

# Independent Culture Assessment

## *Eradicating sexual harassment and assault*

**Prepared for:**

**Robert Menzies College**

**Prepared By:**

**Converge International**

**Report Date:**

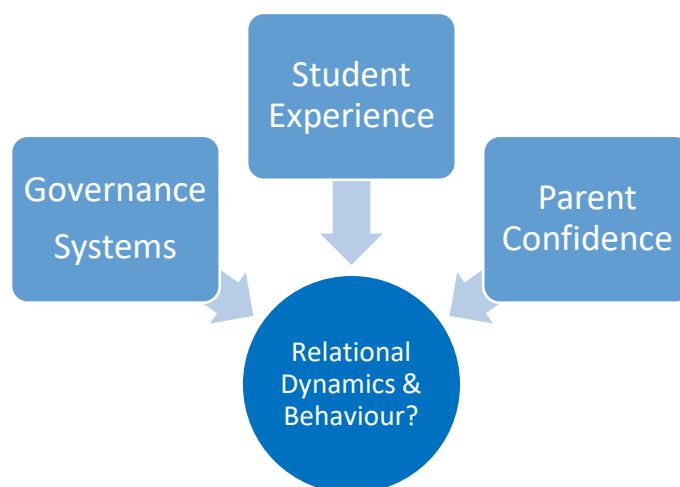
**15 August 2019**

## Executive Overview

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1. This Report has been prepared for Robert Menzies College (RMC) and contains the insights and recommendations arising from an independent assessment conducted by Converge International (CVI) over the February -August 2019 period.
2. The assessment was commissioned by RMC as part of its ongoing endeavours to eradicate any and all forms of sexual harassment and assault and indeed any other form of disrespectful behaviour at the College.
3. CVI's key responsibilities as independent assessor were to:
  - a. propose an evaluation methodology that will provide insights on RMC's "*culture, physical environment, governance structures and power relations*" reflecting the directions proposed in the Australian Human Rights Commission's (AHRC) national report on sexual assault and sexual harassment at Australian universities (2017) @ page 235
  - b. conduct the evaluation in a way that is both professional and respectful to the participation and potential sensitivities of RMC' leadership, students, and parents
  - c. workshop observations, findings and any proposed recommendations with RMC executives as a way of instilling ownership and supporting their continuous improvement endeavours
  - d. contribute to the RMC's communications with students, parents, and other stakeholders throughout this assessment
  - e. prepare/submit this Report capturing CVI's assessment methodology, key findings and recommendations.
4. The methodology adopted by CVI seeks to interpret the status of RMC's relevant relational dynamics and behaviours through the three lens' depicted here in Diagram 1:

**Diagram 1**



5. Whilst consultations with RMC leadership have been a feature of this methodology, the views contained in this Report remain those formulated and held by CVI in our capacity as independent assessor.
  
6. The remainder of this Report is organised into the following sections and appendices:
  - a. Section 1: Key Findings and Observations
  - b. Section 2: Responding to Culturally Significant factors
  - c. Section 3: Concluding Remarks
  - d. Appendix 1: Description of RMC's Governance Systems
  - e. Appendix 2: Student Survey (questions & responses)
  - f. Appendix 3: Parent Survey (questions & responses)

# Section 1 – Key Findings and Observations

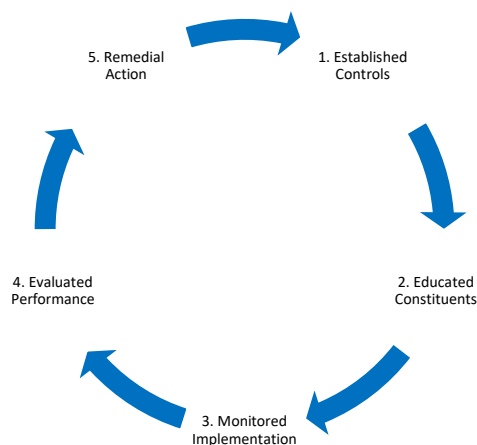
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## RMC Governance Systems

### Preliminary Comment

1. The decision to examine RMC’s governance systems is consistent with the AHRC’s focus on risk management (AHRC Report, page 209).
2. To support this examination, CVI developed a checklist of key questions that would take account of key governance considerations at each step in the generic management cycle shown here in Diagram 2:

**Diagram 2**



3. In practical terms, the checklist of key questions served as a reference point for briefings with RMC leadership and for desk-top reviews of RMC’s policies, procedures and reporting data, and allowed us to compile a description of RMC’s prevailing arrangements.

### CVI Findings/Observations

1. A consolidated summary of RMC’s prevailing governance systems is reported at **Appendix 1**.
2. CVI considers RMC’s arrangements to be well-considered and appropriate for the College environment. In reaching this conclusion, CVI notes that the prevailing arrangements:
  - a. demonstrate an intentional approach by RMC to address each step in the management cycle
  - b. align and respond to the core set of risks or exposures identified by RMC
  - c. appropriately target the challenge of inducting new cohorts of residents each semester
  - d. remain subject to RMC’s ongoing review and improvement.

3. Having said that, potential gaps were identified and importantly, are now acknowledged by RMC leadership as areas requiring further attention. These include:
  - a. the need for ongoing promotion, education, and reinforcement of policies
  - b. the need to stagger education and awareness raising beyond induction (orientation) programs
  - c. the absence of reliable feedback data from all students how they are experiencing RMC's behavioural standards and controls
4. We explore these gaps further in our consideration of student experience and in our commentary at *Section 2 – Responding to Culturally Significant Factors*.

## Student Experience

### Preliminary Comment

1. The decision to examine student experience provides perhaps the most telling insights into the effectiveness of RMC's governance systems.
2. To support this examination, current students were given opportunities to respond to a comprehensive Student Survey and to participate in a student focus group.
3. The Student Survey was issued in May 2019 and saw 190 students take up the opportunity to provide their feedback to the 31 voluntary-response questions. Students were assisted through the process through a set of survey instructions that included definitions for key terms; eg:
  - a. "Respectful" behaviour - is behaviour we accept and expect from each other and includes compliance with the College's Code of Conduct and policies and behaviour that contributes to a respectful environment for staff and students.
  - b. "Disrespectful" behaviour - is behaviour we reject and do not expect from each other and includes conduct that is unlawful, breaches of our Code of Conduct or policies, or might otherwise reasonably be expected to cause concern or discomfort to another person's personal safety or wellbeing.
  - c. "Sexual assault" - occurs when a person is forced, coerced or tricked into sexual acts against their will or without their consent, including when they have withdrawn their consent
  - d. "Sexual harassment" – occurs when a person receives unwelcome sexual advances, requests for sexual favours, or conduct of a sexual nature that would cause a reasonable person, in the same circumstances, to feel offended, intimidated, or humiliated
4. The response rate gives us confidence that the feedback is a valid representation of student experience and sentiment. A summary of Survey questions and student responses is included at **Appendix 2**. For the purpose of this Report, we have redacted text responses to protect the identity of respondents (and others named in responses), and to retain integrity as the weightings and interpretation afforded to individual respondent's comments.

5. Student focus groups were convened in June-July 2019 and saw 22 students take up the opportunity to provide further feedback on three priority areas, being:
  - a. the prevalence of disrespectful behaviour, in particular gossiping, in common areas
  - b. student utilisation of formal reporting procedures to deal with concerns regarding disrespectful behaviour
  - c. behaviours and initiatives that will be important to achieving an environment free from sexual harassment and assault
  
6. Details of those factors and insights gained from these focus groups is included in our commentary below at *Section 2 – Responding to Culturally Significant Factors*.

### CVI Findings/Observations

1. Student responses reinforce the perspective that RMC’s governance systems are contributing to a community environment where respectful behaviours and relationships are valued, exist and expected to continue.
2. That said, various forms of disrespectful behaviour remain prevalent and represent a source of discomfort or concern for some students.
3. In reviewing the feedback, CVI considers the following observations capture the student perspective and are worth noting:

Key Element	Observations (%s are rounded to the nearest whole numbers)
<b>Satisfaction with RMC</b>	<ul style="list-style-type: none"> <li>• Overall very high levels of satisfaction</li> <li>• Noteworthy that as few as 3-6% students report being dissatisfied or very dissatisfied with RMC’s performance across any of the 9 listed responsibilities</li> <li>• Equally noteworthy that there is very little variation in satisfaction levels reported across the 9 listed responsibilities</li> </ul>
<b>Base-line Knowledge</b>	<ul style="list-style-type: none"> <li>• Most students report having the requisite knowledge of expected behaviours and RMC policies/procedures/supports; and the capacity to recognise disrespectful behaviour</li> <li>• That said, it will be beneficial to at least 12% students to find ways to reinforce expectations and showcase scenarios that highlight distinctions between respectful v. disrespectful behaviour</li> </ul>
<b>Student Experience - Behaviours</b>	<ul style="list-style-type: none"> <li>• Overall students report very high levels of satisfaction – 84% very satisfied or satisfied with staff behaviours; 80% very satisfied or satisfied with student behaviour</li> <li>• That said, 68% students report having experienced some form of discomfort or concern from inappropriate behaviour directed to them personally or to their peers (and in similar proportions)</li> </ul>

	<ul style="list-style-type: none"> <li>• Perhaps of greater concern is that fact that 16-17% report experiencing some form of discomfort or concern occasionally or regularly</li> <li>• Gossiping stands out as the most prevalent type of disrespectful behaviour – the number of students experiencing this regularly or occasionally is 2.5x the number experiencing the 2nd ranking derogatory language or behaviour</li> <li>• Of some interest is the fact that the frequency of occurrences in RMC’s common areas rates alongside social media, the RANCH Hotel, and Off Campus as locations where these incidents take place</li> <li>• Fellow student residents are reported to be the most likely instigators of disrespectful behaviour</li> <li>• Of some concern is the 6 students who point to College leadership (which is listed as a distinct category from College staff) as regular instigators of inappropriate behaviour</li> </ul>
<b>Student Experience - Sexual Harassment &amp; Sexual Assault</b>	<ul style="list-style-type: none"> <li>• Students report similar experiences with respect to sexual harassment (SH) and sexual assault (SA)</li> <li>• A significant number of students report they have never experienced concerns or discomfort from this form of disrespectful behaviour – 80% for SH; 87% for SA</li> <li>• Where it does occur, it is more likely to be by way of inappropriate staring/leering; sexually suggestive comments or jokes; and rumours or gossiping</li> <li>• Of some concern is the 8-9% students who report experiences of unwelcome touching, groping, hugging, cornering or kissing occasionally or regularly</li> </ul>
<b>Triggers for Disrespectful Behaviour</b>	<ul style="list-style-type: none"> <li>• Alcohol consumption (excessive)</li> <li>• Lack of awareness or care for diversity, inclusiveness and community</li> <li>• Peer group dynamics – gossiping, boasting, egos</li> </ul>
<b>Student Responses to Disrespectful Behaviour</b>	<ul style="list-style-type: none"> <li>• Feedback suggests significant and more regular reliance on family and friends and direct dealings with instigator than accessing formal reporting to Residence Leadership or issuing complaints</li> <li>• Between 15-19% students report 6 of the 7 listed items act as regular/occasional barriers to making a formal complaint – “loss of control” appears to be the exception with as few as 7% students reporting this concern as having that same impact</li> <li>• Unclear as to whether that pattern reflects seriousness/type of behaviour v. barriers</li> <li>• Other barriers do exist; remains unclear based on the feedback as to their relative significance</li> </ul>
<b>Behavioural Controls</b>	<ul style="list-style-type: none"> <li>• The feedback reflects a strong student endorsement or support for all the controls listed</li> <li>• Interesting that personal accountability and peer support rank 1-2 in terms of being very important – 82% and 79% their importance to maintaining respectful behaviours</li> </ul>

# Parent Confidence

## Preliminary Comment

1. The decision to examine parent confidence recognises the importance of this stakeholder relationship and offers the opportunity to compare their perspectives with feedback provided by students.
2. To support this evaluation, parents of current students were given the opportunity to respond to a Parent Survey.
3. The Parent Survey was issued in May 2019 and saw 104 parents take up the opportunity to provide their feedback to the 14 voluntary-response questions. As with the students, parents were assisted through the process through a set of survey instructions that included definitions for key terms (refer above).
4. As with students, the response rate gives us confidence that the feedback is a valid representation of parent experience and sentiment. A summary of Survey questions and parent responses is included at **Appendix 3**. For the purpose of this Report, we have redacted text responses to protect the identity of respondents (and others named in responses), and to retain integrity as the weightings and interpretation afforded to individual respondent’s comments.

## CVI Findings/Observations

1. Parent responses align with those of their children and reinforce the perspective that parents have confidence in RMC and its management of student safety and wellbeing.
2. In general terms, parent feedback aligns closely with the feedback provided by students when it comes to overall satisfaction with RMC, incidences of disrespectful behaviour, and highlighting gossiping as the most frequent form of disrespectful behaviour.
3. In reviewing the feedback, CVI considers the following observations capture the parent perspective and are worth noting:

Key Element	Observations (%s are rounded to the nearest whole numbers)
<b>Welcome Sunday (Parent &amp; Student Induction)</b>	<ul style="list-style-type: none"> <li>• Some 30% parents report as past attendees at the Welcome Sunday</li> <li>• 96% of these parents’ report being satisfied or very satisfied with the information and format</li> </ul>
<b>Satisfaction with RMC</b>	<ul style="list-style-type: none"> <li>• Overall very high levels of satisfaction, noting that no more than 3% parents report being dissatisfied or very dissatisfied across any of the 9 listed domains and include RMC’s performance in setting behavioural expectations, maintaining standards of respectful behaviours, and promoting a culture of respect for others</li> <li>• The 3 items at the lower 78-82% satisfaction range have higher neutral responses which may be interpreted as parents’ not having the information or insight to form a view on those matters</li> </ul>



	<ul style="list-style-type: none"> <li>• Interestingly and albeit a very small sample, only 1 of the 5 parents who have had dealings with the College relating to concerns about disrespectful behaviour report being dissatisfied, or in their case very dissatisfied</li> <li>• Parent perceptions are heavily influenced by their child’s feedback (94%) – this is perhaps not surprising and ranks well ahead of College policies/procedures (71%) and their personal interactions and College reputation (67%).</li> </ul>
<b>Student Experience - Behaviours</b>	<ul style="list-style-type: none"> <li>• The incidence of children raising concerns with their parents is low; no more than 7% parents report that their child has raised these concerns with them occasionally or regularly other than in the case of gossiping, where the number parents doubles to 14%</li> <li>• It is worth noting that parents can and do respond to other factors with 25% parents indicating they have had “other reasons” to believe their child might be experiencing discomfort or concern from disrespectful behaviour</li> </ul>
<b>Sexual Harassment &amp; Sexual Assault</b>	<ul style="list-style-type: none"> <li>• Children raising concerns with parents about being subjected to SH or SA is extremely rare – 92% parents (in the case of SH) and 96% (in the case of SA) reporting that this has “never” been raised with them</li> <li>• Where concerns of disrespectful behaviour have been raised with parents regularly or occasionally, incidences of SH and SA are reported as less frequent than most other forms of disrespectful behaviour</li> </ul>
<b>Improvements</b>	<ul style="list-style-type: none"> <li>• Several hygiene factors highlighted that can be considered outside scope of this assessment; more focused on food and environment</li> <li>• Some suggestions re: more transparent, proactive communications between College and parents</li> </ul>

## Section 2 - Responding to Culturally Significant Factors

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### Background

1. For the purpose of this Report, “culturally significant” factors are those we believe that limit the effectiveness of RMC’s governance arrangements today and that if left unchecked, will be a barrier to achieving further significant improvements.
2. The two culturally significant factors identified by CVI over the course of the evaluation relate to:
  - a. gossiping – prevalence, locations, impacts
  - b. incident reporting – dynamics, barriers, other perceptions
3. We offer further insights and recommendations on both factors and note that our comments are informed by survey responses (including open-text responses), student focus groups, and our experiences assisting clients deal with similar types of behavioural norms and challenges.

### Gossiping

#### Further Insights

1. **Definition:** Gossiping at RMC is well-understood to be malicious or derogatory speech; spreading rumours (more so than information you know to be true) behind another’s back, and often to that person’s detriment. This can be contrasted with direct and constructive criticism or feedback, expressing genuine concern about another in their absence, and the occasional “off-loading” of personal frustrations or venting.
2. **Concerns:** Gossiping is recognised as a form of disrespectful behaviour. At a minimum, gossiping is considered to demonstrate a lack of care or respect for others. Often, repeat cycles of gossiping on significant incidents can and do take on a life of their own and invariably cause detriment to those involved, including their reputation and wellbeing. In some situations, early instances of gossiping are seen to become more intense forms of bullying.
3. **Frequency:** Gossiping stands alone as the most prevalent form of disrespectful behaviour experienced by students at RMC. Gossiping is re-energised at the beginning of each semester as new cohorts of students join RMC and bring their own secondary school norms. In exploring this dynamic in more detail, students report that the frequency of gossiping declines over time as peer groups become more familiar with each other and their environment and as individuals become more confident in their relationships. This is consistent with perspective that gossiping often begins as part of the relationship-forming activities among new students.
4. **Location:** Gossiping is regularly on display in public arenas, including the Dining Room; Study Areas and Common Rooms. According to students, common areas are best way for news to travel and be given energy; as one student described it, “*you can’t achieve that level of flow behind closed doors*”.

5. **Instigators:** Gossiping routines can and do vary with each new cohort of students and are considered to reflect the personalities and preferences of friendship groups and the alphas (informal leaders) that lead them.

