provision for a male and female sport representative. There is no requirement relating to the gender of the Senior Student. In the past Senior Students have usually been men, though between 2014 and 2018 there were two women Senior Students.

The Constitution describes the role of the TCAC as having control 'of all College sporting activities and of the organised social activities of resident students.'<sup>49</sup> The Constitution also permits the Committee to establish sub-committees, and lists some required sub-committees.<sup>50</sup> Members of the TCAC Committee together with Student Coordinators, return to College the week before O-Week starts (known as N-Week) and receive leadership training on a range of issues including youth mental health first aid, a Certificate 2 first aid course, inter-collegiate relationships, understanding sexual consent and preventing sexual violence, ethical bystander training, responsible service of alcohol and other issues covered by the Student Code of Conduct.

The Senior Student chairs meetings of the Committee and Ordinary and Special General Meetings. He or she is elected by resident students in the second half of the academic year<sup>51</sup> and the other Committee members are also elected by resident students after the election of the Senior Student.<sup>52</sup> The Senior Student is a member of the College Board. The TCAC also has power to appoint two Residential College students to the College Council.<sup>53</sup>

---

<sup>46</sup> Churchill, *Survey*, Question 3. Two students identified as 'queer' or 'other.'

<sup>47</sup> Churchill, *Survey*, Question 8.

<sup>48</sup> Trinity College, *Constitution of the Trinity College Associated Clubs Inc.* (Melbourne: Trinity College, updated 28 February 2011), cl 7.

<sup>49</sup> *Constitution of the TCAC*, cl 7(2).

<sup>50</sup> *Constitution of the TCAC*, cl 18(2).

<sup>51</sup> Resident students must have been in the College for at least 4 weeks to qualify to vote. Students the Senior Student must be in good academic standing See *Constitution of the TCAC*, cl 9(2) and cl 9(9).

<sup>52</sup> *Constitution of the TCAC*, cl 9(3).

<sup>53</sup> *Constitution of the TCAC*, cl 34(1).

### 3.2.2 The role of 'Corridors'

Students are assigned to live in a room in a 'corridor' in the different residential buildings. Around 15 to 22 students live on each corridor. Corridor culture influences overall college culture, though the particular composition of corridors may result in them having different dynamics. At the end of the year students can elect their preferred corridor, so they can be close to their friends or people with whom they have common interests. The Head of Wellbeing and the Registrar take account of these preferences, as well as other factors, in assigning rooms, including the desirability of mixing students of different genders, and from different year levels and the support and other needs of particular students.

### 3.2.3 Student Co-ordinators

The College appoints a Student Co-ordinator (SC) for each corridor. Most corridors also have a Residential Tutor. Becoming an SC gives students the opportunity to exercise leadership. A student can apply for the SC role and will be interviewed to determine their suitability by a panel comprising a senior member of the Residential staff such as the Dean, Deputy Dean, Head of Wellbeing or Head of Student Programs, together with a member of the TCAC. Students with poor academic results are often informally advised that it may be unwise for them to apply for an SC position.

Student Co-ordinators liaise with the students on the corridor and help to set the corridor's tone and culture. They organise parties and other events for their corridor, in consultation with corridor residents. Like other student leaders, SCs must participate in training during N-week. Residential Tutors support and advise their corridor SC.

### 3.2.4 Student feedback on student leadership.

In the quantitative survey students were asked about their awareness of the members of the student leadership team<sup>54</sup> and about their agreement or disagreement, on a scale of 1-7, with a number of statements about that team.<sup>55</sup> 145 students responded to this question. Most students 'agreed strongly', 'agreed' or 'agreed somewhat' with the question about their awareness of student leaders. A majority of respondents felt student leaders were easy and approachable to discuss issues with, and provided good support and guidance. 113 students (77.9%) out of a total of 145 'agreed strongly', 'agreed' or 'agreed somewhat' with the statement that student leaders 'were important in shaping my experiences at Trinity.' These responses indicate the central role that student leaders play in shaping College culture.

In write-in comments in the quantitative survey some student praised their leaders.

*The staff and students are great. The TCAC at O week 2018 were absolutely amazing and made everyone feel so welcome. I felt comfortable speaking and getting to know them. It was a bit sad when some of them started to become reclusive and not as involved in College as they used to be. ... The new TCAC I have so much faith in and know they are a great team to welcome the new students in 2019 and organize our year.*

---

<sup>54</sup> Churchill, *Survey*, Question 37.

<sup>55</sup> A score closer to one indicates strong agreement. A score closer to 7 indicates strong disagreement.



However in both the group interviews and in write-in comments there were some criticisms of student leaders. Some students felt that the TCAC election process was simply ‘a popularity contest’ which did not always result in the election of responsible leaders.<sup>56</sup> Some students said that people from elite Melbourne private schools tended to dominate leadership roles and that there was difficulty in getting elected if you did not belong to these groups and particularly if you were an overseas student. Comments exemplifying these concerns were

*It's a popularity competition. The student body seems to have little power, vision or drive to create real change and a positive environment. It appears like they run to serve their ego and don't understand how to engage with people other than their friends.*

*There is a lack of communication between staff and student that is beginning to break down. There is also an issue with a lack of investigation into people going for leadership roles and if they have acted inappropriately in the past they should not be able to run for roles for example being highly sexist or being abusive to another student should warrant them not being able to run in my opinion.*

*Once you get elected into a position it's easy to act with no accountability because you essentially can't be removed from office.*

*I think the [TCAC] unfairly preference the requests of their good friends. Although this is a large generalisation, and as a whole I am very pleased with the team, I don't feel they are all very approachable.*

*The TCAC team need to be more diverse and approachable.*

A number of other comments were made about lack of diversity in the College community or the TCAC. I discuss this issue in more detail in Chapter 5.

### 3.25 Reinforcing the role of student leaders in bringing about cultural change

The Senior Student and other members of the TCAC are elected by students. This is intended to ensure that student concerns and values are reflected in residential college policies. But elections should not simply be ‘a popularity contest.’ Students involved in voting for these positions should be encouraged to consider whether candidates are prepared to uphold College values and act as role models for the whole student community. At present the Dean advises students not to stand for election to the TCAC if their academic performance is poor and likely to suffer or if their past behaviour has not reflected College values. However, if misconduct has not been reported, the College cannot prevent the student from standing. The whole student body should be made aware that both poor academic performance and breaches of the Student Code of Conduct may preclude a person from standing for election.

In the case of non-elected positions such as Student Co-ordinators, informal selection processes already take account of leadership capacity and responsibility. In my view this approach should be formalised by the College adopting selection criteria that include the person's commitment to reinforcing College values.

---

<sup>56</sup> It is interesting to note that some students who participated in the University of Western Australia *College Row Cultural Review 2018* also expressed concern about elections being a ‘popularity context’ and about lack of staff involvement in selection of leaders. See *College Row Cultural Review 2018*, 24.

## Recommendations

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.

### 3.3 Student Code of Conduct

The Student Code of Conduct sets out College values. For example, it requires students to behave responsibly in caring for themselves and to show respect and empathy for and responsibility to others. The Student Code makes clear statements about acceptable and unacceptable behaviour and gives examples of breaches of the Code. The following behaviour amounts to a breach of the Code, although these examples are not exhaustive:

- i. spreading innuendo, gossip or rumour;
- ii. displaying or forwarding pornography;
- iii. bullying, verbal abuse or hazing;
- iv. assault, whether sexual or physical, including inappropriate touching or rape;
- v. urinating in a public place, or public nudity whether within or outside the College grounds;
- vi. use or sale of illicit drugs;
- vii. public drunkenness;
- viii. theft of or damage to property;
- ix. use of information technology, including social media, in ways that contravene the regulations governing its use or that might cause harm to others;
- x. use of cameras, including mobile phone cameras, in ways that violate the privacy of others;
- xi. publication, whether in print or electronically, of documents or statements that are disparaging, disrespectful, misleading or untrue;
- xii. engaging in inappropriate external employment or activities;
- xiii. excessive and/or repeated disruption to the learning of others during educational activities conducted by the College;
- xiv. stalking, whether physical or electronic.<sup>57</sup>

---

<sup>57</sup> *Student Code of Conduct*, para 21.



The Code refers to sexual harassment in the following terms. Paragraph 16 of the Code states:

Students must not act improperly towards staff, students or visitors. Improper conduct includes discrimination, bullying, harassment (sexual or otherwise), vilification, victimisation, inappropriate touching, sexual assault including rape (see definition at paragraph 82) and any conduct which could cause injury or harm (including psychological harm). The College has zero tolerance for sexual assault and rape and any member of the community found on balance of probabilities to have engaged in that conduct may not only be excluded from the College but also from participation in any alumni events and from any other groups or activities related to the College.<sup>58</sup>

Paragraph 77 defines harassment as occurring

when someone is made to feel intimidate, insulted or humiliated, in circumstances where it was reasonable to expect that the behaviour complained of would have had that effect. Harassment involves behaviour that is unwelcome, often unsolicited and repeated, and usually unreciprocated. Sexual harassment is included in this definition and is one particularly serious form of harassment. It involved conduct (including the use of words and remarks) of a sexual nature<sup>59</sup>

In recent years the Code has been revised to deal with emerging issues and problems. The Code sets out how students can complain about possible breaches and says they will receive support if they do so. It describes the process which is followed if there has been a possible breach of the Code and the consequences of breaches found to have occurred. The complaint process covers all breaches of the Code. To avoid repetition the process is not discussed in detail here but in Chapter 7, which deals with complaints about sexual harassment and assault.

Students receive on-line training on the contents of the Code of Conduct and also attend sessions in which particular aspects of the Code are discussed. The terms of reference of this Review require consideration of the effectiveness of current policies, including the student and staff Codes of Conduct in producing a culture of respect and ensuring the safety of all students.

In Chapter 5 I make recommendations relating to training of student leaders in N-Week, to new students during O-Week and regular refresher training.

Later in this Report I discuss student and staff feedback on implementation of the Code. I also met with the College solicitor, Mr Chris Hartigan of Piper Alderman to obtain information on how it is implemented.

---

<sup>58</sup> *Student Code of Conduct*, para 16.

<sup>59</sup> *Student Code of Conduct*, para 77.

# PART 2

## The Residential College Culture



# CHAPTER 4

## Overview of strengths and challenges in the College culture

Before turning to detailed discussion of the particular issues identified in the terms of reference, I discuss some general comments on College culture made by students, alumni and parents.

Positive features of residential college life, which were identified in the Broderick *Cultural Renewal Report*, include: a sense of community; the opportunity to participate in a wide range of social activities; commitment to academic excellence; the pastoral care provided; the lasting friendships made by students during their time in residence; the opportunities to learn how to exercise leadership and make alumni contacts which may help students to decide on and build future careers.<sup>60</sup> To these I would add exposure to experiences which build maturity: and experiences which expose students to new ideas and cause them to question the preconceived ideas they may bring with them to university and to college.

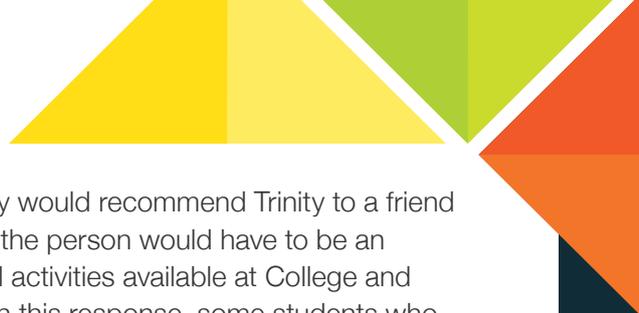
### 4.1 General comments on positive features of Trinity Culture

The group and individual interviews with students opened with questions about the positive features of living at Trinity and whether students would recommend that a friend or student apply for admission to the Residential College. Strengths of Trinity's culture similar to those found by Broderick were identified by the students who participated in group interviews. Many of these students (though not all) were very positive about their College experience. Participants praised the academic support they had received and described situations in which they had been given extra help with their study or in which a member of Trinity staff had contacted their Faculty to explain personal circumstances which had led them to fall behind in their work. Students said they had built lasting friendships and that Trinity had enabled them to participate in networks which would not otherwise have been open to them. Some rural and interstate students said that College had ensured they were not lonely in a strange city and had helped them to join a community. One female student contrasted the impersonal experience she had previously experienced in commercial student accommodation while attending the University of Melbourne, with the support and friendship she had found at Trinity.

One of the most consistently praised aspect of Trinity culture raised in the group interviews was the support made available through the Wellbeing Team to students who sought help for their own difficulties or those of their friends. Students referred to experiences of anxiety and depression which they or friends had suffered and expressed confidence and trust in their dealings with the Head of Wellbeing and other members of the team. Indeed, one student expressed the view that if the Head of Wellbeing left the College, or had a significant increase in her work-load, Trinity would lose its capacity to deal with serious issues affecting wellbeing, including sexual misconduct and mental health problems. Aboriginal and Torres Strait Islander students also spoke very positively about the support they had received from the Indigenous Support Officer.

---

<sup>60</sup> See, for example, Broderick, *Cultural Renewal Report*, 5.



Most of the students who participated in group interviews said they would recommend Trinity to a friend or relative, though a number qualified this response by saying that the person would have to be an extrovert, who would enjoy participating in the wide range of social activities available at College and would not feel overwhelmed by the social program. Consistent with this response, some students who made comments in the quantitative survey also felt that focus on social events was too intense and that pressure to participate made it difficult to focus on study.

*There is pressure at times to look happy or energetic even when you are not in a good place- Being around people constantly can be tiring sometimes.*

*It can be overwhelming sometimes always having people around.*

Some international students identified the intense focus on socialising as a cultural difference between themselves and domestic students.

In the quantitative survey, 159 students responded to the question ‘Do you like living at Trinity College?’ Almost 70% of respondents (110) said they liked it a ‘great deal’ and nearly 19% of students (30) said they liked it ‘somewhat.’<sup>61</sup> In the write-in comments about what they liked, students referred to the bonds made with others at Trinity, and the sense of community that living in the College gave them.

*I love the strong sense of community that comes from living with others our age. Going through all emotions, both good and bad, surrounded by others, creates strong friendships and also greater toleration of others. I feel like I have grown as a person from being exposed to so many other talented individuals and hearing about others’ passions. My mind has been broadened thanks to the college.*

*Not knowing anyone when moving to Trinity. I was nervous about fitting in. However, my first few memories of Trinity I remember so many people being kind to me. The culture of Trinity was instantly looking after other people at College and being kind to others.*

*I like the variety of sports and clubs that one can get involved in. There is so much scope to get involved and I think this is a great way to get to know one another. The college events are really fun and again a great way to socialise with the rest of the college. I also appreciated the academic tutorials and found they helped me throughout the year. Importantly I really enjoyed the fact that you were able to do so much, eating, studying, going out etc with the people you are close with and enjoy spending time with. The social nature of the College is such a special aspect of life at Trinity.*

*Support given by the staff. Building network of people. Alumni relations workshops connecting to future careers and professionals finding like-minded people.*

There was also emphasis on the academic support that Trinity provided.

*Academic support-tutors are incredible*

*The academic program has really helped me out in keeping my grades up and helping me grasp the subjects. I’m doing better.*

---

<sup>61</sup> Churchill, Survey, Question 22.

## 4.2 General comments on challenges and negative features of Trinity culture

In group interviews some participants identified aspects of Trinity College culture that they did not like. Some students said there was a tendency for groups of students from similar backgrounds to 'stick together' in the dining hall and elsewhere, resulting in students from other backgrounds feeling excluded. Some students were critical of male students from a small group of private schools and felt they tended to reinforce each other's sense of privilege. This was seen as contributing to a misogynistic or 'laddish' culture. Some students argued that there was a link between this culture and sexual harassment or sexual assault.

*College culture often includes a 'lad culture' which is an exclusive group of boys, that are often mean to people they do not find worthy of their attention.*

While some students regarded the opportunity to participate in sporting activities as an important way of bringing people together and a very positive feature of Trinity culture, others felt that the emphasis on sport had negative spin-offs, including excessive drinking associated with sporting celebrations and an emphasis on extreme masculinity, which excluded women. Some would have liked greater emphasis on arts and cultural activities, such as the College play and musical.

Some students made critical comments about excessive drinking and associated noise and bad behaviour. A few students felt that the College did not deal effectively with bad behaviour, including sexual misconduct and/or had failed to communicate the outcome of complaints which were found proven. I discuss this issue in Chapter 7 which deals with sexual harassment and assault.

Similar issues to those raised in group interviews were the subject of comments in the write-in section of the quantitative survey. A number of comments were made about the role of 'cliques' in College culture.<sup>62</sup> There were also comments about feeling lonely and excluded. The comments below exemplify this criticism.

*Sometimes cliques for friendship groups, a lot of people from affluent and conservative backgrounds which makes it a bit harder for those who [do not fit], sometimes drinking culture is excessive but usually people are quite responsible particularly after first year.*

*I feel like there are defined cliques at times. Sometimes I feel as if I don't fit in as much because I don't seem to make friends the same way I used to at school. I find it harder to interact with people at Trinity as I feel some people act as though I'm below them.*

*As an international student-difficult to feel engaged in social life-challenging to make friends, especially to form close friendship-mainly due to language, cultural barriers-be neglected in conversation and social activities sometimes-don't have a great sense of identity and belonging compared to domestic students.*

*Exclusion and indifference (intentional or unintentional). Feeling very lonely at times. Drinking and partying as main way of socialising. Culture shock.*

*Being alone at meal times when everyone is in their own circle of friends. Being not able to participate/contribute much when you are not a popular student.*

---

<sup>62</sup> The number of references to 'cliques' also included the following language: 'clique', 'cliquey', 'clicky' and 'clicks'.



Some students said they had experienced racist attitudes and comments.

*I don't like the fact that there's always the risk of someone ignorant saying something offensive or racist and there's little or no support when it comes to those incidents. I can't rely on my non-POC<sup>63</sup> peers to stand up for me and I can't rely on admin to properly solve those issues.*

I was also told that some international students had left Trinity at the end of semester one because of their loneliness and feeling of exclusion. These issues are discussed in the section of this Review which deals with diversity and recommendations are made to address them.

---

<sup>63</sup> Meaning person of colour.

# CHAPTER 5

## Building a safe, respectful and inclusive community

The terms of reference require consideration of the extent to which there is respect and inclusion of all students by fellow students and staff, particularly those students from a cultural, gender or socio-economically diverse background. This Chapter discusses:

- the role of O-Week in helping students to feel part of the College community;
- whether students experience bullying;
- whether students feel safe and secure at Trinity;
- the challenges of ensuring that the Residential College adequately celebrates and supports its diverse student population.

Concerns about safety arising out of fear about sexual harassment and assault are discussed in Chapter 7.

### 5.1 Orientation Week

Students become part of and influence the culture of Trinity from the time that they come to live at the College. It follows that their first experiences in the Residential College should reflect the values of respect and inclusion. O-Week is an opportunity to embed these values.

Historically residential colleges have held O-Weeks for incoming students before the university academic year begins. The aim of O-Week is to integrate new students into the college community. Activities in O-Week enable students to meet and form friendships with other new students, meet later year students and student leaders and familiarise themselves with college life and values. O-Week can help students to adjust to university study and college life and overcome home-sickness and loneliness for those who are not part of a friendship group when they come to college. It can introduce international students to Australian culture and expose both domestic and international students to new experiences.

The Heads of College approved the most recent version of the *Undergraduate Transition and Orientation Intercollegiate Policy* in 2012.<sup>64</sup> The policy sets out guiding principles and specific guidelines for undergraduate transition and orientation. Consistently with this policy, student leaders must participate in professional development programs held in October and February each year. The orientation programs must be developed with input from students representing different cultural groups and must be approved by the Head of College.

Principles governing events are set out in the policy. They include various safety requirements and prohibit 'activities which have consumption of alcohol as the focus, including pub crawls and drinking competitions.'<sup>65</sup> Non-alcoholic drinks, including water, must be made available at all student events. People from culturally diverse groups must be treated with equal respect and student leaders must

---

<sup>64</sup> *Undergraduate Transition and Orientation Intercollegiate Policy*.

<sup>65</sup> *Undergraduate Transition and Orientation Intercollegiate Policy*, 3.

ensure that no person is exposed to physical or psychological harm. In particular, no activities can involve partial or total nudity.

The O-Week program at Trinity is designed by the TCAC in consultation with the Dean and Deputy Dean and other members of Residential College staff. Typically, the program will include a variety of social, sporting and cultural activities. As discussed in Chapter 3, new students are required to complete an on-line training module on the Student Code of Conduct and the College's alcohol policies before arrival. It is also compulsory for them to attend face-to-face training during O-Week on the Code of Conduct and the matters covered by it, for example alcohol and drug use, respect for others, diversity, being an effective bystander, consent to sexual activity, and care for themselves.

It is important to ensure that the types of behaviour which are prohibited by the Code are clearly understood and accepted by students, and that they know the possible consequences of a breach. Present practice requires them to sign a statement that they have read the Code and agree to comply with it after they have completed their on-line module. One parent suggested that the statement should be signed after face to face training has been completed. In my view the requirement that students complete the on-line module prior to arriving at College and that it is compulsory for them to attend further face to face training, is sufficient to meet this concern.

### 5.1.1 Student responses to Orientation Week

125 students contributed comments in response to a question in the quantitative survey asking them to describe their O-Week experience and to indicate how helpful it was as an introduction to Trinity.<sup>66</sup> The majority of students who responded said that O-Week was a positive experience. They enjoyed the many social activities, and some spoke positively about the training they had received. Comments included:

*The TCAC at O week 2018 were absolutely amazing and made everyone feel so welcome. I felt comfortable speaking and getting to know all of them.*

*O week was extremely helpful in meeting both my own year group and the older students. It really boosted my confidence in trying out new things.*

*Not knowing many people, I loved how outgoing the selected students were at being friendly and being inclusive. It's such a volatile time when you are in a new environment and people can put up walls and barriers and judge their friendship compatibility with others based off one small conversation. Hence it's refreshing to just be involved and engaged with second years who are trying to make your induction to the college as inclusive as possible.*

*O-Week was a truly fantastic experience where I was introduced to students both new and old and where the culture and standards of the college were clearly laid out and met by student leaders and administration. Differing from previous introductory programs I have attended, the rules and culture that were explained by student leaders were genuine. Policies such as a 'no gossip culture' were carried out by students not simply due to regulations, but due to how students wanted to live at Trinity.*

The survey did not include a specific question about 'hazing' and only a small number of students referred to hazing when they described their O-Week experiences.<sup>67</sup> It is possible that some who experienced hazing may have described it as 'bullying' when responding to a later question which asked them about negative experiences.<sup>68</sup> A few students wrote they had been concerned about hazing but had not experienced it.

---

<sup>66</sup> Churchill, *Survey*, Question 28. Note that the response rate to this question equates to only 44.5% of the 2018 residential student cohort.

<sup>67</sup> Similarly, most of the residents who responded to the survey conducted for the University of Western Australia *College Row Cultural Review 2018* had not been subjected to hazing. Nor had the majority of residents witnessed an incident of hazing. See *College Row Cultural Review 2018*, 31-32.

<sup>68</sup> Churchill, *Survey*, Question 41. Answers to Question 41 are discussed later in this Chapter.

Comments on this issue include the following:

*O-Week ...was great for setting the tone of the college, as coming into it I only had word of mouth and pop culture to imagine what the experience was like. It was very different to what I pictured (frat culture etc) and the 'hazing' was at the perfect level where we were put out of our comfort zone but never made to feel uncomfortable by doing things like being forced to drink alcohol or anything like that.*

*O-week was a relatively stressful experience. ...I found some of the initiation such as dead ants<sup>69</sup> or water pistols or being dunked in sludge were a lot at the time for me but looking back I don't think they were in the realm of hazing... Even when they were making us do 'dead ants' I still felt safe in the sense I feel I could tap out if I needed to without being an outcast.*

*All the activities and events we did during O-Week 2018 were incredibly fun and nothing ever felt like it had gone too far. With the release of the Broderick report this year on the Sydney Colleges there was certainly discussion over whether the Melbourne University Colleges and Trinity were going to be as awful. However there was never a single time during O-Week that I felt uncomfortable to be here. In fact our 'haziest' (and I use the term lightly) activity was a bit of light fun that had no serious repercussions at all.)*

By contrast, one student said that he had not participated in O-Week as a first-year student for fear of hazing and that his fears were confirmed when he assisted in third year. He commented that 'the justification of hazing because students had received it themselves in the past simply justified escalating hazing in the name of 'tradition.' A parent told us that his child was upset because the contents of his room were disturbed, and he had alcohol thrown on his possessions.

Some students thought that there was too much emphasis on drinking at O-Week events. One student commented in the discussion groups that 'I tried to avoid it but I did find it more difficult to fit in and socialise because of it'. Some students said the constant pressure to engage in social activities was too intense and suggested that these should be reduced. Comments included:

*O-Week was quite overwhelming for me Although I did enjoy it, as an introvert I found it a bit too intense and full on. It felt like there was an expectation to be part of every single activity and to love and enjoy them. However some activities while loved and enjoyed by others, left me a bit exhausted and overwhelmed. O-Week is fun and will always be a bit of crazy transition time but it does not leave much room for personal exploration.*

*I feel like O-Week activities are too much, packed and don't really have time to unpack things and go shopping for some items... And O-Week buddies, they were quite nice to me during O-Week but after that period, they don't usually follow up or [be]friendly as before.*

The College displayed posters in common areas and on the back of bathroom doors, which emphasised that it was normal to feel stressed at times during O-Week. Posters advised students that they may wish to opt out of some activities and spend some time alone. They also provided information on how to seek support if students needed it.

Some international students found the O-Week experience disturbing or culturally alien or felt lonely and excluded. Comments included:

*O-Week was a shocking and chaotic for me but somehow fun and got tons of experience... Even though I speak English I feel like we are speaking different languages.*

---

<sup>69</sup> Dead ants involves lying on your back and flailing legs and arms in the air.

*For me it was terrifying in many ways: some of the activities they made us do like cuddle each other in the middle of the road, meant getting in close proximity with people of the opposite gender which is not common back home and hence made me feel uncomfortable. At one of the parties I also got my butt groped and did not report it because I was sure everyone would tell me it was not a big deal. It seems as though girls have normalised it. Additionally as a lot of the freshers know each other because they came from the same high school or same city, it was very hard to integrate and make friends, as groups had been established well before O-Week. Finally, as I have mentioned before, some freshers refrained from interacting with me because of my ethnicity.*

It was also suggested in group interviews that there should be more O-Week activities which met the needs and interests of Aboriginal and Torres Strait Islander students.

Some students were uncomfortable about the emphasis placed on participating in runs and other sporting activities and said this made freshers who were not fit feel uncomfortable.

It is inevitable that some will find O-Week daunting. This is particularly likely to be the case for students who are shy, those who do not know other students at Trinity, and those who are unfamiliar with Australian culture. The O-Week program should take account of these concerns.

Based on the comments relating to inclusion of the perspectives of international and Indigenous students the O-Week program should also provide an opportunity for domestic and non-Indigenous students to become familiar with the experiences of Aboriginal and Torres Strait Islander students and the issues that they and their families have faced. In 2019 the O-Week program included a question and answer session which allowed non-Indigenous students to ask Aboriginal and Torres Strait Islander students about their perceptions and experiences. Aboriginal and Torres Strait Islander students were patient and generous with their time and provided important insights about their lives and their perceptions of College. I attended this session and found the student responses to questions impressive and informative.

A session which serves this purpose should be a regular feature of O-Week. It would also be useful to expose students to the experience of other groups with which they may be unfamiliar. For example, the O-Week diversity sessions could be expanded to include a session to assist international students and to inform domestic students about experiences of living in countries other than Australia.

## **Recommendations**

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.
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.

## 5.2 Bullying

The quantitative survey asked students whether they had experienced listed forms of misconduct and/or breaches of the Code of Conduct, in person or on social media.<sup>70</sup> These included bullying and similar behaviour. Because students could nominate more than one of these experiences, the total number of experiences exceeds the number of students who responded to that question. 100 students said they had had one or more negative experiences. This amounts to 35.6% of the total number of students' resident at Trinity at the time of the survey.

There were 17 responses indicating an experience of 'bullying', 37 responses relating to 'intimidation' and 32 relating to 'pressure to participate in activities that were humiliating or intimidating' to the respondent.<sup>71</sup> Almost all of these experiences were at the hands of another Trinity student,<sup>72</sup> though two responses referred to intimidation or pressure to participate in a humiliating event from a staff member. (These responses may refer to a single student who had both experiences.) It is possible that the reference to student intimidation relates to experiences of hazing during orientation which were not revealed in comments written in by students about their O-Week experience, which have been discussed above.

Respondents were also asked if they had reported the negative incident or experience.<sup>73</sup> 94 students responded to this question, of whom 78 had not done so. Of the 57 who responded to the question 'who did you contact following the incident' 14 had contact a Trinity College staff member. The most common reporting pathway was to contact a fellow student (36).<sup>74</sup> Those that had not reported were then asked why they had not done so. They could give multiple reasons for not reporting. It should be noted that although these questions covered all forms of negative experience including, for example, bullying, discrimination or being pressured to participate in humiliating or intimidating activities, it was ambiguous. Its placement in the questionnaire may have resulted in some respondents thinking that it applied only to sexual harassment and assault.

Only 46 students gave reasons for not reporting the incident.<sup>75</sup> The main response was that the incident was not serious enough or that they did not feel that they needed help. Very few students said that they did not know to whom a formal complaint could be made to or what they had to do to make a formal report or complaint.

*I didn't need to report anything because for many of these situations, it literally wasn't an issue. Just because these things happen doesn't mean you should always have to pursue them-I'm comfortable enough with those involved not to have to seek further support. I haven't had anything serious happen, and if I felt offended or upset with a minor issue, I would just bring it up with the person my self or friends close to me or them.*

Only two students said that they had not reported because they did not know where they had to go or what they had to do to make a formal complaint or report.

---

<sup>70</sup> Churchill, *Survey*, Question 41.

<sup>71</sup> The listed experiences in Question 41 cover: 'Feelings of exclusion and isolation from College events and social situations'; 'Intimidation'; 'Unwelcome touching, hugging, cornering or kissing'; 'Pressure to participate in activities that were humiliating or intimidating to you'; 'Sexually suggestive comments or jokes that made you feel offended'; 'Pressure to drink alcohol or take drugs when you did not want to'; 'Inappropriate comments or jokes about your cultural background and/or religion'; 'Discrimination'; 'Bullying'; 'Intrusive questions about your private life or physical appearance that made you feel offended'; 'Inappropriate physical contact'; 'Sexual gestures', 'Indecent exposure or inappropriate display of the body'; 'Homophobic comments or jokes that made you feel offended'; 'Inappropriate staring or leering that made you feel intimidated'; 'Requests or pressure for sex, or other sexual acts'; 'Distribution of my image without my consent'; 'Inappropriate comments or jokes about your physical ability/capacity'; 'Sexually explicit pictures, posters or gifts that made you feel offended'; and 'Repeated or inappropriate invitations to go out on dates'.

<sup>72</sup> Churchill, *Survey*, Question 43.

<sup>73</sup> Churchill, *Survey*, Question 49.

<sup>74</sup> Churchill, *Survey*, Question 50.

<sup>75</sup> Churchill, *Survey*, Question 52.

