



## **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 wellbeing 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



- 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 licence 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.

## **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 (ie 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.