## Recommended Actions

1. **Clear Target:** Students do not recall “gossiping” being addressed in any explicit way in education forums or in RMC’s prevailing governance arrangements. One consequence is that gossiping in its various forms is now tolerated or become an accepted norm. If this is the case, then consideration should be given to adopting a more intentional management focus on gossiping. In saying that, it is important that focus of management’s efforts remains squarely on the reducing the practice and impact of gossiping across -the-board as opposed to taking disciplinary action on individuals RMC peers or leadership might identify as serial gossipers.
2. **Cultural Strength:** Consideration should be given the positioning this “no disrespectful gossiping” endeavour as a development of another signature strength for RMC. By way of background, it is clear to us that many students have a sense of pride in belonging to RMC, and that they embrace specific norms that are distinctive to RMC and contribute positively to their environment and student experience. Our suggestion is that that “no gossiping” can assume the same status as “individual choice” and “alcohol-free zones” where students embrace the agenda and speak favourably about it as much as RMC leadership; egs:
  - a. Individual Choice – *“at RMC, we are not pressured into doing things. In fact, RMC does more than accommodate individual choice – we are encouraged to ‘say no’ and there is no baggage associated with making that call”*
  - b. Alcohol-free zone – *“at RMC, being alcohol-free is a lot more than helping individual remain balanced and healthy. It’s an important part of how we reinforce the need/expectations of being considerate of others and not act in selfish ways”*
3. **Focus on Behavioural Growth:** Whilst some form of education and awareness raising will be beneficial, it is important that individuals convert insights into new habits. It is for this reason we would encourage RMC to go further and articulate a desired set of behaviours (new habits) for students and student leaders that can anchor personal reflection and development and group dynamics with the ongoing support and stewardship of RMC leadership. Whilst we give some indication of those behaviours in *Section 3 – Concluding Remarks*, it is clear the development will need to be targeted to specific roles and needs as follows:
  - a. Students - “non-participation” or exercising the choice not to participate in gossiping, and “peer feedback” to those in your friendship group and beyond
  - b. Student leaders - “role modelling”, coaching alphas, and troubleshooting rumour mills
  - c. RMC Leadership – managing accountabilities, including counselling and discipline (as required)

# Incident Reporting

## Further Insights

1. Importance & Use: 75% Students report that RMC's policies & procedures are very important to maintaining respectful behaviour at the College. Despite this, it is rare for students to notify the Deans or College Master, or to make formal complaints when confronted with disrespectful behaviour with <10% students turning to these avenues on an occasional or regular basis.
2. Reporting Dilemma: Incident Reporting poses a dilemma for RMC leadership and students alike. For RMC leadership, the concern is that the small number of complaints (between 3-5 per year) they deal with each year is only a proportion of potentially reportable incidents, and that they have little or no basis to take action on possible incidents brought to their attention informally by person(s) other than those involved. For students, the concern is less about knowing what incidents may warrant formal reporting and more about electing not to make a complaint when the situation warrants it due to a belief that the costs involved (both personal and process - related barriers) outweigh any benefits.
3. Reputational Challenge: Albeit in relatively small numbers, there are a few students (and fewer parents) who either question RMC's track record in managing complaints or regard it as poor. In reviewing their comments, they present as individuals disaffected to some degree through their prior involvement or connection (via peers) with the complaint or reporting processes. Amongst the perceived failures, RMC has been criticised for failing to:
  - a. enforce its own rules; eg. maintain its stance or ban on alcohol
  - b. take action on instigators of disrespectful behaviour, in particular those in student leadership roles
  - c. guarantee the anonymity of victims or to take action against instigators in the absence of formal report
  - d. maintain a current set of workable process or guidelines to deal with these matters
  - e. develop the capabilities of leadership to manage contentious cases
  - f. do more to embrace diversity and inclusiveness, particularly for those students who may have differing stances or beliefs to those held by RMC

## Recommended Actions

1. Build Relational Security: Students make it clear that formal reporting is about trust, and that students will only report to individuals they trust and participate in a process they can trust. It is here that students themselves would like to see a more intentional investment in building of supportive relationship networks. From our perspective, this makes sense and reflect the need for high levels of trust given students' fears of retribution or perception that "*snitches get stitches*". In exploring this investment, students reiterate that the appointment of a Dean of Residents has been beneficial, provides a clear distinction between a student's academic and welfare concerns, and creates another contact point meaningful connection with RMC. Looking forward, students envisage:

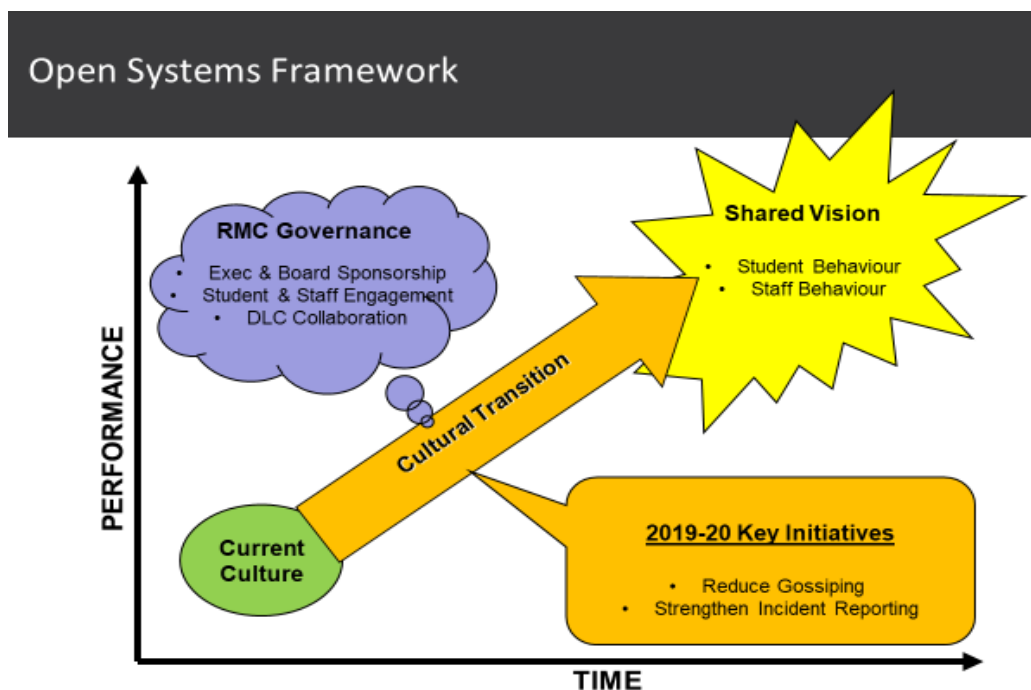
- a. more dedicated rapport building from RMC Leadership with each and every student. What is envisaged here is more dedicated 1:1 time for each student with the Master, Deans, and RAs; something that might occur informally for several students already but will catch those students that would otherwise “fall through the cracks”
  - b. potential for a buddy system beyond the RAs and friendship groups. RAs are busy and its often an exercise in judgement as to how often and what basis students approach them for peer support. It is also the case that RAs themselves may be the source of conflict or tension
2. Case Management: RMC should take the opportunity to conduct an internal review its management of recent complaints or case history. This recommendation is based on the premise of identifying lessons to support its adherence to its own guidelines and exercise of discretions. Consideration should also be given to mapping out the specific arrangements that apply to social behavioural issues (incidents that will not involve external authorities nor attract civil or criminal charges or sanctions), for it is these scenarios where:
- a. the process appears ill-defined for some students,
  - b. there will be a healthy scepticism that RMC “won’t take our concerns seriously” can exist, and
  - c. where students involved are likely to remain in residence at RMC
3. Promotion & transparency: It became clear to us that students do not understand the particulars or requirements associated with incident reporting and management. For our part, we believe there would be some benefit in working towards greater transparency about the processes and indeed the role and capability of RAs to deal with these matters. As part of this endeavour, consideration needs to be given to an education campaign that:
- a. provides information and opportunity for discussion on a real-time basis
  - b. provides ready access to material - with a couple of student suggestions being to avoid the RMC Student App (underutilised) and update the RA Guide
  - c. educate students on parameters and principles that apply (eg natural justice) in all cases
  - d. identify potential areas for ongoing review and improvement (eg anonymous reporting)
  - e. seeks to respond where appropriate to the concerns raised previously and explain how RMC’s values and approach to case management deals with tensions.

## Section 3 – Concluding Remarks

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1. We remain mindful that RMC's aspirations are to eradicate any and all forms of disrespectful behaviour, including sexual harassment and assault, at the College.
2. Achieving this outcome is a significant challenge and requires a shift in mindset from "compliance to behaviour" and the full engagement from leadership, staff and students. That said, our findings suggest RMC is well-placed to work towards its objective, noting in particular that:
  - a. the current system is in the main sustaining healthy relationships and behaviours (effective compliance), and
  - b. students well-recognise the importance of their own personal accountability and peer support to maintaining respectful behaviours.
3. From a planning perspective, consideration should be given to adopting an open-systems framework that enables a coherent narrative to be shared about its longer-term vision and change agenda. An example of this framework is illustrated below in Diagram 3

**Diagram 3**



The framework enables RMC to address the common queries people will have about any change agenda:

- a. Why change? – refer Strategic Vision – this is the longer-term aspiration articulated in a clear set of behaviours that anchors any improvement effort

- b. What changes? – refer Key Initiatives – these are the RMC actions or responses from this assessment, and includes potential action on the 2 culturally significant matters
  - c. How will we make changes? – refer RMC Governance – this is the leadership, resources and support to make the change happen; explains how the change process be managed
4. The benefit of this approach is that it allows RMC to highlight the connections between ongoing efforts to address culturally significant factors and other systems improvements to the broader its longer-term objectives.
  5. RMC’s engagement should extend beyond students and parents to staff and should focus in the first instance on establishment of a shared vision. The vision proposed here is a clear picture of the behavioural norms and capabilities RMC believes is needed to eradicate any and all forms of disrespectful behaviours. Whilst these will be clarified through the engagement process, the opportunity exists for RMC leadership to leverage the preliminary work commenced through our familiarisation work on identifying desired behaviour. These are repeated below:

Leadership	RAs/Exec	Students
<ul style="list-style-type: none"> <li>• Pay attention, prioritise and value importance of wellbeing (theirs, others)</li> <li>• Championing beyond personal modelling</li> <li>• Helping others champion in areas where you have no personal experience</li> <li>• Approachable</li> <li>• Trustworthy &amp; reliable</li> <li>• Active contributor (being known) in the community</li> <li>• Make it easy for others to approach us on their concerns; small or big</li> </ul>	<ul style="list-style-type: none"> <li>• RAs make it a norm for students to report small things, (remove stigma and barriers) to reporting</li> <li>• RAs know their students well, and connect with those who might otherwise be withdrawn</li> </ul>	<ul style="list-style-type: none"> <li>• Living core values in/outside College</li> <li>• Moving beyond “good bystanders” to stepping in when they see something is wrong</li> <li>• Take on ownership to drive culture forward</li> <li>• Personal accountability and plans – self-care a feature</li> <li>• Normalising “help-seeking” behaviour</li> <li>• Embracing diversity – as a RMC difference is to be valued and underpin community (not lead to LCD)</li> </ul>

6. In addition to any initiatives, one practical step RMC can take to address the potential gap in its internal reporting systems is to modify survey questions etc for ongoing internal use by way of end of Semester pulse checks and exit interviews.
7. Finally, we take this opportunity to commend RMC on its collaboration to date with Dunmore Lang College in preparing for this assessment. We suggest that, despite the distinctions that exist between the two Colleges, there remain strong similarities in our assessment findings and recommendations. We would encourage that collaboration to continue and include activities such as benchmarking other organisations, and information sharing on initiatives and their impacts.

## Appendix 1 – Description of RMC’s Governance Arrangements

Established Controls			
Definition	Tasks	Key Attributes	RMC Assessment
Developing the systems to maintain an environment free from sexual harassment and inappropriate behaviour.	<p>Identify key risks or exposures</p> <p>Establish controls to address key risks and exposures</p> <p>Confirm implementation plans and allocating resources</p>	<p>Responsive to Key Risks &amp; exposures</p> <p>Achievable/Deliverable - Within the capabilities of stakeholders</p> <p>Properly resourced</p> <p>Integrated solution or system – controls work together</p>	<p><b>What does RMC consider to be the key risks or exposures for students?</b></p> <p>Security gates/systems</p> <p>Unwanted attention – primarily students; outsiders</p> <p>Guests- 12am curfew; escorting; student responsibility</p> <p>Not knowing the character of student applicants</p> <p>External events which include alcohol and drugs</p> <ul style="list-style-type: none"> <li>• RMC Ball; Harbour Cruises; Orientation (Offsite); Student Assoc</li> <li>• RANCH; U-Bar</li> </ul> <p>Walking around Macquarie Park area</p> <p>Tensions living in community/Intense microcosm -350 residents; 50 residents in each block</p> <p>Rivalry between RMC and other Colleges (eg DLC)</p> <p>Students obtaining keys/access to other students rooms (RAs keys to block, maintenance) – mix of keys &amp; swipes</p> <p><b>How has RMC’s assessment of risk informed the systems or controls we have in place?</b></p> <p>Reference checking of student applicants</p> <p>Choosing staff and RAs carefully – WWC; Police checks</p> <p>Fences, Gates and security doors - Duty Officer door checks</p> <p>Dry college, no alcohol fuelled parties -no random searches; fines and “show cause” letters for breaches of policy</p> <p>Toasties in common room (people come back in groups/courtesy bus)</p>



			<p>Encouragement to use University security</p> <p>Supervisory structures that look after student’s physical safety (DOs &amp; RAs)</p> <p>New Resident Interview – 1<sup>st</sup> week</p> <p>Integrate living across year levels (informal support)</p> <p><b><i>What are the core components of the management systems that protect students here?</i></b></p> <p>Policies, including Code of Conduct</p> <p>Physical security</p> <p>Residential roles (staff/RAs/DOs) –</p> <p><b><i>How do these components tie in/link with each other?</i></b></p> <p>Don’t conflict with each other</p> <p>Work toward the goal of creating a safe &amp; secure environment</p>
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## Educated Constituents

Definition	Tasks	Key Attributes	RMC Assessment
Promoting the importance of the system and securing the commitment of people to its implementation.	Communicating and Educating people so they to understand their role/accountability and more broadly what needs to be implemented	<p>Understandable/Clear Expectations</p> <p>Roles &amp; Accountabilities are consistent with Plan</p> <p>Authoritative</p> <p>Timely</p> <p>Committed</p>	<p><b><i>How do students and stakeholders become aware of the requirements?</i></b></p> <p>O-Week workshops: Red Frogs, Consent Matters (1<sup>st</sup> Years)</p> <p>Code of Conduct</p> <p>RMC doesn’t deal with external risks, e.g. Ranch (security staff, Red Frogs)</p> <p><b><i>What are the specific accountabilities we place on students, staff, management, parents etc to make the system work?</i></b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Resident Handbook</li> <li>• Training: Consent Matters</li> <li>• Expectations of independent &amp; responsible adults</li> </ul>

			<p>Staff (incl RAs, DOs, maintenance)</p> <ul style="list-style-type: none"> <li>• Reporting</li> <li>• Use of keys</li> <li>• Expectation to be role models</li> <li>• Knowledge of policies</li> <li>• Training in First Aid, Mental Health, Responding to Disclosures</li> <li>• Job description</li> </ul> <p>Management</p> <ul style="list-style-type: none"> <li>• Staff Code of Conduct (see contract)</li> <li>• Same as above</li> <li>• WWCC</li> </ul> <p>Parents (Welcome Day)</p> <ul style="list-style-type: none"> <li>• Raise their children in a way that is respectful of other people</li> <li>• Treat children as adults</li> <li>• attitude that doesn't tolerate bad behaviour</li> <li>• Respect our processes</li> </ul> <p><b><i>How do we satisfy ourselves that stakeholders understand and remain committed to the system and their role/accountability?</i></b></p> <p>Students sign Code of Conduct</p> <ul style="list-style-type: none"> <li>• Records of Warnings, Fines, Suspensions, Expulsions</li> </ul> <p>Sign job descriptions</p> <p>Reporting breaches of the system</p> <ul style="list-style-type: none"> <li>• RA Reports/ - Disciplinary &amp; Pastoral Care; Noise &amp; Alcohol</li> <li>• Incident Reports to Risk Committee</li> <li>• Significant incidents reported to Campus Wellbeing and/or campus security</li> </ul> <p>Informal Reporting</p> <p>Peer Support &amp; Reporting</p> <p>Whistle-blower policy – staff only</p>
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## Monitored Implementation

Definition	Tasks	Key Attributes	RMC Assessment
<p>Ensure the systems and controls are operating as intended</p>	<p>Providing guidance and problem solving                      Reviewing/responding to management reports                      Troubleshooting incidents and incident reporting                      Assisting in the implementation process</p>	<p>Timely                      Authoritative – has impact                      Integrity – action based on accurate and reliable feedback data                      Effective - in achieving result</p>	<p><b><i>How do we monitor the systems/controls we have in place?</i></b>                      Daily security check                      Regular meeting with RAs (weekly)                      Reporting mechanism for RAs &amp; DOs</p> <p><b><i>What data is captured, how is it reviewed or monitored by management, and what does it tell us?</i></b>                      Spreadsheet of security issues                      DOs &amp; RAs fill out forms                      Critical Incident forms for Risk Committee                      Significant incidents reported to Campus Wellbeing and/or campus security</p> <p><b><i>What aspects of the systems have required ongoing attention; troubleshooting?</i></b>                      Gate &amp; door security                      Getting RAs to report things                      CCTV on all blocks – primarily external and central block</p> <p><b><i>How confident are we in the integrity of the system? What is that confidence based on?</i></b>                      Concern about some under-reporting:                     <ul style="list-style-type: none"> <li>• RAs don't report things</li> <li>• Don't have good records</li> <li>• Students not confident in bringing issues up</li> </ul>                     Dependent on the community (ethos &amp; culture)</p>

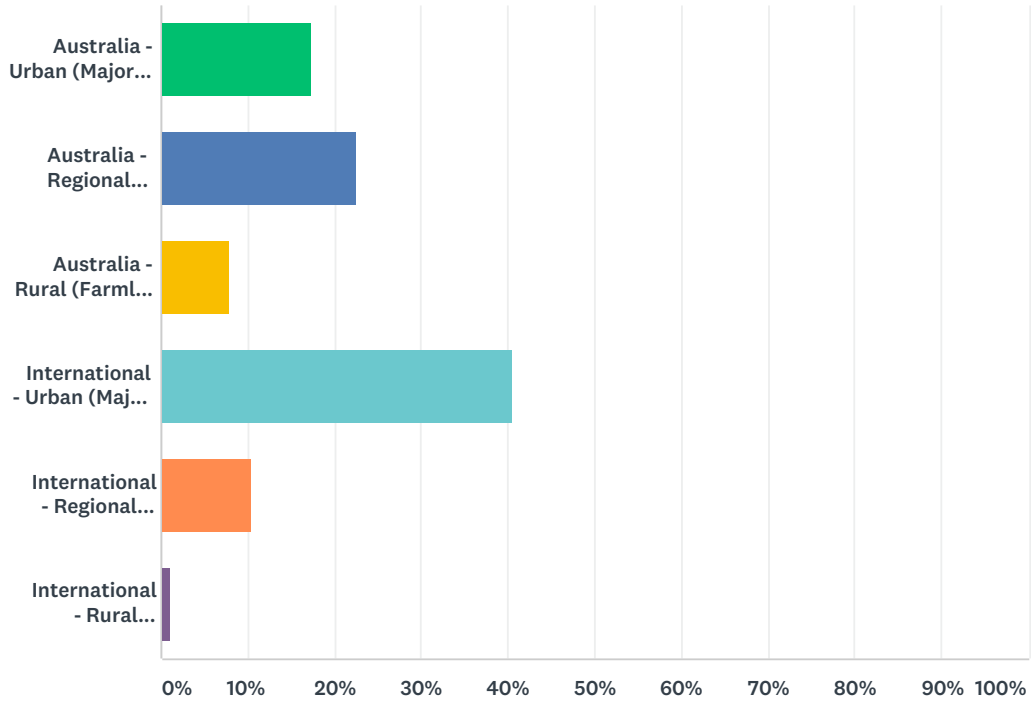
Evaluated Performance			
Definition	Tasks	Key Attributes	RMC Assessment
Conducting a formal review of governance arrangements to determine our overall effectiveness.	Audits or Reviews of process Internal or External	Objective Produces improvements Comprehensive	<p><b>What internal processes exist to validate the integrity of system?</b> Ad hoc review of policies and procedures System of checking in with RAs Checking in with DOs</p> <p><b>What previous reports/audits have been conducted?</b> Review of policies Identified gaps in our systems</p>
5. Remedial Action			
Definition	Tasks	Key Attributes	RMC Assessment
Taking action to ensure system is optimised/ fully successful.	Re-evaluating plans and implementation strategy Instituting remedial action to address system shortfalls	Effective treatment – removes obstacle Promotes action towards strategic vision Reinforces importance and builds commitment from stakeholders	<p><b>What innovations have been made to the system in recent years?</b> High needs policy -any Wellness Action Plans Appointment of Second Dean Appointment of Counsellor (2016) Consent Matters (all students) &amp; Responding to Disclosures of Sexual Violence with Compassion (staff &amp; student leaders) New resident training RA training Good relationship with RNA team F2F workshops in O-Week</p> <p><b>What was the driver for those changes or adjustments?</b> AHRC Report Awareness of lack of process for students with high needs Staff overload Appointment of Female Dean had increased rate of disclosures Close relationship with key staff at Campus Wellbeing</p>

## Appendix 2 – Student Survey (Questions & Responses)

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## Q1 Where is your family's home residence?