The questionnaire also asked students whether they had witnessed the listed behaviours directed to a Trinity College student by another Trinity student.<sup>76</sup> 97 students had witnessed an example of the listed negative experiences.<sup>77</sup>

46 responses referred to an observation of 'bullying'. There were 35 observations of 'intimidation' and 36 of a 'student being pressured to participate in humiliating or intimidating activities'. No details are available as to the nature of these events, which may range from minor, but still upsetting behaviour, to more serious cases of bullying and intimidation. Nevertheless, it is troubling that these forms of behaviour were observed. These reports are clearly inconsistent with the ethos of respect reflected in the Trinity values adopted by the College Board. The fact that many of these events occurred in the past twelve months<sup>78</sup> indicates that Trinity has more work to do in this area. The majority of student who witnessed the various forms of misconduct did not report it.<sup>79</sup>

The fact that a number of students experienced or witnessed bullying or other negative experiences suggests there is a need to reinforce the Student Code of Conduct provisions about respectful treatment of others. Expert training programs and discussion with students should help to achieve this goal. Discussion of the requirement to treat other students with respect should not be limited to O-Week training and later year students and student leaders should be required to participate in refresher training.

Students who report behaviour which breaches the Code, for example bullying or intimidation, should be confident that the Code of Conduct provisions prohibiting various forms of misconduct will be consistently enforced. There was a perception among some of the students who participated in group interviews that this did not always occur, particularly if the misconduct involved sexual harassment or assault. Recommendations about student education and training and consistent enforcement of the Code of Conduct are made below.

### 5.3 Encouraging and supporting diversity

I have previously described the composition of the student population,<sup>80</sup> but the figures discussed in Chapter 3 do not reveal the whole diversity story. Although 10% of Trinity's residential community are international students, they come from many different countries, cultures and religious backgrounds. Some domestic students will have come to Australia as children, or have parents or grandparents who were immigrants. In group interviews I also heard from a few domestic students who had lived overseas for many years, and who identified more with the culture of the country in which they had lived than with the cultural norms familiar to and accepted by the majority of Trinity College students.

Several questions in the quantitative survey are relevant to the Residential College's response to diversity. Students were asked how much they 'agreed or disagreed with the statement that Trinity College is an inclusive and tolerant college' for particular categories of student on a scale of 1 to 7, with scores closer to 7 indicating greater agreement.<sup>81</sup> As might be expected from the relatively uniform composition of the student population, the majority of the 138 students who responded to the question agreed.

145 students answered the question whether Trinity was 'a safe and welcoming environment for' students from listed backgrounds, for example students of any gender and students of any sexual orientation.<sup>82</sup> Again, the mean scores on this question indicated agreement. Interestingly, the highest level of agreement related to tolerance of 'students of any sexual orientation'.

---

<sup>76</sup> Churchill, *Survey*, Question 54.

<sup>77</sup> 34.5% of the total number of students (281) resident at Trinity College at the time of the survey.

<sup>78</sup> Churchill, *Survey*, Question 54.

<sup>79</sup> Churchill, *Survey*, Question 56.

<sup>80</sup> See Chapter 3 of this Report.

<sup>81</sup> Churchill, *Survey*, Question 34.

<sup>82</sup> Churchill, *Survey*, Question 35.

153 students answered a question as to how comfortable they felt as a student at Trinity Community.<sup>83</sup> Of these, 79 students (51.6%) said they felt 'extremely comfortable' and 55 (35.9%) felt 'somewhat comfortable.'

These positive responses suggest that Trinity's culture is relatively tolerant of diversity, though male students were more likely than women to consider that Trinity was a safe and welcoming environment.<sup>84</sup> The numbers of international, Indigenous and LGBTIQ+ Trinity students who responded to the survey does not permit an accurate comparison between their responses to these questions and the responses of other students.

In the question in the quantitative survey which asked students whether they had various negative experiences 'discrimination' and 'inappropriate comments or jokes about [the student's] cultural background and/or religion' were listed.<sup>85</sup> 100 people listed at least one negative experience. 19 responses referred to 'discrimination', though the questionnaire did not ask what form of discrimination had occurred.<sup>86</sup> 21 responses referred to 'inappropriate comments or jokes about [the student's] cultural background and/or religion.' (Recall that the same students may have had more than one of these experiences so that these numbers cannot be added.)

97 respondents said they had witnessed another Trinity student having one or more of the listed negative experiences.<sup>87</sup> There were 27 observations of 'discrimination' against a Trinity student and 37 observations of 'inappropriate jokes being made about another student's culture or religion'.

In group interviews with students I asked whether the Trinity community valued diversity of background and opinion and whether cohorts such as Indigenous students, international students and rural students had a positive experience at College. I also explored responses to gender difference and the LGBTIQ+ community and students with a disability.

### 5.3.1 International students

In group interviews, some international students spoke in glowing terms about the opportunities for interaction and friendship which living in Trinity had given them, but others felt the student community was insensitive to cultural diversity.

When asked what they disliked about College, some students considered that many Australian students emphasised partying rather than academic performance and were concerned about the existence of a drinking culture which discouraged them from attending social events. Some felt that domestic students were uninterested in learning about other cultures or dismissive of different cultural viewpoints.

A number of international students mentioned racial or cultural differences as a reason they did not participate in College events or socialise with Trinity students. For example, one student said he/she feared being the only person of colour in the room. Another student said that cultural differences resulted in Asians spending time only with other Asians. The same respondent observed that Aboriginal and Torres Strait Islander students tended to spend most of their time with each other and that this was especially obvious at formal hall dinners.

These students also spoke of the difficulties in being elected to the TCAC or to other club committees, where they could get leadership experience. They felt that domestic students tended to tie up positions in the TCAC and in clubs and sporting teams, because elections and selection processes favoured candidates who were already known to each other. In a group interview one student from overseas,

---

<sup>83</sup> Churchill, *Survey*, Question 31.

<sup>84</sup> Churchill, *Survey*, Question 35.

<sup>85</sup> Churchill, *Survey*, Question 41.

<sup>86</sup> Churchill, *Survey*, Question 41.

<sup>87</sup> Churchill, *Survey*, Question 54.

who had played a lot of sport before she came to College, commented that although she had applied for various sporting teams, she was not selected for any of them. Another student observed that people from mainstream groups regarded themselves as the norm against which people from overseas should be measured and did not recognise that they themselves had a culture.

In the write-in comments both discrimination and racism were mentioned.

*Discrimination based on skin colour, socioeconomic status is quite common.*

*As an international student-difficult to feel engaged in social life-challenging to make friends, especially to form close friendship, mainly due to cultural barriers.... Don't have as great a sense of identity and belonging compared to domestic students.*

*I feel trinity can sometimes lack appreciation of international culture.*

*As a woman of colour, I do not think that Trinity Residential College is ready to have students of all ethnicities. My opinion may differ from others, but again there is a very limited number of international students who come from [a specified country]. I was disappointed by the way I got treated by students this past year, and I hope this survey brings about much -needed change. That being said the staff has been incredibly supportive and made it possible for me to get through this year.*

I heard comments from students about a lack of positive depictions of people from diverse backgrounds, including Asian backgrounds, in the public areas of the College. It was also commented that there were only a small number of portraits of women.

### 5.3.2 Social advantage

Some of the write-in comments in the quantitative survey which referred to feelings of exclusion and isolation suggested that the student was from overseas. But international students were not the only ones who expressed these feelings. While the majority of students spoke in glowing terms about the opportunities for friendship which living in Trinity had given them, others were more critical of the composition of the residential community. Concern about the relative homogeneity of the student community were raised in some group interviews and in responses to the quantitative survey.

Some students felt that students from well-off families and private school backgrounds had little understanding of the issues faced by students from less-privileged backgrounds. A number of students commented on the high cost of attending some College events, for example the Ball, and club events such as Eldorado.<sup>84</sup> As illustrated by the comments below, a few students felt they did not 'belong' at College because of their socio-economic status and that this prevented them from fully participating in College events and various activities organised by their peers.

*From the beginning I had always felt that I stuck out and didn't fit into the broader dominant culture of rich white kids that attend private schools. The college can be more diverse than this, but as this culture dominates it is as if everyone here was the same.*

*As someone from a low socio-economic background, I feel like I don't have a lot in common with a lot of the other students and I can't afford to go out for food or movies or activities and hang out with them all the time which also hinders making meaningful relationships.*

*Grouping of people in their usual stereotypical groups, lack of cultural understanding in the students, discrimination and stereotyping by the trinity students and treating differently lack of social activities during the semester to break the dominant culture effect lack of social cohesiveness.*

---

<sup>88</sup> Eldorado is described in Chapter 6.

### 5.3.3 Aboriginal and Torres Strait Islander students

Trinity has taken a number of steps to support Indigenous students, who might otherwise feel isolated at Trinity. When rooms are assigned in first year at least two Indigenous students are often assigned to the same corridor. After first year students have the opportunity to elect where they want to live. Some Indigenous students choose to live in College owned houses in Royal Parade, with other members of their cohort, rather than on the main campus. Indigenous students who participated in group interviews were very positive about the opportunities which Trinity provided them, but said they sometimes felt like 'fish out of water.' They commented on the ways in which students from privileged backgrounds took what they had for granted and did not understand the financial difficulties which could be faced by people in other groups. These students tended to rely on other Indigenous students, who often had a better understanding of the issues they faced, than students in other groups.

Students said that Indigenous Support Officer gave them very helpful support in dealing with both academic and wellbeing issues. One student said that he/she liked Trinity because

*The res tutors themselves are lovely. Indigenous support; so grateful to have Tamm [the Adviser] here. Its [sic] important we have an advocate and support in this space. Inclusion through scholarship: I'm grateful to Trinity [for offering] scholarships so that I can be included in this space. The houses across the road.*

I note also that the College provides financial support to enable students to fully participate in College or University life, for example by buying a computer or necessary books. In some cases, students attending formal events have been funded to hire or buy formal clothing, which they do not have. The Indigenous Support Officer has assisted students to make an application for these forms of financial support.

### 5.3.4 Students with a disability or medical condition

Trinity does not keep statistics about the number of students at Trinity who have physical or other disabilities or a mental illness. The College has accessible toilets and ramps providing access to some areas. Students did not raise issues about the College's approach to people with disabilities in group interviews or in their write-in comments on the questionnaire, although six students said they had experienced 'inappropriate comments or jokes about their physical ability/capacity'.<sup>89</sup>

On the other hand, a number of students who participated in group interviews said they had suffered from anxiety or depression or were aware of other students experiencing mental ill-health. Staff also referred to this problem.

A relatively high proportion of young people in the wider community have had episodes of mental ill-health, including depression and anxiety. In 2016 just under 1 in 4 young people aged 15-19 years who responded to *The Youth Mental Health Report* compiled by Mission Australia and the Black Dog Institute met the criteria for having a probable serious mental illness. The number has increased from 18.7% in 2012 to 22.8% in 2016.<sup>90</sup>

It would not be surprising if some Trinity students experience anxiety, depression or more serious mental health problems. Most Trinity students will have been very academically successful at school. Coming to the University of Melbourne, where they are competing with many other high achievers, may cause anxiety and stress for some. I have previously referred to the positive statements which students made about the support provided by the Wellbeing Team to students who needed psychological support. The Head of Wellbeing has also arranged mindfulness and yoga sessions to prevent these problems escalating during examination periods and to help students who are suffering from them. If a student seeks help or the problem is identified by staff, students may be referred to an external mental health professional

---

<sup>89</sup> Churchill, *Survey*, Question 41.

<sup>90</sup> Mission Australian and Black Dog Institute, *The Youth Mental Health Report – Youth Survey 2012-16*, <https://blackdoginstitute.org.au> (accessed 10 March 2019).

I was informed that some students from domestic or international backgrounds who were currently suffering from a mental illness had come to Trinity but had not informed the College relevant staff about those issues. Presumably they or their parents were concerned that disclosing a mental health issue could prejudice their application. But the result may be that the student becomes seriously unwell while they are at College and has to leave. To encourage student to disclose any mental health related issues, information on application processes should inform students applying for admission to College and their parents of the need to disclose any mental or other health problems and of the support available to students experiencing these difficulties.

### 5.3.5 LGBTIQ+ students

The few LGBTIQ+ students interviewed in discussion groups stated that their experience at College had been mostly positive. They broadly agreed that Trinity valued diversity, but it was suggested that each time a new student cohort was admitted prejudices are reintroduced into the community. However, 15 responses to the question about listed negative experiences at Trinity referred to homophobic comments or jokes that made the person feel offended.<sup>91</sup>

### 5.3.6 Gender diversity

Women make up more than half of the residential community cohort. However, men tend to dominate leadership positions and some female students said that Trinity had a 'hyper-masculine' or laddish culture which made them feel unsafe. This issue will be discussed further in Chapter 7.

## Recommendations

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.

## 5.4 College policies relevant to diversity

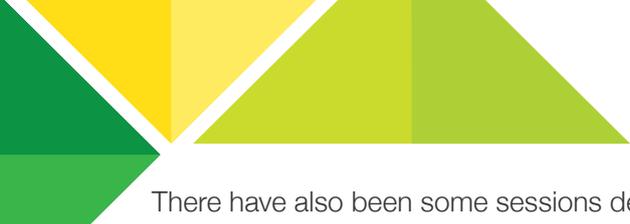
The Student Code of Conduct requires students to 'show respect, empathy and consideration for others, so that all may live, study and work in harmony, and so that community members of every background may feel respected, safe and included.'<sup>92</sup> The Code also prohibits 'discrimination, harassment, vilification, victimisation' and warns that behaviour which is inconsistent with respect for others may result in disciplinary action. The College Admission policy is also relevant to diversity. I refer to that policy below.

### 5.4.1 Training

The N-Week and O-Week student training programs includes some content or opportunity for discussion on diversity issues. I have already referred to the 2019 O-Week Program in which Indigenous students spoke of their background and experiences and answered questions provided in advance by other students about indigenous beliefs and culture. While this approach exposed non-Indigenous students to some of the issues faced by their Indigenous colleagues, it would be useful to consider approaches to make non-Indigenous students more aware of both the positive and problematical aspects of their own culture.

<sup>91</sup> Churchill, *Survey*, Question 41.

<sup>92</sup> *Student Code of Conduct*, para 14.



There have also been some sessions dealing with the issues faced by international students and issues relating to gender identity and sexual orientation. In my view Trinity students should be exposed to further expert-led discussion on these issues. International students and LGBTIQ+ students should play a leadership role in these sessions.

During O-Week students receive training on sexual harassment and assault. The training discusses gender inequality and its relationship to family violence, sexual assault and sexual harassment. This is discussed in more detail in Chapter 7.

## 5.5 Creating a more diverse student community and ensuring respect for diversity

### 5.5.1 Admission policies

The Broderick *Cultural Review Report* adopted the principle that:

an inclusive College and university environment is one where there is respect for all, where diversity is celebrated as a core feature of the institution and where fairness and equality underpin decision-making.

The Report recommended that colleges should adopt targeted strategies to attract and retain a diverse population of students.<sup>93</sup> This principle is consistent with the values adopted by the Trinity College Board, set out in Chapter 2.

Trinity College's *Policy for Admission of Students to the Residential College* lists four criteria.<sup>94</sup> The policy states that the criteria are listed in descending order of importance. The first criterion refers to 'results of an interview and assessment of the candidate's potential to contribute' to the Residential College community. The second criterion refers to the requirements of 'ensuring a balanced mix of academic and extra-curricular activities, including course of study, ethnicity (and in particular identification as Aboriginal or Torres Strait Islander), gender, socio-economic status, artistic or sporting ability, and demonstrated academic capacity'. The third criterion refers to the College's expectation 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.' The fourth criterion refers to 'legacy connections with the College' which includes 'previous or current members of siblings', 'offspring of alumni parents', and 'graduates of the Trinity College Pathways School'. The admission policy also sets out 'requirements for a diverse, vibrant community of scholars' which refer to diversity factors which are similar to those listed in the second criterion.

All students who apply for admission to the Residential College are interviewed and interviews are conducted by two members of staff who use pre-set interview questions. The Dean receives recommendations from the interview panels and makes the final admission decision. For some years panel members have been required to participate in unconscious-bias training offered by an external provider. I am not aware of the detailed content of that training. However, it is important that the training provided should give staff the opportunity to participate in simulations which make people aware of their own unconscious biases.

Over time there has been an increase in the size and diversity of the residential student population at Trinity. Roughly half of the student population is female. Trinity College collaborates with the University of Melbourne to provide residential places for some Indigenous students. Indigenous students apply for

---

<sup>93</sup> *Cultural Review Report*, 66.

<sup>94</sup> Trinity College, *Policy for Admission of Students to the Residential College of Trinity College* (Melbourne: Trinity College, 28 September 2016, reviewed 22 August 2018).

admission to the University of Melbourne Bachelor of Arts (Extended) program or to another program through Melbourne and can apply to Trinity or another residential college. Indigenous students make up around 10% of the residential college population.

Trinity also has a Pathways School which provides tuition to international students who are planning to apply for admission to the University of Melbourne when they have completed a Foundation Studies program. If they are admitted to a course at the University of Melbourne they can apply to the Residential College. In 2018, 12 students in the current Residential College cohort had been through the Foundation Studies Program.

The Residential College also has a substantial scholarship program which awards approximately \$1.4 million in scholarships year each. Approximately a third of the student body receives some form of financial support. Scholarships range in value from small prizes awarded for academic excellence to full residential fee scholarships which are means tested. The majority of scholarships awarded are for upwards of \$10,000 and enable students to attend Trinity College who could not otherwise have afforded to do so.

Although these programs will increase the diversity of the student population over time, more needs to be done to meet the aspirations set out in the Board's *Statement of Values*. In particular, the College should consider ways to increase the opportunities of talented students who do not come from socially privileged backgrounds to be admitted as residential students. I understand that Trinity is already committed to expanding the Scholarship Program. To assess whether the success of these changes, the Board should be kept informed of the composition of the student population and the extent to which it accommodates students from a diverse range of backgrounds.

## Recommendations

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 indicating 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.

## 5.5.2 Respecting diversity

It is not enough for Trinity to increase diversity by changing the composition of the student community. Group interviews and answers to the quantitative survey show that not all students from diverse backgrounds feel comfortable at the College. They may feel isolated; their academic performance may be affected, and they may not participate in College activities or have the opportunity to exercise leadership. Some will leave College earlier than they would otherwise have done. At a time when there is a plan to increase student numbers in the Residential College it is important that students from diverse backgrounds feel that their cultures and experiences are respected and celebrated.

Giving sufficient weight to the value of diversity requires Trinity to support students to interact with each other and realise their full potential in the Residential College environment, regardless of their ethnic or cultural background, religion, gender identity, sexual orientation, or presence of a disability. Acknowledging diversity also requires Trinity to have regard to the interaction between multiple forms of diversity (for example, gender and race), which may affect students' sense of belonging in the College.

Trinity has already taken steps to achieve these goals, including emphasising respectful treatment of other students in the Code of Conduct, requiring new and returning students to do some on-line training on the Code and requiring new students to attend training during O-Week. It has also appointed an Indigenous Support Officer.

Respect for diversity is important for 'mainstream' students as well. There is a danger that instead of learning how to relate to people from a wide range of backgrounds and cultures they may mingle with students from similar backgrounds who do not challenge their ideas.

Recognising and celebrating diversity is a complex task. The following recommendations are intended to support students from a broad range of backgrounds to participate fully in their College experience and to increase respect for and comfort with diversity in the entire student body.

### Recommendations

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 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.
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.

# CHAPTER 6

## The place of alcohol and drugs in College culture

The terms of reference ask the question ‘What part do alcohol and illicit drugs play in our Residential College community?’

### 6.1 Alcohol consumption in Australia

Australian celebrations and other social gatherings almost invariably include consumption of alcohol, except in religious groups which forbid its use. It is therefore not surprising that social events at Trinity usually involve drinking. Many students will have drunk alcohol on family or other social occasions before they come to Trinity, but even students who have had some experience with alcohol may drink more frequently, or consume a greater amount, after they have left home.

The 2016 *National Drug Strategy Household Survey* (NDSHS) reports that the average age that young people (14-17 years) try alcohol for the first time is 16.1 years and that this has increased from 15.7 years in 2013. The survey also showed that an increasing number of young people are abstaining from consuming alcohol (73% in 2013 to 82% in 2016).<sup>95</sup> The NDSHS Survey relies on guidelines which indicate the amount of alcohol which can safely be consumed over a lifetime or on a single occasion. It reported a decline in the percentage of people who drank in excess of the ‘lifetime risk guidelines’, but the percentage of those exceeding single occasion risk guidelines’ remains unchanged. People aged 18-24 years (56%) ‘were more likely than any other age group to exceed the single occasion risk guidelines.’<sup>96</sup>

As well as exposing the drinker to risk of immediate or longer-term harm, excessive alcohol consumption can result in violence or other harm to the drinkers’ companions and strangers, including physical and sexual assault and even death. In the *St Paul’s Review*, Broderick summarises current research about alcohol consumption levels among young people at universities and residential colleges. The studies quoted in the Broderick *St Paul’s Review* suggest that Australian university students consume quantities of alcohol that are ‘hazardous’ or ‘harmful’ on a regular basis.<sup>97</sup> Further, research evidence suggests that college residents drink more than other university students and experience more harmful alcohol-related issues.<sup>98</sup>

<sup>95</sup> Australian Institute of Health and Welfare, *National Drug Strategy Household Survey 2016 – Detailed Findings*, Drug Statistics Series No. 31. Cat. No. PHE 214 (Canberra: AIHW, 2017), 40.

<sup>96</sup> Guideline 2: Reducing the risk of injury on a single occasion of drinking states that ‘for healthy men and women, drinking no more than four standard drinks on a single occasion reduces the risk of alcohol-related injury arising from that occasion’, See *National Drug Strategy Household Survey 2016*, 37.

<sup>97</sup> See *Cultural Renewal Report*, 29; and *St Paul’s Review*, 40-42 citing Debra Rickwood, Amanda George, Rhian Parker, and Katja Mikhailovich, ‘Harmful Alcohol use on Campus: Impact on Young People at University’, *Youth Studies Australia* 30 (2011): 34-40. Further studies include Ann M. Roche and Kerriane Watt, ‘Drinking and University Students: From Celebration to Inebriation’, *Drug and Alcohol Review* 18 (1999): 389-399; Jeremy Davey, Tamzyn M. Davey and Patrica L. Obst, ‘Alcohol Consumption and Drug Use in a Sample of Australian University Students’, *Youth Studies Australia* 21 no. 3 (2002): 25-28; and Kypris Kypris, Jonathan Hallett, Peter M. Howat, Alexandra McManus, Bruce Maycock, Steven Bowe and Nicholas J. Horton, ‘Randomised Controlled Trial of Proactive Web-based Alcohol Screening and Brief Intervention for University Students’, *Archives of Internal Medicine* 169 (2009): 1508-14.

<sup>98</sup> *St Paul’s Review*, 42 citing Teri Schofield, ‘Alcohol Use and Harm Minimisation among Australian University Students: Final Report of University Colleges Australia’, *An Australian Research Council (Linkage) Project (LP100100471)*, 2014.



It is not surprising that excessive drinking occurs among students who have moved away from home and parental control, who have turned 18 and can buy alcohol legally and are of an age where it is common for young people to take risks. Drinking may also be used by some students to ‘fit in.’ In her *Cultural Renewal Report* Broderick observed that ‘a significant factor, which may or may not determine a student’s ability to fit in, was whether they socialised and specifically socialised and drank alcohol’.<sup>99</sup> This theme was also apparent in our discussions with Trinity students and in the quantitative survey where comments included:

*I think that the bar nights and other drinking events are incredibly important social aspects of living in a college environment, as it is a great way of promoting social interaction and are often the leading ways that people begin friendships and discover new people. While restrictions on drinking have been placed over the years, I think Trinity this year has found a very good balance between providing a duty of care, and still treating its students like adults...*

## 6.2 When and where is alcohol consumed at Trinity?

Trinity provides a limited amount of wine at no cost for students on each table in Hall once a week and on formal college occasions such as the Commencement and Valedictory dinners. There is a College bar in the Junior Common Room which is run by a student committee which stocks the bar. The bar is open for two hours on one evening a week during the teaching period under the supervision of external bar staff, who have a Certificate which qualifies them to serve alcohol responsibly (an RSA certificate). Students over 18 can purchase alcohol, which is sold at cost. The purpose of this requirement is to prevent the student committee profiting from alcohol sales, which could result in people being encouraged to drink more. Students over 18 may keep alcohol in their rooms and drink there and in their corridor, though as I explain below, permission from the College must be obtained to hold a party or other event at which alcohol is served. During the year each corridor holds at least one event on College premises to promote corridor bonding. Corridor events are required to comply with responsible service of alcohol guidelines. A corridor dinner is usually held off-site each semester. The College pays for one dinner per semester for each corridor, but the amount paid does not cover alcohol, so that this cost must be covered by students.

The College Ball is held off-campus. Tickets purchased by students for this and other events organised by clubs usually include provision of alcohol, though non-drinking tickets are available for some, but not all, events. In recent times provision of alcohol at events held at Trinity has sometimes been suspended for a period, to slow down student drinking. The amount consumed at ticketed events is not confined to the alcohol supplied at the event as students may ‘pre-load’ with drinks beforehand and this can lead to excessive consumption of alcohol. As well as drinking at formal College events, most students in the residential college are above the legal drinking age and may drink outside the College, for example in private homes, bars and restaurants.

### 6.2.1 Other student events

The clubs associated with the TCAC run social events throughout the year, many of which involve drinking. These include a black-tie party known as ‘Eldorado,’ which is hosted by the Wine Cellar Society and held on campus. Since 2018 alcohol has been served at El Dorado and other parties by external bar staff with an RSA Certificate. The ‘Pink Jacket’ is a contest said to be a College ‘tradition’ which takes place prior to El Dorado. It is an all-male drinking, running and wrestling event which results in the winner wearing the pink jacket to El Dorado. The winner must have a drink in his hand for the rest of the evening. The ‘Pink Jacket’ event is not supervised by bar staff. In recent years female students have established a ‘Blue Jacket’ event, which is similar. I heard that the Pink and Blue Jacket events often involve a great deal of drinking.

---

<sup>99</sup> *Cultural Renewal Report*, 21. See similar comments made by residents in survey conducted for the University of Western Australia *College Row Cultural Review 2018*, 26-27.



An alumnus told us that after a sporting event, when there was considerable drinking, the names of girls and the people with whom they had been involved sexually had been called out in the Bul<sup>100</sup> to the embarrassment of many.

## 6.3 What I heard about use of alcohol and drugs at Trinity

### 6.3.1 Alcohol

The majority of the 170 students who responded to the question in the quantitative survey, which asked if they drank alcohol at Trinity said they did so. Women and international students were more likely to have never consumed or to no longer consume alcohol. Most students who drank alcohol either said they drank on one or two days per week (77) or 2-3 days per month (37) or three or four days per week (20). A small number drank every day or on 5 or 6 days a week (7 students across both categories).<sup>101</sup>

Students were also asked how many standard drinks they would have on a day they drank at Trinity College. 154 students responded to this question.<sup>102</sup> Consistently with the NHSDS Report a significant number of students reported drinking excessively on particular occasions, with a small number saying that when they drink they had 11-12 or 13 or more standard drinks. This suggests that although students may limit the days on which they drink, they may expose themselves and others to the risk of harm by bingeing on alcohol on occasions when they consume it.

Question 41 in the quantitative survey asked students about listed negative experiences. 100 students responded to this question. 23 responses related to experiencing 'pressure to take alcohol or drugs when you did not want to'.<sup>103</sup> Some students reported they had observed another Trinity College student experiencing such pressure.<sup>104</sup>

Some students who participated in group interviews or who wrote in comments in the quantitative survey said they thought that drinking large amounts of alcohol was an inherent part of college culture. They gave examples of situations where they themselves had drunk to excess or others had done so. Students also referred to situations in which their peers had passed out, were so drunk that they vomited, behaved aggressively or otherwise breached the Student Code of Conduct when they were drunk. I heard of situations where women students drank to excess. It was suggested that a few male students behaved in a predatory way when they were drinking with women students.

I heard that a small number of male students had engaged in sexual activities with young women students in situations where the woman was so affected by alcohol that she may have lacked the capacity to consent, including at least one case where a male student put a drunk female student to bed on two occasions and was still there in the morning. The student was distressed because she was not properly dressed when she woke up and did not know what had happened. Other students expressed concerns about this behaviour to Trinity staff. Students also said that excessive consumption of alcohol resulted in some female students being pressured to participate in various sexual activities. I was also told of cases where rape or some other sexual assault might have occurred if another student had not intervened. If sexual penetration occurs when the victim is incapable of consenting, the perpetrator could be prosecuted for rape.

Residential Tutors also agreed that alcohol was central to student socialisation and said that they had to deal with alcohol related issues regularly. Some felt that Residential Tutor Training should include more information on this issue. On a more positive note, some Tutors said that it was a strength of the

---

<sup>100</sup> The quadrangle in front of the College.

<sup>101</sup> Churchill, *Survey*, Question 18.

<sup>102</sup> Churchill, *Survey*, Question 19.

<sup>103</sup> Churchill, *Survey*, Question 41.

<sup>104</sup> Churchill, *Survey*, Question 54.

College community that students who were drunk were often looked after by other students. The College Caretakers also referred to noise and other problems caused by excessive drinking.

Some students identified excessive alcohol consumption as a feature of College life which they particularly disliked. For example, one student referred to

*Drinking culture - male dominant culture that reinforces toxic masculine values.*

Emphasis on alcohol may be a particular problem for international students who are not accustomed to this culture. One student commented

*I dislike the strong culture trinity has of getting drunk at every single event that has alcohol I strongly dislike the Australian culture surrounding smoking and drinking where it is encouraged and if you don't get drunk you're 'boring'. I dislike that it is impossible to attend drinking events and enjoy yourself when you are not drinking as most everyone drinks to get drunk.*

### 6.3.2 Drugs

Students were asked whether they had taken drugs at Trinity or had taken drugs but no longer did so. 169 students responded to this question.<sup>105</sup> 88.2% of respondents (149) said that they had never taken drugs at Trinity, with a very small number saying they 'no longer' did so.<sup>106</sup>

The students who participated in group discussions did not believe that use of drugs was a common feature of the College experience. I was told that although a few residents might privately use 'pills', and that party drugs such as ketamine were not unknown, any attempt to encourage others to consume these substances was disapproved. Some students said they would bring dealing in drugs to the attention of staff and that they were aware of a drug-related expulsion.

Staff members also referred to a small number of cases where students had taken drugs and said that there had been expulsions of students who had promoted drug-taking.

## 6.4 Policies designed to ensure responsible drinking

The Heads of Colleges have already adopted policies which attempt to ensure responsible drinking. The *Intercollegiate Policy on Undergraduate Transition and Orientation* sets out requirements for events involving new students, including responsible service of alcohol, making non-alcoholic drinks, including water available, and ensuring there are leaders present who can encourage an appropriate standard of conduct. Activities which have the consumption of alcohol as their focus, for example pub crawls and drinking games, are prohibited. However, when events occur off-campus these rules may be difficult to enforce.