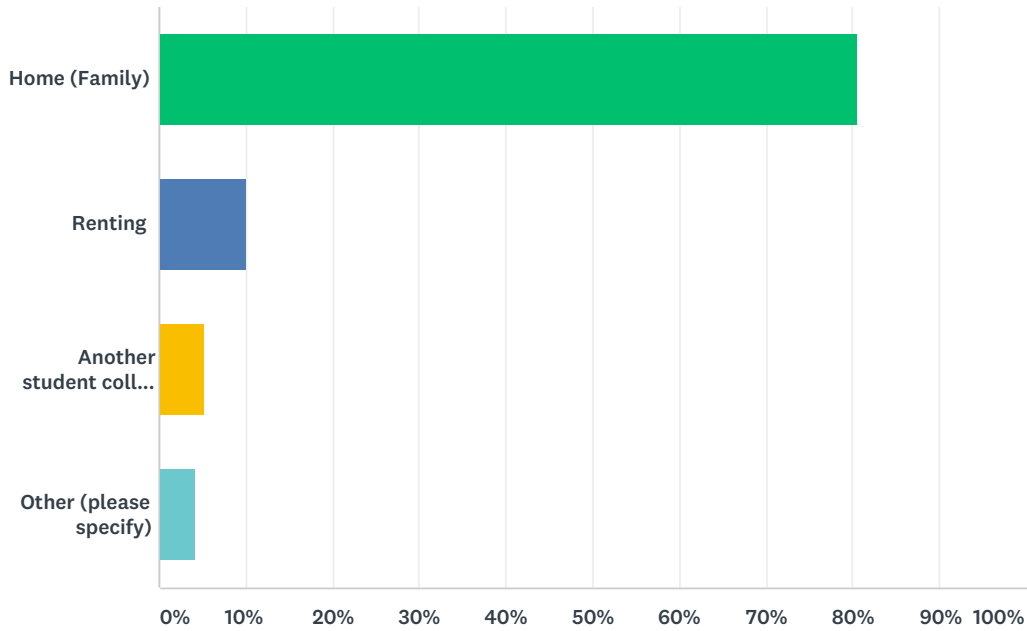
Answered: 190 Skipped: 0



ANSWER CHOICES	RESPONSES	
Australia - Urban (Major Capital Cities & Suburbs)	17.37%	33
Australia - Regional (Smaller Cities, Towns)	22.63%	43
Australia - Rural (Farmland and Remote Areas)	7.89%	15
International - Urban (Major Capital Cities & Suburbs)	40.53%	77
International - Regional (Smaller Cities, Towns)	10.53%	20
International - Rural (Farmland and Remote Areas)	1.05%	2
<b>TOTAL</b>		<b>190</b>

## Q2 Where did you reside immediately prior to becoming a College resident?

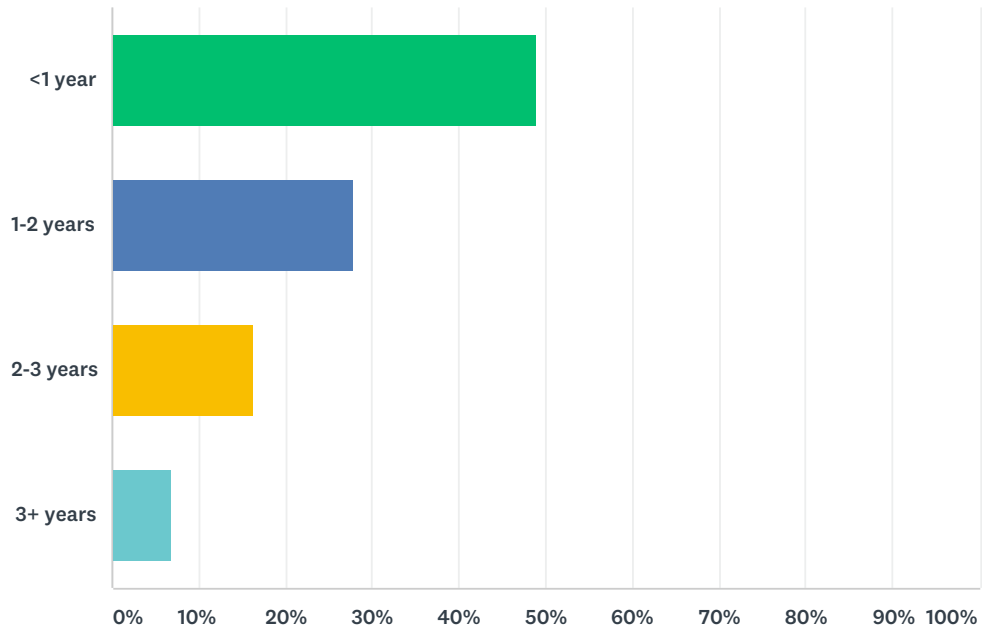
Answered: 190 Skipped: 0



ANSWER CHOICES	RESPONSES	
Home (Family)	80.53%	153
Renting	10.00%	19
Another student college or residence	5.26%	10
Other (please specify)	4.21%	8
<b>TOTAL</b>		<b>190</b>

### Q3 How long have you been a resident at the College?

Answered: 190 Skipped: 0

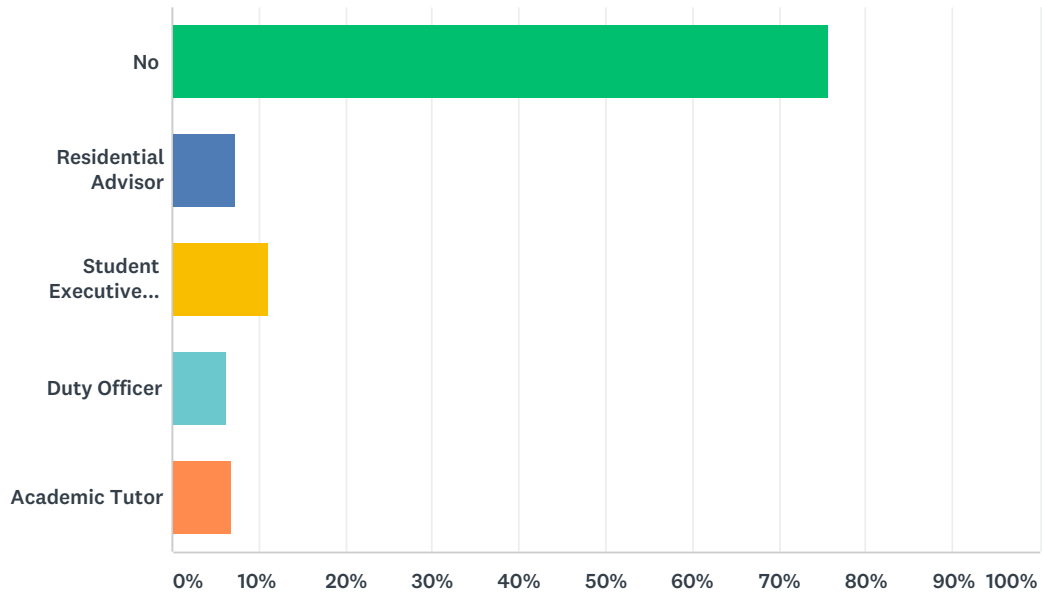


ANSWER CHOICES	RESPONSES	
<1 year	48.95%	93
1-2 years	27.89%	53
2-3 years	16.32%	31
3+ years	6.84%	13
TOTAL		190



## Q4 Have you ever performed a student leadership role?

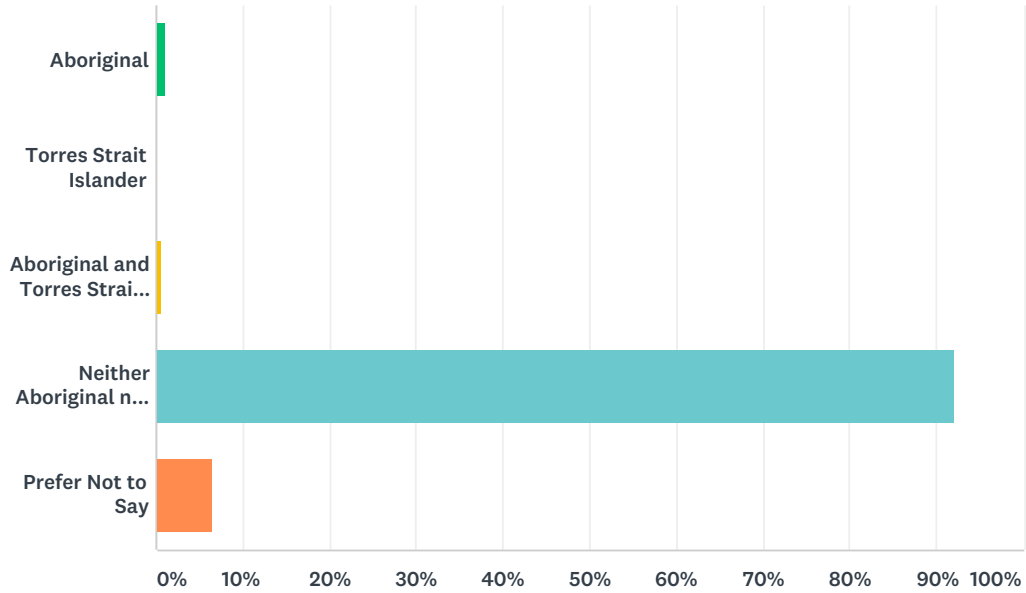
Answered: 190 Skipped: 0



ANSWER CHOICES	RESPONSES	
No	75.79%	144
Residential Advisor	7.37%	14
Student Executive Council	11.05%	21
Duty Officer	6.32%	12
Academic Tutor	6.84%	13
Total Respondents: 190		

## Q5 Do you identify yourself as:

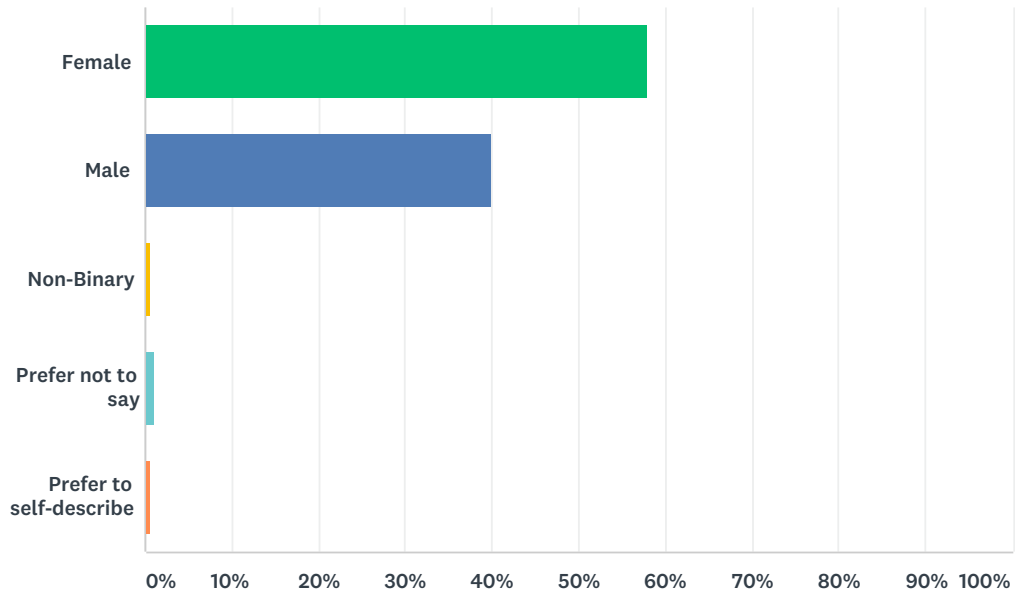
Answered: 188 Skipped: 2



ANSWER CHOICES	RESPONSES	
Aboriginal	1.06%	2
Torres Strait Islander	0.00%	0
Aboriginal and Torres Strait Islander	0.53%	1
Neither Aboriginal nor Torres Strait Islander	92.02%	173
Prefer Not to Say	6.38%	12
<b>TOTAL</b>		<b>188</b>

## Q6 Which best describes your gender?

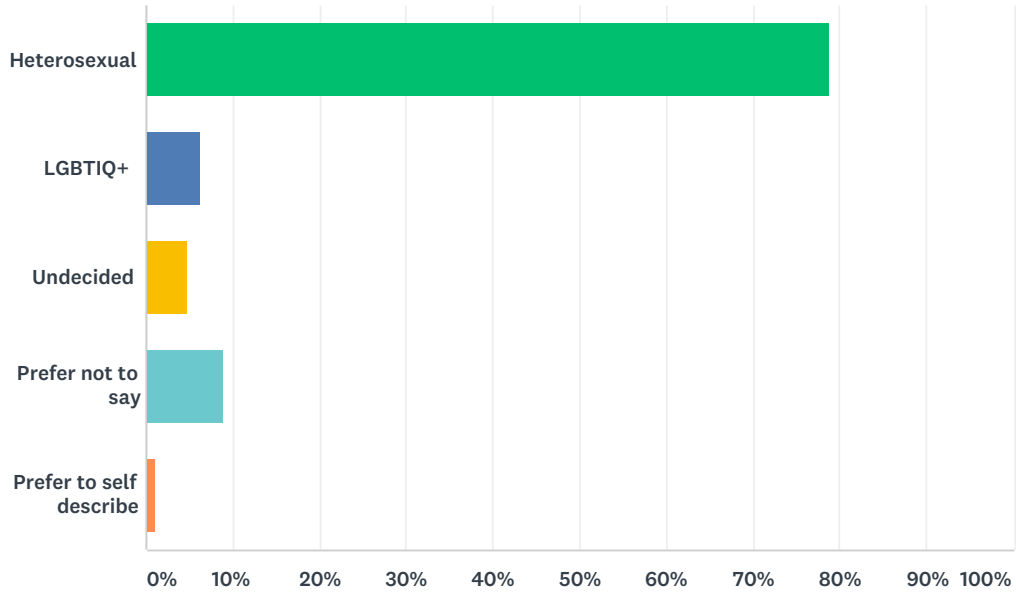
Answered: 190 Skipped: 0



ANSWER CHOICES	RESPONSES	
Female	57.89%	110
Male	40.00%	76
Non-Binary	0.53%	1
Prefer not to say	1.05%	2
Prefer to self-describe	0.53%	1
<b>TOTAL</b>		<b>190</b>

### Q7 Do you consider yourself to be:

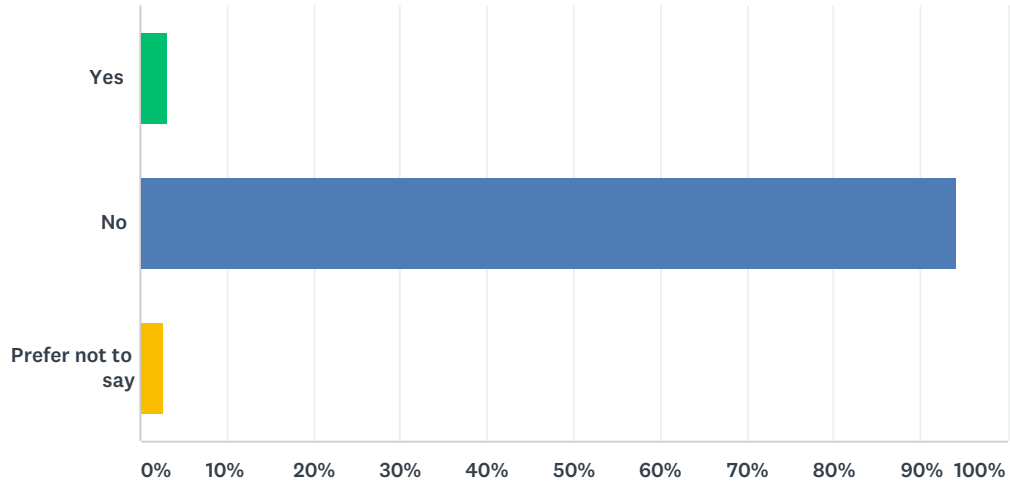
Answered: 189 Skipped: 1



ANSWER CHOICES	RESPONSES	
Heterosexual	78.84%	149
LGBTIQ+	6.35%	12
Undecided	4.76%	9
Prefer not to say	8.99%	17
Prefer to self describe	1.06%	2
<b>TOTAL</b>		<b>189</b>