In addition to these intercollegiate policies and the prohibitions on misconduct such as bullying, verbal abuse, assault and public drunkenness which are in the Trinity College Student Code of Conduct, the College has adopted a separate policy on Alcohol Provision and Consumption and has established Guidelines and Conditions for Student Run Events.<sup>107</sup> The *Alcohol Provision and Consumption Policy* is set out in full in Appendix I.<sup>108</sup> The general principles set out in the policy include a prohibition on compelling or influencing another person to drink against their will, a requirement that alcohol consumption comply with Collegiate, Intercollegiate, University and Victorian policies and guidelines, a prohibition on drinking contests and games and a prohibition on alcohol sales which do not comply with licensing conditions.

---

<sup>105</sup> Churchill, *Survey*, Question 20.

<sup>106</sup> Churchill, *Survey*, Question 20. Note that in response to a question about the last time that drugs had been taken, (Question 21) a larger number of students (n=22) said they had done so, with 4 students saying this occurred more than a year ago.

<sup>107</sup> Trinity College, *Trinity College Alcohol Provision and Consumption Policy* (Melbourne: Trinity College, November 2015); and Trinity College, *Student-Run Events Guidelines and Conditions* (Melbourne: Trinity College).

<sup>108</sup> See Appendix I – *Trinity College Alcohol Provision and Consumption Policy*.



The Alcohol Provision policy only allows students under 18 to drink at College events if they have a waiver by a parent or guardian permitting them to do so. Students can consume their own alcohol within the College but events which involve the purchase or serving of alcohol are only permitted in the licensed areas of College, (the Junior Common Room, Sharwood Court, Cloisters or Vatican Lawn) or outside those areas, with the consent of the Dean.

The Guidelines for student-run events are intended to promote responsible consumption of alcohol. Alcohol cannot be served free or substantially discounted without the permission of the Associate Dean. Calculations on the amount of alcohol to be served and the availability of non-alcoholic drinks and the amount of food to be served must be made in accordance with the Intercollegiate Alcohol policy. Anyone serving alcohol must hold an RSA Certificate and a minimum of two staff members must be present for the duration of the event. Events cannot be promoted by using drink specials and drinks cannot be priced below cost as an incentive to attend the event. At recent events the College has used a business established by former students of another College, who have RSA Certificates. I was told by staff that these young people are able to create a rapport with students which encourages responsible drinking.

Students who are planning an event must submit an event plan covering these issues. Applications to hold an event must include detailed alcohol procurement quantities and demonstrate compliance with one standard drink per hour for the projected number attending. If the event is to occur off-campus details of contact persons must be provided and at least two tutors or Residential Advisors must be invited to the event. Clubs, societies and groups organising events must arrange and cover the cost of security and only College-approved security can be used. After the event the organisers are required to meet and debrief with the Head of Student Programs, the Deputy Dean, and/or the Dean to discuss any problems and what has been learned.

The policy gives examples of inappropriate behaviour associated with alcohol. Examples include vomiting or urinating in a public place, verbal abuse or harassment of another person; intimidation or 'any other behaviour that leads to complaints.' Students involved in such behaviour may be approached by a member of staff, a member of the TCAC or other person in authority who may help the student, challenge their behaviour and, if necessary, ask them to leave a function or a public space. Any incident of this kind will result in a meeting with a staff member and/or disciplinary measures.

These measures may include a warning, a requirement to participate in training or counselling, penalties previously negotiated with the Senior Student and the TCAC, suspension, expulsion or non-re-admission for the following year. In extreme situations the student could be excluded from the College. The policy explains that

Acts of physical violence are likely to result in a minimum of suspension and will most likely result in expulsion from the residential community, even if such behaviour constitutes the only example of inappropriate behaviour for that student.<sup>109</sup>

## 6.5 Training

Trinity has a number of training programs for Residential Tutors and for students, to encourage compliance with its formal policies, including those relating to alcohol and drug-related issues. The Residential Tutors booklet discusses the role of Residential Tutors including how they should assist students who drink too much at corridor events, College parties and off campus events, so that students are kept safe. In 2018 the Residential Tutor training timetable involved 8 sessions, including one on-line component covering appropriate responses to a disclosure of sexual violence. In 2019 Residential Tutors attended a face to face session on responding to disclosures of sexual violence. The training also included components on the Code of Conduct, and policies and procedures including a drug protocol and emergency procedures.

---

<sup>109</sup> *Alcohol Provision and Consumption Policy, 7.*



Each year the TCAC is responsible for drafting an O-Week proposal. As previously explained, the proposal must be approved by the College and includes training on various matters, including the Student Code of Conduct, the effects of alcohol and the responsibility to act as an ethical bystander, for example by helping people affected by alcohol to ensure their safety and the safety of others. Student training on the meaning of consent to sex also deals with the way that excessive alcohol consumption can affect a person's capacity to consent or to assess whether consent has been given.

### 6.5.1 Student views on the effectiveness of the Trinity policies and training on alcohol consumption

Student responses in group interviews suggest that despite the policies discussed above, some Trinity students drink excessively and may place themselves or others at risk of harm. Drinking can occur off-campus, in informal gatherings in rooms or corridors. Students sometimes pre-load with drinks before formal events.

In group interviews with students and Residential Tutors, some felt that there had been some improvements in Trinity's approach to alcohol consumption, but that more needed to be done to tackle alcohol related-misconduct. There were differences of view about the effectiveness of the Student Code of Conduct and *Alcohol Provision and Consumption Policy* relating to alcohol and the training offered. Students referred to the practice of skolling activities after sporting events, though drinking contests and games are prohibited in the College Policy. Reference was made to situations in which students breached the Student Code of Conduct because of alcohol consumption. Some students felt that the College had not consistently enforced provisions relating to alcohol abuse and/or that the Code should have been applied more stringently.

Some students said that the inclusion of alcohol in tickets for events at which alcohol was served encouraged excessive drinking because there was an incentive to get value for money by drinking as much as possible. A similar view was expressed in the interview with Residential Tutors.

Some students said they did not feel pressured to drink at Trinity, while others said they had attended events where they had observed or experienced pressure of this kind. A number of students were pleased that there were some alcohol-free events or events at which availability of alcohol was restricted. Since 2014 Trinity has offered a barbecue, at which no alcohol is served, after formal black-tie dinners. Students can continue to socialise at the event and are less likely to go back to their rooms and drink. The event is supervised by Residential Tutors. During O-Week in 2018 and 2019 one day was designated alcohol-free though this applied only to social events organised by the TCAC as part of the program. (Of course, this does not prevent drinking in rooms or off-campus at non-Trinity events.) Students were divided on whether there should be more events which did not include alcohol. Some students said that the policy of providing non-drinking tickets at events worked well, whereas others thought the price differential between drinking and non-drinking tickets was insufficient to encourage people to buy a non-drinking ticket.

Some students acknowledged the difficulty of enforcing restrictions on alcohol consumption in student rooms and off campus but commented that the approach taken by Trinity was realistic and had enabled students to learn to drink safely. In their view, sanctions such as being suspended or placed on probation had resulted in some people reducing their drinking and getting better at measuring their own capacity.

## 6.6 What other Reports have recommended

In her *Cultural Review Report* Broderick recommends that colleges adopt a harm minimisation approach to alcohol consumption. The components of this approach include:

- supply reduction: controlling the amount of alcohol available;
- demand reduction: encouraging people not to use, to delay use, or to use less alcohol through education and information strategies, treatment programs and regulatory controls; and
- harm reduction: helping those who continue to drink to do so in ways that are less harmful.<sup>110</sup>

The Broderick Report also made the following specific recommendations.

18. The Heads of College should develop a common approach to alcohol harm minimisation. This approach should consider best practice interventions to reduce access/supply and demand of alcohol, and to reduce harm caused by alcohol. The Heads of College may also seek advice from an expert in harm minimisation and drinking patterns of the College age cohort to assist in developing this approach.

In particular the Project Team recommends:

- The positions of licensees and bar management should be held by qualified individuals or organisations independent of the Student Club and contracted by College staff.
- Commercial bar rates should be charged for all alcohol at College events and venues and as such the use of Student Club fees for the purchase of alcohol should be prohibited.
- A zero-tolerance approach is visibly practised for alcohol-related behaviour that causes disturbance, damage or harm to any student or property.
- The Student Club should be responsible for any non-accidental property damage, including alcohol-related property damage. This would include the cost of replacement or repair, where the alleged offender cannot be identified. Once developed, the policy should be widely disseminated among the intercollege community with an explanation of its objectives.

### Recommendations

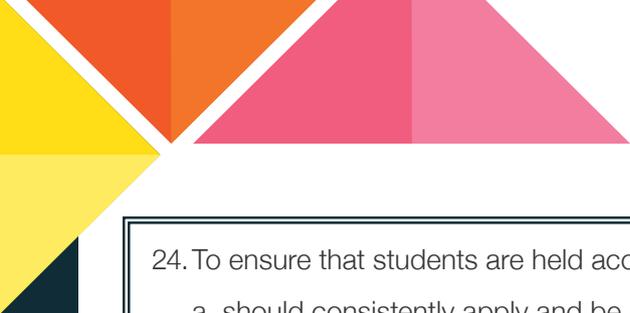
As Broderick's *Cultural Renewal Report* recognises, alcohol consumption is an intrinsic part of the residential college experience. Although drinking may have positive effects by contributing to sociability, relaxation and social cohesion,<sup>111</sup> excessive consumption may harm the drinker and result in harm to others.

A harm minimisation approach and the specific recommendations in the Broderick *Cultural Renewal Report* are already largely reflected in Trinity College's *Alcohol Provision and Consumption Policy*, including its *Guidelines on Student-Run Events*. The Trinity approach recognises that most students are adults, who can choose when and how much to drink and holds them accountable for their own choices. Further, I accept that imposing very strict controls on alcohol use in the College may result in students moving off campus to drink, where they may be exposed to greater risks than if they drink on campus at Trinity, where friends or a responsible staff member may intervene if necessary.

Consistently with a harm minimisation approach, Trinity should continue to emphasise education of students about alcohol and drug abuse both during O-Week and N-week, and offer refresher training each year. Education programs should address the link between alcohol abuse, harassment and sexual assault. Trinity should also ensure that Residential Tutor training continues to deal with alcohol use and abuse and how to deal with students who have an alcohol problem.

<sup>110</sup> *Cultural Renewal Report*, 33.

<sup>111</sup> *Cultural Renewal Report*, 29 citing Clarissa Hughes, 'All Beer and Skittles? A Qualitative Pilot Study of the Role of Alcohol in University College Life', *Australian Universities' Review* 54, no. 2 (2012): 25.



24. To ensure that students are held accountable for alcohol-related misconduct I recommend that 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, associated 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.

I have not recommended adoption of the Broderick recommendation that commercial bar rates should be charged for alcohol supplied at College functions. The provision of drinks at cost on the one evening in the week when the Bar is open removes any incentive for the student committee which runs the Bar to encourage greater alcohol consumption. Drinks provision is limited at formal College functions such as the Valedictory Dinner and the formula for calculating the amount of alcohol supplied at other student run events is an appropriate means for reducing alcohol consumption.

In implementing these recommendations, it will be important to consult with students and explain the reasons for change in areas which may be seen as limiting student freedom.

# CHAPTER 7

## Sexual harassment and sexual assault

The terms of reference require the Review to examine College policies relating to safety in College and whether there is adequate training and procedures in managing reported incidents of sexual harassment and sexual assault.

### 7.1 Sexual harassment and assault in the Australian community

Before discussing sexual harassment and assault at Trinity, it is useful to provide some contextual background about the extent to which men and women in Australia experience sexual harassment and assault. Relevant sources of information include the Australian Bureau of Statistics 2016 *Personal Safety Survey* (the PSS), the National Survey conducted for the purposes of the Australian Human Rights Commission *Change the Course Report*, the information contained in the Broderick *Cultural Renewal Report* and *St Paul's College Report* and the results of the *College Row Cultural Review 2018* conducted for the University of Western Australia. Caution should be applied in comparing information from different surveys because they may not define sexual harassment and assault consistently and there are some differences in the survey methods adopted. The data contained in these sources is often not directly comparable with the data collected for the Trinity quantitative survey.

#### 7.1.1 The 2016 PSS

The PSS reports<sup>112</sup> that about one in two women and one in four men in Australia had experienced sexual harassment during their life-time.<sup>113</sup> In the 12 months prior to the Survey approximately 38% of women and 16% of men aged 18-24 years had experienced sexual harassment.

The PSS also collected information from men and women aged 18 years or over on their experiences of physical and sexual violence since the age of 15. Sexual violence was defined as the occurrence, attempt or threat of sexual assault. One in five women (18%) and one in twenty men (4.7%) had experienced sexual violence since the age of 15.<sup>114</sup> The proportion of women experiencing sexual violence in the previous 12 months remained comparatively steady between 2005 and 2016 (1.6% in 2005 compared with 1.8% in 2016) although there had been some increase between 2012 and 2016 (from 1.2% to 1.8%).

---

<sup>112</sup> Australian Bureau of Statistics, 4906 – *Personal Safety Survey, Australia, 2016*.

<sup>113</sup> The PSS definition for sexual harassment is 'when a person has experienced or been subjected to one or more selected behaviours which they found improper or unwanted, which made them feel uncomfortable, and were offensive due to their sexual nature: receiving indecent phone calls; receiving indecent texts, emails or post; indecent exposure; inappropriate comments about the person's body or sex life; unwanted touching, grabbing, kissing or; fondling; distributing or posting pictures or videos of the person, that were sexual in nature, without their consent; and exposing the person to pictures, videos or materials which were sexual in nature that the persons did not wish to see'. See 'Experience of Sexual Harassment', 4906.0 – *Personal Safety Survey, 2016*.

<sup>114</sup> ABS, 'Key Findings', 4906 – *Personal Safety Survey, 2016*.

## 7.1.2 The AHRC Report

For the purposes of the Australian Human Rights *Change the Course* Report a Roy Morgan Survey was commissioned to examine student experiences of sexual harassment and assault in ‘university settings.’ University settings included events occurring on campus, while the respondent was travelling to or from the university, at off-campus events organised or endorsed by the university, during university employment or, in the case of technology-based harassment, where some or all of those responsible for harassment were students, teachers or other people associated with the university. The Survey was conducted online with a stratified sample of each university’s student population, who were invited to participate by email. Invitations were issued to 319,959 enrolled students, with a total response of 30,930 students. This amounted to a response rate of 9.7%.<sup>115</sup>

The AHRC Survey reported that in 2016 32% of women and 17% of men had experienced sexual harassment in a university setting.<sup>116</sup> When incidents of harassment while travelling to or from university were excluded, 25% of women and 15% of men had experienced sexual harassment in 2016.<sup>117</sup>

According to the key findings in the Report ‘6.9% of [the surveyed] students reported they had been sexually assaulted on at least one occasion in 2015 and/or 2016 with 1.6% reporting that sexual assault occurred in a university setting.’<sup>118</sup> The survey did not differentiate between different types of sexual assault, which includes both rape and various types of unwanted touching.<sup>119</sup> The survey reported that both male and female students had experienced sexual assault, but as many other surveys have shown,<sup>120</sup> women were much more likely to be sexually assaulted than men.<sup>121</sup>

The Commission identified residential colleges as places which had a high prevalence of sexual assault and sexual harassment, though as already explained, not all these incidents occurred at the accommodation.<sup>122</sup> That said, the AHRC Report referred to submissions which described sexual assault in college bedrooms and identified excessive alcohol consumption as a factor contributing to sexual assault.<sup>123</sup>

## 7.1.3 Broderick’s *Cultural Renewal Report* and *St Paul’s College Report*

Of the students surveyed as part of Broderick’s *Cultural Renewal Report* and *St Paul’s College Review*,<sup>124</sup> 19% reported they had experienced sexual harassment since commencing to live at a residential college. As is typically the case, women were much more likely to report experiencing this (25% of women) compared with 6% of men. 4% of students reported actual or attempted sexual assault since commencing at College. 46 students attending a University of Sydney residential college had experienced sexual assault since commencing living in college.<sup>125</sup>

---

<sup>115</sup> ‘Appendix 3’, *Change the Course*, 224-225.

<sup>116</sup> The questionnaire listed various types of behaviour which could be regarded as sexual harassment. The listed matters are similar to those included in Question 41 of the survey conducted by Churchill.

<sup>117</sup> *Change the Course*, 39

<sup>118</sup> *Change the Course*, 27.

<sup>119</sup> See *Change the Course*, 27. The Survey covered the whole of Australia and the definition of ‘rape’ and ‘sexual’ or ‘indecent assault’ varies between jurisdictions. Although it is not entirely clear, it appears that the definition of sexual assault for the purposes of the survey, covered both penetrative and non-penetrative unwanted touching.

<sup>120</sup> See, for example, ABS, 4906.0 – Personal Safety Survey, 2016.

<sup>121</sup> *Change the Course*, 49.

<sup>122</sup> *Change the Course*, 187.

<sup>123</sup> *Change the Course*, 79.

<sup>124</sup> 208 students responded to the survey. This equates to a 84% response rate.

<sup>125</sup> See *St Paul’s College Review*, 70 and *Cultural Renewal Report*, 49-51.

#### 7.1.4 University of Western Australia's *College Row Cultural Review 2018*

Shortly before the Trinity College Cultural Review Report was completed, I obtained a copy of the University of Western Australia College Row Cultural Review,<sup>126</sup> which, among other things, examined factors contributing to sexual misconduct at the five residential colleges at the University of Western Australia. 20 disclosures were made to staff alleging sexual misconduct between January 2016 and 22 June 2018 and there were 15 formal complaints of alleged sexual misconduct over the same period.<sup>127</sup>

### 7.2 What I heard about harassment and sexual assault at Trinity

In group interviews students were asked about what they knew about sexual harassment and assault at Trinity. As well as hearing from students whose friends had told them they had experienced harassment and assault while they were living in the College, a small but not insignificant number said they had been sexually assaulted. Some of these assaults amounted to rape. Some said they had suffered lasting effects from that experience. Write-in comments in the survey about sexual harassment and assault include:

*My experience with sexual assault and harassment occurred in my 1st and 2nd year. It involved fellow Trinity students who were / are my friends. One instance I had a male continually approach me on nights out asking me to go home with him, he would promise me anything from 'the best sexual experience i ever had' to 'whatever I wanted' for over 2 years. There were 3 male students over my time at college that sexual assaulted or harassed me. It took time but i eventually confronted all 3 of them about their behaviour, to which they had no idea what they had been doing was assault/harassment. There is a serious culture of denial within the males of College (I am sure females as well but I can only speak for my experience). Girl chats are an excellent forum to start breaking the silence around these issues, but we need more. Whether it be having girl and boy chats together where people are able to share real experiences so current students are able to understand exactly what these things are and how they occur at College.*

Reflecting on the issue of sexual assault and harassment, another student said that

*The issues of sexual abuse are very real for most women, as either victims or friends of victims, and its scary when those things happen in your home.<sup>128</sup>*

One male student said that he had been harassed:

*It has just happened a few times. Certain girls on my corridor like might make a sexually suggestive comment at you, or touch you or something. For example, when walking to the shower might try to pull your towel down. I don't really care about this because I have bigger things to worry about. While I don't appreciate it, I didn't tell them to stop or anything, because they would think you are taking yourself too seriously. I think my personality probably lends itself to this sort of things, because it is not as though I really care that much.*

I also spoke to a small number of parents or other relatives of students who had experienced sexual assault or had been accused of it.

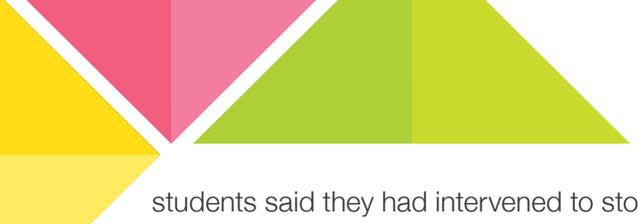
In group interviews some students told us they had heard about or observed male students making unwanted sexual overtures or assaulting females. This behaviour was often perceived as being associated with excessive drinking, sometimes by the alleged perpetrator and sometimes by both parties. Some

---

<sup>126</sup> The review was conducted by Jahn Heath Consultancy.

<sup>127</sup> For the purposes of the University of Western Australia's College Row Cultural Review 2018, a questionnaire was distributed to the 2110 students residing in one of the five Colleges. 350 students responded to the questionnaire, which amounts to a response rate of 16.6%. See *College Row Cultural Review 2018*, 7 and 10. The Report does not indicate whether students were asked if they had been subjected to sexual assault.

<sup>128</sup> Meaning in the College.



students said they had intervened to stop a male touching a female student or going to her room when they perceived that the young woman was at risk of participating in sexual activities when she did not really want to do so.

Students said that people subjected to sexual assault often told their friends about it but did not make a formal complaint. Some students who had not experienced sexual assault themselves said they had spoken to the Head of Wellbeing because they were concerned about possible predatory conduct by another student.

Some students spoke of the link between gender inequality and sexual assault and harassment and commented that there was a culture of 'laddish' or 'hyper-masculine' behaviour among some male students. Comments include:

*There can sometimes be a 'Lads culture' or strong male culture. Don't always notice it but it is definitely there. I also know that not all boys are involved in it as some of the fresher boys were saying they found it tough to join in with some of the other boys who have known each other for a long time.*

One student spoke of the need for:

*More open discussion, more clear pathways of reporting sexual assault or harassment, very clear punishments for 3rd years or 2nd years who 'groom' first years particularly in the first few months of college (this is less a problem this year, but was a huge problem last year with the third years), promoting discussion about healthy and positive masculinity. Approach here definitely needs to be changed, creating a community with strong relationships based on respect. The act of putting people on 'college probation' seems to be the only punishment which is given out at college, for any sort of misdemeanour.*

Although virtually all the students in group interviews said that they were aware of incidents of sexual assault occurring at Trinity, most of them did not regard it as a widespread problem. Some commented that it was difficult to estimate the extent of the problem because accurate figures were not available.

A number of students in group interviews also praised the College's compulsory sexual consent training run in O-Week and every semester thereafter.

*I love the colleges talks that were done about sexual assault. It's such a prevalent and important issue and having it be from former students from queens<sup>129</sup> it was so relatable and informative. Everyone loved it and I would 1000% suggest that trinity do it for every o week.*

A number of questions in the quantitative survey were directly or indirectly relevant to the extent of sexual assault and harassment at Trinity. Students were asked how much they 'agreed' or 'disagreed' with the statement 'Trinity is a safe and welcoming environment' for among other things 'Students of any gender' and 'Students of any sexual orientation.'<sup>130</sup> Most of the 145 students who answered this question accepted that this was the case for students from all backgrounds.<sup>131</sup> As previously mentioned in Chapter 5, women were less likely than men to regard 'Trinity College as a safe and welcoming environment'.

---

<sup>129</sup> Meaning Queen's College.

<sup>130</sup> Churchill, *Survey*, Question 35.

<sup>131</sup> Churchill, *Survey*, Question 35.



Respondents were also asked whether they had ever been sexually assaulted or sexually harassed while they were at Trinity College.<sup>132</sup> Of the 142 people who responded to the direct question about sexual harassment, 15 or 10.6% said they had had this experience.<sup>133</sup> Of these four were men and 11 were women.

As I have already explained, students were also asked whether they experienced various negative incidents and experiences either in-person or on social media. A number of the listed forms of behaviour could reasonably be regarded as sexual harassment.<sup>134</sup> Of the 100 students who recorded at least one negative experience, 16 responses refer to an experience of 'sexual gestures, indecent exposure or inappropriate display of the body', three to 'repeated or inappropriate invitations to go on dates,' 13 to 'requests or pressure for sex or other sexual acts' and 25 to 'sexually suggestive comments or jokes.' (These figures cannot be added as some students may have had more than one of these experiences.) It is possible that those who responded to the question about negative experiences did not regard the experience as amounting to sexual harassment.

Of the 141 people who answered the direct question about sexual assault<sup>135</sup> eight people said they had been assaulted, amounting to 5.6% of respondents.

Again, the question relating to negative experiences<sup>136</sup> indicates that some respondents may have been sexually assaulted, although they did not directly identify their experience as such. Among the 100 students who reported at least one negative experience there were 34 reports of 'unwelcome touching, cornering or kissing' and 17 of 'inappropriate physical contact.' Some of these experiences may have amounted to sexual assault.<sup>137</sup> (Note that respondents could nominate more than one experience.) Again, higher numbers of women than of men had had these negative experiences and most of these events were relatively recent and occurred on Trinity College grounds or in Trinity buildings or at an official Trinity event.

Students were asked if they had reported the listed negative experience and if so to whom they had reported it.<sup>138</sup> The question about reporting was not confined to reports of sexual assault or harassment but covered other negative experiences as well. The most common pathway for a student who had had a negative experience was to contact a fellow student.<sup>139</sup>

Responses to the question relating to an experience of sexual assault may not provide an accurate picture of the extent to which it occurs in the College community. Only 141 people answered this question, compared with the highest number of students who answered any question on the on-line survey (187).

---

<sup>132</sup> Churchill, *Survey*, Question 45 and 46.

<sup>133</sup> Churchill, *Survey*, Question 45. The Survey defined sexual harassment as: 'sexual harassment happens when a person makes an unwelcome sexual advance, or is involved in other unwelcome conduct of a sexual nature, when a reasonable person doing those acts and aware of the circumstances in which they are done, would anticipate the possibility that the person affected by the conduct would feel offended, humiliated or intimidated. An example would be where the person doing the acts constantly asks the person affected to participate in a sexual act, or to view material of a sexual nature, when a reasonable person would realise this was unwanted'.

<sup>134</sup> Churchill, *Survey*, Question 41.

<sup>135</sup> Churchill, *Survey*, Question 46. The Survey defined sexual assault as: 'sexual assault occurs when a person is forced, coerced, tricked or intimidated into sexual acts against their will or without their consent. It can occur when the person affected has given consent to some sexual acts, but then withdraws their consent to further sexual acts. It also includes attempts to force, coerce, trick or intimidate a person into sexual acts against their will or without their consent. Sexual assault also occurs if the person affected is incapacitated by alcohol or drugs and therefore unable to consent'.

<sup>136</sup> Churchill, *Survey*, Question 41.

<sup>137</sup> Note that students could nominate more than one experience

<sup>138</sup> Churchill, *Survey*, Question 49.

<sup>139</sup> Churchill, *Survey*, Question 50.



In the general community reporting rates for rape and other sexual assaults are low.<sup>140</sup> Victim/survivors of such events may not report them to authorities such as the police, may delay in reporting because they have not yet come to terms with what happened to them, or may blame themselves because of the circumstances in which the assault occurred, for example, not having specifically said to the perpetrator that they did not want to have sex. Where the perpetrator is another student in the College community the victim may feel that they can handle the conduct by speaking to the person responsible. Or if the event did not involve serious assault, they may not want the person responsible to be excluded from College.

In an attempt to obtain more accurate information on the extent of negative behaviour at Trinity, including rape and sexual assault, students were asked whether they had witnessed various behaviours being directed at other Trinity students.<sup>141</sup> Eight students said they observed sexual assault (interestingly the same number as those who said they had experienced it).<sup>142</sup> Among the 97 students who responded to a question about observing listed behaviours there were 40 observations of 'unwelcome touching, cornering or kissing' and 28 of 'inappropriate physical contact,' which may also have amounted to sexual assault. There were 39 observations of sexual harassment of another student.

## 7.3 College policies

I have already referred to the Student Code of Conduct, which is set out in Appendix D. The Code contains various provisions which are relevant to sexual assault and harassment.

### 7.3.1 Student Code of Conduct

Sexual assault, (including inappropriate touching or rape) amounts to serious misconduct and may result in expulsion from the College. Stalking, whether physical or electronic, is also included as a breach of the Student Code.

The Code contains general provisions relating to the process for handling complaints. As previously explained, these provisions are not confined to sexual assault and harassment, but also apply to other forms of misconduct. The Code gives the College a discretion as to the process it adopts to investigate a student's conduct, both in cases when a formal complaint has been made or when the College itself decides to investigate a student's conduct.

If information about a possible breach comes to the attention of the College, it can unilaterally investigate and resolve the matter. The College reserves the right to determine the nature of the process 'depending on the gravity of the possible breach of the Code, issues of confidentiality, and the number of students involved.' It may seek student input on the approach to be taken, but the College makes the final decision. The Code provides that the College will use its best endeavours to ensure that any investigation and determination process adopted under the Code is fair.<sup>143</sup> It contains the following provision relating to confidentiality:

At all times the College aims to deal with complaints about possible breaches of the Code in a confidential manner, to the extent that is appropriate in a given case and insofar as the maintenance of confidentiality does not conflict with other obligations and responsibilities of the College. Participants in any process under the Code will be reminded about the importance of confidentiality, and will be expected to adhere to any directions they are given about maintaining and respecting confidentiality. Failure to maintain and respect confidentiality when directed to do so may itself be considered a breach of this Code.

---

<sup>140</sup> See, for example, Australian Bureau of Statistics, 'Sexual Violence', 4530.0 – *Crime Victimisation*, Australia, 2016-17.

<sup>141</sup> Churchill, *Survey*, Question 54.

<sup>142</sup> Note this response relates to answers to the question about where the witnessed incident occurred, Churchill, *Survey*, Question, 55. There is no reference to sexual assault in Question 54, which relates to witnessing listed behaviours

<sup>143</sup> But paragraph 27 provides that that the Student Code is not intended to impose principles of natural justice or procedural fairness.



The most recent version of the Code<sup>144</sup> attempts to balance the College's responsibility to keep students safe by obtaining ensuring that it is aware of information about potentially serious breaches of the Code, against the professional obligations of health professionals to maintain confidentiality. Paragraph 26 provides that 'in cases where information about potential serious breaches of the Code of Conduct comes to the attention of any member of the staff of the College, including a trained Advisor, the staff member has a duty to report possible breaches to the Dean or Deputy Dean' subject to any relevant professional ethical obligation they may have. (The 2015 version of the Code did not contain this provision.)

The Code also sets out a process under which an individual, either the person affected or a third party, can seek advice from a trained Advisor. The names of the Advisors are on the College Portal. The role of the Advisor is to listen and to inform the individual of their options. The student will be asked whether she/he wishes to make a formal complaint and is informed of the options which exist to pursue the complaint, including making a police report. Students may be referred to a Centre for Sexual Assault (CASA), which has experience in counselling and supporting victim/survivors of assault and assisting them to decide what course of action they should take, including whether they should have a medical examination. The Head of Wellbeing and the College Nurse have received CASA House training on 'Responding to sexual assault and working with the impact of sexual assault'. The Head of Wellbeing has also attended a seminar series run by the Domestic Violence Information and Resource Centre Training, dealing with the reality of domestic violence and the use of pornography.

Students must be told that if the information they reveal suggests serious misconduct the staff member must normally bring the matter to the attention of the Dean or Deputy Dean. If the individual decides to make a complaint, they must put it in writing and forward it to the Deputy Dean or Head of Wellbeing.

The Code permits complaints about sexual harassment and assault to be referred to an external conciliator, with the consent of the victim, alleged perpetrator and College.<sup>145</sup> The conciliator will meet with each person independently to try to reach agreement to resolve the complaint.

The Code describes the conciliation process as follows.

- d) **Step 4: Conciliation.** The College may decide that the complaint is appropriate for a conciliation process. If that is the case, and with the consent of each party, a conciliator will be appointed to meet with each party individually to discuss and try to reach agreement regarding the complaint, possible redress and future behaviour. The outcome of conciliation, whether successful or unsuccessful, will not preclude the possibility of a formal investigation being conducted by the College.