## Q8 Do you have a disability?

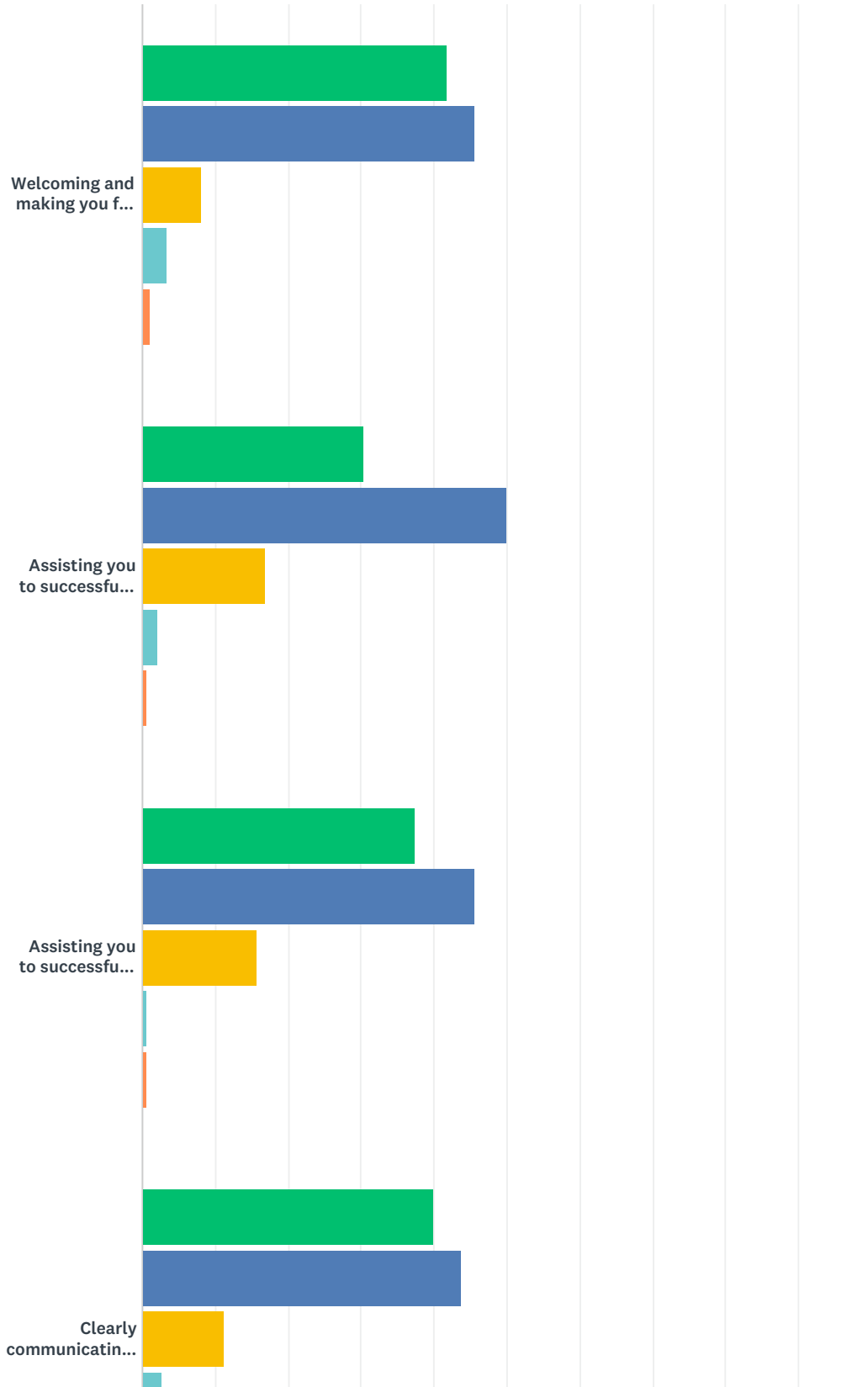
Answered: 190 Skipped: 0



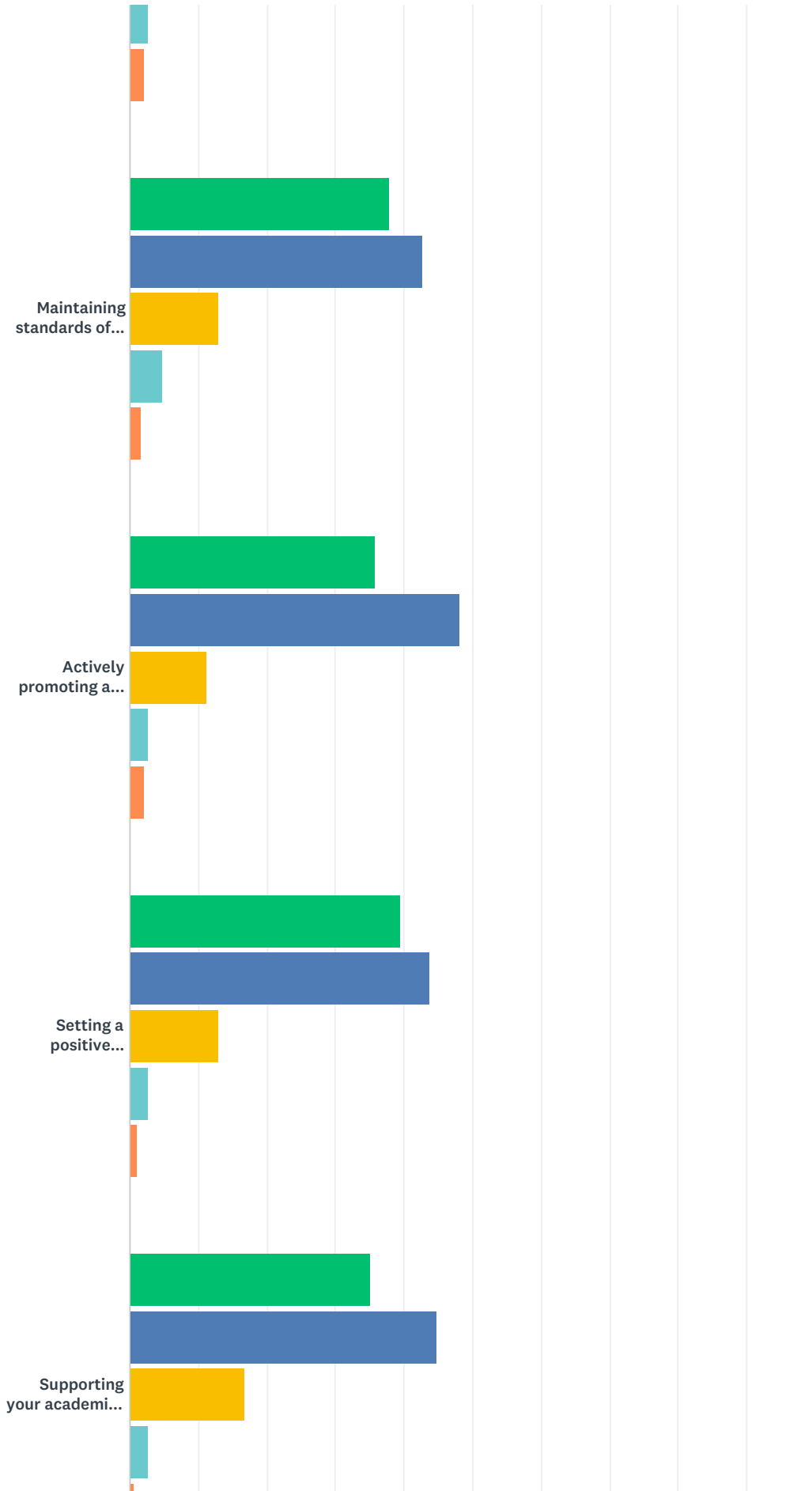
ANSWER CHOICES	RESPONSES	
Yes	3.16%	6
No	94.21%	179
Prefer not to say	2.63%	5
TOTAL		190

# Q9 How satisfied are you with the College's performance in the following areas?

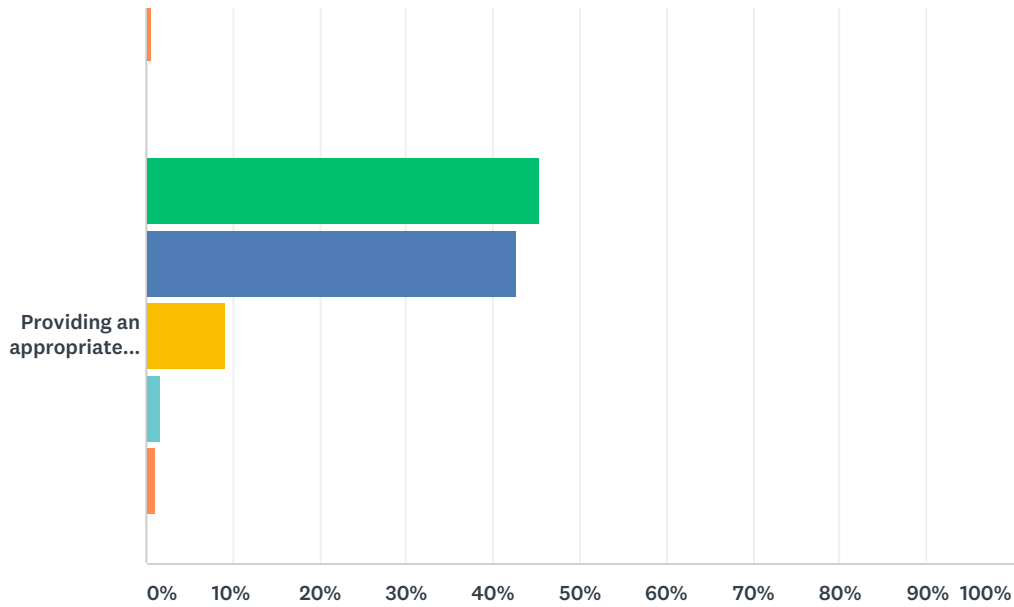
Answered: 185 Skipped: 5



# Robert Menzies College (RMC) - Student Survey



## Robert Menzies College (RMC) - Student Survey



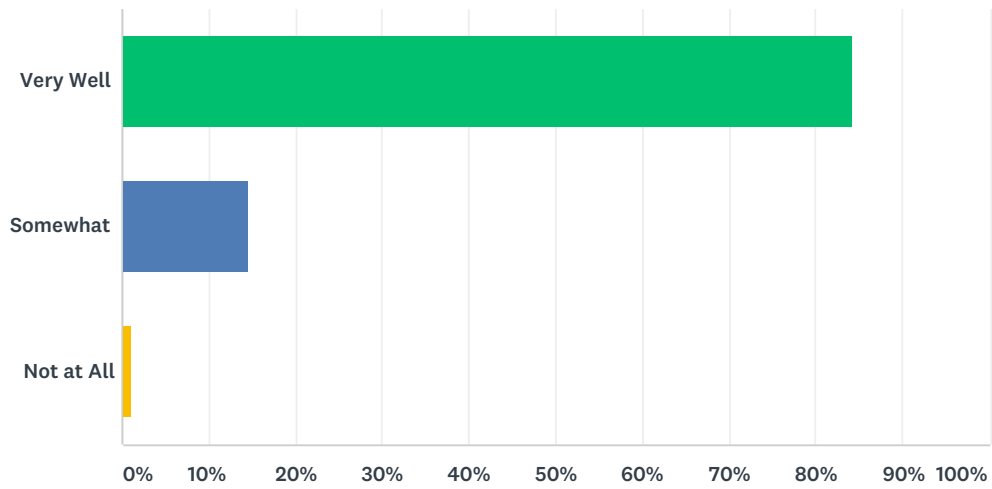
■ Very Satisfied   
 ■ Satisfied   
 ■ Neither Satisfied or Dissatisfied  
■ Dissatisfied   
 ■ Very Dissatisfied

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL
Welcoming and making you feel 'at home'	41.85% 77	45.65% 84	8.15% 15	3.26% 6	1.09% 2	184
Assisting you to successfully transition to university life	30.43% 56	50.00% 92	16.85% 31	2.17% 4	0.54% 1	184
Assisting you to successfully transition to College life	37.50% 69	45.65% 84	15.76% 29	0.54% 1	0.54% 1	184
Clearly communicating behavioural expectations including issues such as consent and respect	40.00% 74	43.78% 81	11.35% 21	2.70% 5	2.16% 4	185
Maintaining standards of respectful behaviour at all times	37.84% 70	42.70% 79	12.97% 24	4.86% 9	1.62% 3	185
Actively promoting a culture of respect for others	35.68% 66	48.11% 89	11.35% 21	2.70% 5	2.16% 4	185
Setting a positive attitude and supportive culture for all students	39.46% 73	43.78% 81	12.97% 24	2.70% 5	1.08% 2	185
Supporting your academic success	35.14% 65	44.86% 83	16.76% 31	2.70% 5	0.54% 1	185
Providing an appropriate balance and range of social functions, including non-alcohol focused activities and alternative events	45.41% 84	42.70% 79	9.19% 17	1.62% 3	1.08% 2	185



## Q10 How well do you understand the behaviours expected of you at the College?

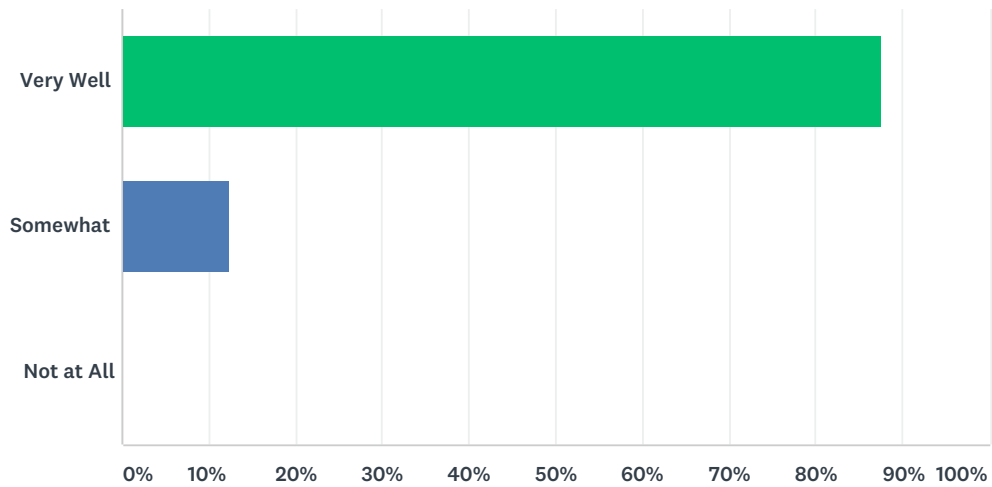
Answered: 185 Skipped: 5



ANSWER CHOICES	RESPONSES	
Very Well	84.32%	156
Somewhat	14.59%	27
Not at All	1.08%	2
<b>TOTAL</b>		<b>185</b>

## Q11 How well can you distinguish between respectful and disrespectful behaviour?

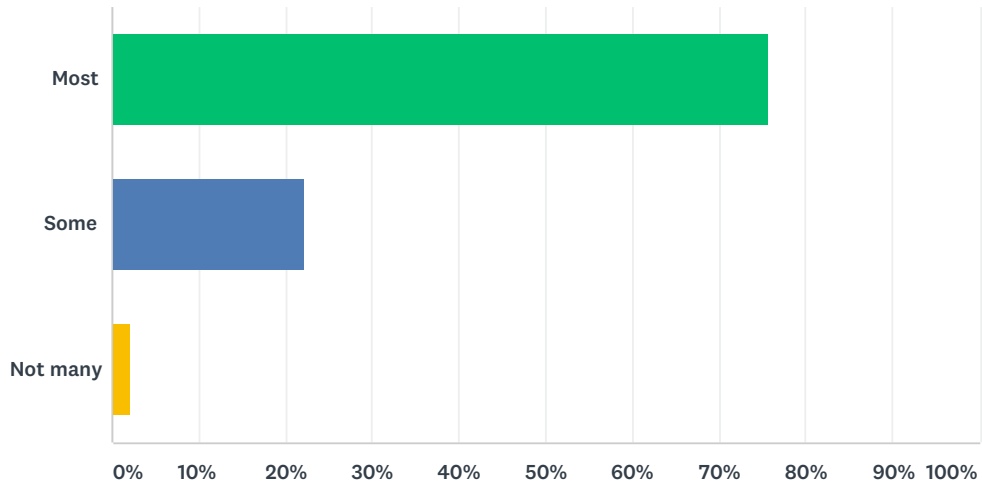
Answered: 185 Skipped: 5



ANSWER CHOICES	RESPONSES	
Very Well	87.57%	162
Somewhat	12.43%	23
Not at All	0.00%	0
<b>TOTAL</b>		<b>185</b>

## Q12 How many of your fellow student residents do you believe can distinguish between respectful and disrespectful behaviors?

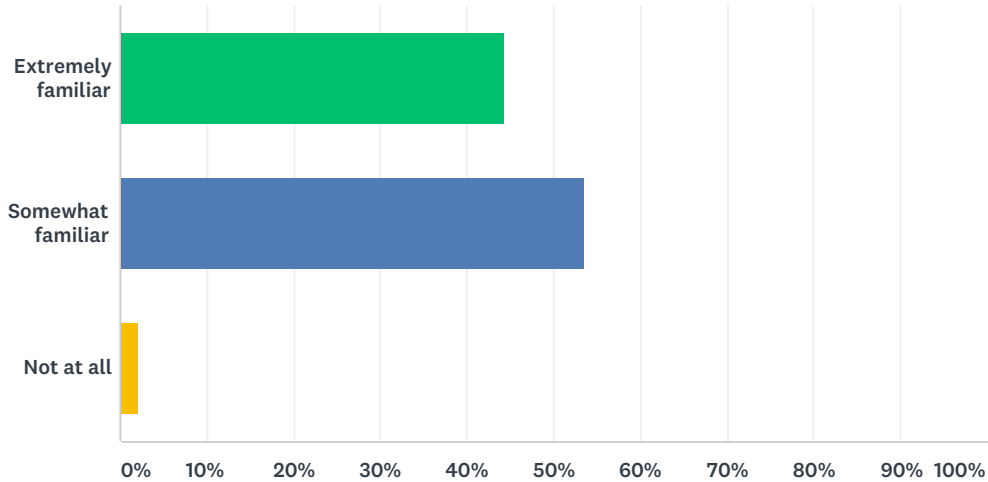
Answered: 185 Skipped: 5



ANSWER CHOICES	RESPONSES	
Most	75.68%	140
Some	22.16%	41
Not many	2.16%	4
<b>TOTAL</b>		<b>185</b>

### Q13 How familiar are you with the suite of policies and procedures administered by the College that maintain behavioural standards and respond to incidents of disrespectful behaviour?

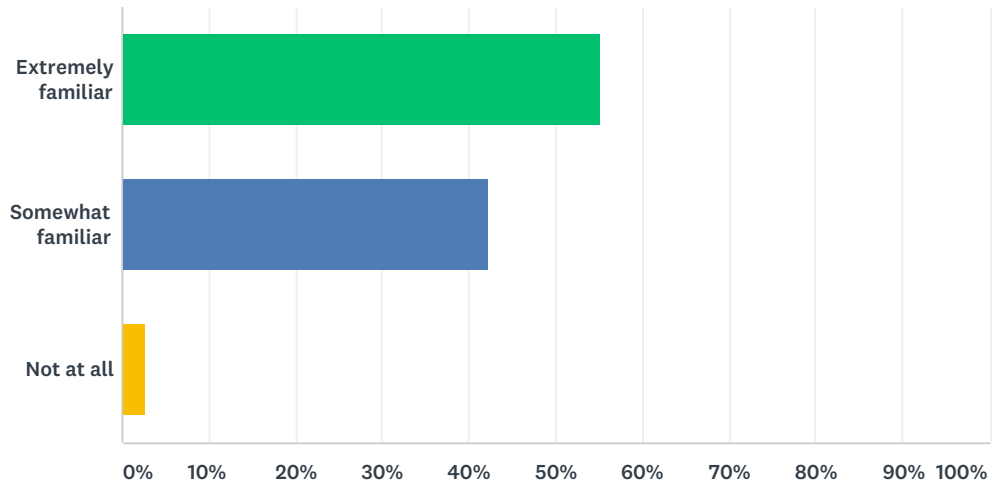
Answered: 183 Skipped: 7



ANSWER CHOICES	RESPONSES
Extremely familiar	44.26% 81
Somewhat familiar	53.55% 98
Not at all	2.19% 4
TOTAL	183

### Q14 How familiar are you with the available supports should you experience any behaviour that causes you discomfort or concern?

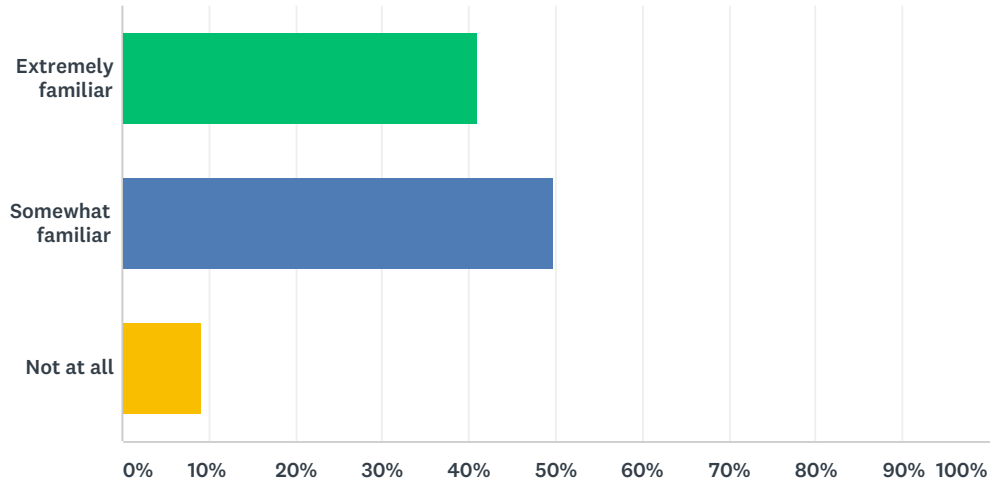
Answered: 185 Skipped: 5



ANSWER CHOICES	RESPONSES	
Extremely familiar	55.14%	102
Somewhat familiar	42.16%	78
Not at all	2.70%	5
<b>TOTAL</b>		<b>185</b>

### Q15 How familiar are you about the process and protections afforded you by the College should you make a formal complaint regarding behaviour you consider to be disrespectful?