**Outcomes of Conciliation.** Conciliation is not a disciplinary process, and disciplinary outcomes will not necessarily result from this process. Details of an agreement will be communicated to the Deputy Dean and other relevant parties. Breaches of an agreement reached via conciliation may result in additional action consistent with these procedures.

Prior to a conciliation agreement being finalised, the College will inform the parties involved if, in its opinion, there is likely to be an investigation by the College of the allegations of a breach of the Code, irrespective of the outcome of the conciliation, so that the parties may take that fact into account in their negotiations.

In all cases involving allegations of serious misconduct, the outcome of the conciliation will be reported to the Dean of the Residential College and to the Warden. The outcome will be kept confidential by the Dean and the Warden, save for any disclosures they deem necessary and appropriate. The agreed outcome of any conciliation must be approved by the College before it is implemented. This is to ensure that all outcomes are appropriate and capable of implementation.

---

<sup>144</sup> Final version dated 30 January 2019.

<sup>145</sup> It will be recalled that this process can also be applied to other breaches of the Student Code of Conduct, for example bullying.

e) **Step 5: If conciliation is unsuccessful or no conciliation is held, any party to the complaint may ask for the matter to be investigated.**

The College will decide whether a complaint will be investigated. The College may undertake an investigation in any manner it thinks fit. Where the College receives information about a possible breach of the Code, it may decide to investigate the matter regardless of whether or not there has been a complaint.<sup>146</sup>

I spoke to some students who were familiar with the conciliation process. A student who experienced sexual assault or harassment may choose to participate in conciliation, because they believe the alleged perpetrator did not intend to distress them or that the perpetrator is capable of changing their problematic behaviour without being subjected to a severe sanction. An alleged perpetrator who admits their conduct and agrees to participate in conciliation may agree to apologise, to alter their behaviour or to attend training to help them to do so. If this course of action is followed the participants agree to keep the matter confidential, but the agreement makes it clear that this does not preclude the person affected by the behaviour from reporting the conduct to the police. The outcome of the conciliation will be made known to the Deputy Dean and in cases of serious misconduct the Dean and Warden.

There is also provision for interim action when the College becomes aware of an allegation of serious misconduct, including sexual harassment or assault. This may include excluding a student from classes, activities or College premises, so that the person making the allegation does not have to come in contact with them until the complaint is investigated or otherwise resolved.

If an alleged breach could amount to serious misconduct the College may commission the conduct of an investigation by an external investigator even if no formal complaint has been made, or if there has been an unsuccessful attempt to conciliate it. This could occur if the College became aware of serious misconduct, for example predatory sexual behaviour. The decision of the people involved to participate in conciliation does not preclude a College investigation. If an investigation is held the respondent to the complaint will normally be interviewed. The investigator will interview the alleged victim and alleged perpetrator and any relevant witnesses to the conduct complained of and make a finding on the balance of probabilities. Before participating in the investigation, the alleged perpetrator is advised to obtain legal advice and told that admissions of criminal conduct can be used against them. I was told that as a result of receiving that advice some alleged perpetrators have decided not to participate in the process.

Once the investigation has concluded, the Dean or other designated person will decide on whether there has been a breach, its seriousness and the consequences for the Respondent, which may include expulsion from the College. Where a sexual assault has occurred, the perpetrator would usually be asked to leave College. There is also provision for a review of the Dean's decision by the Warden, the Warden will not normally receive additional material or hear submissions but will make a decision on the papers.

## **7.4 Student comments on College response to sexual harassment and assault**

In group or individual meetings students made a number of comments and criticisms about how the Code was implemented in cases of alleged sexual assault or harassment. It is important to recognise that some of these comments may relate to the previous form of the Code, which differs in some respects from the Code which is now in force.

There were criticisms about the apparent slowness of the College to address complaints made by individuals who were directly affected. Some students said that there were cases in which a student had engaged in sexual misconduct more than once and that although a member of staff was aware of, or at least suspected this behaviour, the College had not taken steps to investigate it. It was argued that

---

<sup>146</sup> *Student Code of Conduct*, para 33.



the onus was placed on the victim/survivor to make a formal complaint before any action was taken. Some students said that it often took time for a victim/survivor to gain the psychological strength to make a formal complaint and this meant that there was a potential for further people to be affected before the College took any action. In cases where no formal complaint was ever made other people may have been assaulted and that this would not have occurred if the College had investigated its suspicions. Some students who had observed sexual misconduct about which they had complained felt that the College was slow to act on the complaint. A few students also felt that there was a tendency to blame victims, particularly if they had been assaulted after drinking excessively. I also heard that one person who had complained about sexual assault had been referred to an older male psychologist, who was not perceived as responding adequately to the way the assault had affected her.

I also heard that victims of sexual assault who agreed to participate in conciliation were not always aware of the types of redress they could ask the alleged perpetrator to provide. It was argued that even though they could have a support person present when conciliation occurred, victims were often upset and unable to think clearly. As a consequence, they did not consider possibilities such as asking that the alleged perpetrator not to attend alumni events or other College functions so that the victim did not have to encounter them. It was also said that undertakings not to attend events such as alumni functions were not always enforced. It was suggested that staff who were present at functions should be advised of people who were not permitted to attend and to ensure that a person who had made an undertaking was not admitted.

Another complaint was that students who had complained of misconduct which affected someone else were often not informed on how the College had responded to these complaints and were concerned that some students who they believed to have committed a serious breach of the Code remained in the College. They conceded that some complainants were concerned to preserve their confidentiality but argued that ignorance about the consequences of an informal or formal complaint created the impression that the College did not always adequately respond to complaints. It was suggested that the College should make it clear when a person had been excluded but could address privacy concerns by simply indicating that the expulsion was for breach of the Code of Conduct.

In Chapter 3 of this Report I recommend a consultation process to involve students in decision-making on College policy and to contribute to the building of trust between students and staff. As part of that consultation process students should be advised of the difficulties which arise in balancing concerns about the confidentiality of those who make complaints against the need to be seen to respond effectively to those complaints and to deter students from misconduct

Finally, a few students expressed concern that people might be falsely accused of sexual harassment or assault and might be excluded from College for a significant period, until the matter was fully investigated.

### **7.4.1 Broderick Recommendations**

In her Cultural Review of Sydney Residential Colleges Broderick made the following recommendations.

20. Each College and the University of Sydney should develop, with guidance from an expert in sexual harassment, sexual assault and respectful relationships, a stand-alone policy that addresses sexual misconduct. The stand-alone policies of the Colleges and the University should be underpinned by best practice principles.
21. Each College's policy should articulate a zero-tolerance approach to sexual misconduct, a commitment to trauma-informed victim/survivor support and, where possible, to holding perpetrators to account. Specifically, the policy should:
  - Expressly prohibit sexual misconduct (including sexual harassment and sexual assault) and make clear the consequences of breaching the policy:
  - Define key terms and concepts illustrated with relevant examples in order to clarify the meanings of and behaviours that constitute sexual harassment, sexual assault and consent.

- Acknowledge the institution's responsibility to provide a safe and respectful environment for all.
  - Articulate expectations that all members of the College community (including the College Council, staff and students) have a role in creating a safe and respectful environment.
  - Provide clear details on processes for reporting and responding to sexual misconduct, including with specific names and contact details, and how to support someone who has experienced sexual assault.
  - Provide clear guidance and a variety of options for survivors/victims to disclose experiencing sexual misconduct; to seek support, counselling and health services; and to identify procedures and timeframes for investigations.
  - Ensure reports are dealt with sensitively and expeditiously and that the parties to a complaint are advised of progress and outcomes while ensuring confidentiality is maintained.
22. All relevant staff, Residential Assistants, Resident Advisers, Deans, Sub-Deans and Corridor Representatives should undergo first responder training by an expert in trauma-informed and survivor-centred approaches, to ensure they have the skills to respond sensitively and appropriately to a sexual assault or sexual harassment disclosure. Evidence-based prevention education and awareness about sexual assault and sexual harassment, and bystander interventions, should be provided to all students and relevant staff. All relevant staff and students should receive this education during their orientation and then as refresher training each year they are at College.
23. In recognition of the psychological and emotional needs of some students, the College should provide and widely advertise referral pathways to specialist psychological support services for students, including for students who have experienced trauma. This support should also be offered to RAs to minimise the risk of vicarious trauma or distress that they may experience through their role.<sup>147</sup>

## 7.5 What changes should be made at Trinity?

Trinity does not have a stand-alone sexual misconduct policy. However, most of the elements recommended for inclusion in such a policy are already reflected in the Student Code of Conduct and other policy documents and practices. In particular,

- the Code of Conduct states that the College has zero tolerance for sexual assault and rape, defines those terms and says that a person found on balance of probabilities to have engaged in that conduct may be excluded from the College and from participation in alumni events and other groups and activities related to the College.<sup>148</sup>
- The Code of Conduct sets out how to make a complaint about breach of the Code and describes the courses of action which will be taken if a formal complaint is made.
- First responder training is provided annually to relevant members of staff<sup>149</sup> and Residential Tutors.
- New students receive training on understanding consent and preventing sexual violence in universities, as do student leaders. This training is compulsory and is repeated every semester.
- The College provides referrals to specialist psychological services and other services relevant to victim/survivors of sexual assault (as well as to students experiencing mental health issues), though it may be desirable to make this more widely known.

<sup>147</sup> *Cultural Renewal Report*, 68-9.

<sup>148</sup> *Student Code of Conduct*, para 16.

<sup>149</sup> The Dean, Deputy Dean, the Registrar, the Head of Wellbeing, the College Nurse, the Head of Student Programs, the Indigenous Support Officer and Residential Tutors. In 2018 this was an on-line course offered by Oxford Epigeum. In 2019 it was in person training offered by the *Full Stop Foundation*. The Warden and Deputy Warden also attended this training.



Although these policies have gone a considerable way in addressing the problem of sexual assault there are some other issues which the College should address.

First, as I have said, the College does not have a stand-alone policy on sexual misconduct but addresses such misconduct under the general provisions of the Student Code of Conduct. An argument which could be made in favour of that approach is that there is often an overlap or continuum between sexual assault and other forms of misconduct dealt with in the Code, for example bullying and misconduct caused by excessive consumption of alcohol. On the other hand, creating a separate Code to deal with sexual misconduct emphasises that this behaviour is often very serious, and may be a criminal offence. It may also help to ensure that victims have a clearer understanding of the remedies available to them.

Further, although Trinity students receive training on consent to sexual activity and how to act as an effective bystander, there is no document which explicitly articulates the College's approach to preventing sexual misconduct or about the prevention and training activities in which students and staff must participate. Although it would not be appropriate to include this material in the Student Code of Conduct, it could usefully be placed in a separate Sexual Misconduct Policy. In my view the College should have a separate policy on sexual misconduct which includes the material currently placed in the Student Code of Conduct, but also refers to training and prevention programs and makes it clear that students must participate in these activities. Table 2 in the University of Western Australia's *College Row Cultural Review 2018* describes the content of a recommended sexual misconduct policy which would provide a useful check list for the Trinity College policy statement.

Secondly, the College currently has no systematic process for collecting data on complaints about sexual assault. In my view it is important that such data should be collected and used to inform policy development in the future. A related concern arises from the need to balance the wish of some victim/survivors of sexual assault to keep their experience confidential, the College's duty to keep its residents safe, and the desirability of encouraging those who have experienced assault to make a formal report, so that alleged perpetrators do not offend against others. This tension is reflected in paragraph 26 of the Code requiring members of staff to report possible breaches of the Code to the Dean or Deputy Dean 'subject to any relevant professional ethical obligation they may have' and paragraph 55 of the Code which informs students that if they give information to an adviser suggesting a breach amounting to serious misconduct the Advisor must report it to the Dean, Deputy Dean or Head of Wellbeing.

One way of protecting confidentiality, while enabling the College to become aware of the extent of the problem and the circumstances in which it occurs would be to allow students to report sexual assault on-line. This would enable students to report without identifying themselves and the alleged perpetrator, to protect their own anonymity while identifying the alleged perpetrator, and/or to make a formal complaint. The ability to identify an alleged perpetrator would enable the College to discern patterns of abusive behaviour and investigate them, where it had sufficient information to do so, while protecting the privacy of victims/survivors who are not yet ready (and may never be) to make a formal report.

Ormond College has already put in place a process for on-line reporting to a website which is hosted securely outside the College, but allows for non-identifying information to be sent to the College.<sup>150</sup> I consider that as an interim measure Trinity should take a similar approach to the reporting of sexual assault, though ideally this should be an Inter-collegiate project. While the information collected may not be sufficient to allow action to be taken against an alleged perpetrator, it would enable better understanding of patterns of behaviour and inform preventative strategies.

---

<sup>150</sup> Information provided by Ms Lara McKay, Master, Ormond College

Thirdly, the College should consider the use of restorative justice approaches in dealing with complaints about sexual harassment and assault. There is now a great deal of research on restorative justice approaches, which are used in a variety of forms within the criminal justice systems of different jurisdictions.<sup>151</sup> A restorative justice approach involving victim-offender conferencing has been used in South Australia to deal with young offenders who have committed sexual offences, where the offender admits the offence and the complainant agrees to participate in a conference. It has also been used to deal with some offending in the ACT.

In this form of restorative justice, a conference involving the victim and perpetrator is facilitated by an independent third person with expertise in restorative justice. The conference provides a mechanism which allows the victim to tell the perpetrator how the sexual misconduct and/or offence affected him/her, to have that harm acknowledged by the perpetrator and, in some situations, to allow victim and the perpetrator to reach agreement on how reparation can be made.<sup>152</sup> Usually both the victim and the perpetrator have a support person present. The role of the perpetrator's support person is to help the perpetrator live up to the undertakings he or she makes at the conference. Victim-offender conferencing has been used by CASA House in some cases involving sexual assault, where the victim consents to participating and does not wish the offender to be prosecuted. It has also been used in a variety of other contexts, including cases where a person has been convicted of a criminal offence but has not yet been sentenced.

Research by Toews<sup>153</sup> argues that the needs of victims of crime which are often poorly addressed by criminal justice systems, can often be met by some form of restorative justice. Based on some of the interviews I conducted, the needs identified by Toews are likely to be relevant to students who have suffered sexual assault or harassment, including the need to feel empowered, to express emotion and feeling, to have others hear about the impact of harm, to have the perpetrator held accountable and to acknowledge and integrate the experience of being harmed and moving forward.<sup>154</sup> In my view this approach could be useful to both victim/survivors and perpetrators of sexual assault or harassment at Trinity. For that reason, I recommend below that Trinity should seek expert advice on implementing a restorative justice approach to allegations of sexual misconduct. Trinity should also consider whether a restorative justice approach might be a useful addition to the procedures used to respond to other forms of misconduct, including bullying, harassment and discriminatory behaviour, where the victim of the alleged behaviour consents to participating.

---

<sup>151</sup> For general discussion of various forms of restorative justice see John Braithwaite, 'Repentance Rituals and Restorative Justice', *Journal of Political Philosophy* 8 no. 1 (2000): 115; Heather Strang, *Repair or Revenge: Victims and Restorative Justice* (Oxford: Oxford University Press, 2002); Jane Bolitho, 'Putting Justice Needs First: A Case Study of Best Practice in Restorative Justice,' *Restorative Justice* 3 no. 2 (2015): 256-281; see, for example, Kathleen Daly, 'What is Restorative Justice? Fresh Answers to a Vexed Question,' *Victims and Offenders* 11 no. 1 (2016): 9.

<sup>152</sup> There is extensive literature on restorative justice approaches; see, for example, Daly, 'What is Restorative Justice?': 9-29.

<sup>153</sup> Bolitho, 'Putting Justice Needs First', 268 citing Barb Toews, *The Little Book of Restorative Justice for People in Prison: Rebuilding the Web of Relationships* (Intercourse, PA: Good Books, 2006).

<sup>154</sup> Daly suggests that the needs of victims of crime include participation, voice, validation, vindication and perpetrator accountability. See Kathleen Daly, 'Reconceptualising Sexual Victimization and Justice', in *Justice for Victims: Perspectives on Rights, Transition and Reconciliation*, eds. Inge Vanfraechem, Antony Pemberton and Felix Mukwiza Ndahinda, 378-95 (London: Routledge, 2014).

## Recommendations

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.
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, or which preserve the anonymity of the victim but name the alleged perpetrator, or allow the victim to make a formal reports 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 victim/offender conferencing, the student may be permitted to return to College. (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.
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.



# Appendices





**TRINITY COLLEGE**  
THE UNIVERSITY OF MELBOURNE

## TRINITY COLLEGE – RESIDENTIAL COLLEGE REVIEW 2018

### (THE NEAVE REVIEW)

#### Terms of Reference

##### Background and rationale

This is an important time for Australian tertiary institutions, as universities and colleges across the country focus efforts on ensuring the validity, value and relevance of collegiate education, and the safety, respect and well-being of students in the context of university residential life.

The AHRC report, the Broderick report on the University of Sydney Colleges and the Broderick report on St. Paul's College at the University of Sydney provide recommendations for preventing and dealing with sexual violence in residential facilities associated with a university. The AHRC recommendations are more general while the latter two reports deal with a specific college or group of colleges.

A key recommendation of the AHRC report is that institutions commission an independent review of the college's culture, policies and practices related to sexual violence, including harassment. Notably, the Broderick reports address broader aspects of the culture in the University of Sydney colleges, including positive aspects of college life, thereby establishing both a context in which to consider reports of antisocial behavior, sexual assault and sexual harassment and the appropriate measures to address such activities.

Trinity College has commissioned an independent review (the Neave Review) to consider the culture in the Residential College, acknowledge what is positive, define and describe situations that contribute to an unhealthy culture, and provide specific recommendations for ensuring that the College is as safe and secure as possible consistent with continued personal development of students.

In preparation for this review, the College has considered the AHRC and both Broderick reports and has reviewed methodologies available for such reviews.

##### Scope of the review

The Neave review shall provide an independent evaluation of the current policies, protocols and practices of the Residential College related to maintaining a safe, inclusive and academically strong community. The review will consider the current College community, including alums who left the College in 2017, and will not examine or report on past aspects of the College unless they are directly pertinent to an understanding of the current culture.

##### In preparing the review, the following may be considered:

- Expectations of current students and parents, the College Board, recent (2017) alums, staff and the public in respect to the culture of the Residential College community.
- Effectiveness of governance, policies, protocols and practices in enabling and promoting the desired culture

# Appendix A – Terms of Reference



**TRINITY COLLEGE**  
THE UNIVERSITY OF MELBOURNE

- The extent to which there is respect and inclusion of all students by fellow students and staff, particularly those students from a cultural, gender, or socioeconomically diverse background
- Effectiveness of initiatives designed to drive cultural change to achieve the expected culture
- The effectiveness of existing support structures and processes
- The potential for policies, practices and protocols that aim to ensure the safety of students of the College to constrain the personal and academic growth of students and the maintenance of a vibrant, engaging community.
- The extent to which the social license of the College is at risk, or is supported, because of aspects of the current culture.

## **The reviewer should examine and report on:**

- The strengths of College life. These may include the admissions policy; the sense of community and agreed values; the academic program; the pastoral care and wellbeing programs; the extracurricular activities; the Student Code of Conduct and the Staff Code of Conduct and staff and student training about these codes; the building of significant friendships; and the networking opportunities and connection to College alumni.
- The challenges of College life. These may include elements of culture that should be eliminated or reset. For example, how easy is it to fit in? What are the continuing traditions and are they still relevant? What part do alcohol and illicit drugs play in our Residential College community? Does an individual have to be a particular type of person to succeed? How safe is the College? Is there adequate training and procedures in managing reported incidents of sexual harassment and sexual assault? Do the students feel safe and secure?

## **Methodology**

This review will be a mixed-methods project including both quantitative and qualitative components for soliciting input from students and staff, and a review of College policies and practices.

The quantitative component will be a survey of current students delivered on-line and designed and interpreted by Dr. Brendan Churchill of the University of Melbourne. The design of the survey will be in consultation with the Dean of the Residential College, the Warden, Adjunct Professor Marcia Neave AO and Dr. Sana Nakata.

The qualitative component will solicit input from a variety of participant groups including: current and past (departing 2017 or 2018) students and their families, staff and any further key participants identified during the review. This input will be in the forms of:

- Discussion groups
- One-to-one interviews
- Written submissions, which may be confidential.
- Other inputs as deemed necessary during the course of the review.

All participation will be voluntary and confidential. No one will be compelled to participate.

Trinity College · Royal Parade Parkville Victoria 3052 Australia · T: +61 3 9348 7100 · F: +61 3 9348 7610  
E: [enquiries@trinity.unimelb.edu.au](mailto:enquiries@trinity.unimelb.edu.au) · Web: [www.trinity.unimelb.edu.au](http://www.trinity.unimelb.edu.au)



**TRINITY COLLEGE**  
THE UNIVERSITY OF MELBOURNE

### Outcomes

The report will be a document prepared by the reviewer, with assistance by a project manager, that will include:

1. The purposes of the review and its context
2. Scope of the review
3. Methodology
4. Results, including reporting of the number of respondents (and the proportion of responses given the maximum possible responses) to the survey, number and proportions of participants in each phase of the qualitative research.
5. Outcomes of the review – specific findings supported by the results of the quantitative and qualitative components of the review. This section of the report may be divided in separate chapters, for instance, chapters dealing with the role of alcohol in the College, effectiveness of current induction/training programs and so forth.
6. Appendices: Survey methodology (i.e. the survey); methods used in assessing survey results; detailed narratives; and other supporting material.

A draft report will be prepared and provided to the Warden for comment for the purposes of ensuring factual accuracy. The Warden, nor any other member of the College, shall not seek to influence the findings or recommendations of the report.

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

## Trinity College Student Wellbeing Survey

This page provides some important information. The survey questions begin on the next page.

### Introduction

Thank you for your interest in participating in this research project. The following page will provide you with more information about the survey, so you can decide if you would like to take part in this. Please take the time to read this information carefully. If you have any questions you can contact me via e-mail.

Your participation is voluntary. If you do not wish to take part, you do not have to. If you begin participating, you can also stop at any time.

### What is this research about?

This survey is about your experiences at Trinity College and its culture. This is the first component of an independent review into the culture of the Residential College that Trinity has commissioned by both the Dean of the Residential College and the College Warden. The survey is similar to other surveys that have been administered to residential colleges across universities in Australia and the recent Australian Human Rights Commission report on sexual assault, however, the questions in this survey go beyond sexual harassment and assault.

### What will I be asked to do?

Should you agree to participate, you are asked to complete the online survey questionnaire. The survey questionnaire is anonymous and does not ask you for personal information. Information collected from this survey will be summarized and a report of these findings will be presented to the College.

### What are the possible benefits?

A summary of the findings will be presented to the College and will form the basis of an overall report in College culture performed by the Adjunct Professor Marcia Neave. Findings from the survey will be used as part of evidence-based assessment of the health of the college's culture and providing both commendations and recommendations for specific actions.

Upon completing the survey you will be able to enter the draw to win one of 10 gift vouchers for HoHo's Canteen. Your personal information will not be linked to your survey responses.

### Do I have to take part?

No. Participation is completely voluntary. You can withdraw from the survey at any point just by exiting. Your information will not be retained if you choose to do so.

Where can I get further information? If you would like more information about the project, please contact me; Dr Brendan Churchill (Brendan.Churchill@unimelb.edu.au)

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

## Questions about you

These are some questions about who you are. Individual responses and/or data will not be forwarded to Trinity College or staff from Trinity College. Demographic information collected on this page will be summarized only.

---

Q1 What is your current gender identity?

- Male
  - Female
  - Non-binary
  - Other \_\_\_\_\_
- 

Q2 What gender were you assigned at birth?

- Male
  - Female
- 

Q3 Do you consider yourself to be...?

- Lesbian, gay or homosexual
  - Straight or heterosexual
  - Bisexual
  - Queer
  - Other \_\_\_\_\_
-

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q4 Are you intersex?

- Yes
  - No
  - Unsure
- 

Q5 Are you Aboriginal or Torres Strait Islander?

- No, I am not Aboriginal or Torres Strait Islander
  - Yes, I am Aboriginal
  - Yes, I am a Torres Strait Islander
  - Yes, I am both Aboriginal and Torres Strait Islander
- 

Q6 Which country were you born in?

\_\_\_\_\_

---

Q7 Is English the first language you learned to speak?

- Yes
  - No
- 

Q8 Do you have a disability?

- Yes
  - No
- 

Q9 How many years have you been a resident at Trinity College?

\_\_\_\_\_

---

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q10 Are you a domestic or international student?

Domestic

International

---

Q11 Are you an undergraduate or postgraduate student?

Undergraduate

Postgraduate

---

Q12 What year level are you at?

First year

Second year

Third year

Fourth year and above

---

Q13 Are you currently employed?

Yes

No

End of Block: Welcome to the Trinity College Culture and Wellbeing Survey

---

Start of Block: Questions about your health and wellbeing

---

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q14 In general, would you say your health is:

Excellent

Very good

Good

Fair

Poor

---

Q15 During the past 4 weeks, how much have you been bothered by emotional problems (such as feeling anxious, depressed or irritable)?

Not at all

Slightly

Moderately

Quite a lot

Extremely

---

Q16 During the past 4 weeks, how much did personal or emotional problems keep you from doing your usual work, school or other daily activities?

Not at all

Very little

Somewhat

Quite a lot

Could not do daily activities

---

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q17 The following statements have been used by many people to describe how much support they get from other people. How much do you **agree or disagree** with each?

|   | Strongly disagree |   |   |   | Strongly agree |   |   |   |
|---|-------------------|---|---|---|----------------|---|---|---|
|   | 1                 | 2 | 3 | 4 | 4              | 5 | 6 | 7 |
| People don't come to visit me as often as I would like at Trinity                                   |                   |   |   |   |                |   |   |   |
| I often need help from other people but can't get it at Trinity                                     |                   |   |   |   |                |   |   |   |
| I seem to have a lot of friends at Trinity  |                   |   |   |   |                |   |   |   |
| I don't have anyone that I can confide in at Trinity  |                   |   |   |   |                |   |   |   |
| I have no one to lean on in times of trouble at Trinity   |                   |   |   |   |                |   |   |   |
| There is someone who can always cheer me up when I'm down at Trinity                                |                   |   |   |   |                |   |   |   |
| I often feel very lonely at Trinity   |                   |   |   |   |                |   |   |   |
| I enjoy the time I spend with the people who are important to me at Trinity                         |                   |   |   |   |                |   |   |   |
| When something's on my mind, just talking with the people I know can make me feel better at Trinity |                   |   |   |   |                |   |   |   |
| When I need someone to help me out, I can usually find someone at Trinity                           |                   |   |   |   |                |   |   |   |

Q18 Do you drink alcohol at Trinity College?

- No, I have never drunk alcohol at Trinity College
- No, I no longer drink alcohol at Trinity College
- Yes, I drink alcohol every day at Trinity College
- Yes, I drink alcohol 5 or 6 days per week at Trinity College
- Yes, I drink alcohol 3 or 4 days per week at Trinity College
- Yes, I drink alcohol 1 or 2 days per week at Trinity College
- Yes, I drink alcohol 2 or 3 days per month at Trinity College
- Yes, but only rarely at Trinity College

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q19 If you answered **yes** to the previous question: on a day that you have an alcoholic drink at Trinity College, how many standard drinks do you usually have? A standard drink is a small glass of wine, a 285ml glass of regular beer, a nip of spirits, or a mixed drink

- 13 or more standard drinks
  - 11 to 12 standard drinks
  - 9 to 10 standard drinks
  - 7 to 8 standard drinks
  - 5 to 6 standard drinks
  - 3 to 4 standard drinks
  - 1 to 2 standard drinks
- 

Q20 Do you take recreational drugs at Trinity College?

- No, I have never taken recreational drugs at Trinity College
  - No, I no longer take recreational drugs at Trinity College
  - Yes, I have taken recreational drugs at Trinity College
- 

Q21 When was the last time you took recreational drugs at Trinity College?

- In the last week
- In the last month
- In the last three months
- In the last year
- More than a year ago
- Not applicable

End of Block: Questions about your health and wellbeing

---

Start of Block: Questions about College life and activities

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q22 Do you like living at Trinity College?

- Like a great deal
- Like somewhat
- Neither like nor dislike
- Dislike somewhat
- Dislike a great deal

Q23 List some of the things about living at Trinity College that you like? Please describe in detail.

---

---

---

---

---

Q24 List some of the things about living at Trinity College that you **do not** like? Please describe in detail.

---

---

---

---

---

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q25 Do you participate in any of the following College programs and activities? Select all that apply.

Eating in the dining hall

Sports activities and related events

Music activities and events (e.g. musical theatre)

Creative arts and related events

Socialising in college areas (e.g. Library, common rooms)

College and intercollegiate balls and parties

Academic Program (tutorial program, consultations, fireside chats and visiting speakers, academic counselling and support)

Well Being Program, featuring wellbeing speakers, training and education programs, mental health awareness campaigns, counselling and support

College Formal Dinners

Student Clubs and Committees

Student Club Events

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q26 How often do you participate in these programs and activities?

|   | Always                | Most of the time      | About half the time   | Sometimes             | Never                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Eating in the dining hall   | <input type="radio"/> |
| Sports activities and related events  | <input type="radio"/> |
| Music activities and events (e.g. musical theatre)  | <input type="radio"/> |
| Creative arts and related events  | <input type="radio"/> |
| Socialising in college areas (e.g. Library, common rooms)   | <input type="radio"/> |
| College and intercollegiate balls and parties   | <input type="radio"/> |
| Academic Program (tutorial program, consultations, fireside chats and visiting speakers, academic counselling and support)                    | <input type="radio"/> |
| Well Being Program, featuring wellbeing speakers, training and education programs, mental health awareness campaigns, counselling and support | <input type="radio"/> |
| College Formal Dinners  | <input type="radio"/> |
| Student Clubs and Committees  | <input type="radio"/> |
| Student Club Events   | <input type="radio"/> |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q27 How much do you like these activities?

|   | Like a great deal     | Like somewhat         | Neither like nor dislike | Dislike somewhat      | Dislike a great deal  |
|---|-----------------------|-----------------------|--------------------------|-----------------------|-----------------------|
| Eating in the dining hall   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Sports activities and related events  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Music activities and events (e.g. musical theatre)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Creative arts and related events  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Socialising in college areas (e.g. Library, common rooms)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| College and intercollegiate balls and parties   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Academic Program (tutorial program, consultations, fireside chats and visiting speakers, academic counselling and support)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Well Being Program, featuring wellbeing speakers, training and education programs, mental health awareness campaigns, counselling and support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| College Formal Dinners  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Student Clubs and Committees  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| Student Club Events   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q28 Tell us about **your Trinity College O-Week experience**. How helpful was O-Week as an introduction life at Trinity? Please describe your experiences in as much detail as possible.

---

---

---

---

---

-----

Q29 Do you socialise with Trinity College students outside of College?

- Yes
- No

-----

Q30 Is there anything that prevents you from participating in College events or socialising with Trinity College students? Please describe.

---

---

---

---

---

-----

Q31 How comfortable do you feel as a student at Trinity College?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

-----

Q32 If you answered uncomfortable, why do you feel uncomfortable? Please provide as much detail as possible.

---

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

End of Block: Questions about College life and activities

---

Start of Block: Block 4

Q33 Tell us about your thoughts on Trinity College attitudes and behaviours

-----

Q34 How much do you **agree or disagree** with the statement: **'Trinity College is an inclusive and tolerant college?'**

- Strongly disagree
  - Disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Agree
  - Strongly agree
- 

Q35 How much do you **agree or disagree** with the statement: **'Trinity College is a safe and welcoming environment for:'**

|   | Strongly disagree |   |   |   | Strongly agree |   |   |   |
|---|-------------------|---|---|---|----------------|---|---|---|
|   | 1                 | 2 | 3 | 4 | 4              | 5 | 6 | 7 |
| Students of any gender                            |                   |   |   |   | ●              |   |   |   |
| Students of any sexual orientation                |                   |   |   |   | ●              |   |   |   |
| Students born overseas                            |                   |   |   |   | ●              |   |   |   |
| Aboriginal and/or Torres Strait Islander students |                   |   |   |   | ●              |   |   |   |
| Students of any physical ability/capacity         |                   |   |   |   | ●              |   |   |   |
| Students of any cultural/ethnic background        |                   |   |   |   | ●              |   |   |   |

-----

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q36 How much do you **agree or disagree** with the statement: **Trinity College staff are...**

|   | Strongly disagree     | Disagree              | Somewhat disagree     | Neither agree nor disagree | Somewhat agree        | Agree                 | Strongly agree        |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Available to speak with me to discuss issues that I may be having           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are easy and approachable to discuss my issues with                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide me with good support and guidance that helps me deal with my issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q37 How much do you **agree or disagree** with the statement: the Trinity College **student leadership team are...**

|   | Strongly agree        | Agree                 | Somewhat agree        | Neither agree nor disagree | Somewhat disagree     | Disagree              | Strongly disagree     |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Known to me, e.g. I am aware of who is a member of the leadership team      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Available to speak with me to discuss issues that I may be having           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are easy and approachable to discuss my issues with                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide me with good support and guidance that helps me deal with my issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Important in shaping my experiences at Trinity                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q38 Any comments you would like to make about Trinity staff or the student leadership team?

---



---



---



---



---

Q39 How knowledgeable are you about **Trinity College's** policy and processes regarding:

|                           | I know nothing about this | I have some knowledge about this | I know a lot about this |
|---------------------------|---------------------------|----------------------------------|-------------------------|
| Bullying and intimidation | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |
| Harassment                | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |
| Sexism                    | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |
| Racism                    | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |
| Homophobia                | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |
| Sexual harassment/assault | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |
| Bigotry                   | <input type="radio"/>     | <input type="radio"/>            | <input type="radio"/>   |

Q40 Is there anything else you would like to mention?

---



---



---



---

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q41 Have you ever experienced any of the following either **in-person** or **on social media** at Trinity College? Please select all that apply.

- Bullying
- Intimidation
- Discrimination
- Pressure to participate in activities that were humiliating or intimidating to you
- Pressure to drink alcohol or take drugs when you did not want to
- Feelings of exclusion and isolation from College events and social situations
- Homophobic comments or jokes that made you feel offended
- Inappropriate comments or jokes about your cultural background and/or religion
- Inappropriate comments or jokes about your physical ability/capacity
- Distribution of my image without my consent
- Unwelcome touching, hugging, cornering or kissing
- Inappropriate staring or leering that made you feel intimidated
- Sexual gestures, indecent exposure or inappropriate display of the body
- Sexually suggestive comments or jokes that made you feel offended
- Sexually explicit pictures, posters or gifts that made you feel offended
- Repeated or inappropriate invitations to go out on dates

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Intrusive questions about your private life or physical appearance that made you feel offended

Inappropriate physical contact

Requests or pressure for sex, or other sexual acts

Q42 More specifically, where did this happen at Trinity College?

|  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| Bullying   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intimidation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discrimination   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pressure to participate in activities that were humiliating or intimidating to you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pressure to drink alcohol or take drugs when you did not want to                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feelings of exclusion and isolation from College events and social situations      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Homophobic comments or jokes that made you feel offended                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inappropriate comments or jokes about your cultural background and/or religion     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inappropriate comments or jokes about your physical ability/capacity               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Distribution of my image without my consent  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Unwelcome touching, hugging, cornering or kissing

Inappropriate staring or leering that made you feel intimidated

Sexual gestures, indecent exposure or inappropriate display of the body

Sexually suggestive comments or jokes that made you feel offended

Sexually explicit pictures, posters or gifts that made you feel offended

Repeated or inappropriate invitations to go out on dates

Intrusive questions about your private life or physical appearance that made you feel offended

Inappropriate physical contact

Requests or pressure for sex, or other sexual acts

Carry Forward Selected Choices from "Have you ever experienced any of the following either in-person or on social media at Trinity College? Please select all that apply."

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q43 Did any of these experiences at Trinity College involve the following people? Select as many that apply.

|  | Fellow Trinity College students | Trinity College staff    | Non-College students attending the University of Melbourne | Students from other University colleges |
|--|---------------------------------|--------------------------|--|---|
| Bullying   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Intimidation   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Discrimination   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Pressure to participate in activities that were humiliating or intimidating to you | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Pressure to drink alcohol or take drugs when you did not want to                   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Feelings of exclusion and isolation from College events and social situations      | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Homophobic comments or jokes that made you feel offended                           | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Inappropriate comments or jokes about your cultural background and/or religion     | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Inappropriate comments or jokes about your physical ability/capacity               | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |
| Distribution of my image without my consent  | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>                                   | <input type="checkbox"/>                |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Unwelcome touching, hugging, cornering or kissing

Inappropriate staring or leering that made you feel intimidated

Sexual gestures, indecent exposure or inappropriate display of the body

Sexually suggestive comments or jokes that made you feel offended

Sexually explicit pictures, posters or gifts that made you feel offended

Repeated or inappropriate invitations to go out on dates

Intrusive questions about your private life or physical appearance that made you feel offended

Inappropriate physical contact

Requests or pressure for sex, or other sexual acts

Carry Forward Selected Choices from “Have you ever experienced any of the following either in-person or on social media at Trinity College? Please select all that apply. “

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q44 When did this happen...?

|  | Last 6 months         | Last 12 months        | More than a year ago  |
|--|-----------------------|-----------------------|-----------------------|
| Bullying   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intimidation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discrimination   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pressure to participate in activities that were humiliating or intimidating to you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pressure to drink alcohol or take drugs when you did not want to                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feelings of exclusion and isolation from College events and social situations      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Homophobic comments or jokes that made you feel offended                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inappropriate comments or jokes about your cultural background and/or religion     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inappropriate comments or jokes about your physical ability/capacity               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Distribution of my image without my consent  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Unwelcome touching, hugging, cornering or kissing                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inappropriate staring or leering that made you feel intimidated                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexual gestures, indecent exposure or inappropriate display of the body            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

|  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| Sexually suggestive comments or jokes that made you feel offended                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexually explicit pictures, posters or gifts that made you feel offended                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Repeated or inappropriate invitations to go out on dates                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intrusive questions about your private life or physical appearance that made you feel offended | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inappropriate physical contact   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Requests or pressure for sex, or other sexual acts   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q45 Have you ever been sexually harassed at Trinity College?

Sexual harassment happens when a person makes an unwelcome sexual advance, or is involved in other unwelcome conduct of a sexual nature, when a reasonable person doing those acts and aware of the circumstances in which they are done, would anticipate the possibility that the person affected by the conduct would feel offended, humiliated or intimidated. An example would be where the person doing the acts constantly asks the person affected to participate in a sexual act, or to view material of a sexual nature, when a reasonable person would realise this was unwanted

Yes

No

Q46 Have you ever been sexually assaulted at Trinity College?

Sexual assault occurs when a person is forced, coerced, tricked or intimidated into sexual acts against their will or without their consent. It can occur when the person affected has given consent to some sexual acts, but then withdraws their consent to further sexual acts. It also includes attempts to force, coerce, trick or intimidate a person into sexual acts against their will or without their consent. Sexual assault also occurs if the person affected is incapacitated by alcohol or drugs and therefore unable to consent

Yes

No

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q47 Where did the sexual harassment or assault occur?

- At the University / On the grounds of the University but not at Trinity College
- At Trinity College
- At an official Trinity College event/activity (e.g. College ball)
- On social media involving Trinity students

Q48 When did the sexual harassment or assault occur?

- Last 6 months
  - Last 12 months
  - More than a year ago
- 

Q49 If you experienced any of the listed behaviours/experiences: did you report these incidents to anyone?

- Yes
  - No
-

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q50 If you experienced any of the listed behaviours/experiences: Who did you contact following the incident(s)? Select as many that apply

- Trinity College staff member
  - University staff member
  - Campus security
  - Police
  - A fellow Trinity College student
  - Other
- 

Q51 If you experienced any of the listed behaviours/experiences: How satisfied were you with the the person/people you contacted following the incidents

- Very satisfied
  - Somewhat satisfied
  - Neither satisfied nor dissatisfied
  - Somewhat dissatisfied
  - Very dissatisfied
-

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q52 If you did not report, why not? Select as many that apply.

- I did not know who I could make a formal report or complaint to
  - I did not know where the I had to go/what I had to do to make a formal report or complaint
  - I felt embarrassed or ashamed
  - I thought it would be too emotionally difficult
  - I did not think the incident would be kept confidential
  - I did not think I needed help
  - I did not think it was serious enough
  - I was worried I might not be believed
  - I did not want to hurt the offender/s or get them into trouble
  - I thought it would be too hard to prove
  - I was too scared or frightened
  - I did not want anyone to know
  - I thought it could incriminate me/did not want to get into trouble
  - I did not want to involve the police
  - Other reasons (please specify) \_\_\_\_\_
-

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q53 Is there any thing else you would like to mention about these experiences/incidents?

---

---

---

---

---

Q54 Have you ever seen (either in-person or on social media) any of the following behaviours directed **towards** another Trinity College student **by** another Trinity College student?

- Sexual assault
- Sexual harassment
- Bullying
- Intimidation
- Discrimination
- Pressure to participate in activities that were humiliating or intimidating to the student
- Pressure to drink alcohol or take drugs when the student did not want to
- Feelings of exclusion and isolation from College events and social situations
- Homophobic comments or jokes that made them feel offended
- Inappropriate comments or jokes about their cultural background and/or religion
- Inappropriate comments or jokes about their physical ability/capacity
- Unwelcome touching, hugging, cornering or kissing

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

- Inappropriate staring or leering that made them feel intimidated
- Sexual gestures, indecent exposure or inappropriate display of the body
- Sexually suggestive comments or jokes that made them feel offended
- Sexually explicit pictures, posters or gifts that made them feel offended
- Repeated or inappropriate invitations to go out on dates
- Intrusive questions about your private life or physical appearance that made you feel offended
- Inappropriate physical contact
- Requests or pressure for sex, or other sexual acts

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q55 Where did this happen...?

|  | At Trinity College    | At a Trinity College official event or activity | On University of Melbourne campus but not at Trinity College | Elsewhere - not at Trinity College or University of Melbourne |
|--|-----------------------|---|--|---|
| Sexual assault   | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Sexual harassment  | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Bullying   | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Intimidation   | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Discrimination   | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Pressure to participate in activities that were humiliating or intimidating to the student | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Pressure to drink alcohol or take drugs when the student did not want to                   | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Feelings of exclusion and isolation from College events and social situations              | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Homophobic comments or jokes that made them feel offended                                  | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Inappropriate comments or jokes about their cultural background and/or religion            | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Inappropriate comments or jokes about their physical ability/capacity                      | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Unwelcome touching, hugging, cornering or kissing  | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |
| Inappropriate staring or leering that made them feel intimidated                           | <input type="radio"/> | <input type="radio"/>                           | <input type="radio"/>  | <input type="radio"/>   |

# Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Sexual gestures, indecent exposure or inappropriate display of the body

Sexually suggestive comments or jokes that made them feel offended

Sexually explicit pictures, posters or gifts that made them feel offended

Repeated or inappropriate invitations to go out on dates

Intrusive questions about your private life or physical appearance that made you feel offended

Inappropriate physical contact

Requests or pressure for sex, or other sexual acts

---

Q56 Did you report this behaviour?

Yes

No

---

## Appendix B – Trinity College Student Wellbeing and Culture Questionnaire

Q57 Who did you report this to?

A fellow Trinity College student

Trinity College staff member

University staff member

Campus security

Police

Other

---

Q58 How satisfied were you with the person/people you contacted following the incidents

Very satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Very dissatisfied

# Appendix C – Interview Framework for Student Interviews

## 1. General Experience

- a. What have been the most positive aspects of your College experience.
- b. Would you recommend that friends/relatives apply for admission to Trinity?
- c. What changes could/should be made to improve the Trinity experience?

## 2. Support in College

- a. Have you felt supported by the College community to develop your full potential?
- b. What were the main sources of such support e.g. other students, Student Coordinators, the Wellbeing Team etc.?
- c. Is there a need to improve support processes?
- d. Were you aware of situations where you felt others needed support, for example because of health (including mental health), gender, isolation, study or other issues?
- e. Do you feel these people received the support they needed from the College or the College community (i.e. do not comment on support by family and people external to Trinity)?

## 3. Diversity and inclusion

- a. Do you feel that diversity of background and opinion is valued by the Trinity community?
- b. Do students feel confident to express views which differ from mainstream opinion?
- c. Did you think that cohorts such as Indigenous students, international students and rural students have a positive experience at College?

## 4. Drug and alcohol

- a. Are you aware of Trinity's policies about drug and alcohol use?
- b. Do these policies work in practice?
- c. Are there changes you would recommend?

## 5. Gender and other forms of discrimination

- a. What do you know about Trinity policies on gender equality, discrimination based on LGBTI status and sexual misconduct?
- b. If you know about these policies could they be improved?
- c. Do these policies work in practice?
- d. Do you know examples of sexual misconduct/sexual harassment that have occurred in the Trinity College community? Do you know if the person affected sought help from the College or College community? Were they satisfied with the outcome?

## 6. Complaints about current processes

- a. Are you aware of processes to investigate complaints or to support people who have had negative experiences?
- b. If you or others you know have used these processes, did they work well? Did the College respond promptly and fairly? If you or others made a complaint, did you or others feel adequately supported while making this complaint? Did you feel free to report events?

# Appendix D – Trinity College Student Code of Conduct – Residential College

January 2019

## Trinity College Student Code of Conduct – Residential College

### Introduction

1. An Anglican foundation and an affiliated College of the University of Melbourne, Trinity College is an autonomous institution governed by a representative Council of some 40 members, which meets twice a year, and a Board which meets regularly. The Warden is the Chief Executive Officer of the College and works closely with the Senior Management Team.
2. Trinity College is an educational community in which all conduct is expected to be based on respect and consideration for others. The Trinity College Student Code of Conduct imposes obligations upon students to demonstrate respectful, considerate behaviour in their dealings with each other and with all members of the Trinity College community, and describes processes for responding to breaches of these obligations. Conduct not consistent with respect for others may be the subject of review processes and disciplinary actions determined by the seriousness of the alleged breach. Details and examples of disciplinary provisions and procedures are included in this document.
3. The Trinity College Student Code of Conduct (the Code) is used instead of Intercollegiate policies dealing with misconduct.
4. The Code sets out the behaviour and conduct expected of members of the Trinity College student community. It also sets out the processes applicable or available where there have been possible breaches of the Code, and describes the range of consequences that may follow if a student is found by the College to have breached the Code.
5. The College has a variety of contractual and statutory relationships with its students. The College also recognises a general responsibility to ensure that the College as an educational community and workplace functions on the basis of respect and consideration for others. These two factors mean that the application of this Code to specific conduct is not based on a person having to make a complaint, although a complaint process is available. The College itself, once informed of a possible breach of the Code, may decide unilaterally to investigate the circumstances giving rise to the possible breach, make a determination about those circumstances, and impose consequences on any student found to be in breach of the Code.
6. In addition to the complaint procedures outlined in respect of possible breaches of the Code, broad community-based mechanisms for information, support and complaint remain available to students at any time. More information about external sources of support and information can be found at the end of this document.
7. The College reserves the right to review and make changes to this Code from time to time.
8. This Code applies to all members of the Trinity College Residential College student community, including their guests (see #85 “Trinity College Guests”). There are Codes of Conduct and policies for students of the Pathways School and Theological School.

## Appendix D – Trinity College Student Code of Conduct – Residential College

This code does not apply to staff employed or retained by Trinity College, who are subject to a separate Staff Code of Conduct.

9. All students of the Residential College community, including non-residential members of the Residential College, or those attending short courses or other programs, on or off campus, must act in accordance with this Code. The Code expects the commitment of every student to advocate and practise respect for all people, regardless of gender, race, religion, disability, marital status, sexual orientation, or any other attribute.
10. All students are expected to fulfil admirable behavioural standards, and to be role models for others, aspiring to demonstrate the highest level of personal integrity at all times. Students must express such commitment actively in their actions and words. They must respect the rights of all other members of College, while also acting in accordance with the laws of the wider Australian community.
11. Agreeing to abide by this Code of Conduct is a requirement for students wishing to enter Trinity College, and abiding by this Code is a requirement for a student's continued membership of or place at the College. Students are expected to know and to adhere to this Code and other College policies.
12. Students must abide by the following standards of behaviour:
  - a) Respect for and responsibility to self;
  - b) Respect and empathy for, and responsibility to, others;
  - c) Be ethical and honest.

### **Respect for and responsibility to self**

13. It is expected that students will always behave responsibly in looking after themselves. Individuals are responsible for their own conduct at all times. It is also expected that students will seek help if and when it is needed, and will at all times apply themselves to their studies with dedication and vigour.

### **Respect and empathy for, and responsibility to others**

14. Students must show respect, empathy and consideration for others, so that all members of the College can live, study, and work in harmony, and so that community members of every background feel respected, safe, and included. Trinity College students should permit others to live, work, and study in a safe, respectful environment and are entitled to expect such an environment for themselves.
15. Students should be aware that members of staff, including resident and non-resident (academic) tutors, are in a position of authority over students, and therefore relationships of a sexual or otherwise intimate nature between staff and students are never acceptable in any circumstances.
16. Students must not act improperly towards staff, students or visitors. Improper conduct includes discrimination, bullying, harassment (sexual or otherwise), vilification, victimisation, inappropriate touching, sexual assault including rape (see definition at paragraph 82) and any conduct which could cause injury or harm (including psychological harm). The College has zero tolerance for sexual assault and rape and any member of the community found on balance of probabilities to have engaged in that conduct may not only be excluded from the College but also from participation in any alumni events and from any other groups or activities related to the College.

## Appendix D – Trinity College Student Code of Conduct – Residential College

17. Students should be aware that their statements and actions have an impact upon other members of the College and on the reputation of Trinity College as a whole. Students should ensure that they act and speak in such a way as to not bring disrespect upon themselves, upon others or upon the College, nor bring the College into disrepute. This includes statements in social or other electronic or printed media, including but not limited to text messages, social media posts and formal or informal college publications.

### Ethical and honest behaviour

18. a) Trinity College students must behave with personal integrity and honesty. They must accept the consequences of their own actions, apologise where appropriate, and practise ethical and responsible behaviour in their dealings with others.

b) At all times, and in all dealings with external parties, Trinity College students must uphold the good name of the College. No use of the College's name, crest, logos or other identifying emblems may be made without the express, prior, written permission of the Warden.

### Breaches of the Code

19. Trinity College students who are concerned about a possible breach of this Code, whether in respect of themselves or another student, may discuss their concerns with one of the Advisors listed on the Trinity Portal, or, if they are not comfortable speaking with those persons, another member of staff.

20. The College treats all breaches of the Code seriously. However, the College recognises that a student's conduct may be regarded, in any given circumstance, on a scale from minor to extremely serious. For that reason, the processes to be applied in determining whether a breach of the Code has occurred, and what the consequences of any established breach should be, are matters reserved to the absolute discretion of the College.

21. The following are examples of breaches of the Code, but are not exhaustive:

- i. spreading innuendo, gossip or rumour;
- ii. displaying or forwarding pornography;
- iii. bullying, verbal abuse or hazing;
- iv. assault, whether sexual or physical, including inappropriate touching or rape;
- v. urinating in a public place, or public nudity whether within or outside the College grounds;
- vi. use or sale of illicit drugs;
- vii. public drunkenness;
- viii. theft of or damage to property;
- ix. use of information technology, including social media, in ways that contravene the regulations governing its use or that might cause harm to others;
- x. use of cameras, including mobile phone cameras, in ways that violate the privacy of others;

## Appendix D – Trinity College Student Code of Conduct – Residential College

- xii. publication, whether in print or electronically, of documents or statements that are disparaging, disrespectful, misleading or untrue;
  - xiii. engaging in inappropriate external employment or activities;
  - xiv. excessive and/or repeated disruption to the learning of others during educational activities conducted by the College.
  - xv. Stalking, whether physical or electronic.
22. Students must be aware that all possible breaches of this Code that are characterised by the College as capable of amounting to serious misconduct may be:
- a) investigated whether or not a complainant or reporter makes a complaint about the conduct;
  - b) the subject of a determination, after investigation, of whether the student concerned has engaged in serious misconduct; and capable of resulting in, after a determination, consequences such as exclusion or expulsion from the residential college, non admission to the residential college, conditional admission, termination of membership of Trinity College.
23. Serious misconduct is defined in paragraph 81 below. That definition is not exhaustive and characterisation of conduct as “serious misconduct” will be a matter for the College to determine in each particular case.

### Process

#### General Guidelines

24. The process in relation to any complaint, or where the College decides itself to investigate a student’s conduct, will be at the discretion of the College.
25. In cases where information about a possible breach of the Code has come to the attention of the College, no matter how this information comes to the attention of the College, the College may unilaterally initiate a process to investigate and resolve the matter.
26. In cases where information about potential serious breaches of the Code of Conduct comes to the attention of any member of the staff of the College, including a trained Advisor, the staff member has a duty to report possible breaches to the Dean or Deputy Dean subject to any relevant professional ethical obligation they may have.
27. Processes will be undertaken and concluded as quickly as is reasonably possible. The College will use its best endeavours to ensure that any investigation and determination process adopted under this Code is fair. However, nothing in this code is intended to impose principles of natural justice or procedural fairness.
28. The College reserves the right to determine the nature of the process depending upon the gravity of the possible breach of the Code, issues of confidentiality, and the number of students involved. The College may seek input of students involved in deciding what processes to adopt, but the final decision of which processes to adopt in a particular case will be made by the College.
29. The procedures in this document do not derogate from the normal disciplinary

## Appendix D – Trinity College Student Code of Conduct – Residential College

powers and responsibilities of relevant staff members, which may still be exercised as appropriate.

30. The usual steps in relation to possible breaches of the Code are shown below. These steps can be used where a person wishes to complain about a possible breach of the Code, but will also be available to the College when it becomes aware of a possible breach of the Code and decides to investigate the matter. These steps constitute a guide regarding the usual process adopted by the College and the College is not bound to apply the process in every case.
31. At all times the College aims to deal with complaints about possible breaches of the Code in a confidential manner, to the extent that is appropriate in a given case and insofar as the maintenance of confidentiality does not conflict with other obligations and responsibilities of the College. Participants in any process under the Code will be reminded about the importance of confidentiality, and will be expected to adhere to any directions they are given about maintaining and respecting confidentiality. Failure to maintain and respect confidentiality when directed to do so may itself be considered a breach of this Code.
32. The College may report allegations of serious breaches of the Code of Conduct, or results of investigations into breaches of the Code, to such external institutions and organisations as it deems appropriate, such as the University of Melbourne, University of Divinity, Victoria Police, or boards and regulatory agencies of the professions.

### Complaint-based, or individual-initiated, processes

33. An individual wishing to report a potential breach of the Code suffered by themselves (Complainant) or an individual wishing to report a potential breach of the Code where the person making the report is a third party (Reporter) should seek advice from a trained Advisor. Names and contact details of trained Advisors are available on the College Portal. Individuals may also make use of a broad range of community-based mechanisms, such as the Victorian Equal Opportunity Commission or Victoria Police.

- a) **Step 1: Speak with a trained Advisor.**
- b) **Step 2: Decide, with the assistance of your Advisor, whether the behaviour is likely to be a breach of the Code.**

If the behaviour is not a breach of the Code, then speak with your Advisor about other means of resolution of the Complainant's/Reporter's concerns. If the behaviour is likely to be a breach of the Code, then an individual can use the steps that follow to resolve the matter.

- c) **Step 3: Decide whether you wish to make a complaint.**

If you wish to make a complaint, you will be required to put your complaint in writing. An Advisor can assist you with preparing this submission. The complaint must identify those who are alleged have breached the Code (the Respondent) and what they are alleged to have done. It should be as specific as possible, such as including times, dates, locations and names of witnesses if known. The complaint will be forwarded to the Deputy Dean or Director of Student Wellbeing.

## Appendix D – Trinity College Student Code of Conduct – Residential College

- d) **Step 4: Conciliation.** The College may decide that the complaint is appropriate for a conciliation process. If that is the case, and with the consent of each party, a conciliator will be appointed to meet with each party individually to discuss and try to reach agreement regarding the complaint, possible redress and future behaviour. The outcome of conciliation, whether successful or unsuccessful, will not preclude the possibility of a formal investigation being conducted by the College.

**Outcomes of Conciliation.** Conciliation is not a disciplinary process, and disciplinary outcomes will not necessarily result from this process. Details of an agreement will be communicated to the Deputy Dean and other relevant parties. Breaches of an agreement reached via conciliation may result in additional action consistent with these procedures.

Prior to a conciliation agreement being finalised, the College will inform the parties involved if, in its opinion, there is likely to be an investigation by the College of the allegations of a breach of the Code, irrespective of the outcome of the conciliation, so that the parties may take that fact into account in their negotiations.

In all cases involving allegations of serious misconduct, the outcome of the conciliation will be reported to the Dean of the Residential College and to the Warden. The outcome will be kept confidential by the Dean and the Warden, save for any disclosures they deem necessary and appropriate. The agreed outcome of any conciliation must be approved by the College before it is implemented. This is to ensure that all outcomes are appropriate and capable of implementation.

- e) **Step 5: If conciliation is unsuccessful or no conciliation is held, any party to the complaint may ask for the matter to be investigated.**

The College will decide whether a complaint will be investigated. The College may undertake an investigation in any manner it thinks fit. Where the College receives information about a possible breach of the Code, it may decide to investigate the matter regardless of whether or not there has been a complaint.

34. If the possible breach may involve serious misconduct as defined below, the College may investigate the matter regardless of whether or not there has been a complaint.
35. If the College elects to investigate a matter, it will usually notify the students involved of the nature of the allegation being investigated. However, a failure to notify any student involved does not impugn the allegation, investigation, or findings.
36. If a complaint is made about a possible breach of the Code, the College may await the outcome of any conciliation process before deciding if the complaint is to be investigated. If conciliation is unsuccessful and the complainant or reporter does not apply for an investigation, then the College may itself still decide to investigate the allegations.
37. For all possible breaches of the Code, including serious misconduct, the manner in which the College investigates the matter will be determined by the College on a case-by-case basis.
38. If the Respondent is alleged to have engaged in serious misconduct they will normally be invited to take part in an interview as part of the investigation. The invitation to participate will be made by the person conducting the investigation. The investigator

## Appendix D – Trinity College Student Code of Conduct – Residential College

may choose to not interview the Respondent.

39. When the College becomes aware of an allegation of serious misconduct it may take such interim action as it sees fit to protect any person from harm (including psychological harm). Examples of interim action include excluding a student from classes, activities or College premises. Interim action may be taken at any stage, including if conciliation is scheduled or in process. A student who is subject to interim action shall have no recourse against the College in the case of the complaint or investigation being withdrawn or the outcome being no finding of wrongdoing.

### Outcome of Investigations

40. The Dean or designee will make a decision regarding:
- whether there has been a breach (or breaches) of the Code by the Respondent,
  - the seriousness of those breaches, and
  - what consequences (if any) should follow for the Respondent.
41. If an investigator has been appointed the Dean or designee shall not make its decision until they have received the investigator's report or the investigator indicates that he or she will not provide a report.
42. The Dean or designee may inform themselves in any way they see fit and are not limited to considering the matters contained in the investigation report.
43. The decision of the Dean or designee must not be arbitrary, capricious or unreasonable. For avoidance of doubt, they are not required to have regard to any rules, principles or practices generally applied in legal proceedings of a criminal or disciplinary nature.
44. The Dean or designee may impose any sanction or consequence that is within the power of the College to impose. Consequences may include, but are not limited to, apologies (including public apologies where appropriate), personal or professional counselling, the imposition of conditions on continued residence or membership, payment of compensation for property damage, suspension or expulsion from the residential College, and termination of membership of Trinity College.

### Review of Decision

45. A Respondent is entitled to seek review of a decision by the Dean or designee made pursuant to this Code.
46. An application for review is made by the Respondent making a written request within seven days of being notified of the decision to the Warden to review the decision.
47. The request must set out the basis on which the Respondent seeks review of the decision with sufficient particularity.
48. The Warden shall make his or her decision on the papers by reference to:
- The respondent's request for review;
  - The original decision; and
  - any material that the original decision maker had before them.
49. The Warden shall not, unless they consider it necessary, undertake further investigation,

## Appendix D – Trinity College Student Code of Conduct – Residential College

take further evidence, hold any hearings, or request any submissions.

50. The Warden may:

- a) Affirm the original decision;
- b) Set aside the original decision in whole or in part; or
- c) Modify the original decision.

51. The Warden may only set aside the original decision in whole or in part or modify the original decision if they make a finding that the original decision was not consistent with this Code. For avoidance of doubt and without limitation, a decision is not consistent with this Code if it is arbitrary, capricious, or unreasonable (paragraph 43).

52. The Warden will advise the Respondent in writing of their decision and findings, but is not required to provide reasons.

53. The Warden may delegate their function under this section to another person, in which case any decision or direction made by the delegate shall have the same effect as if made by the Warden.

### Trinity College Advisors

54. The role of an Advisor is to listen, and to inform the individual of their options for dealing with concerns about possible breaches of the Code. Advisors are staff members who have received training in respect of forms of harassment and are specifically available to students in respect of information about this Code, and in particular, the various options available to a student in the case of a breach of the Code. Speaking with an Advisor does not mean that a complaint is being made however, the Advisor may take action on the allegations if the Advisor considers that there is an immediate significant risk to the health or wellbeing of students or staff.

55. Students must be aware, however, that where the information they give an advisor suggests the possible breach may involve serious misconduct, Advisors must bring the matter to the attention of the Dean, Deputy Dean or Director of Student Wellbeing.

56. Advisors will indicate if, for any reason, they are unable to provide appropriate assistance, such as having a conflict of interest. A list of staff who serve as Advisors is available on the Trinity Portal.

57. In cases where there is a conflict of interest for an Advisor, or if a student requests this, External Advisors can be contacted to assist students with information and support.

58. The Deputy Dean or designee manages arrangements for contacting External Advisors. The Dean or designee will also liaise with External Advisors in their capacity as External Conciliators when appropriate.