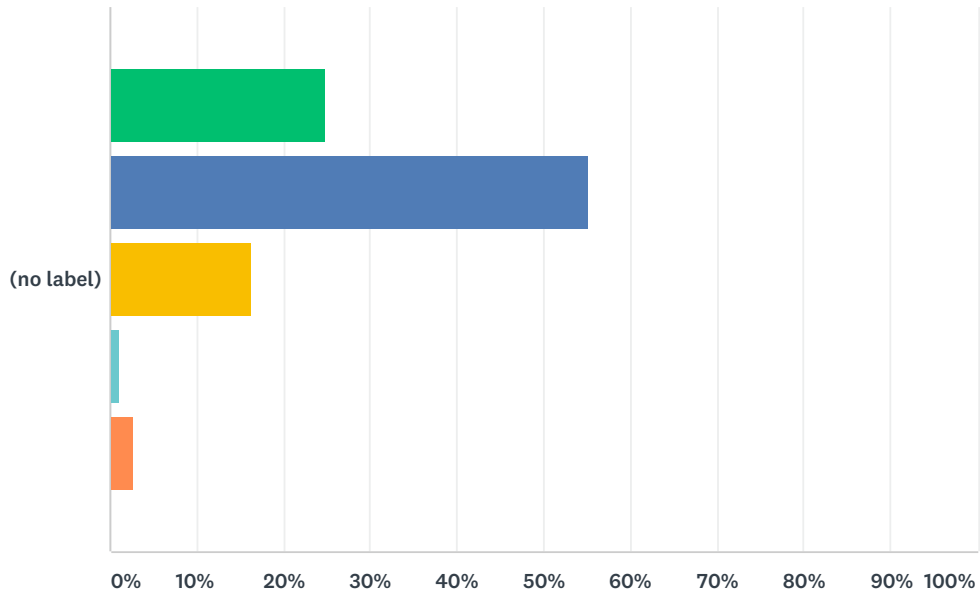
Answered: 185 Skipped: 5



ANSWER CHOICES	RESPONSES	
Extremely familiar	41.08%	76
Somewhat familiar	49.73%	92
Not at all	9.19%	17
TOTAL		185

### Q16 How would you rate student performance when it comes to maintaining respectful behaviour at the College?

Answered: 185 Skipped: 5

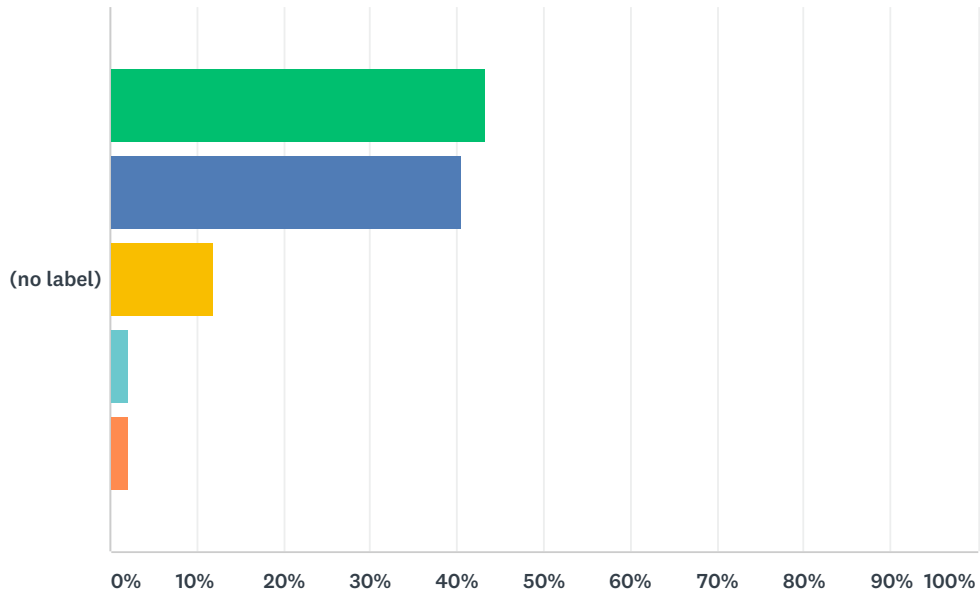


■ Very Satisfied   
 ■ Satisfied   
 ■ Neither Satisfied or Dissatisfied  
■ Dissatisfied   
 ■ Very Dissatisfied

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	24.86% 46	55.14% 102	16.22% 30	1.08% 2	2.70% 5	185	2.02

### Q17 How would you rate staff performance when it comes to maintaining respectful behaviour at the College?

Answered: 185 Skipped: 5



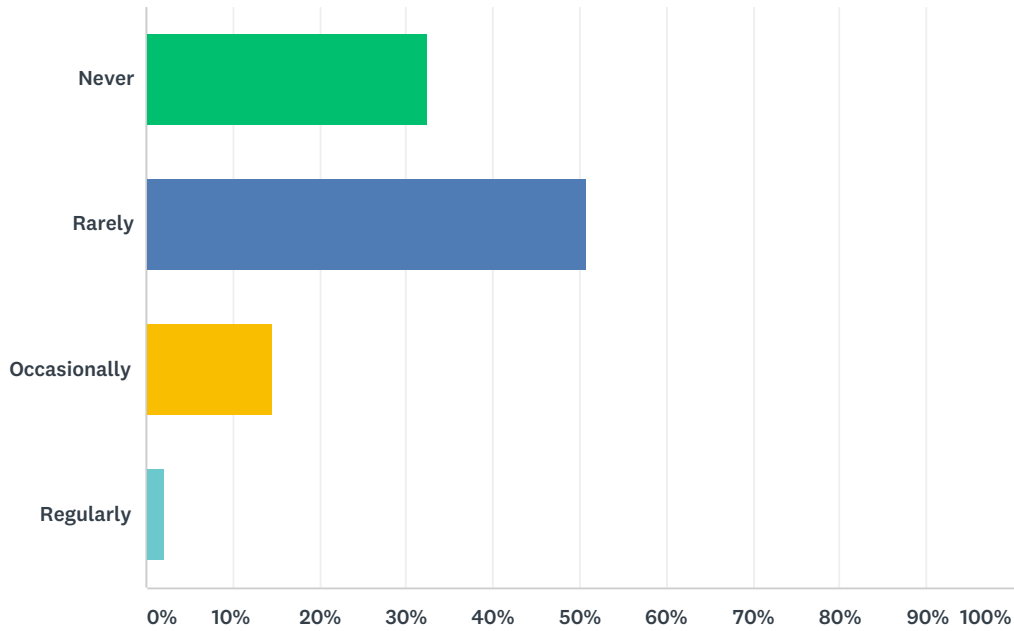
■ Very Satisfied   
 ■ Satisfied   
 ■ Neither Satisfied or Dissatisfied  
■ Dissatisfied   
 ■ Very Dissatisfied

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	43.24% 80	40.54% 75	11.89% 22	2.16% 4	2.16% 4	185	1.79



### Q18 How frequently do you experience feelings of discomfort and/or concern from disrespectful behaviour directed at you?

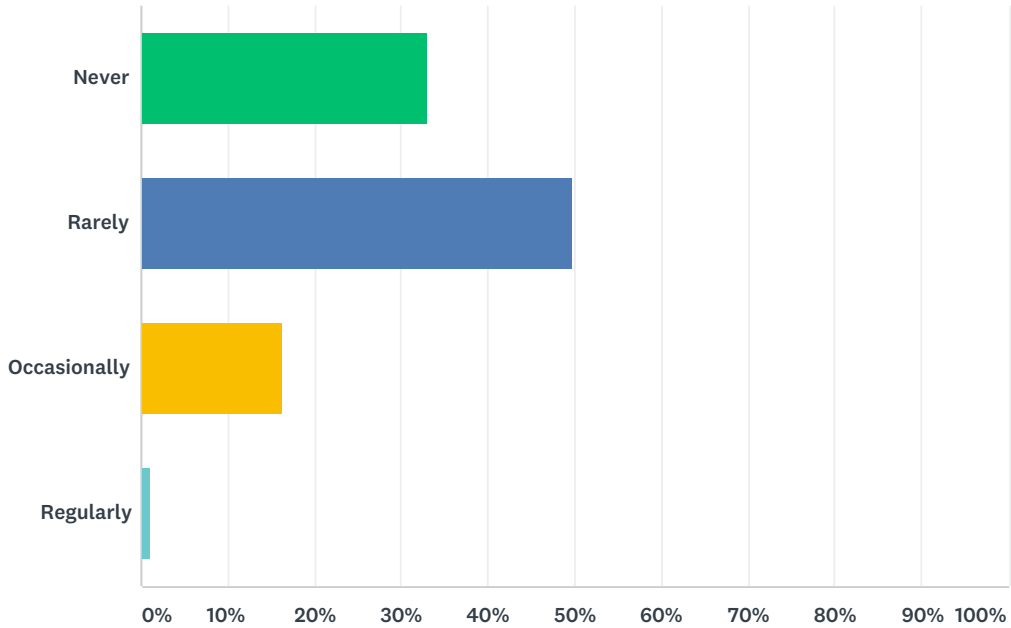
Answered: 185 Skipped: 5



ANSWER CHOICES	RESPONSES	
Never	32.43%	60
Rarely	50.81%	94
Occasionally	14.59%	27
Regularly	2.16%	4
<b>TOTAL</b>		<b>185</b>

### Q19 How frequently do you experience feelings of discomfort and/or concern from witnessing/observing disrespectful behaviour being directed at others at the College?

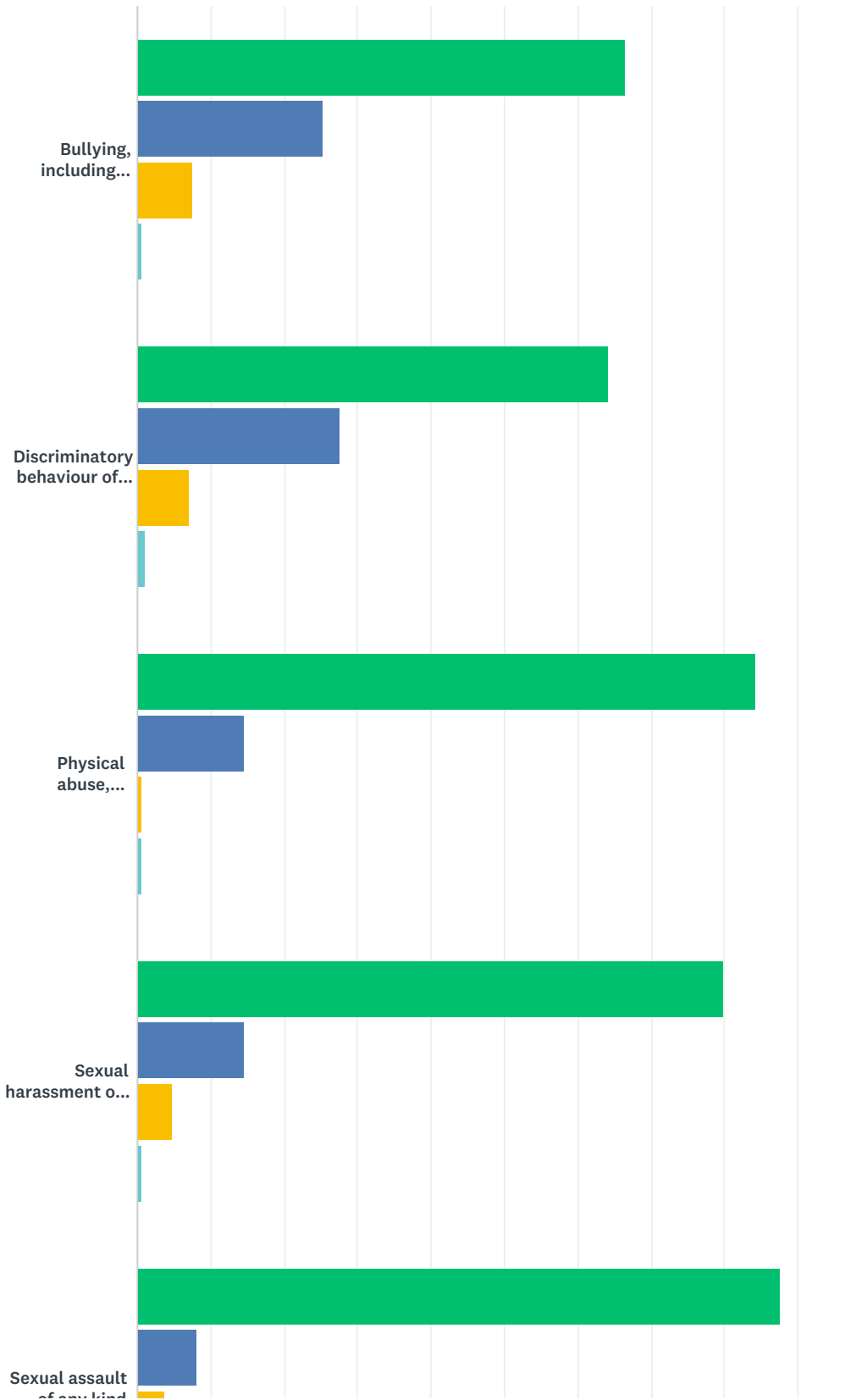
Answered: 185 Skipped: 5



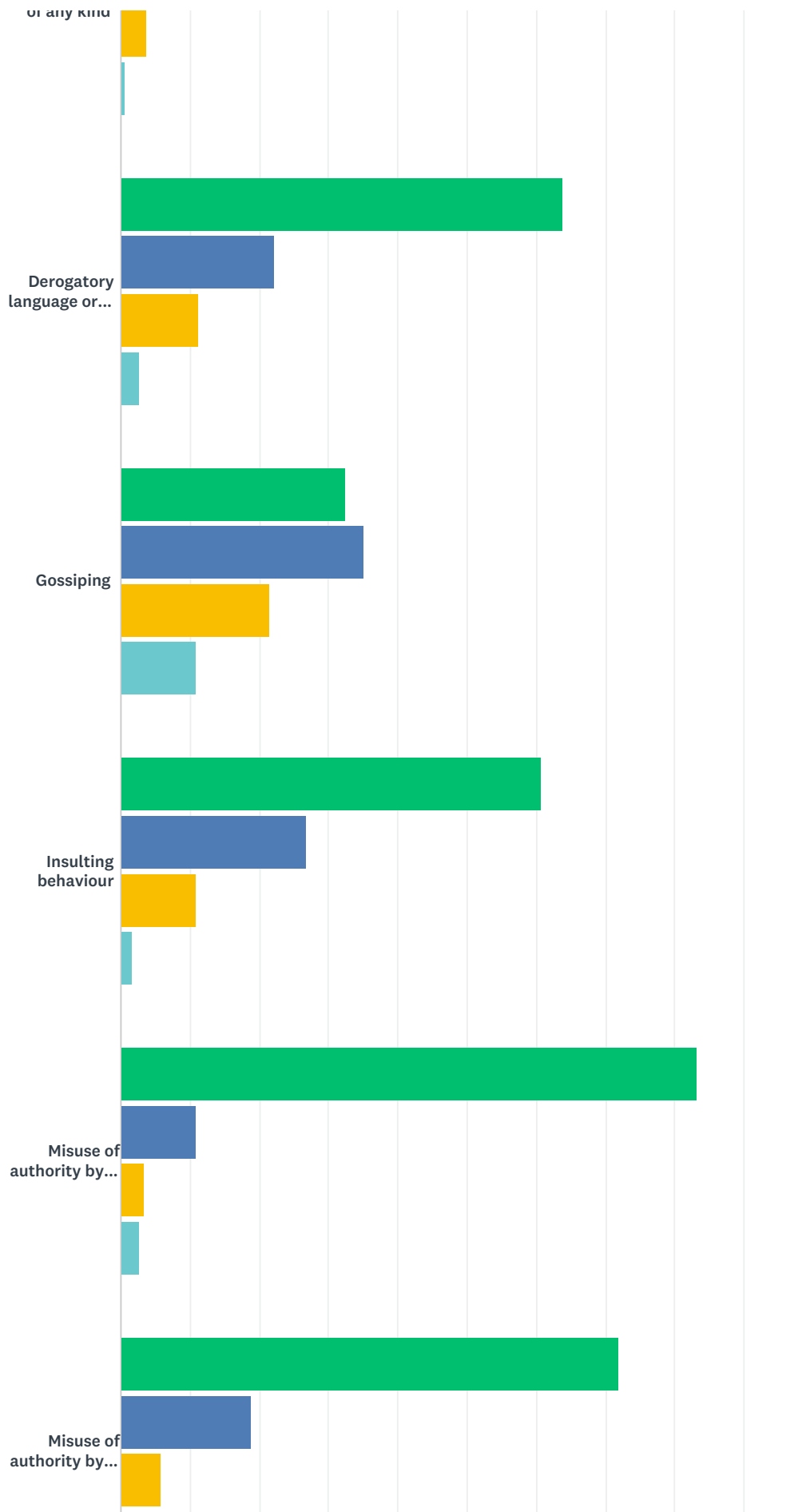
ANSWER CHOICES	RESPONSES	
Never	32.97%	61
Rarely	49.73%	92
Occasionally	16.22%	30
Regularly	1.08%	2
<b>TOTAL</b>		<b>185</b>

## Q20 Have you personally experienced any discomfort or concerns from incidents involving:

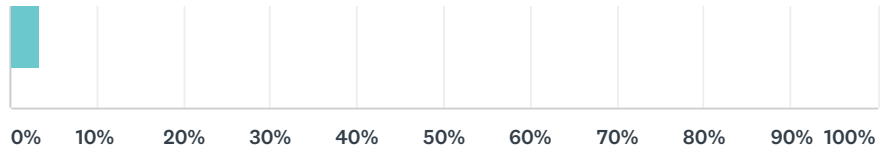
Answered: 185 Skipped: 5



# Robert Menzies College (RMC) - Student Survey



## Robert Menzies College (RMC) - Student Survey

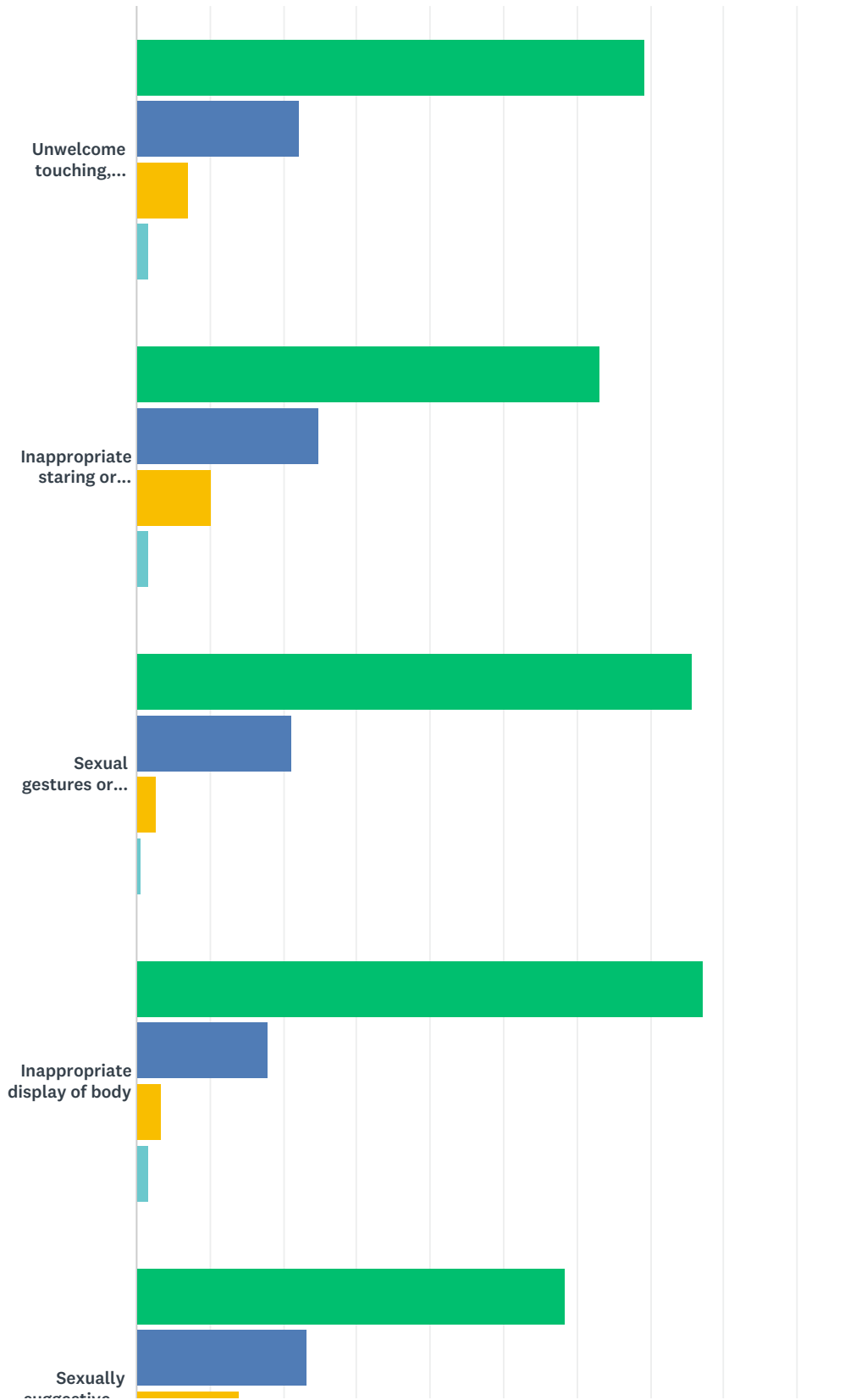


■ Never   
 ■ Rarely   
 ■ Occasionally   
 ■ Regularly

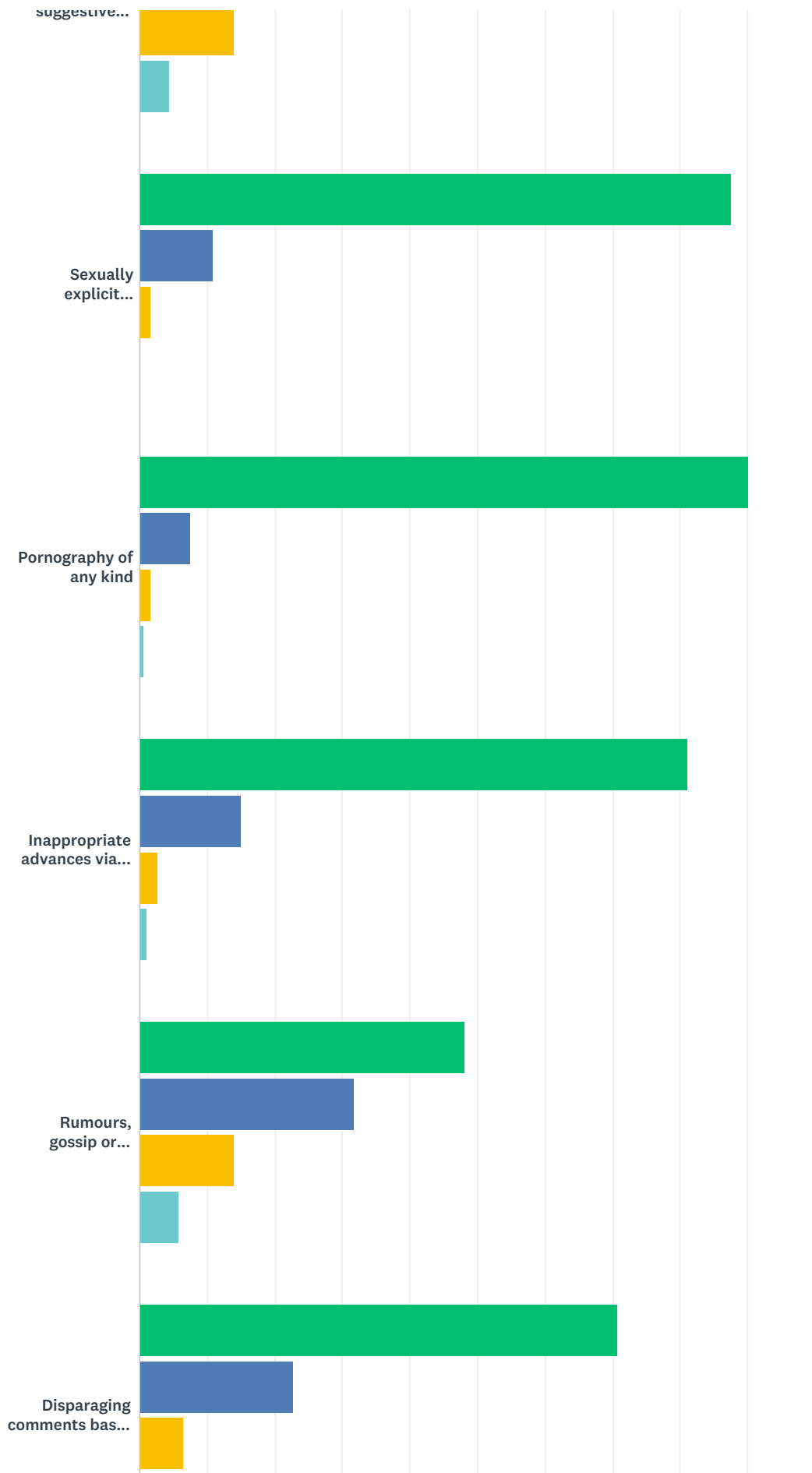
	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
Bullying, including verbal and non-verbal aggression	66.49% 123	25.41% 47	7.57% 14	0.54% 1	185
Discriminatory behaviour of any kind	64.32% 119	27.57% 51	7.03% 13	1.08% 2	185
Physical abuse, intimidation or violence	84.32% 156	14.59% 27	0.54% 1	0.54% 1	185
Sexual harassment of any kind	80.00% 148	14.59% 27	4.86% 9	0.54% 1	185
Sexual assault of any kind	87.57% 162	8.11% 15	3.78% 7	0.54% 1	185
Derogatory language or behaviour	63.78% 118	22.16% 41	11.35% 21	2.70% 5	185
Gossiping	32.43% 60	35.14% 65	21.62% 40	10.81% 20	185
Insulting behaviour	60.66% 111	26.78% 49	10.93% 20	1.64% 3	183
Misuse of authority by staff	83.24% 154	10.81% 20	3.24% 6	2.70% 5	185
Misuse of authority by student leaders	71.89% 133	18.92% 35	5.95% 11	3.24% 6	185

# Q21 Have you personally experienced or witnessed any of the following forms of sexual harassment or assault?

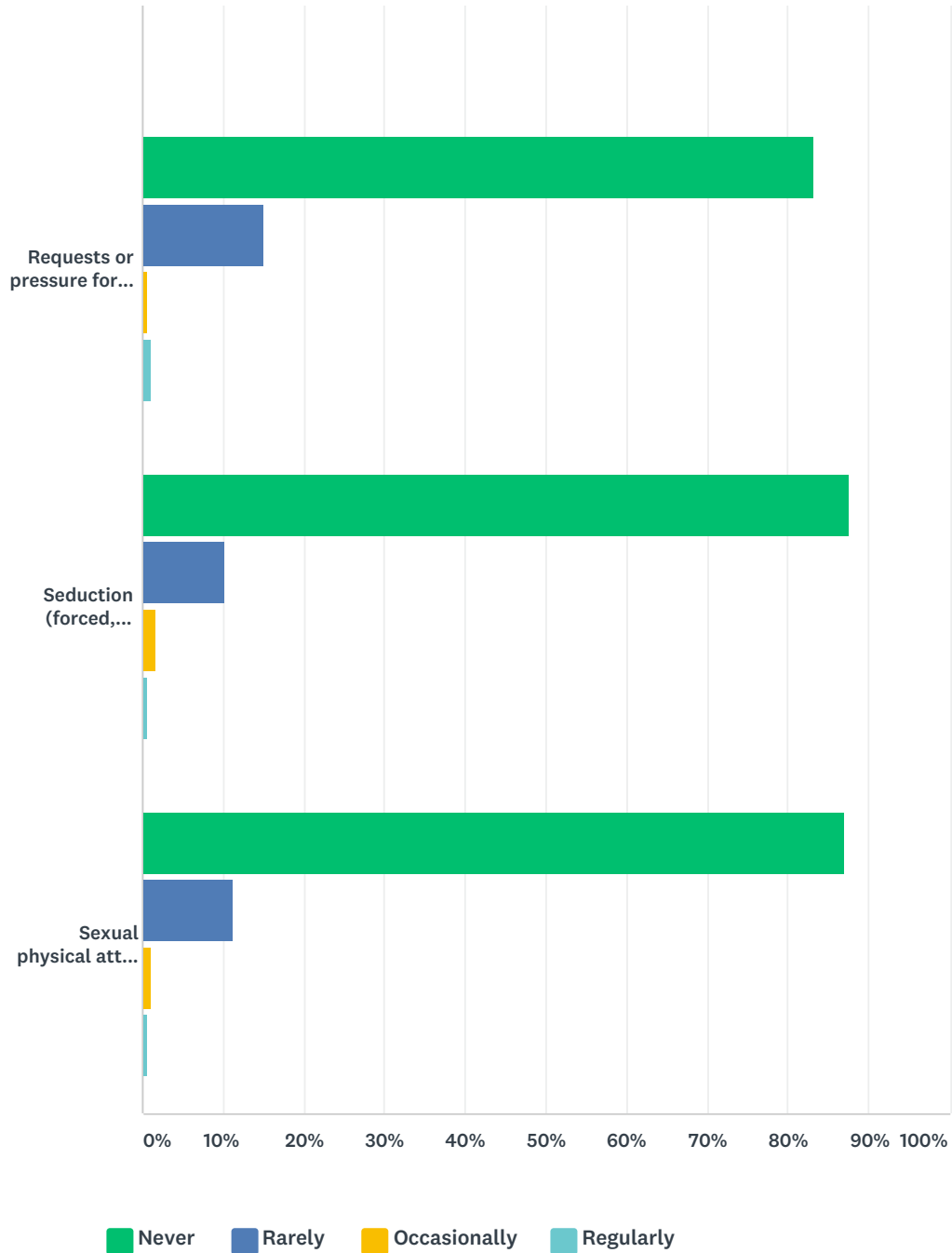
Answered: 185 Skipped: 5



# Robert Menzies College (RMC) - Student Survey



## Robert Menzies College (RMC) - Student Survey



	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
Unwelcome touching, groping, hugging, cornering or kissing	69.19% 128	22.16% 41	7.03% 13	1.62% 3	185
Inappropriate staring or leering	63.24% 117	24.86% 46	10.27% 19	1.62% 3	185
Sexual gestures or indecent exposure	75.68% 140	21.08% 39	2.70% 5	0.54% 1	185
Inappropriate display of body	77.17% 142	17.93% 33	3.26% 6	1.63% 3	184
Sexually suggestive comments or jokes	58.38% 108	23.24% 43	14.05% 26	4.32% 8	185
Sexually explicit posters, or gifts	87.57% 162	10.81% 20	1.62% 3	0.00% 0	185

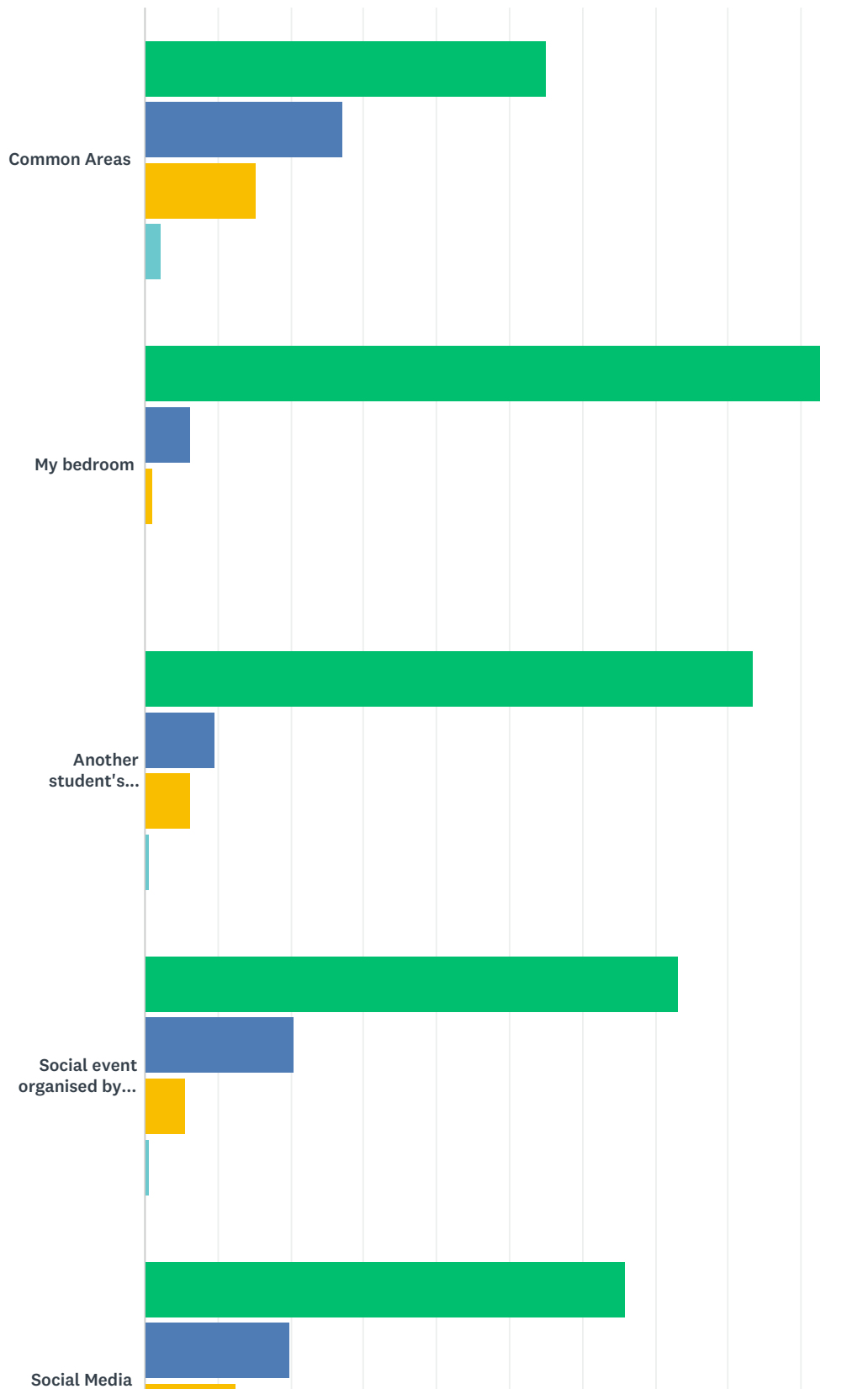


## Robert Menzies College (RMC) - Student Survey

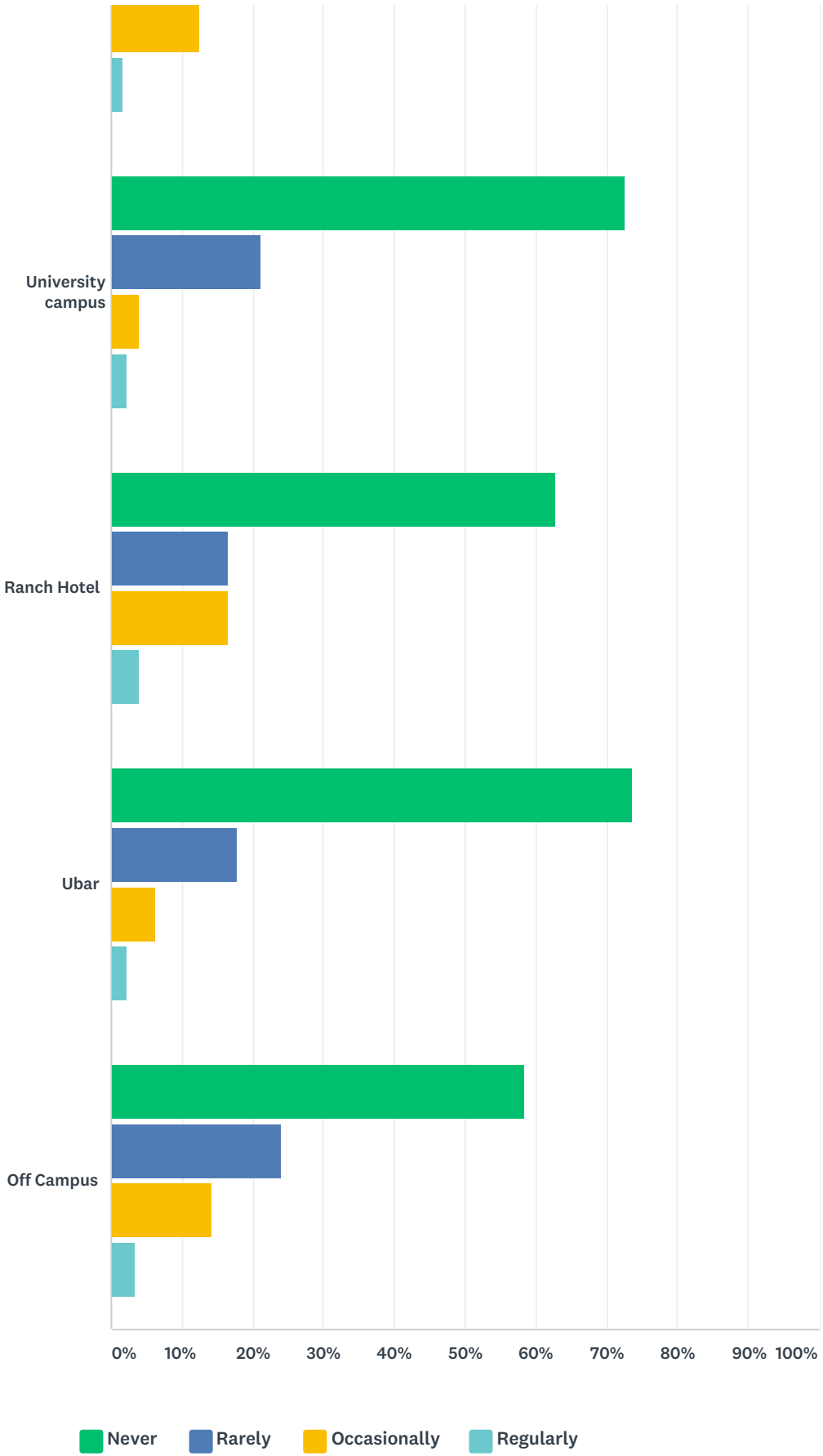
Pornography of any kind	90.22% 166	7.61% 14	1.63% 3	0.54% 1	184
Inappropriate advances via email or social media	81.08% 150	15.14% 28	2.70% 5	1.08% 2	185
Rumours, gossip or slander	48.11% 89	31.89% 59	14.05% 26	5.95% 11	185
Disparaging comments based on gender	70.81% 131	22.70% 42	6.49% 12	0.00% 0	185
Requests or pressure for sex, or other sexual acts	83.24% 154	15.14% 28	0.54% 1	1.08% 2	185
Seduction (forced, tricked into sexual activity)	87.57% 162	10.27% 19	1.62% 3	0.54% 1	185
Sexual physical attack and assault	87.03% 161	11.35% 21	1.08% 2	0.54% 1	185

## Q22 Where have these incidents of disrespectful behaviour you experienced or witnessed taken place?

Answered: 176 Skipped: 14



# Robert Menzies College (RMC) - Student Survey



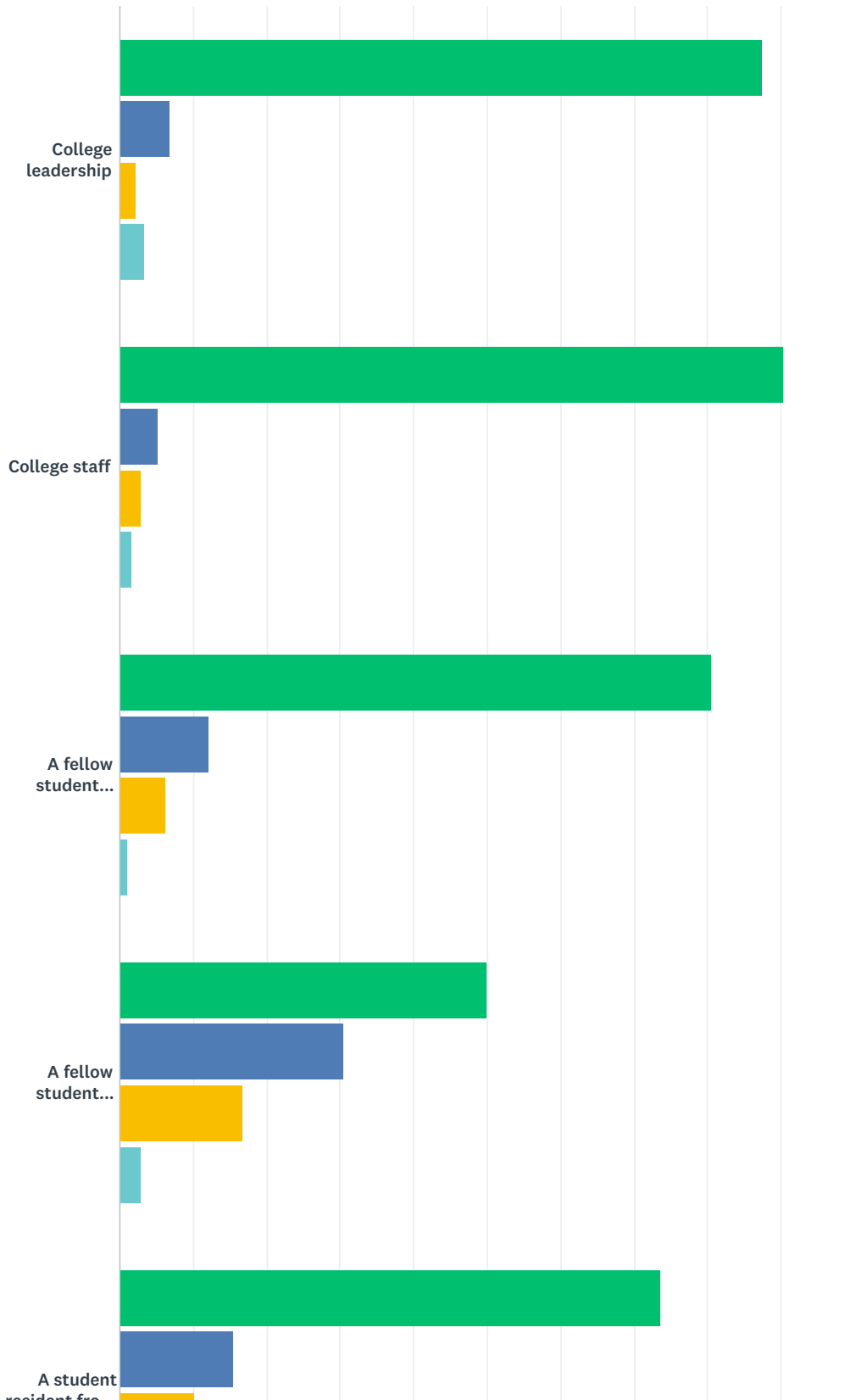
	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
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## Robert Menzies College (RMC) - Student Survey