### Community mechanisms for complaint, information and support

Equal Opportunity Commission of Victoria

<http://www.equalopportunitycommission.vic.gov.au> Phone 1-300 292 153

Centre Against Sexual Assault (CASA) <http://www.casa.org.au>

Commonwealth Human Rights and Equal Opportunity Commission

<http://www.hreoc.gov.au>

## Appendix D – Trinity College Student Code of Conduct – Residential College

Victoria Police: Melbourne North Police Station (open 24 hours) 36 Wreckyn Street, North Melbourne. Phone: (03) 8379 0800

Victoria Police Crime Department, Sexual Offences & Child Abuse Investigatin Team. Phone: (03) 8690 4056

University of Melbourne Department of Health, Counselling & Disability Services: Counselling Service, Level 2, 138 Cardigan Street, Carlton. Phone: (03) 8344 6927 / 8344 6928 <http://www.services.unimelb.edu.au/counsel/>

### Role of staff in respect of the Student Code of Conduct

#### *The Warden*

59. The Warden is responsible for the good governance of the College. At her or his discretion the Warden may act in any capacity in respect of possible breaches of the Code as set out in this document.
60. Where a complaint has been addressed to the Warden, she/he will usually direct the matter to the Dean to be dealt with under the processes set out in this Code.
61. Where the Warden becomes aware of a complaint that may be referred to legal counsel or Victoria Police she/he will inform the Chairman of the Board. The Warden will retain executive responsibility for the processing of the complaint.

#### *Dean*

62. The Dean will have responsibility for responding to all matters relating to possible breaches of the Code as set out in this document. The Dean, or designee, is also available to Advisors in respect to advice and support. The Dean may also appoint a member of the Senior Staff to act as her/his designee.

#### *Advisors*

63. Advisors are staff who have received particular training and are specifically available to students in respect of information about this Code, and in particular, the various options available to students in the case of a possible breach of the Code. Speaking with Advisors does not mean that a complaint is being made. A complaint is not made until it is put in writing and given to an Advisor or relevant Division Head. Students must remember, however, that where an Advisor believes there has been a possible breach of the Code which could amount to serious misconduct as defined in this Code, the Advisor is obliged to bring the matter to the attention of the relevant Division Head.
64. Advisors must indicate to students if, for any reason, they are unable to provide appropriate assistance or unconflicted advice, including in circumstances where the Advisor has a conflict of interest or close personal relationship with an individual or individuals involved in the alleged breach of the Code.

#### *External Advisors/Conciliators*

65. In cases where there is a conflict of interest for an Advisor, or if a student requests this, External Advisors can be contacted to assist students with information and support.
66. The Dean or designee manages arrangements for contacting External Advisors. The Dean or designee will also liaise with Advisors in their capacity as External Conciliators

## Appendix D – Trinity College Student Code of Conduct – Residential College

when appropriate.

### *Other staff members*

67. All members of staff have a responsibility to report serious breaches of the Student Code of Conduct subject to any standards of practice that apply to them as professionals. However, if students wish to discuss possible breaches of this Code, they should do so either with someone designated and trained as a Code of Conduct Advisor, or with the Dean.

### *Other students*

68. As outlined in the Code, students concerned about possible breaches of the Code of Conduct are expected to discuss their concerns with an Advisor.
69. Students are encouraged to seek the advice of an Advisor in the first instance or to encourage other students to do so. If desired, more than one student can seek the advice of the same Advisor if this is helpful to the individuals concerned, or where more than one person has been affected by a possible breach of the Code.
70. Students are to be aware of the need to maintain confidentiality and are strongly advised not to discuss such matters with other students, or with staff other than those indicated in the Code.

## Definitions

71. A “**designee**” will be a member of the College staff or of the Trinity College Board.
72. “**Bullying**” is when people repeatedly use words or actions against someone or a group of people to cause distress, embarrassment, anxiety and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless. Bullying is not the same as conflict between people (such as having a fight) or disliking someone, even though people might bully each other because of conflict or dislike. Bullying can occur online, in writing or pictures, or by conduct. It can include acting unpleasantly near or towards someone, giving nasty looks, making rude gestures, spreading rumors, stalking, and taking advantage of having power over someone.
73. “**College**” includes the Warden, Council and the Board of Trinity College, and includes each of them acting in a way authorised by the Trinity College Act 1979, the Constitution of Trinity College, or any other policies and procedures from time to time in place at Trinity College.
74. “**Complaint**” means a written complaint about a possible breach of the Code.
75. “**Complainant**” is the person making the allegation of a breach of the Code, and is usually the person affected by the alleged breach. In instances where a third party is filing the complaint, they may be referred to as the “Reporter”.
76. “**Discrimination**” means conduct that makes distinctions between people so as to disadvantage some and to advantage others, or treats some people less favourably than others in similar circumstances, on the basis or because of an attribute or status they possess (eg sex, race, disability, age, physical characteristics, religious belief, sexual

## Appendix D – Trinity College Student Code of Conduct – Residential College

orientation, political opinion).

77. **“Harassment”** occurs when someone is made to feel intimidated, insulted or humiliated, in circumstances where it was reasonable to expect that the behavior complained of would have had that effect. Harassment involves behaviour that is unwelcome, often unsolicited and repeated, and usually unreciprocated. Sexual harassment is included in this definition and is one particularly serious form of harassment. It involves conduct (including the use of words and remarks) of a sexual nature.
78. **“Non-resident students”** means current students of the College who are not in residence, which can include students currently enrolled in the College’s Non-Resident program, students currently enrolled in short courses and programs, or external members of the Choir, Trinity Tiger Tones, Candy Stripes or other groups with ties to the College.
79. **“Residential student”** means students who are in residence in the College.
80. **“Respondent”** is the person responding to an allegation that they have breached the Code.
81. **“Serious misconduct”** is conduct which could result in harm to self or others and can involve sexual assault, some forms of inappropriate touching, physical violence, blackmail, psychological abuse, victimisation, sexual or serious harassment, use or sale of illicit drugs, an abuse of a position of power or responsibility within the College, repeated breaches of the Code of Conduct, dishonesty, fraud, the deliberate making of false allegations against another student or a staff member, serious verbal abuse or vilification. This is not a comprehensive or exhaustive list and definition of “serious misconduct” is at the discretion of the College.
82. **“Sexual assault”** is defined as all forms of sexual misconduct and behaviours. It includes rape, unwanted oral sex, indecent assault, and acts of indecency.
83. **“Sexual harassment”** is any unwelcome sexual advance or request for sexual favours in situations in which any reasonable person would have anticipated that a person would be offended, humiliated or intimidated.
84. **“Trinity College community”** means current, enrolled residential and non-residential students, alumni engaged in activities that involve current students of Trinity College. Included are non-resident and alumni members of the Choir, Trinity Tiger Tones, Candy Stripes and other such groups.
85. **“Trinity College Guests”**. Members of the College are responsible for the actions of their guests and will be held to account for breaches of the Code by their guests. Members must comply with policies regarding guests including that members of the College may not have overnight guests who are less than 18 years of age.
86. **“Victimisation”** means any unfavourable treatment of a person because he or she has made a complaint, or allegation, about a breach of this Code of Conduct, whether the complaint is written or verbal and irrespective of whether the person asked for the complaint to be conciliated or investigated or not.
87. **“Vilification”** in this Code means any form of conduct not undertaken reasonably and in good faith in the course of a genuine academic, artistic or public discussion, publication or debate that:

## Appendix D – Trinity College Student Code of Conduct – Residential College

- a) incites hatred against, contempt for, or revulsion or severe ridicule of another person or class of person on the grounds of their race, religious beliefs or practices, sexual orientation or gender identity; or
- b) is done because of the race, religious beliefs or practices, sexual orientation or gender identity of another person and is reasonably likely to offend, insult, humiliate that other person.



**TRINITY COLLEGE**  
THE UNIVERSITY OF MELBOURNE

## Trinity College Staff Code of Conduct

### Introduction

- 1 An Anglican foundation and an affiliated College of the University of Melbourne, Trinity College is an autonomous institution governed by a representative Council of some 40 members, which meets twice a year, and a Board with 12 members, which meets monthly. The Warden is the Chief Executive Officer of the College and works closely with the Senior Management Team comprising the Dean as the Head of the Residential College and Deputy to the Warden; the Dean of the Pathways School; the Dean of the Trinity College Theological School; the Director of Advancement; the Chief Financial Officer (CFO), the Director of Major Projects and the Director of Human Resources.
- 2 Trinity College is an educational community in which all conduct is expected to be based on respect and consideration for others, and the College is committed to promoting equal opportunity for all job applicants, employees, contractors and visitors. The *Trinity College Staff Code of Conduct* imposes obligations on staff members to demonstrate respectful, considerate behaviours in their dealings with students and each other and with all members of the Trinity College community.
- 3 The *Trinity College Staff Code of Conduct* (the Code) is used instead of the *Intercollegiate policy on Discrimination, Sexual Harassment and Bullying Policy and Procedures*.
- 4 The Code sets out the behaviour and conduct expected of Trinity College staff members and also provides guidance to staff members on how to identify and prevent unlawful discrimination, sexual harassment, victimisation, vilification and workplace bullying. It also sets out the processes applicable or available where there have been alleged breaches of the Code, and describes the possible consequences that may follow if a staff member is found by the College to have breached the Code.
- 5 The College has a variety of contractual and statutory relationships with members of its staff. The College also recognises a general responsibility to ensure the College as an educational community and workplace functions on the basis of respect and consideration for others. These two factors mean that the application of this Code to specific conduct is not based on a person having to make a complaint, although a complaint process is available. The College itself, once informed of a possible breach of the Code, may decide unilaterally to investigate the circumstances giving rise to the possible breach, make a determination about those circumstances, and impose consequences on any staff member found to be in breach of the Code.
- 6 In addition to the complaint procedures outlined in respect of possible breaches of the Code, broad community-based mechanisms for information, support, and complaint remain available to staff members at all times. More information about external sources of support and information can be found at the end of this document.
- 7 The College reserves the right to make changes to this Code from time to time.

### Staff Code of Conduct

- 8 This Code applies to all members of the staff of Trinity College. It does not apply to students, who are supported via a separate set of policies and procedures.
- 9 This Code applies at all times when a person is representing the College, or doing work on behalf of or for the College, whether on College premises or off-site. The Code applies to after hours and off-site activities that are organised by the College, or which are attended on behalf of the College.

*Staff Code of Conduct, last updated June 2017*

## Appendix E – Trinity College Staff Code of Conduct

- 10 All staff members must act in accordance with this Code. The Code assumes the commitment of every staff member to advocate and practise respect, courtesy and dignity for all people, regardless of gender, race, religion, disability, marital status, sexual orientation, or any other attribute.
- 11 All staff members are expected to fulfill admirable behavioural standards, and to be role models for others, aspiring to demonstrate the highest level of personal integrity at all times. Staff members must outwardly express such commitment in their actions and words. They must respect the rights of all other members of the College, while also acting in accordance with the laws of the wider Australian community.
- 12 Agreeing to abide by this Code of Conduct is a requirement for membership of the staff of Trinity College and of the wider College, and abiding by this Code is required for staff to remain members of Trinity College. All staff members must familiarise themselves with this Code, and know their obligations under this Code.
- 13 All staff members must participate in any training that the College may organise and must co-operate with any investigation into any complaints made under this Code.
- 14 All staff members must report any suspected breaches under the Code, including but not limited to unlawful discrimination, sexual harassment, vilification, victimisation or workplace bullying.
- 15 If you are a manager or supervisor, you have additional obligations to those outlined above. If you are a manager or supervisor, the College expects you to:
  - a) ensure members of staff in your area or team understand their obligations;
  - b) be a leader and role model for others in the workplace and ensure that you behave appropriately at all times;
  - c) treat all complaints seriously and confidentially and seek advice from Human Resources if unsure;
  - d) where unlawful discrimination, sexual harassment, victimisation, vilification or workplace bullying is observed or reported by others, take appropriate action even if there is no formal complaint; and
  - e) encourage staff members in your work area or team to treat each other with respect and value difference.
- 16 **Trinity College staff members must abide by the following standards of behaviour:**
  - a) **Respect for and responsibility to self;**
  - b) **Respect and empathy for, and responsibility to others; and**
  - c) **Ethical and honest behaviour.**

### **Respect for and responsibility to self**

- 17 It is expected that staff members will always behave responsibly in looking after themselves. They are responsible for their own conduct at all times. It is also expected that they will seek help if and when it is needed, and will at all times apply themselves to their duties with dedication and vigour. They are expected to know and to adhere to this Code and other College policies, particularly in respect of all forms of harassment.

### **Respect and empathy for, and responsibility to others**

- 18 Staff members should show respect, empathy and consideration for others, so that all may study, work and live in harmony, and so that community members of every background may feel respected, safe, and included. Staff members should permit others to study, work and live in a safe, respectful environment, and are entitled to expect such an environment for themselves.

## Appendix E – Trinity College Staff Code of Conduct

- 19 Bullying is inappropriate and unacceptable behaviour, and members of staff must not engage in workplace bullying. The College will not tolerate workplace bullying under any circumstances. This term is explained below.
- 20 Staff members must not engage in unlawful discrimination, sexual harassment, vilification or victimisation. Staff members must not encourage others to engage in unlawful discrimination, sexual harassment, vilification or victimisation. These terms are explained below.
- 21 As staff members are in a position of authority over students, relationships of a sexual or otherwise intimate nature between staff members and students are not acceptable in any circumstances.

### **Ethical and honest behaviour**

- 22 Staff members must behave with personal integrity and honesty. They must accept the consequences of their own actions, apologise where appropriate and practise ethical and responsible behaviour in their dealings with others.
- 23 **Trinity College will not tolerate bullying, unlawful discrimination, sexual harassment, victimisation or racial or religious vilification.**

### **Workplace bullying**

- 24 Bullying is repeated, unreasonable behaviour directed toward a worker or group of workers that creates a risk to their mental or physical health and safety.
- 25 “Unreasonable behaviour” means behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine or threaten. Behaviour can include an individual’s or group’s actions or practices that victimise, humiliate, undermine or threaten.
- 26 A broad range of behaviours can be considered to be bullying. Bullying can occur online, in writing or pictures, or by conduct. Some examples of behaviour that may constitute bullying are:
  - a) acting unpleasantly near or towards someone;
  - b) giving nasty looks;
  - c) making rude gestures or spreading rumours;
  - d) stalking;
  - e) taking advantage of having power over someone;
  - f) verbal abuse, insults or name calling;
  - g) continually making jokes about a person, or singling out one person for remarks more often than others in a group;
  - h) personal attacks, threats, intimidation;
  - i) unjustified criticism or excessive scrutiny of work;
  - j) deliberate exclusion or isolation;
  - k) deliberately withholding information from someone where that information is essential to their ability to perform their work effectively;
  - l) deliberately altering work rosters to inconvenience someone;
  - m) assigning someone meaningless or impossible tasks, or setting tasks that are unreasonably above or below someone’s ability; or
  - n) removal of responsibilities or deliberately overloading someone with work.

*Staff Code of Conduct, last updated June 2017*

3

# Appendix E – Trinity College Staff Code of Conduct

- 27 A single incident of unreasonable behaviour, while not bullying, may still create a risk to health and safety and will not be tolerated by the College.
- 28 However, in any working environment there will be occasional differences of opinion and problems in working relations. Where these differences and problems are dealt with in a professional, non-aggressive manner, then they do not constitute workplace bullying.
- 29 Reasonable management actions are not bullying. Some examples of reasonable management actions are:
- a) rostering and allocating working hours and work;
  - b) setting performance goals or standards;
  - c) performance management or disciplinary action conducted in accordance with the College's policies and processes;
  - d) constructive feedback;
  - e) implementing organisational changes; or
  - f) deciding not to select someone for a promotion or work opportunity.

## **Unlawful discrimination**

30 Unlawful discrimination means direct or indirect discrimination on the basis of a Protected Attribute. Protected Attributes are specifically listed in anti-discrimination legislation.

31 A Protected Attribute is a person's:

- age
- breastfeeding
- disability or impairment
- employment activity
- gender identity
- industrial activity
- pregnancy
- Race
- religious belief/ activity
- intersex status
- lawful sexual activity
- marital or relationship status
- status as a parent or carer
- physical features
- political belief / activity
- sex
- Sexual orientation

32 A Protected Attribute also includes a person's association with someone who is identified by reference to a Protected Attribute.

33 Direct discrimination occurs if a person treats another person with a Protected Attribute unfavourably because of that Protected Attribute. Some examples of direct discrimination are:

- a) Not offering computer training to an older member of staff because of his age.
- b) Excluding a member of staff from a work-related event at a pub because she is pregnant.

## Appendix E – Trinity College Staff Code of Conduct

34 Indirect discrimination occurs if a person imposes a requirement, condition or practice that disadvantages a person with a Protected Attribute and that requirement, condition or practice is not reasonable. Some examples of indirect discrimination are:

- a) Scheduling meetings before the start of working hours when they could just as easily be scheduled at lunchtime. Parents who have to drop their children at school may not be able to attend.
- b) Holding a team building event at a sporting venue that does not permit access or participation by an employee with a disability.

35 Unlawful discrimination can occur even if you do not intend to discriminate.

### **Sexual harassment**

36 Sexual harassment means unwelcome conduct of a sexual nature where a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated or intimidated. The intention of the harasser is irrelevant.

37 Some examples of sexual harassment are:

- a) Repeatedly asking a member of staff to go on a date when that person has already declined.
- b) Unwanted physical contact of an intimate nature, such as stroking, massaging or pressing up against a staff member's body.
- c) Asking intrusive questions about another staff member's intimate or private life
- d) Telling sexually explicit jokes

### **Racial or religious vilification**

38 Racial or religious vilification means conduct that incites hatred against, serious contempt for, or revulsion or severe ridicule of, a person or group of persons on the basis of their race or religious belief. Serious racial or religious vilification involves a threat to harm another person or their property, and is a criminal offence.

39 Some examples of racial or religious vilification are:

- a) Sending an email to members of staff which ridicules indigenous Australians.
- b) Making threats to harm a member of staff because he/she is a Muslim (serious religious vilification).
- c) Stating to other staff members that a particular racial group is involved in serious crimes such as terrorism without any basis.

### **Victimisation**

40 Victimisation means any unfavourable treatment of a person who has made a complaint, or allegation, about a breach of this Code of Conduct, whether the complaint was written or verbal and irrespective of whether the person asked for the complaint to be conciliated or investigated or not.

41 Some examples of victimisation are:

- a) Dismissing a member of staff because she has made a complaint about unlawful discrimination in the workplace.
- b) Excluding or isolating a member of staff because he has made a complaint of sexual harassment against one of your friends at work.

## Appendix E – Trinity College Staff Code of Conduct

- c) Giving a casual member of staff less shifts because they made a complaint about alleged bullying.

### Possible breaches of the Code

- 42 Staff members who are concerned about a possible breach of this Code, whether in respect of themselves or another staff member, are expected to discuss their concerns with one of the Code of Conduct Advisors listed below and on the College Portal (unless the affected staff member is able to resolve the concerns by following Step 1 of the Process outlined below).
- 43 The College will treat all possible breaches of the Code seriously. However, the College recognises that the conduct of a staff member may be regarded, in any given circumstance, on a scale from minor to extremely serious. For that reason, the processes to be applied in determining whether a breach of the Code has occurred, and what the consequences of any established breach should be, are matters reserved for the discretion of the College.
- 44 Staff members must be aware that all possible breaches of this Code that are characterised by the College as capable of amounting to **serious misconduct** will likely be:
  - a) investigated, whether or not a person makes a complaint about the conduct;
  - b) the subject of a determination, after investigation, of whether the member of staff concerned has engaged in serious misconduct;
  - c) capable of resulting in, after a determination, consequences that may include termination of employment.

**Serious misconduct** is defined below. That definition is not exhaustive and characterisation of conduct as “serious misconduct” will be a matter for the College to determine in each particular case.

### Substantiated breaches of the Code

- 45 The College will consider disciplinary action against a staff member breaching this Code. Depending on the severity of the breach, the disciplinary action may range from provision of training or counselling through to verbal or written warning or termination of employment / engagement with the College.
- 46 A person who commits a serious breach of this Code in relation to bullying may also be in breach of work health and safety laws and the Crimes Act 1958 (Vic). This may result in prosecution of the person and a possible fine, intervention order or jail sentence.
- 47 Under anti-discrimination laws, a person in breach of this Code in relation to discrimination or sexual harassment may be personally liable for compensation awarded by a court or tribunal to the person who has been subject to unlawful discrimination, sexual harassment or victimisation.
- 48 Under racial and religious vilification laws, a person who engages in serious racial or religious vilification may be jailed.

### Process

#### General

- 49 The process in relation to any complaint, or any conduct that may be in breach of the Code, will be at the absolute discretion of the College.
- 50 In cases where information of an alleged breach of this Code comes to the attention of any member of the staff of the College the staff member will be expected to report the incident to a

*Staff Code of Conduct, last updated June 2017*

6

## Appendix E – Trinity College Staff Code of Conduct

34 Indirect discrimination occurs if a person imposes a requirement, condition or practice that disadvantages a person with a Protected Attribute and that requirement, condition or practice is not reasonable. Some examples of indirect discrimination are:

- a) Scheduling meetings before the start of working hours when they could just as easily be scheduled at lunchtime. Parents who have to drop their children at school may not be able to attend.
- b) Holding a team building event at a sporting venue that does not permit access or participation by an employee with a disability.

35 Unlawful discrimination can occur even if you do not intend to discriminate.

### **Sexual harassment**

36 Sexual harassment means unwelcome conduct of a sexual nature where a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated or intimidated. The intention of the harasser is irrelevant.

37 Some examples of sexual harassment are:

- a) Repeatedly asking a member of staff to go on a date when that person has already declined.
- b) Unwanted physical contact of an intimate nature, such as stroking, massaging or pressing up against a staff member's body.
- c) Asking intrusive questions about another staff member's intimate or private life
- d) Telling sexually explicit jokes

### **Racial or religious vilification**

38 Racial or religious vilification means conduct that incites hatred against, serious contempt for, or revulsion or severe ridicule of, a person or group of persons on the basis of their race or religious belief. Serious racial or religious vilification involves a threat to harm another person or their property, and is a criminal offence.

39 Some examples of racial or religious vilification are:

- a) Sending an email to members of staff which ridicules indigenous Australians.
- b) Making threats to harm a member of staff because he/she is a Muslim (serious religious vilification).
- c) Stating to other staff members that a particular racial group is involved in serious crimes such as terrorism without any basis.

### **Victimisation**

40 Victimisation means any unfavourable treatment of a person who has made a complaint, or allegation, about a breach of this Code of Conduct, whether the complaint was written or verbal and irrespective of whether the person asked for the complaint to be conciliated or investigated or not.

41 Some examples of victimisation are:

- a) Dismissing a member of staff because she has made a complaint about unlawful discrimination in the workplace.
- b) Excluding or isolating a member of staff because he has made a complaint of sexual harassment against one of your friends at work.

# Appendix E – Trinity College Staff Code of Conduct

- c) Giving a casual member of staff less shifts because they made a complaint about alleged bullying.

## Possible breaches of the Code

- 42 Staff members who are concerned about a possible breach of this Code, whether in respect of themselves or another staff member, are expected to discuss their concerns with one of the Code of Conduct Advisors listed below and on the College Portal (unless the affected staff member is able to resolve the concerns by following Step 1 of the Process outlined below).
- 43 The College will treat all possible breaches of the Code seriously. However, the College recognises that the conduct of a staff member may be regarded, in any given circumstance, on a scale from minor to extremely serious. For that reason, the processes to be applied in determining whether a breach of the Code has occurred, and what the consequences of any established breach should be, are matters reserved for the discretion of the College.
- 44 Staff members must be aware that all possible breaches of this Code that are characterised by the College as capable of amounting to **serious misconduct** will likely be:
  - a) investigated, whether or not a person makes a complaint about the conduct;
  - b) the subject of a determination, after investigation, of whether the member of staff concerned has engaged in serious misconduct;
  - c) capable of resulting in, after a determination, consequences that may include termination of employment.

**Serious misconduct** is defined below. That definition is not exhaustive and characterisation of conduct as “serious misconduct” will be a matter for the College to determine in each particular case.

## Substantiated breaches of the Code

- 45 The College will consider disciplinary action against a staff member breaching this Code. Depending on the severity of the breach, the disciplinary action may range from provision of training or counselling through to verbal or written warning or termination of employment / engagement with the College.
- 46 A person who commits a serious breach of this Code in relation to bullying may also be in breach of work health and safety laws and the Crimes Act 1958 (Vic). This may result in prosecution of the person and a possible fine, intervention order or jail sentence.
- 47 Under anti-discrimination laws, a person in breach of this Code in relation to discrimination or sexual harassment may be personally liable for compensation awarded by a court or tribunal to the person who has been subject to unlawful discrimination, sexual harassment or victimisation.
- 48 Under racial and religious vilification laws, a person who engages in serious racial or religious vilification may be jailed.

## Process

### General

- 49 The process in relation to any complaint, or any conduct that may be in breach of the Code, will be at the absolute discretion of the College.
- 50 In cases where information of an alleged breach of this Code comes to the attention of any member of the staff of the College the staff member will be expected to report the incident to a

*Staff Code of Conduct, last updated June 2017*

6

## Appendix E – Trinity College Staff Code of Conduct

Code of Conduct Advisor (unless the affected staff member is able to resolve the concerns by following Step 1 outlined below).

- 51 Allegations of conduct that may amount to a breach of criminal law will ordinarily be reported to the police by the College.
- 52 Processes will be undertaken and concluded as quickly as is reasonably possible. The College accepts it has a responsibility to ensure any investigation and determination process adopted under this Code is fair.
- 53 The procedures in this document do not derogate from the normal managerial responsibilities of the relevant staff members, which may still be exercised as appropriate.
- 54 The steps in relation to alleged breaches of the Code are shown below. These steps can be used when a staff member makes a complaint or when the College becomes aware of an alleged breach of the Code (without a complaint being made).
- 55 The College aims to deal with complaints about possible breaches of the Code in a confidential manner, to the extent that is appropriate in a given case and insofar as the maintenance of confidentiality does not conflict with other obligations and responsibilities the College has. Participants in any process under the Code will be reminded of the importance of confidentiality, and will be expected to adhere to any directions they are given about maintaining and respecting it. Failure to maintain and respect confidentiality when directed to do so may itself be considered by the College to be a breach of this Code.

### Complaint under the Code

- 56 The College provides a number of steps for dealing with complaints under this Code:
  - a) **Step 1: Ask the person to stop.** You should consider approaching the person or people involved to resolve your concern directly. Ask the person to stop the behaviour. Often people do not realise when their behaviour is upsetting others. Telling the other person that their behaviour is unwelcome and upsetting to you may be enough for the behaviour to cease. If you do not feel comfortable with this approach, or if this approach does not resolve your concern, then you should consider Step 2 below.
  - b) **Step 2: Speak with a trained Code of Conduct Advisor** (details of Advisors are in this Code and on the College Portal). The Code of Conduct Advisor can assist you to decide whether the behaviour is likely to be a breach of the Code. If the behaviour is not a breach of the Code, then speak with your Advisor about other means of support. If the behaviour is likely to be a breach of the Code, then an individual can use the steps that follow to resolve the matter.
  - c) **Step 3: Decide whether you wish to make a complaint.** If you wish to make a complaint, you will be asked to put your complaint in writing. A Code of Conduct Advisor can assist you with this. The complaint must identify those you allege have breached the Code and what you allege they have done. It should be as specific as possible, and include any relevant evidence. The complaint will be forwarded to the relevant Division Head and the Director of Human Resources, and a copy will be provided to the respondent where appropriate.
  - d) **Step 4: Informal resolution:** there may be alternative resolution processes available to assist resolution, such as mediation or conciliation. Whether these alternative resolution processes are appropriate depends on the nature of each individual complaint, and such options will be considered between the complainant and the person handling the complaint. The College may still choose to investigate the complaint, despite an informal resolution process taking place.

**Outcome of informal resolution.** Conciliation and mediation are not disciplinary processes. Details of any informal resolution outcome will be communicated in writing to the relevant Division Head, the Director of Human Resources and other relevant parties. However,

## Appendix E – Trinity College Staff Code of Conduct

breaches of an agreement reached via conciliation or mediation may result in additional action consistent with these procedures.

- e) **Step 5: Formal investigation.** The relevant Division Head, in consultation with the Director of Human Resources, will decide whether a complaint will be investigated. Not all complaints are appropriate for investigation (for example, complaints which are frivolous, vexatious or lacking in substance will not be investigated). If it is decided that a complaint will be investigated, the Warden or her/his designee will appoint an investigator. The College reserves the right to take appropriate disciplinary action without investigating the matter where warranted.
- f) **Step 6: Outcome of investigation.** The investigator will present their findings about what occurred in writing, and will make recommendations to the relevant Division Head or designee, who will make the final decision about whether there has been a breach (or breaches) of the Code, how serious those breaches are and what consequences (if any) should follow for the staff member(s) involved. Consequences may include, but are not limited to, apologies (including public apologies where appropriate), personal or professional counselling, the imposition of conditions on continued employment, or the termination of employment. The complainant and the person(s) against whom the complaint is made will be advised in writing of whether or not the complaint is substantiated.

The Division Head or designee is not constrained to follow the recommendations of the investigator.

If a complainant makes a malicious complaint, the College will take the appropriate disciplinary action against the complainant.

- g) **Appeal.** There will be no internal appeal or review processes within the College if there has been a formal investigation and outcome. If any party is dissatisfied with the outcome of these processes, they may discuss their dissatisfaction with the Warden.

### Where the College becomes aware of alleged breach of the Code (no complaint made)

- 57 Where the College receives information about an alleged breach of the Code, it may decide to investigate the matter (regardless of whether there has been a complaint or not). The College may also seek the relevant staff members' agreement to take part in an informal resolution process, where appropriate.
- 58 The manner in which the College investigates allegation(s) of breaches of the Code will be determined by the College on a case by case basis.
- 59 Where the allegation(s) are formally investigated, the investigator will present their findings about what occurred, and will make recommendations to the relevant Division Head or designee, who will make the final decision whether there has been a breach (or breaches) of the Code, how serious those breaches are and what consequences (if any) should follow for the staff involved. Consequences may include, but are not limited to, apologies (including public apologies where appropriate), personal or professional counselling, the imposition of conditions on continued employment, or the termination of employment. The Division Head or designee is not constrained to follow the recommendations of the investigator. The College reserves the right to take appropriate disciplinary action without investigating the matter where warranted.
- 60 There will be no internal appeal or review processes within the College if there has been a formal investigation and outcome. If any party is dissatisfied with the outcome of these processes, they may discuss their dissatisfaction with the Warden.

### Trinity College Code of Conduct Advisors

- 61 The role of a Code of Conduct Advisor is to listen, and to inform the individual of their options for dealing with possible breaches of the Code. Code of Conduct Advisors are staff members who

*Staff Code of Conduct, last updated June 2017*

8

## Appendix E – Trinity College Staff Code of Conduct

have received training in respect of all forms of discrimination, harassment etc. and are specifically available to staff in respect of information about this Code, and in particular, the various options available to staff in the case of a breach of the Code. Speaking with an Advisor does not mean that a complaint is being made.

- 62 Staff must be aware, however, that where the information they give an advisor suggests the possible breach may involve **serious misconduct, Code of Conduct** Advisors **must** bring the matter to the attention of the relevant Division Head.
- 63 Code of Conduct Advisors may indicate if, for any reason, they are unable to provide appropriate assistance owing to a conflict of interest. A list of staff who serve as Code of Conduct Advisors are available on the College portal.
- 64 In cases where there is a conflict of interest for a Code of Conduct Advisor or if a staff member requests this, External Advisors can be contacted to assist staff with information and support.
- 65 In consultation with the relevant Senior Management Team (SMT) member (see below), the Director of Human Resources or designee manages arrangements for contacting External Advisors. The relevant SMT member or designee will also liaise with External Advisors in their capacity as External Conciliators when appropriate.