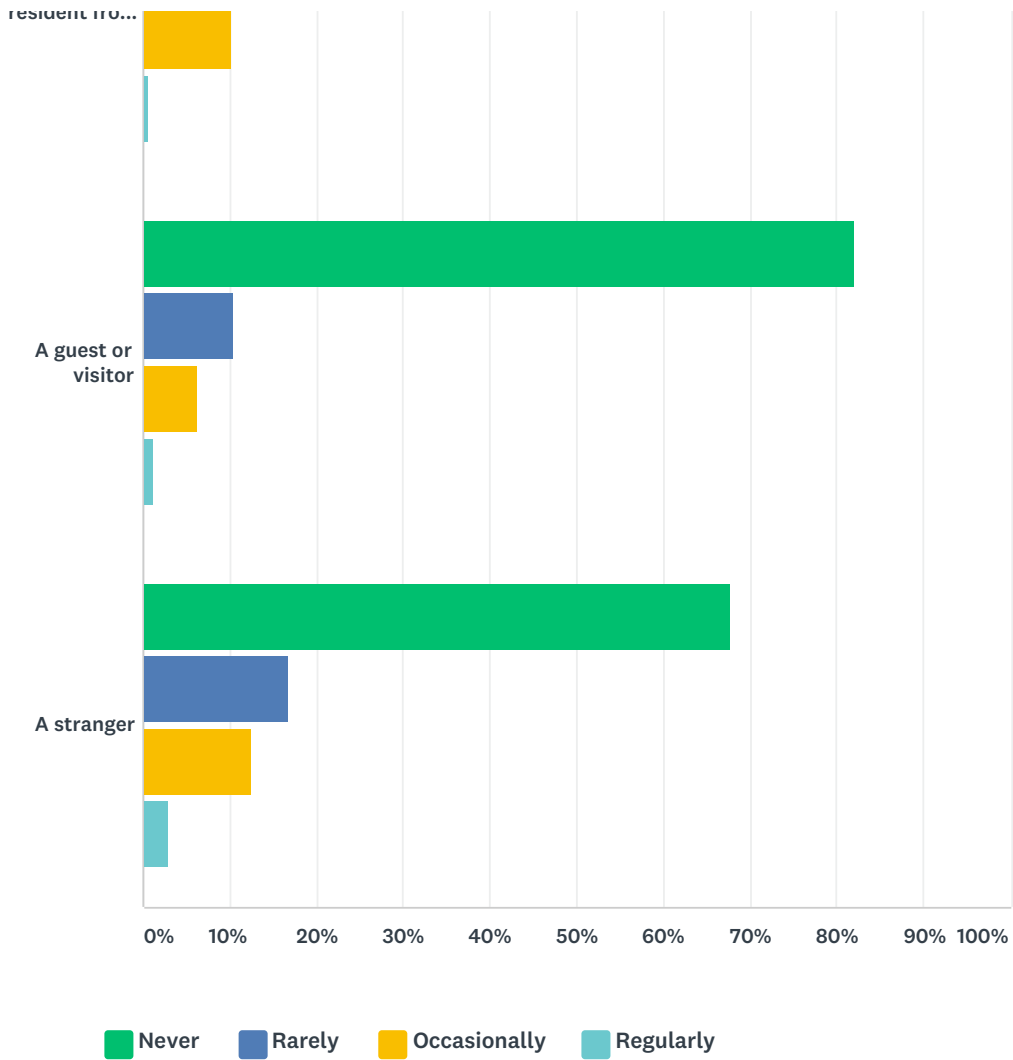
Common Areas	55.11% 97	27.27% 48	15.34% 27	2.27% 4	176
My bedroom	92.61% 163	6.25% 11	1.14% 2	0.00% 0	176
Another student's bedroom	83.52% 147	9.66% 17	6.25% 11	0.57% 1	176
Social event organised by College	73.14% 128	20.57% 36	5.71% 10	0.57% 1	175
Social Media	65.91% 116	19.89% 35	12.50% 22	1.70% 3	176
University campus	72.57% 127	21.14% 37	4.00% 7	2.29% 4	175
Ranch Hotel	62.86% 110	16.57% 29	16.57% 29	4.00% 7	175
Ubar	73.71% 129	17.71% 31	6.29% 11	2.29% 4	175
Off Campus	58.29% 102	24.00% 42	14.29% 25	3.43% 6	175

# Q23 Who displayed disrespectful behaviour in the incidents you experienced or witnessed?

Answered: 175 Skipped: 15



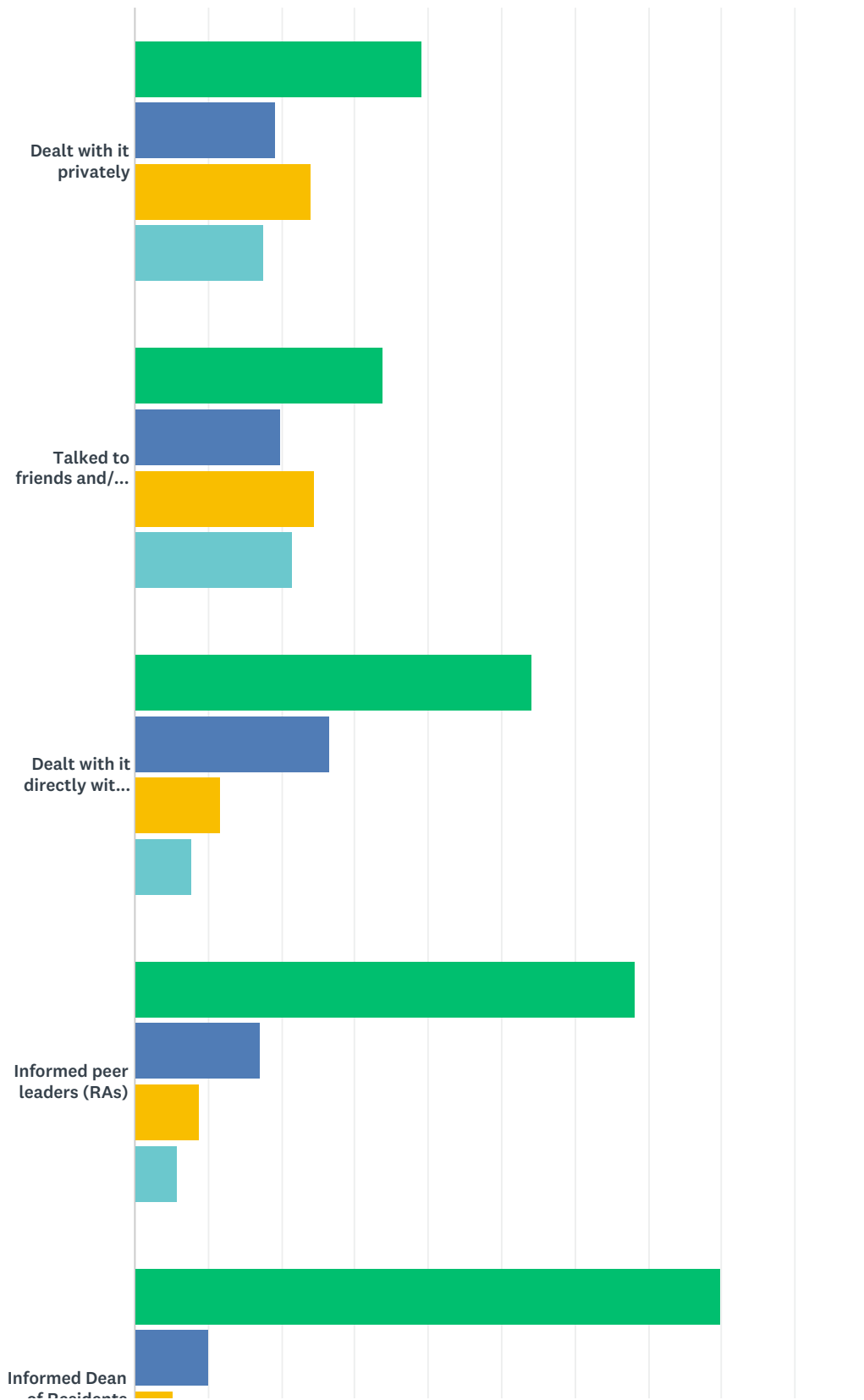
## Robert Menzies College (RMC) - Student Survey



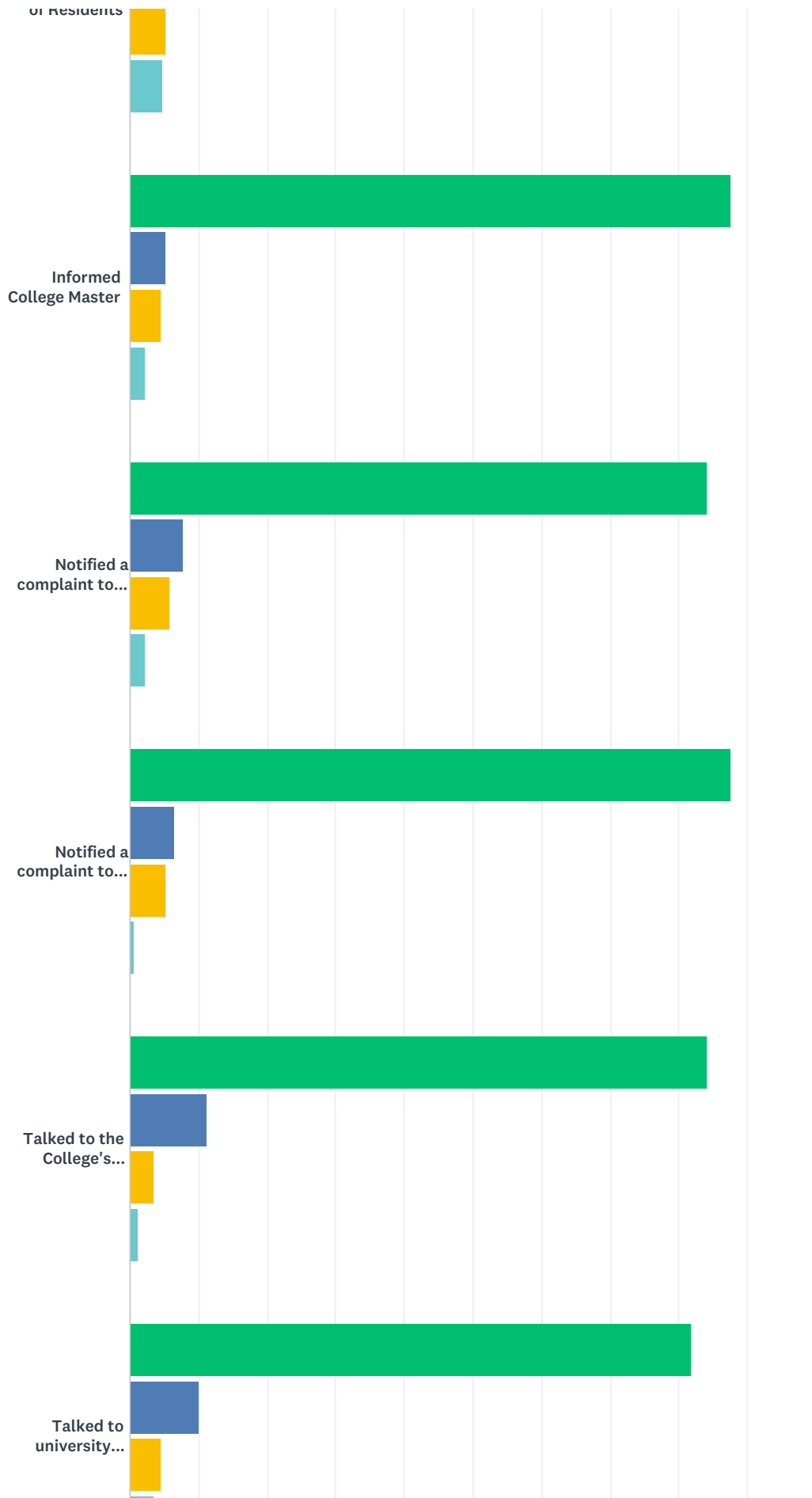
	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
College leadership	87.36% 152	6.90% 12	2.30% 4	3.45% 6	174
College staff	90.29% 158	5.14% 9	2.86% 5	1.71% 3	175
A fellow student resident employed by the College	80.46% 140	12.07% 21	6.32% 11	1.15% 2	174
A fellow student resident	50.00% 87	30.46% 53	16.67% 29	2.87% 5	174
A student resident from another college or residence	73.56% 128	15.52% 27	10.34% 18	0.57% 1	174
A guest or visitor	82.08% 142	10.40% 18	6.36% 11	1.16% 2	173
A stranger	67.82% 118	16.67% 29	12.64% 22	2.87% 5	174