**Mr Ken Hinchcliff** (Leeper Building)  
*Warden*  
Email: [kenh@trinity.unimelb.edu.au](mailto:kenh@trinity.unimelb.edu.au)

**Mr Campbell Bairstow** (Leeper Building)  
*Dean of the Residential College*  
Telephone: (03) 9348 7106 / Email: [cbairstow@trinity.unimelb.edu.au](mailto:cbairstow@trinity.unimelb.edu.au)

**The Revd Dr Dorothy Lee** (Old Wardens Lodge)  
*Dean of the Trinity College Theological School*  
Telephone: (03) 9348 7128 / Email: [dorothy1@trinity.unimelb.edu.au](mailto:dorothy1@trinity.unimelb.edu.au)

**Ms Denise Bush** (Gateway Building)  
*Dean of the Pathways School*  
Telephone: (03) 9348 7132 / Email: [dbush@trinity.unimelb.edu.au](mailto:dbush@trinity.unimelb.edu.au)

**Ms Lyn Shalless** (Leeper Building)  
*Chief Financial Officer*  
Telephone: (03) 9348 7114 / Email: [shalless@trinity.unimelb.edu.au](mailto:shalless@trinity.unimelb.edu.au)

**Mr Scott Charles** (Leeper Building)  
*Director of Advancement*  
Telephone: 0417 685 619 / Email: [sccharles@trinity.unimelb.edu.au](mailto:sccharles@trinity.unimelb.edu.au)

**Mr Gary Norman** (Summer House)  
*Director of Major Projects*  
Telephone: (03) 9348 7008 / Email: [gnorman@trinity.unimelb.edu.au](mailto:gnorman@trinity.unimelb.edu.au)

**Ms Alison Menzies** (Leeper Building)  
*Director of Human Resources*  
Telephone: (03) 9348 7520 / Email: [amenzies@trinity.unimelb.edu.au](mailto:amenzies@trinity.unimelb.edu.au)

## Community mechanisms for complaint, information and support

Victorian Equal Opportunity and Human Rights Commission  
<http://www.humanrightscommission.vic.gov.au>

Australian Human Rights and Commission  
<http://www.humanrights.gov.au>

Fair Work Commission  
<https://www.fwc.gov.au>

Victoria Police: Melbourne North Police Station (open 24 hours)  
36 Wreckyn Street, North Melbourne. Phone: (03) 8379 0800

Victoria Police Crime Department, Sexual Offences & Child Abuse Investigation Teams (SOCIT)  
Phone: (03) 8690 4056

University of Melbourne Department of Health, Counselling & Disability Services  
Counselling Service, Level 2, 138 Cardigan Street, Carlton. Phone: (03) 8344 6927 / 8344 6928  
<http://www.services.unimelb.edu.au/counsel>

## Roles in respect of the Staff Code of Conduct

### *Role of the Warden*

- 66 The Warden is responsible for the good government of the College. At her or his discretion, the Warden may act in any capacity in respect of possible breaches of the Code as set out in this document.
- 67 Where a complaint has been addressed to the Warden, she/he will usually direct the matter to the relevant Division Head and the Director of Human Resources to be dealt with under the processes set out in this Code.
- 68 Where the Warden becomes aware of a complaint that may be referred to legal counsel or Victoria Police she/he will inform the Chairman of the Board of the complaint. The Warden will retain executive responsibility for the processing of the complaint.

### *Role of Director of Human Resources*

- 69 The Director of Human Resources acts to support staff in respect of information about avenues for resolving complaints. He/she will not act as a formal Advisor to staff members, but can direct staff members to trained Advisors, including at the request of a staff member, those trained Advisors who are external to the College.
- 70 The Director of Human Resources acts in an advisory capacity in respect of all matters relating to breaches of the Code of Conduct. The Director of Human Resources is also available to Advisors in respect of advice and support.

### *Role of Division Heads*

- 71 The relevant Division Head will have responsibility for responding to all matters relating to possible breaches of the Code as set out in this document. The relevant Division Head is also

## Appendix E – Trinity College Staff Code of Conduct

available to Advisors in respect of advice and support. The relevant Division Head may also appoint a member of the Senior Staff to act as her/his designee.

### *Role of Code of Conduct Advisors*

- 72 Code of Conduct Advisors are staff members who have received particular training and are specifically available to staff members in respect of information about this Code, and in particular, the various options available to staff members in the case of a possible breach of the Code. Speaking with Advisors does not mean that a complaint is being made. A complaint is not made until it is put in writing and given to an Advisor or relevant Division Head. Staff members must remember, however, that where an Advisor believes there has been a possible breach of the Code that could amount to serious misconduct as defined in this Code, the Advisor is obliged to bring the matter to the attention of the relevant Division Head and/or the Director of Human Resources.
- 73 Advisors may indicate to staff members if, for any reason, they are unable to provide appropriate assistance owing to a conflict of interest.

### *Role of External Advisors/Conciliators*

- 74 In cases where there is a conflict of interest for a Code of Conduct Advisor or if a staff member requests this, External Advisors can be contacted to assist staff members with information and support.
- 75 In consultation with the relevant Division Head, the Director of Human Resources or designee manages the arrangement for contacting External Advisors.

### *Role of Chaplains*

- 76 The Chaplains in the College offer pastoral care, support and encouragement to all the College community. They are available to discuss any matter. However, under the National Code of Practice for Clergy, they are required to adhere to strict rules regarding confidentiality. These rules will be explained to staff members and students when meeting with them.

### *Role of other staff members*

- 77 As outlined in the Code, all staff members are expected to report possible breaches of the Code of Conduct to a Code of Conduct Advisor (unless their concerns can be resolved by step 1 of the process outlined in this Code).
- 78 Staff members are encouraged to seek the assistance of a Code of Conduct Advisor in the first instance or to encourage other staff members to do so. If desired, more than one staff member can seek the assistance of the same Code of Conduct Advisor, if this is helpful to the individuals concerned or where more than one person has been affected by a possible breach of the Code.
- 79 Staff members are strongly advised to keep such matters confidential, and not discuss such matters with other staff members or people other than those indicated in the Code.

## **Definitions**

- 80 The “**relevant Division Head**” is the Senior Management Team member who is ultimately responsible for the budget division the staff member works.
- 81 A “**designee**” will be a staff member of Trinity College or a member the Board of Trinity College. In cases where a process is initiated that involves the relevant Division Head as one of the parties (either complainant or respondent), the Warden will appoint the investigator. In cases where a process is initiated that involves the Warden as one of the parties (either complainant or respondent), the Board will appoint the investigator.

## Appendix E – Trinity College Staff Code of Conduct

- 82 **“College”** includes the Warden, Council and the Board of Trinity College and includes each of them acting in a way authorised by the *Trinity College Act 1979*, the Constitution of Trinity College, or any other policies and procedures from time to time in place at Trinity College.
- 83 **“Serious misconduct”** includes wilful or deliberate behaviour by an employee that is inconsistent with the continuation of the contract of employment and conduct that causes serious and imminent risk to the health or safety of a person, or the reputation, viability or profitability of the College. Examples of serious misconduct include sexual assault, physical violence, blackmail, victimisation, serious harassment, use or sale of illicit drugs, an abuse of a position of power or responsibility within the College, and may include repeated breaches of the Code of Conduct, dishonesty, fraud, the deliberate making of false allegations against another student or a staff member, serious verbal abuse or vilification.
- 84 **“Trinity College Staff”** or **“staff member”** means all persons engaged as staff by Trinity College on a full-time, fractional, sessional, permanent, contract, casual, paid or voluntary basis.

## Appendix F – Trinity College Values Statement

### Trinity College Values Statement and Elaboration and Explanation

#### Values:

##### **Excellence**

The College expects the highest levels of achievement in academic, cultural, ethical and social endeavours of all of its members, past and present. The College is committed to a holistic view of individual excellence, with each member seeking to fully realise their potential in all fields. The College enables members by providing facilities supportive of this goal, and in a culturally and aesthetically rich setting.

##### **Community**

Trinity acknowledges that community is an essential component of all its programs. Its past and present students, teachers and other staff are colleagues who benefit from each other's experiences and exercise responsibility for each other's learning and wellbeing.

##### **Diversity**

The College is a community inclusive of all regardless of their social or demographic attributes. The College welcomes all who are accepting of this diversity.

##### **Society**

All members of the College, past and present, create a more equitable society and a healthy and sustainable environment. Past and present members achieve these aims through both their public and private lives.

### Elaboration and Explanation

The purpose this document is to provide examples of how the College currently exemplifies or lives the four values. Examples provided are not exhaustive of all activities in the College but should be read as elaborating and explaining the value.

#### **Excellence:**

The College recognises and promotes excellence in each of its divisions and in many ways:

- Trinity should establish a secure on-line system to which students can report sexual assault. The system Academic excellence is promoted through the high quality of teaching programs in the Pathways School and Theological School and tutorial programs in the Residential College, evidenced by the excellent matriculation rates of Foundation Studies students, high student evaluation of teaching scores in the Pathways School and graduation rates of Residential College students, and celebrated through awarding of prizes and scholarships in each division.
- Cultural excellence is promoted through the drama programs in the Pathways School, thespian (College play and College musical), literary (Bulpadok, Steep Stairs, Nakata-Brophy award and Fellowship), choral (choir, Tiger Tones) and dialectic activities and recognised by numerous awards, scholarships and publications.
- Spiritual excellence through the Chapel and Theological School.
- Sporting excellence through promotion of widespread participation in sport by members of the Residential College and recognised through the success in intercollegiate sports and participation in University level sports.
- Facilities excellence promoted by on-going and continual consideration of the built and landscape environments by College officers and committees and exemplified in the Gateway Building, the beauty of the College grounds, renovation of buildings (Cowan, Clarke, Royal Parade) and master planning for buildings and grounds.

# Appendix F – Trinity College Values Statement

## Diversity

Diversity in the College is illustrated by:

- Commitment to ensuring a students of a wide range of cultural, ethnic and socioeconomic backgrounds in the Residential College and demonstrated by the presence of approximately 25 indigenous students, students from ~70 schools and 19 countries, and of many, or no, religious beliefs.
- Commitment to ethnic diversity in the Pathways School by purposeful and directed marketing and recruitment of students, and provision of over 30 scholarships. This diversity is evident in the mix of students from over 30 countries in the PS over the past 10 years.
- Commitment to gender identity and ethnic diversity in the Theological School.

## Community

Trinity revels in its sense of community, which often has aspects that are specific to each division.

Community is promoted and evidenced in various ways:

- Pathways School – presence of over 20 student clubs and societies, each with a staff mentor, high student satisfaction with their experience in the Foundation Studies program, strong sense of cohort amongst Foundation Studies students in a particular intake.
- Residential College – strong program of alumni reunions that are very well attended, physical connection with over 25% of alumni each year and active program of engaging and communicating with alumni. Active and vibrant Trinity College Associated Clubs with keen competition for student leadership positions – such as six candidates for Senior Student in 2016.
- Theological School – close and enduring connections with the Anglican Church, strong attendance at Wednesday and Sunday Evensong, ongoing program of speakers at Sunday evensong during academic semester.

## Society

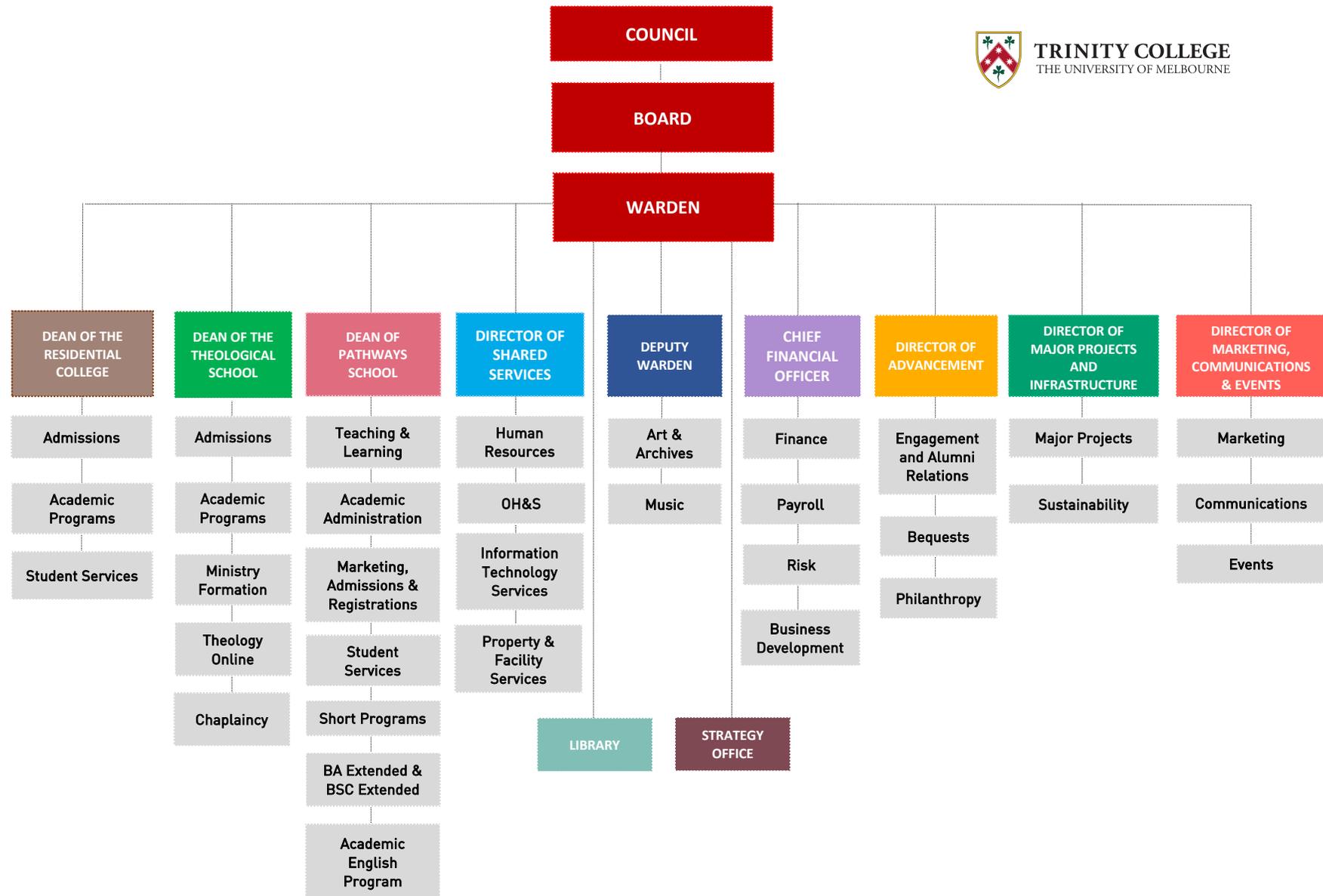
Trinity's influence extends widely into society, including:

- Student community activities such as volunteering for AIM (indigenous mentoring program), Step-Back-Think, Community Planning Day, Clean Up Australia Day and such.
- Staff contributing time and effort to service on external boards and organisations
- Hosting of meetings, conventions, conferences (such as the Indigenous Tertiary Education Conference and the Anglican summer conference, Young Leaders Programs and such.
- Support of non-profit organisations, such as Opera Australia.
- Alumni participation in numerous philanthropic, cultural and business activities.
- Outreach and engagement by a large number of staff.

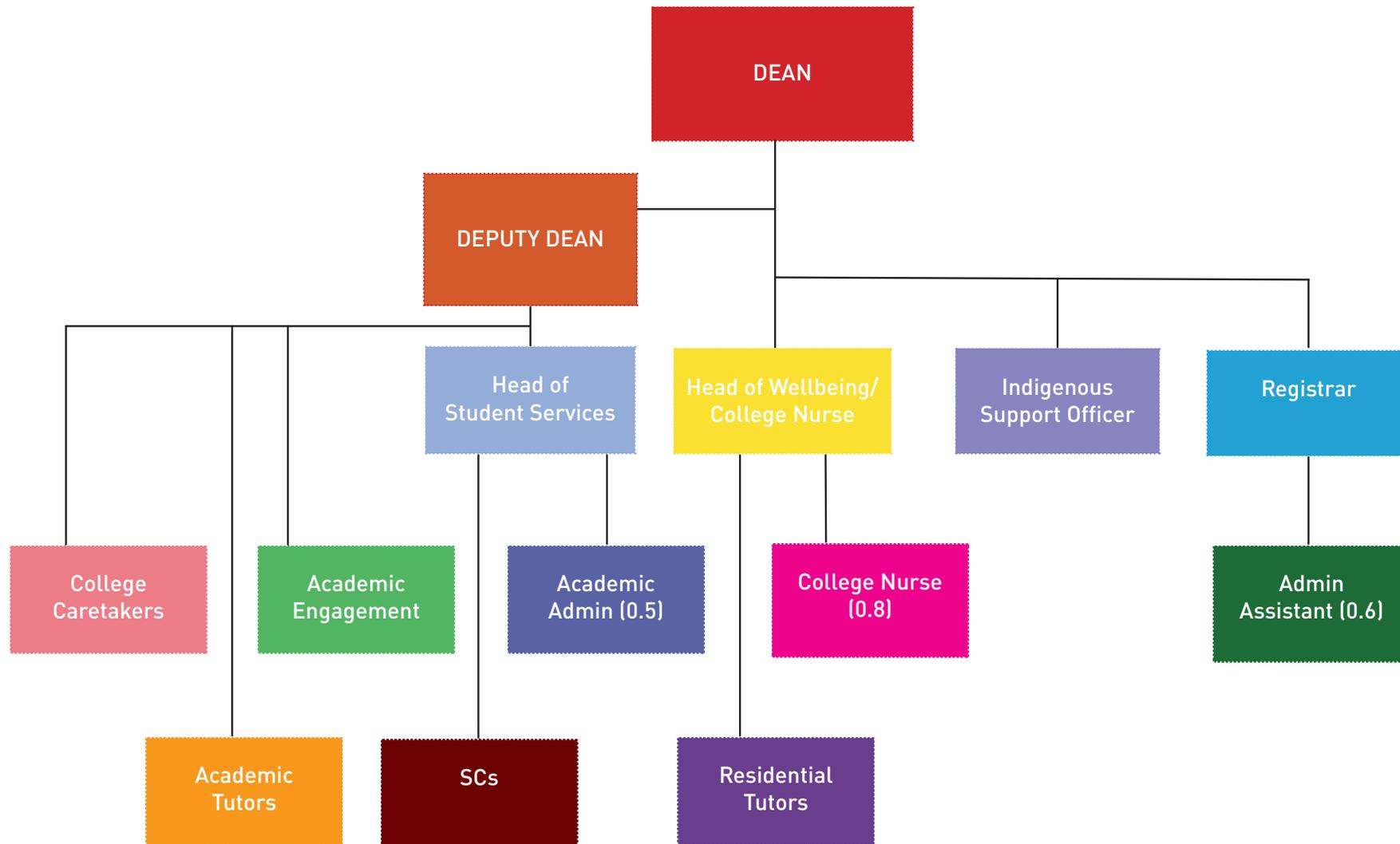
Authorised by: Board of Trinity College

Date: 23 November 2016

# Appendix G – 2018 Trinity College Organisational Structure and 2018 Residential College Organisational Structure



# Appendix G – 2018 Trinity College Organisational Structure and 2018 Residential College Organisational Structure



## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential Student Training Program – 2018

| Training  | Delivered by                            | Timing | Frequency | Student training groups |                      |                          |              |           | Explanation   |
|---|---|--------|-----------|-------------------------|----------------------|--------------------------|--------------|-----------|---|
|   |   |        |           | TCAC                    | Student Coordinators | O-Week leaders (Buddies) | New Students | Returning |   |
| Certificate 2 First Aid Course  | St Johns Ambulance                      | N-Week | Yearly    | √                       | √                    |                          |              |           |   |
| Intercollegiate training  | Red Frogs; Sonya Karras (Safe Partying) | N-Week | Yearly    | √                       | √                    |                          |              |           |   |
| Responsible Service of Alcohol (RSA)                                      | Cetin Must                              | N-Week | Yearly    | √                       | √                    | √                        |              |           |   |
| Youth Mental Health First Aid   | Felicity Rosseaux - psychologist        | N-Week | Yearly    | √                       | √                    |                          |              |           | Note: TCAC did training at the end of 2017.   |
| Understanding sexual consent & preventing sexual violence in universities | Full Stop Foundation                    | N-Week | Yearly    | √                       | √                    | √                        |              |           | <p>This 3-hour workshop is designed for student leaders in key positions to influence the behaviour of their peers and campus culture. The workshop introduces students to:</p> <ul style="list-style-type: none"> <li>- Key concepts concerning sexual violence in the Australian context</li> <li>- Legal responsibilities, including ethical use of digital media</li> <li>- The Sex &amp; Ethics Framework for ethical consent developed by Moira Carmody</li> <li>- Skills in being an ethical bystander</li> <li>- Skills in managing sexual assault disclosures</li> <li>- Skills in helping their friends and other students, and how to access confidential internal and external support services.</li> </ul> |
| TCAC Leadership training  | Simon Brown Greaves, FBG Group          | N-Week | Yearly    | √                       |                      |                          |              |           |   |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential Student Training Program – 2018

| Training   | Delivered by   | Timing  | Frequency      | Student training groups |                      |                          |              |           | Explanation  |
|--|--|---|----------------|-------------------------|----------------------|--------------------------|--------------|-----------|--|
|  |  |   |                | TCAC                    | Student Coordinators | O-Week leaders (Buddies) | New Students | Returning |  |
| Buddy training   | TCAC   | N-Week  | Yearly         |                         |                      | √                        |              |           |  |
| Code of Conduct Training   | Dean and Deputy Dean                                     | O-Week  | Yearly         |                         |                      |                          | √            |           |  |
| Consent training   | Head of Wellbeing/ College Nurse                         | O-Week for new students<br>First two weeks of University for returning students | Every semester | √                       | √                    | √                        | √            | √         | This training is compulsory. All new students attend a session early in O-Week, to chat about what sexual consent, harassment, assault look like, and what the reporting avenues are at the college and outside. All returning students attend a session to talk through culture, consent and scenarios. |
| Ethical bystander training                                       | Head of Wellbeing/ College Nurse                         | O-Week for new students<br>First two weeks of University for returning students | Every semester | √                       | √                    | √                        | √            | √         | This training is compulsory. All new students attend a session on how to be an ethical bystander and intervene in any scenario that they thought didn't quite look right. Using the four ways direct, indirect, distraction and policies. Similar session is run for 2nd and 3rd year students.          |
| Safe partying and alcohol  | Head of Wellbeing/ College Nurse                         | O-Week  | Yearly         |                         |                      |                          | √            |           | This session covers harm minimisation, who to go to for help around College, risks of alcohol and drug intake.   |
| Sessions on University and Residential College Academic Programs | Deputy Dean  | O-Week  | Yearly         |                         |                      |                          | √            |           |  |
| Diversity Chats  | Claire Bostock - Minus18 (alumni student)                | O-Week  | Yearly         |                         |                      |                          | √            |           |  |
| Indigenous Chats   | Led by Indigenous students                               | O-Week  | Yearly         |                         |                      |                          | √            |           |  |
| Consent, the law and the college code of conduct                 | Chris Hartigan and Krystyna Grinberg from Piper Alderman | July  | Yearly         | √                       | √                    | √                        | √            | √         | This session is compulsory. The session is a Code of Conduct Refresher for all students. The session covered consent, the law and how that applies to the Trinity Code of Conduct.   |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential Student Training Program – 2019

| Training                          | Delivered by   | Timing   | Frequency | Student training groups |                      |                          |              |           | Explanation   |
|-----------------------------------|--|--|-----------|-------------------------|----------------------|--------------------------|--------------|-----------|---|
|                                   |  |  |           | TCAC                    | Student Coordinators | O-Week leaders (Buddies) | New Students | Returning |   |
| Scenario based leadership session | Head of Wellbeing  | Leadership Week, N-Week                            | Yearly    | √                       | √                    | √                        |              |           | Session covers realistic scenarios about what they may encounter when in leadership positions, how to handle these situations appropriately.  |
| Safe Partying                     | ADES (Alcohol and Drug Education Specialists)  | Leadership Week (November 2018), N-Week and O-Week | Yearly    | √                       | √                    |                          | √            |           | ADES runs an alcohol and drug session to talk about the harms that can occur and how to minimize risks. Training also covers how you can look after your friends and what other help is around college. |
| Culture Chat                      | Indigenous Support Officer   | Leadership Week (November 2018), N-Week and O-Week | Yearly    | √                       | √                    | √                        | √            |           |   |
| Certificate 2 First Aid Course    | St Johns Ambulance   | N-Week   | Yearly    | √                       | √                    |                          |              |           |   |
| Intercollegiate training          | Skye-Rose (SAFE Communities Melbourne University), Nina Funnell (Journalist - Red Zone Report), Sonya Karras (Safe Partying) | N-Week   | Yearly    | √                       | √                    | √                        |              |           |   |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential Student Training Program – 2019

| Training  | Delivered by                     | Timing | Frequency                          | Student training groups |                      |                          |              |           | Explanation   |
|---|----------------------------------|--------|------------------------------------|-------------------------|----------------------|--------------------------|--------------|-----------|---|
|   |                                  |        |                                    | TCAC                    | Student Coordinators | O-Week leaders (Buddies) | New Students | Returning |   |
| Responsible Service of Alcohol (RSA)                                      | Cetin Must                       | N-Week | Yearly                             | √                       | √                    | √                        |              |           |   |
| Youth Mental Health First Aid   | Felicity Rosseaux (psychologist) | N-Week | Yearly x2 (September and February) |                         | √                    |                          |              |           | TCAC and other students who sign up did MHFA in September 2018  |
| Understanding sexual consent & preventing sexual violence in universities | Full Stop Foundation             | N-Week | Yearly                             | √                       | √                    |                          |              |           | This 3-hour workshop is designed for student leaders in key positions to influence the behaviour of their peers and campus culture. The workshop introduces students to: <ul style="list-style-type: none"> <li>- Key concepts concerning sexual violence in the Australian context</li> <li>- Legal responsibilities, including ethical use of digital media</li> <li>- The Sex &amp; Ethics Framework for ethical consent developed by Moira Carmody</li> </ul> |
| TCAC Leadership training  | Simon Brown Greaves, FBG Group   | N-Week | Yearly                             | √                       |                      |                          |              |           |   |
| Buddies training  | TCAC                             | N-Week | Yearly                             |                         |                      | √                        |              |           |   |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential Student Training Program – 2019

| Training                               | Delivered by   | Timing  | Frequency      | Student training groups |                      |                          |              |           | Explanation   |
|--|--|---|----------------|-------------------------|----------------------|--------------------------|--------------|-----------|---|
|  |  |   |                | TCAC                    | Student Coordinators | O-Week leaders (Buddies) | New Students | Returning |   |
| Man Cave and Women in Leadership       | The Man Cave, Head of Wellbeing, Dean and Head of HR | N-Week  | Yearly         | √                       | √                    |                          |              |           | These sessions discussed culture, topics that are unspoken, how to lead and how to check-in with yourself, your friends and other people.   |
| Code of Conduct Training               | Dean   | O-Week  | Yearly         |                         |                      |                          | √            |           |   |
| Sexual Consent and Harassment Training | Head of Wellbeing                                    | O-Week for new students<br>First two weeks of University for returning students | Every semester | √                       | √                    | √                        | √            | √         | All new students attend a session early in O-Week, to chat about what sexual consent, harassment, assault look like, and what the reporting avenues are at the college and outside. All returning students attend a session with ReTalks, an organisation run to former Queens College students who have done CASA training to talk through culture, consent and scenarios. |
| Ethical Bystander Training             | Head of Wellbeing                                    | O-Week for new students<br>First two weeks of University for returning students | Every semester | √                       | √                    | √                        | √            | √         | All new students attend a session in O-Week straight after the sexual consent and harassment training to talk through how to be an ethical bystander and intervene in any scenario that they thought didn't quite look right. Using the four ways direct, indirect, distraction and policies. ReTalks run similar scenarios with the 2nd and 3rd year students.             |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential Student Training Program – 2019

| Training   | Delivered by                  | Timing                                | Frequency | Student training groups |                      |                          |              |           | Explanation  |
|--|-------------------------------|---------------------------------------|-----------|-------------------------|----------------------|--------------------------|--------------|-----------|--|
|  |                               |                                       |           | TCAC                    | Student Coordinators | O-Week leaders (Buddies) | New Students | Returning |  |
| Sessions on University and Residential College Academic Programs | Head of Student Services      | O-Week                                | Yearly    |                         |                      |                          | √            |           |  |
| Diversity Chat   | LGBTIQ+ student leaders       | O-Week                                | Yearly    |                         |                      |                          | √            |           |  |
| Indigenous Student Chats   | Led by Indigenous students    | O-Week                                | Yearly    |                         |                      |                          | √            |           |  |
| Security Chat  | College Caretaker             | O-Week                                | Yearly    |                         |                      |                          | √            |           |  |
| International Student Chat                                       | Led by international students | O-Week                                | Yearly    |                         |                      |                          | √            |           |  |
| Online Residential College Modules                               | Res College Team              | Completed prior to arrival at College | Yearly    | √                       | √                    | √                        | √            | √         | These compulsory online modules cover mental health, sexual harassment and consent, wellbeing, Code of Conduct, alcohol and drugs, Indigenous culture etc. |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential College Staff and Residential College Tutor Training – 2018

| Training  | Deliver by                       | Timing          | Frequency     | Staff |             |                   |               |                          |                            |                    |                    | Explanation |   |
|---|----------------------------------|-----------------|---------------|-------|-------------|-------------------|---------------|--------------------------|----------------------------|--------------------|--------------------|-------------|---|
|   |                                  |                 |               | Dean  | Deputy Dean | Head of Wellbeing | College Nurse | Head of Student Programs | Indigenous Support Officer | College Caretakers | Residential Tutors |             |   |
| Codes of Conduct (Staff and Student) and Under 18s Policy                             | Dean/ Deputy Dean                | February & July | Biannual      |       |             |                   |               |                          |                            |                    |                    | √           |   |
| Residential Tutors Training – Academic Tutoring Program                               | Deputy Dean                      | February        | Yearly        |       |             |                   |               |                          |                            |                    |                    | √           |   |
| Residential Tutor Training – Residential College Policies & Procedures with scenarios | Head of Wellbeing/ College Nurse | February        | Yearly        |       |             |                   |               |                          |                            |                    |                    | √           | This Residential Tutor Training covers:<br>1. First Aid Action Plan<br>2. Mental Health Support Guidelines<br>3. Drug protocol<br>4. Emergency procedures:<br>- Death<br>- Sexual assault<br>- Security issues<br>- States of heightened consciousness<br>- Suicide<br>- Contagious disease |
| Fire Warden Training  | Deputy Dean                      | March           | Yearly        |       |             |                   |               |                          |                            |                    | √                  | √           |   |
| First Aid Certificate 2 Course  | St John's Ambulance              | February        | Every 3 years | √     | √           | √                 | √             | √                        |                            |                    | √                  | √           | Training needs to be updated every 3 years.   |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential College Staff and Residential College Tutor Training – 2018

| Training   | Deliver by                                  | Timing            | Frequency                | Staff |             |                   |               |                          |                            |                    |                    | Explanation |  |
|--|---|-------------------|--------------------------|-------|-------------|-------------------|---------------|--------------------------|----------------------------|--------------------|--------------------|-------------|--|
|  |   |                   |                          | Dean  | Deputy Dean | Head of Wellbeing | College Nurse | Head of Student Programs | Indigenous Support Officer | College Caretakers | Residential Tutors |             |  |
| CPR and Asthma and Anaphylaxis Training                        | St John's Ambulance                         | February          | Yearly                   | √     | √           | √                 |               |                          |                            |                    |                    | √           | Training needs to be updated every 3 years.  |
| Responding to disclosure of sexual violence – Online training  | Epigeum – Oxford Press                      | February          | Yearly                   | √     | √           | √                 | √             | √                        | √                          |                    |                    | √           | This online trained provided a clear step to step guide about how to talk and respond to a student who may disclose sexual violence to a staff member. Modules ranged from how to respond, myths about assault and what the next steps might be after a disclosure |
| ECO Training   | Marten Kelders/<br>Dynamiq                  | March & September | Biannual                 | √     | √           |                   |               |                          |                            |                    |                    |             |  |
| Chief Emergency Warden Training                                | Marten Kelders/<br>Dynamiq                  | March & September | Biannual                 | √     | √           |                   |               |                          |                            |                    |                    |             |  |
| Critical Incident Management Plan Training                     | Dynamiq                                     | August            | Yearly                   | √     | √           |                   |               |                          |                            |                    |                    |             |  |
| Reality, Risk and Pornography Professional Development Seminar | Domestic Violence Resource Centre, Victoria |                   | Professional development |       |             | √                 |               |                          |                            |                    |                    |             | Professional development course for Head of Wellbeing  |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential College Staff and Residential College Tutor Training – 2019

| Training  | Deliver by                            | Timing          | Frequency     | Staff |             |                   |               |                          |                            |                    |                    | Explanation |   |
|---|---------------------------------------|-----------------|---------------|-------|-------------|-------------------|---------------|--------------------------|----------------------------|--------------------|--------------------|-------------|---|
|   |                                       |                 |               | Dean  | Deputy Dean | Head of Wellbeing | College Nurse | Head of Student Programs | Indigenous Support Officer | College Caretakers | Residential Tutors |             |   |
| Codes of Conduct (Staff and Student) and Under 18s Policy                             | Head of Student Services/ Deputy Dean | February & July | Biannual      |       |             |                   |               |                          |                            |                    |                    | √           |   |
| Residential Tutors Training – Academic Tutoring Program                               | Head of Student Services              | February        | Yearly        |       |             |                   |               |                          |                            |                    |                    | √           |   |
| Residential Tutor Training – Residential College Policies & Procedures with scenarios | Head of Wellbeing                     | February        | Yearly        |       |             |                   |               |                          |                            |                    |                    | √           | This Residential Tutor Training covers:<br>1. First Aid Action Plan<br>2. Mental Health Support Guidelines<br>3. Drug protocol<br>4. Emergency procedures:<br>- Death<br>- Sexual assault<br>- Security issues<br>- States of heightened consciousness<br>- Suicide<br>- Contagious disease |
| Mental Health First Aid Training  | Psychologist - Felicity Rosseaux      | February        | Every 3 years | √     | √           | √                 |               |                          |                            |                    |                    | √           | Training needs to be updated every 3 years.   |

## Appendix H – Residential Student, Staff and Tutor Training (2018 and 2019)

### Residential College Staff and Residential College Tutor Training – 2019

| Training  | Deliver by                 | Timing            | Frequency     | Staff                     |             |                   |               |                          |                            |                    |                    | Explanation   |
|---|----------------------------|-------------------|---------------|---------------------------|-------------|-------------------|---------------|--------------------------|----------------------------|--------------------|--------------------|---|
|   |                            |                   |               | Dean                      | Deputy Dean | Head of Wellbeing | College Nurse | Head of Student Programs | Indigenous Support Officer | College Caretakers | Residential Tutors |   |
| First Aid Certificate 2 Course                        | St John's Ambulance        | February          | Every 3 years | √<br>(Advanced - Level 4) | √           | √                 | √             | √                        |                            | √                  | √                  | Training needs to be updated every 3 years.         |
| CPR and Asthma and Anaphylaxis Training               | St John's Ambulance        | February          | Yearly        | √                         | √           | √                 | √             | √                        |                            |                    | √                  | Training needs to be updated every year.            |
| Responding to disclosure of sexual violence in person | Full Stop Foundation       | February          | Yearly        | √                         | √           | √                 | √             | √                        | √                          |                    | √                  | Warden & Deputy Warden also attended this training. |
| How to talk to young people about mental health       | The Man Cave               | August            | Yearly        | √                         | √           |                   |               |                          |                            |                    | √                  |   |
| Fire Warden Training                                  | Marten Kelders             | March             | Yearly        |                           |             |                   |               |                          |                            | √                  | √                  |   |
| ECO Training  | Marten Kelders/<br>Dynamiq | March & September | Biannual      | √                         | √           |                   |               |                          |                            |                    |                    |   |
| Chief Emergency Warden Training                       | Marten Kelders/<br>Dynamiq | March & September | Biannual      | √                         | √           |                   |               |                          |                            |                    |                    |   |
| Critical Incident Management Plan Training            | Dynamiq                    | August            | Yearly        | √                         | √           |                   |               |                          |                            |                    |                    |   |

# Appendix I – Trinity College Alcohol Provision and Consumption Policy



## Trinity College

THE UNIVERSITY OF MELBOURNE

**Policy Name:** Alcohol Provision and Consumption

|                               |                             |
|-------------------------------|-----------------------------|
| <b>Authorised By:</b>         | Dean of the College         |
| <b>Date of Authorisation:</b> | November 2005               |
| <b>Date of Revisions:</b>     |                             |
| <b>Date of Reviews:</b>       | October 2014, November 2015 |

### 1. Overview

The responsible and legal enjoyment of alcohol is a matter of free choice amongst members of the Trinity College community. In this, as in all areas of our common life, the best discipline is self-discipline and individuals are accountable for their own actions. The College's Code of Conduct will be upheld at all times, and members of the Trinity College community should be aware of legal, cultural and religious issues surrounding the use of alcohol. Sensible drinking is the responsibility of all members of the community, not merely those running events. *'Your student organisers/friends put in a great deal of effort to put on good events for you, and that means that YOU have a responsibility to enjoy that event in a manner that does not result in any harm to your health (or Code of Conduct violations).'* – Note from the Dean to all students on 29 July, 2014.

It should be noted that substance abuse (including alcohol and illegal drugs) and in any form (including chronic and binge consumption) is not acceptable behaviour for members of Trinity College. All students entering Trinity must take seriously the implications of signing the Trinity College Code of Conduct and remain aware of the implications of failure to comply with the standards set out in this document. Any example of substance abuse will be regarded as both a pastoral and a disciplinary issue.

### 2. Trinity College Liquor Licence

Trinity College is governed by the law in its provision of alcohol at College events. The College must adhere to the regulations of the College's licence – both its opportunities and limitations. As required by law, the College's Liquor Licence is displayed in the JCR for public viewing.

Appendix One shows a map of the licensed areas of the College. Organisers of events that will be serving alcohol, and are not in the licensed areas, must apply to the licensee (the Dean) for an extension of the licence to the proposed areas. (Please note that the Gourlay Basement, the Bulpadock, and the Billiards room are not in the licensed area.)

### 3. Scope

This policy is applicable to all consumption of alcohol by a member of Trinity College on campus and to the provision of alcohol by the TCAC or its Associated Clubs and Societies. This policy is to be considered in conjunction with Collegiate, Intercollegiate, University and Victorian policies and guidelines on the distribution and consumption of alcohol, as well as the Appendix 2: *Intercollegiate Transition and Orientation Week Policy*.

### 3. Policy

The definition of public drunkenness in the State of Victoria is where a person's *physical or mental faculties or judgement are appreciably and materially impaired in the conduct of the ordinary affairs or*

# Appendix I – Trinity College Alcohol Provision and Consumption Policy

*acts of daily life*, and where the person is in such a state in a public place. This definition applies in all public spaces of the Trinity College campus.

## General Principles

- (i) No one is to compel or influence another person to drink alcohol against his or her will;
- (ii) Consumption must comply with Collegiate, Intercollegiate, University and Victorian policies and guidelines on the consumption of alcohol. Some rules to be noted are:
  - i. The consumption of alcohol in licensed venues by persons under the age of eighteen years is prohibited by law in the State of Victoria.
  - ii. Being drunk in a public place is prohibited by law in the State of Victoria.
- (iii) Consumption of alcohol in drinking contests or in drinking games does not constitute the responsible adult enjoyment of alcohol. Such activities are prohibited.
- (iv) No alcohol is to be sold on College premises, unless the conditions laid down by the licensing authority have been fulfilled.

## Students under 18 at College

Students under the licensed drinking age are only permitted to consume alcohol at College at College-run events, and only on presentation of a waiver signed by the parent/guardian to agree. Under 18 students may NOT be served alcohol at the College bar, and their photos will be displayed in the Bar for the staff until their attainment of majority. Any student found serving alcohol or purchasing alcohol for under-18s will be charged under the Code of Conduct.

## Specific licenced areas at College

The current licence does NOT include the Gourlay Basement, the Billiards Room, or the Bul apart from the oak area and the Chapel Annexe forecourt. Student events with alcohol need to be located in hall, in the JCR and Sharwood Court, Cloisters, or Vatican lawn. **Any other area requires written permission from the licensee (the Dean). See the map of licensed areas in Appendix 1.**

Students who bring their own alcohol into non-licensed areas, such as the Billiards Room, or basement, should be mindful that whereas casual drinking is acceptable within the terms of the Code, impromptu parties are not, as all party events require advance planning. The Billiards room, due to noise and space issues, is not a party venue.

## Guidelines for Student-Run Events Serving or Supplying Alcohol

- (v) Alcohol is not to be distributed free of charge or at substantially discounted rates at official student functions unless written permission for this has been obtained from the Associate Dean;
- (vi) At no time should events be promoted by using drink specials as an incentive to attend. Advertising and promotion of drink specials or substantial discounts are prohibited in a public forum such as formal hall announcement, or in written form such as posters or resstudent posts. Pricing of drinks must not be below cost and within the regulations of the liquor licence.
- (vii) Sufficient quantities of food must be served throughout events at which alcohol is served;
  - i. Calculations regarding the amount of alcohol to be served at an event and also requirements for the availability of non-alcoholic drinks and food must be made according to the Intercollegiate Alcohol Policy. The ratios are included in the event application form.
- (viii) Attractive and affordable non-alcoholic drink options must be made equally available, and there must be a water station available in similar fashion at all College events;
- (ix) Proof of a current RSA (Responsible Service of Alcohol) Certificate of anyone serving alcohol is required;
  - i. The Registrar should hold a copy of the students' RSA Certificate and any renewal information for each of the servers.

# Appendix I – Trinity College Alcohol Provision and Consumption Policy

- (x) A minimum of two staff members (including administration staff and residential tutors) must be present for the duration of any event serving alcohol;
- (xi) For events held on campus and which are covered under the Trinity College liquor licence, student organisers may be asked to arrange for paid staff to serve alcohol; and
- (xii) Organisers of these events may be held responsible for inappropriate conduct of attendees in cases where planning and management of the event does not follow College policies and/or guidelines for student-run events, or is deemed to have been insufficient to maintain appropriate behaviour.
- (xiii) Student event organisers are responsible for any damage or extra cleaning resulting from student behavior relating to the event, although the individuals concerned may be charged directly). A review meeting will be call in which a report must be given to the Associate Dean regarding the incident including how RSA has been activated.

## **Inappropriate Behaviour Associated with Alcohol**

Inappropriate behaviour includes, but is not limited to:

- (i) the severe loss of motor control or speech capacity;
- (ii) excessive noise violations;
- (iii) damaging College or another individual's property;
- (iv) vomiting or urinating in a public place;
- (v) verbal or physical abuse or harassment of another person;
- (vi) intimidation; or
- (vii) any other behaviour that leads to complaints.

Students engaging in this behaviour can expect to be approached by a member of staff, including tutors, a member of the TCAC, a committee member of a Club or Society, or other College authorities such as the Caretakers, who will seek to render assistance, to challenge inappropriate behaviour, and – if necessary – to ask the person to leave a function or public space.

Any such incident will result in a meeting with a member of the College staff and/or disciplinary measures as deemed appropriate. Individuals should be aware that disciplinary measures may include, but are not limited to:

- (i) Mandatory attendance of pastoral care and/or counselling sessions to be monitored by the college;
- (ii) Being required to meet with the Dean;
- (iii) Other penalties which have been negotiated with the Senior Student and the TCAC
- (iv) Non-readmittance to the College; or
- (v) Being required to leave the College immediately.
- (vi) When appropriate, the Senior Student will be consulted on the nature of any penalties imposed.

## **4. Administration Procedure**

Students planning an event where alcohol is provided are required to submit an event plan through the portal to the Associate Dean requesting approval for the event. The following information must be included:

- (i) Name of the event
- (ii) Purpose of the event
- (iii) Responsible committee or TCAC Club and Society
- (iv) List of the organisers who may be held accountable for any violations of this policy
- (v) Details of:
  - i. whether the event focuses primarily upon the consumption of alcohol;
  - ii. whether alcohol usage is being excessively encouraged;
  - iii. whether the service of alcohol is appropriate at the event, in terms of both quantity and style;
  - iv. who is responsible for the provision and service of alcohol;
  - v. who is responsible for the provision and service of non-alcoholic drinks;
  - vi. who is responsible for the provision and service of food;
  - vii. who is responsible for meeting licensing requirements;
  - viii. who is responsible for duty of care/pastoral issues arising out of the use of alcohol; and

# Appendix I – Trinity College Alcohol Provision and Consumption Policy

ix. which members of staff (including tutors) will be in attendance.

## 5. Other Documents

Other documents that should be referred to are the:

- (i) Trinity College Code of Conduct
- (ii) *Intercollegiate Orientation and Transition Week Policy*
- (iii) Trinity College *Residential Handbook*
  - i. Especially the sections: Alcohol, Code of Conduct, Discipline, Drugs, Harassment, and Parties and Special Occasions.
- (iv) The University of Melbourne Environment Health and Safety Manual, Document 8.2.5., *Alcohol and Drugs in the Workplace*.
- (v) Further information about the laws governing, and the effects of alcohol, can be found at <http://www.vcglr.vic.gov.au/>

---

## ***Student Run Events***

Want to organise a social event for your fellow resident students?

1. Check the **College calendar** to find an appropriate date and time for your event.
2. Submit a **student run event application**. Wait to hear the outcome of your application. If it's successful, go ahead and start organising.

Student Run Event Application. Before completing and submitting this form for approval, make sure you have read the **Guidelines and Conditions** which precede it, and have had the appropriate conversations as outlined there. This form **MUST** be submitted **no less than 15 working days** before the proposed event, or **no less than 5 working days** if the proposed event is a small\*and simple one.

Once the application has been submitted, it will be reviewed. You will be notified of the outcome of your application. If it is approved, your event will appear in the **residential College Calendar** and you, as Organiser, will receive a confirmation by email. The Associate Dean can be contacted for any further questions or assistance.

Please answer the questions here in as much detail as you can to facilitate the process. If a question does not apply to your proposed event, please use N/A in the field provided.

### **Part 1 of 5**

I have read the Guidelines, Conditions & Approval Process and related documents pertaining to Trinity College Student-Run Events\*

---

Yes

No

Have you had a preliminary discussion with the Social Secretary, TCAC, over dates?

---

Yes

No

Have you had a preliminary discussion with the TCAC Treasurer over budgeting and finance?

---

Yes

No

Have you had a preliminary discussion with the Associate Dean? (If no, you can no longer proceed)\*

---

Yes

No

# Appendix I – Trinity College Alcohol Provision and Consumption Policy

## Student Run Events Guidelines and Conditions

Students are encouraged to think creatively and responsibly when designing events, to work with staff as a means of improving their event management skills, and to think about inclusiveness and safety, as well as fun and enjoyment.

Designing, implementing, and running a truly great event is a lot harder than it looks, and the College's aim is to assist, support, and encourage students in developing this talent, so that events run smoothly with maximum enjoyment for all the community.

Part of the responsibility for managing an event includes familiarization with guidelines and conditions; managing events at Trinity College is no exception. Reading these Guidelines and Conditions through might seem onerous the first time, but each time an event is managed, re-familiarization becomes part of your experience and professionalism.

## Process

Before an event is considered for inclusion on the Residential College Calendar, the on-line event proposal process for student-run events must be completed *not later than 15 business days* prior to the date proposed for the event, unless the event is a small or simple event, in which case *5 business days* is acceptable. Late submissions for large events are very unlikely to be approved. In the instance where events are scheduled for the first week in semester, including for orientation periods, discussion and planning must take place either at the end of the preceding semester or during the vacation recess. The [application form for student run events](#) is available on the Portal and must be completed appropriately in order for an event to be considered.

Approval by the Dean is required for any event organized by a resident or nonresident student or students to take place in a venue on- or off-campus and that is funded by a Trinity College club, society, sporting team, arts group or individual member of the community.

This application submission, to seek approval, must be preceded by a preliminary discussion with the Social Secretary of the TCAC to ascertain calendar options, and then with the Associate Dean to ascertain feasibility and to map requirements, including Risk Management, before submitting an application form. If an on-campus event is planned, the Manager of Property & Facility Services should also be consulted, both for planning and as a matter of courtesy. In all instances it is expected that event managers will liaise with the Social Secretary (TCAC), for guidance and support, including liaison with the Treasurer (TCAC) to determine budget requirements and cost-effectiveness. Once the event has been approved, then further or ongoing consultation with these persons will be needed to confirm the arrangements, especially in the light of minor changes or adjustments that may be necessary.

Once it has been approved, the event goes into the [Calendar](#) automatically. Any amendments subsequent to this process will need to be made with the Registrar, who has oversight of the calendar for the Residential College.

Similarly, before submitting a proposal, organisers agree to have read, understood, and considered the implications of the Personal Well-Being and Community Life sections of the current [Handbook](#), and agree to abide by the [Trinity College Student Code of Conduct](#), the Trinity College Alcohol Policy, Intercollegiate Alcohol Policy, Responsible Serving of Alcohol, Trinity College criteria for organizing events, and all other pertinent information affecting student-run events as set out in the Handbook.

Please note that criteria introduced in the online-approval process, as well as criteria in the Handbook, are regularly being revised, and additional criteria may be introduced at any time at the discretion of the Dean.

## Clubs, Societies and other student groups

Each club, society or other student group must have a clearly articulated mission statement regarding its purpose, and must be able to demonstrate a **clear and direct connection with any proposed event and the purpose of that event.**

Event organisers must also be aware of and make themselves familiar with the following:

# Appendix I – Trinity College Alcohol Provision and Consumption Policy

## 1. Responsible Serving of Alcohol

**Only individuals in possession of a current training certificate in the "Responsible Serving of Alcohol"** may serve drinks. Copies of all current RSA certificates in any one year are to be lodged with the Head of Student Services and maintained as a register.

**Spirits are not to be served.**

**No 'unlimited drinking' tickets are to be offered or advertised.**

**For events to be held on campus** and which are covered under the Trinity College liquor licence, student organisers may be asked to arrange for paid staff to serve alcohol, in consultation with the Associate Dean, and the costs for those staff will be borne by the Club or Society.

Calculations regarding the amount of alcohol to be served at an event, and the requirements for the availability of non-alcoholic drinks and food, must be made according to the Intercollegiate Alcohol Policy in the current Residential College Handbook.

**Event applications must include detailed alcohol procurement quantities, demonstrating compliance with 1 standard drink per head per hour for the projected number attending.**

For events to be held off campus, student organisers must ensure that professionally trained staff will be serving alcohol, that attractive nonalcoholic drinks will be available, and that appropriate quantities of food will be made available in a timely fashion.

## 3. Residential College Calendar & Trinity College Calendar

It is important to check the **College-wide Calendar** and the **Residential College Calendar** on the Portal to avoid clashes in dates **before submitting an application**. Conversations with the Social Secretary and the Registrar (as above) will be useful.

In addition, to maintain an appropriate balance of activities on the Residential College Calendar, an event will be appraised on its merits in any one year. There should be no expectation that an event will be 'automatically' approved on precedence.

Please note, too, that the number of events approved is likely to decrease in the three weeks prior to the University of Melbourne non-teaching period at the end of each semester as students approach examinations. Obviously, few events are likely to be approved in this period.

## 4. Safety, Risk-Management & Security

The event organisers and the President/Head of any Club or Society or other student group in designated leadership/management roles at the event must undertake to behave responsibly during the event and to look after the safety, welfare, and security of attendees.

**For an off-campus event**, organisers must provide the name and details of at least one and preferably two contact persons, including at the very least one mobile phone which remains switched on. Contact details for the venue itself must also be provided. Organisers may call upon Residential tutors and staff members to look after intoxicated students, should that situation develop, or to help oversee the event, and should be aware that staff may be present at any event at any time without fee. **It is required that you extend to at least two tutors and or/Residential Advisors, as appropriate, an invitation to join the event for support as senior members of the residential community.** This is an important dimension when ensuring that there are appropriate strategies to ensure people get back to College safely. The proposed venue must meet all OH&S requirements. It is responsibility of the organiser(s) to check this, including that, as a licensed venue, **security is properly provided by the venue when alcohol is served.**

**For an on-campus event**, organisers must ensure, similarly, that all OH & S requirements will be in place, by making contact with the Property & Facility Services Department during the preliminary discussion before submitting the application. Please also be aware that event organisers must be in touch with Property & Facility Services **at least fifteen** (or in the case of a simple\* event, **five**) working days before a proposed event to clarify and verify OH&S and other College arrangements, once the event has been approved.

(Note: \* A simple event is one which involves a small number of individuals, does not require involved catering and/or venue arrangements, and for which there are no complex OH & S considerations. If in doubt, please clarify this with the Associate Dean or the Dean, and the Managers of Property & Facility Services.)

All costs of organization, contractor supply and equipment must be covered by the event organisers.

**Security must be provided, as per off-campus venues, when alcohol will be served.**

**Please be aware that clubs, societies, or groups organizing events must arrange and cover**

# Appendix I – Trinity College Alcohol Provision and Consumption Policy

***the cost of security for their event. Only College-approved security should be used, and arrangements for this made through Property & Facility Services.***

Organisers should also re-familiarize themselves with the Emergency Management guidelines outlined on the Emergency Card and in the Emergency booklet distributed to all students.

A Trinity-College OH&S Standard applies in instances where hired equipment and/or contractors are to be involved.

- **Guests**

Only current resident students or current staff members (and their partners) of Trinity College have permission to attend student-run events, unless prior permission is obtained from the Dean of the Residential College for specific persons to attend, including non-resident students and/or alumni.

- **Consequential Issues Arising**

Where an individual or a group of individuals engages in inappropriate behaviour at an event, that individual or that group of individuals may be subject to one of the following penalties listed below, depending on the particular behaviour at that event and any prior instances of inappropriate behaviour.

In cases where signs of such behaviour become apparent, this should be made clear to attendees by the organisers, as a matter of warning.

Though consistency is paramount, inappropriate conduct is considered on a case by case basis. Mitigating circumstances as well as prior behaviour may also be taken into account. The following list is not exhaustive, and the severity of the outcome depends, in part, on the level of inconsistency between the behaviour exhibited and the requirements for behaviour set out in the Trinity College Student Code of Conduct.

**Acts of physical violence are likely to result in a minimum of suspension, and will most likely result in expulsion from the residential community, even if such behaviour constitutes the only instance of inappropriate behaviour for that student.**

The following is a list of penalties that may be applied in all other instances, at the discretion of the Dean:

- Warning
- Training and/or counseling
- Other penalties previously negotiated with the Senior Student and the TCAC
- Suspension from the Residential College community
- Expulsion from the Residential community
- Non-readmission for the following year
- A direction never to enter the premises again
- **It is essential that organisers of any event take responsibility for inappropriate conduct of attendees, bearing these consequential issues in mind.** Any such matters are to be raised with the Head of Student Services, in the first instance, in the Post-Event Debriefing meeting which will be held following all student-run events. In addition any incident arising during an event will be reported with due attention to detail in the Security Log within 24 hours of its occurrence by the Security Officers, and ***the onus is on student organisers to report any such incident to the Associate Dean or the Dean as soon as practical and no later than 12 hours after any such incident.*** Alternatively, and ONLY if such an incident occurs between Friday and Saturday nights, an appropriately detailed email should also be sent to the Associate Dean or the Dean within 12 hours of the incident's occurrence.

### Clean-up and/or Damage

It is the responsibility of the organisers to ensure that a safe and efficient clean-up is undertaken immediately after the event, and a post-clean-up inspection organized with Property & Facility Services.

**All costs resulting from clean-up, including damage which has been sustained, must be borne by the organisers and the Club or Society or Student Group responsible for the event.** It is wise to factor in an amount of money, in the planning, to offset any such contingency.

### Post-Event Debriefing Meeting

Within three business days of the event, organisers should expect, as a matter of course, to have a debriefing meeting with the Head of Student Services and/or the Dean to affirm the successful aspects of the event, to learn from any less successful aspects, and to help plan future event

# Select Bibliography

- Australian Bureau of Statistics. 4906 – *Personal Safety Survey, Australia, 2016*. Australian Government, 2016.
- Australian Human Rights Commission. *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. Australian Government, 2017.
- Australian Institute of Health and Welfare. *National Drug Strategy Household Survey 2016 – Detailed Findings*. Drug Statistics Series No. 31. Cat. No. PHE 214. Canberra: AIHW, 2017.
- Bolitho, Jane. 'Putting Justice Needs First: A Case Study of Best Practice in Restorative Justice'. *Restorative Justice* 3 no. 2 (2015): 256-281.
- Braithwaite, John. 'Repentance Rituals and Restorative Justice'. *Journal of Political Philosophy* 8 no. 1 (2000): 115-131.
- Broderick, Elizabeth. *Cultural Renewal at the University of Sydney Residential Colleges*. Sydney: Elizabeth Broderick & Co., 2017.
- Broderick, Elizabeth. *Cultural Review of St Paul's College*. Sydney: Elizabeth Broderick & Co., August 2018.
- Churchill, Brendan. *Trinity College 2018-9 Student Wellbeing and Culture Survey*. 15 July 2019.
- Colleges University of Melbourne. *Discrimination, Bullying, and Victimisation Policy and Procedure*. Melbourne: College University of Melbourne, 2019.
- Colleges University of Melbourne. *Intercollegiate Policy for Event Management*. Melbourne: Colleges University of Melbourne, 2015.
- Colleges University of Melbourne. *Intercollegiate Policy for the Holding and Timing of Intercollegiate Events*. Melbourne: Colleges University of Melbourne, 2015.
- Colleges University of Melbourne. *Intercollegiate Policy on Alcohol*. Melbourne: Colleges University of Melbourne, 2012.
- Colleges University of Melbourne. *Sexual Misconduct Policy and Procedure*. Melbourne: Colleges University of Melbourne, 20 February 2019.
- Colleges University of Melbourne. *Undergraduate Transition and Orientation Intercollegiate Policy*. Melbourne: Colleges University of Melbourne, reviewed 2012.
- Daly, Kathleen. 'Reconceptualising Sexual Victimisation and Justice'. *Justice for Victims: Perspectives on Rights, Transition and Reconciliation*, edited by Inge Vanfraechem, Antony Pemberton and Felix Mukwiza Ndahinda, 378-95. London: Routledge, 2014.
- Daly, Kathleen. 'What is Restorative Justice? Fresh Answers to a Vexed Question.' *Victims and Offenders* 11 no. 1 (2016): 9-29.
- Davey, Jeremy, Tamzyn M. Davey, and Patricia L. Obst. 'Alcohol Consumption and Drug Use in a Sample of Australian University Students'. *Youth Studies Australia* 21 no. 3 (2002): 25-32.
- Hughes, Clarissa. 'All Beer and Skittles? A Qualitative Pilot Study of the Role of Alcohol in University College Life'. *Australian Universities' Review* 54, no. 2 (2012): 22-28.
- Jahn Health Consultancy. *A Report on the College Row Cultural Review 2018 in The University of Western Australia's Residential College Setting*. Perth: Jahn Health Consultancy, 2019.

# Select Bibliography

- Kypri, Kypros, Jonathan Hallett, Peter M. Howat, Alexandra McManus, Bruce Maycock, Steven Bowe and Nicholas J. Horton. 'Randomised Controlled Trial of Proactive Web-based Alcohol Screening and Brief Intervention for University Students'. *Archives of Internal Medicine* 169 (2009): 1508-14.
- Mission Australian and Black Dog Institute. *Youth Mental Health Report – Youth Survey 2012-16*. 19 April 2017. <https://blackdoginstitute.org.au>.
- Ormond College. 'Respectful Relationships'. *Ormond College*. <http://www.ormond.unimelb.edu.au>.
- Rickwood, Debra, Amanda George, Rhian Parker, and Katja Mikhailovich. 'Harmful Alcohol Use on Campus: Impact on Young People at University'. *Youth Studies Australia* 30 (2011): 34-40.
- Roche, Ann M. and Kerriane Watt. 'Drinking and University Students: From Celebration to Inebriation'. *Drug and Alcohol Review* 18 (1999): 389-399.
- Schofield, Toni. 'Alcohol Use and Harm Minimisation among Australian University Students: Final Report of University Colleges Australia'. *An Australian Research Council (Linkage) Project (LP100100471)*, 2014.
- St Paul's College. 'Action Plan for Cultural Renewal'. *St Paul's College*, 2018. <https://www.stpauls.edu.au/cultural-review/>.
- Strang, Heather. *Repair or Revenge: Victims and Restorative Justice*. Oxford: Oxford University Press, 2002.
- The Full Stop Foundation*. <https://www.fullstopfoundation.org.au>.
- Toews, Barb. *The Little Book of Restorative Justice for People in Prison: Rebuilding the Web of Relationships*. Intercourse, PA: Good Books, 2006.
- Trinity College. *The Constitution of Trinity College*. Trinity College Act 1979. Melbourne: Trinity College, amended 29 October 2009.
- Trinity College. *Constitution of the Trinity College Associated Clubs Inc*. Melbourne: Trinity College, updated 28 February 2011.
- Trinity College. *Policy for Admission of Students to the Residential College of Trinity College*. Melbourne: Trinity College, updated 22 August 2018.
- Trinity College. *Trinity College Alcohol Provision and Consumption Policy*. Melbourne: Trinity College, November 2015.
- Trinity College. *Trinity College Staff Code of Conduct*. Melbourne: Trinity College, updated June 2017.
- Trinity College. *Trinity College Student Code of Conduct – Residential College*. Melbourne: Trinity College, updated 30 January 2019.
- Trinity College. *Terms of Reference – Trinity College, Residential College Review 2018*. Melbourne: Trinity College, 2018.
- Woods, Ellie, Nina Funnell, Adeline Gabriel and Lara McKay. 'Twenty (One) and Responses'. *Ormond Papers* 35 (2018): 127-144.