## Q24 How have you chosen to deal with any disrespectful behaviour directed at you?

Answered: 172 Skipped: 18

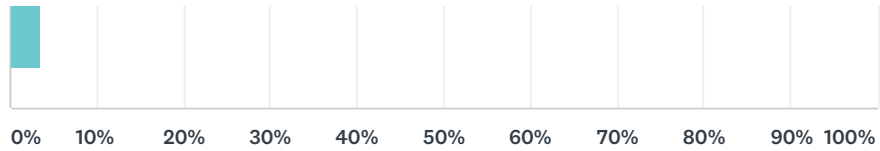


# Robert Menzies College (RMC) - Student Survey





## Robert Menzies College (RMC) - Student Survey

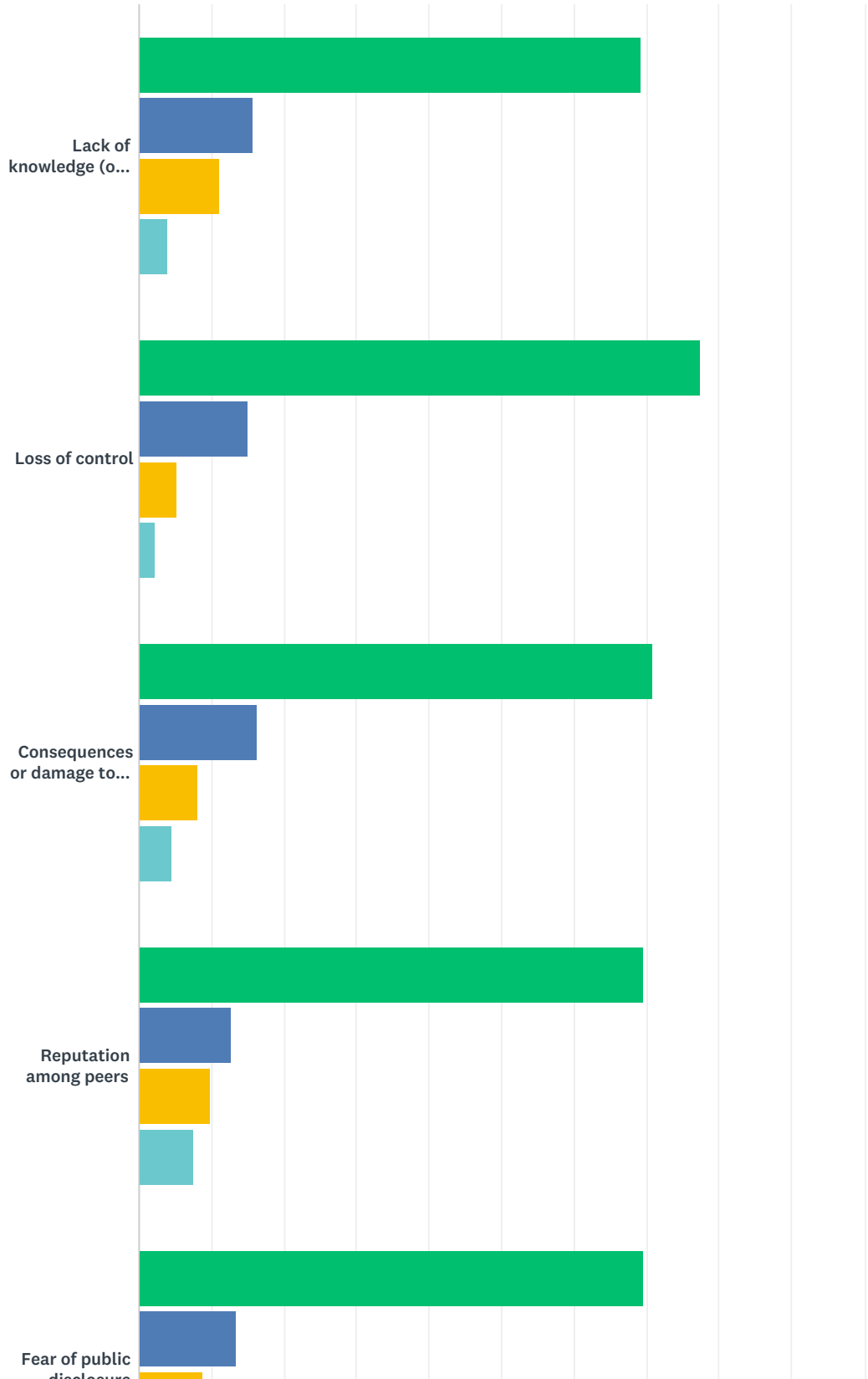


■ Never   
 ■ Rarely   
 ■ Occasionally   
 ■ Regularly

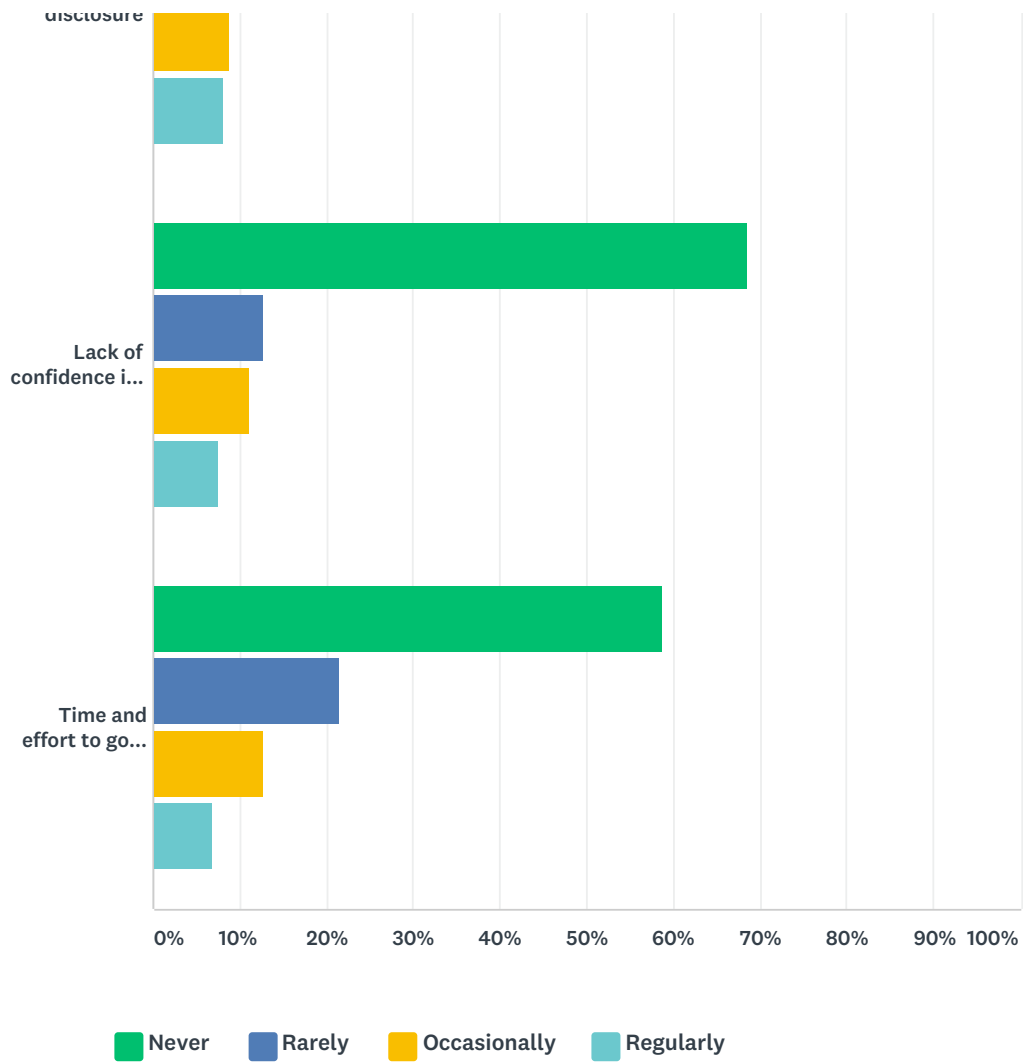
	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
Dealt with it privately	39.18% 67	19.30% 33	23.98% 41	17.54% 30	171
Talked to friends and/or family	33.92% 58	19.88% 34	24.56% 42	21.64% 37	171
Dealt with it directly with person(s) instigating disrespectful behaviour	54.12% 92	26.47% 45	11.76% 20	7.65% 13	170
Informed peer leaders (RAs)	68.24% 116	17.06% 29	8.82% 15	5.88% 10	170
Informed Dean of Residents	79.88% 135	10.06% 17	5.33% 9	4.73% 8	169
Informed College Master	87.65% 149	5.29% 9	4.71% 8	2.35% 4	170
Notified a complaint to the College	84.12% 143	7.65% 13	5.88% 10	2.35% 4	170
Notified a complaint to the University	87.57% 148	6.51% 11	5.33% 9	0.59% 1	169
Talked to the College's Chaplains or counselling services	84.02% 142	11.24% 19	3.55% 6	1.18% 2	169
Talked to university counselling services	81.76% 139	10.00% 17	4.71% 8	3.53% 6	170

# Q25 What barriers (if any) have prevented you from making a formal complaint to the College?

Answered: 172 Skipped: 18



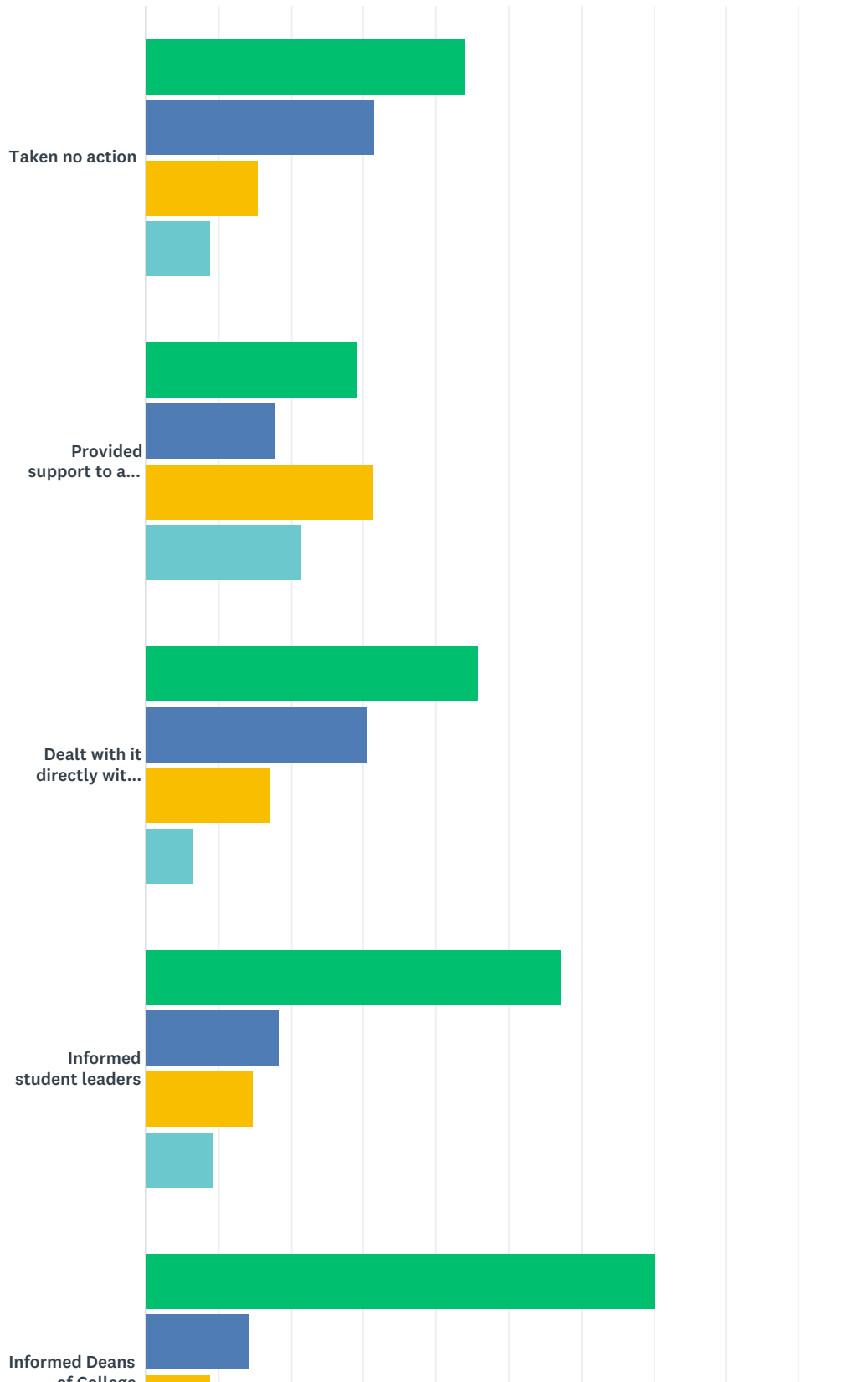
## Robert Menzies College (RMC) - Student Survey



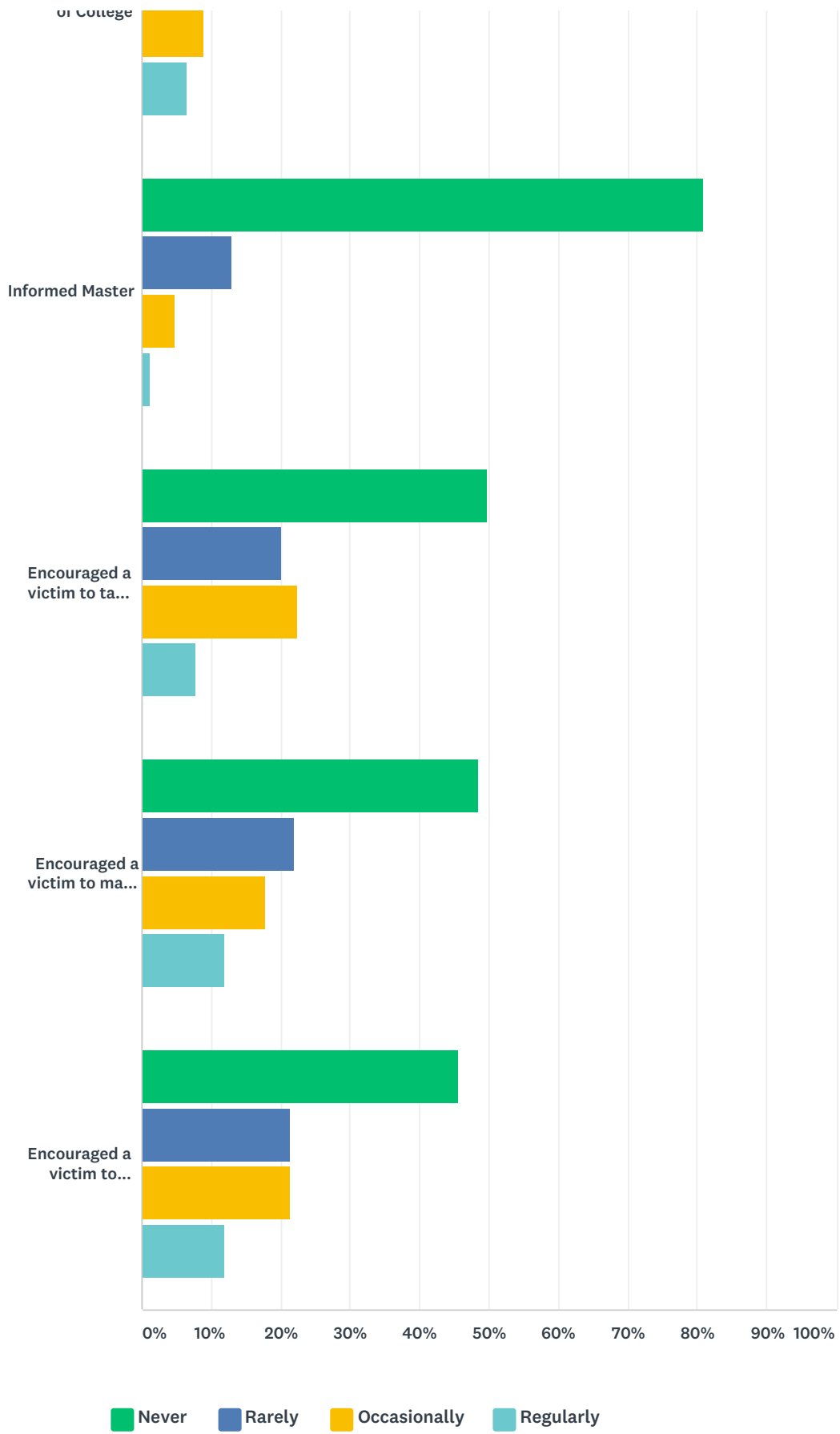
	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
Lack of knowledge (of process to follow)	69.19% 119	15.70% 27	11.05% 19	4.07% 7	172
Loss of control	77.33% 133	15.12% 26	5.23% 9	2.33% 4	172
Consequences or damage to offender(s)	70.93% 122	16.28% 28	8.14% 14	4.65% 8	172
Reputation among peers	69.77% 120	12.79% 22	9.88% 17	7.56% 13	172
Fear of public disclosure	69.77% 120	13.37% 23	8.72% 15	8.14% 14	172
Lack of confidence in College process	68.60% 118	12.79% 22	11.05% 19	7.56% 13	172
Time and effort to go through process	58.72% 101	21.51% 37	12.79% 22	6.98% 12	172

# Q26 How have you chosen to deal with any disrespectful behaviour directed at others?

Answered: 172 Skipped: 18



Robert Menzies College (RMC) - Student Survey



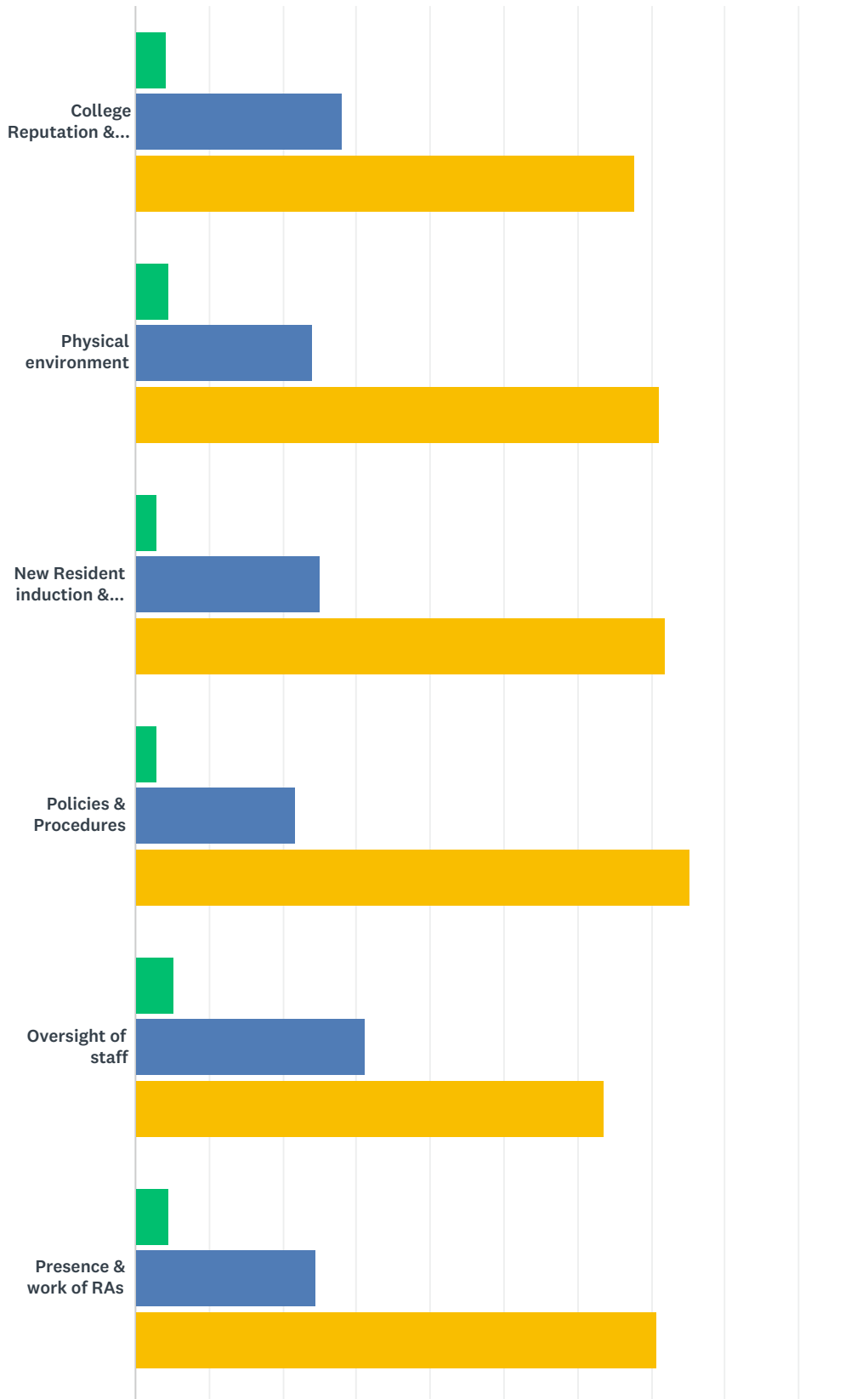
NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
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## Robert Menzies College (RMC) - Student Survey

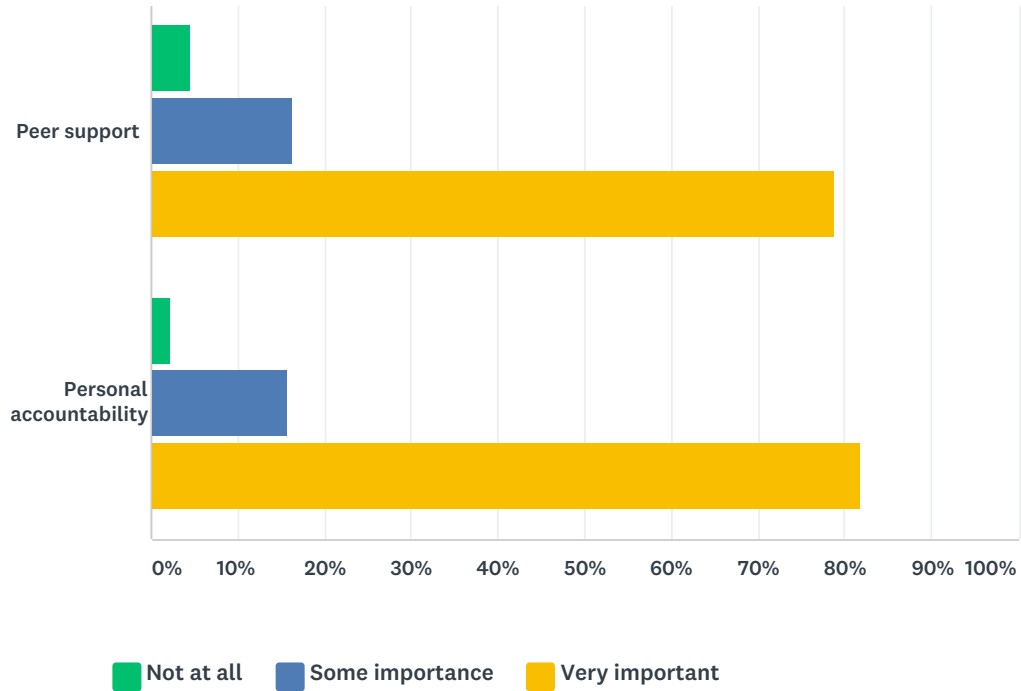
Taken no action	44.05% 74	31.55% 53	15.48% 26	8.93% 15	168
Provided support to a victim	29.07% 50	18.02% 31	31.40% 54	21.51% 37	172
Dealt with it directly with person(s) instigating disrespectful behaviour	45.88% 78	30.59% 52	17.06% 29	6.47% 11	170
Informed student leaders	57.40% 97	18.34% 31	14.79% 25	9.47% 16	169
Informed Deans of College	70.24% 118	14.29% 24	8.93% 15	6.55% 11	168
Informed Master	81.07% 137	13.02% 22	4.73% 8	1.18% 2	169
Encouraged a victim to take direct action	49.70% 84	20.12% 34	22.49% 38	7.69% 13	169
Encouraged a victim to make a formal report or complaint to College	48.52% 82	21.89% 37	17.75% 30	11.83% 20	169
Encouraged a victim to approach counselling services and support	45.56% 77	21.30% 36	21.30% 36	11.83% 20	169

## Q27 How important are the following to maintaining respectful behaviours?

Answered: 171 Skipped: 19



## Robert Menzies College (RMC) - Student Survey



	NOT AT ALL	SOME IMPORTANCE	VERY IMPORTANT	TOTAL
College Reputation & Values	4.09% 7	28.07% 48	67.84% 116	171
Physical environment	4.71% 8	24.12% 41	71.18% 121	170
New Resident induction & Information	2.92% 5	25.15% 43	71.93% 123	171
Policies & Procedures	2.94% 5	21.76% 37	75.29% 128	170
Oversight of staff	5.29% 9	31.18% 53	63.53% 108	170
Presence & work of RAs	4.68% 8	24.56% 42	70.76% 121	171
Peer support	4.68% 8	16.37% 28	78.95% 135	171
Personal accountability	2.34% 4	15.79% 27	81.87% 140	171



**Q28 What are the common factors (if any) that trigger incidents of disrespectful behaviour?**

Answered: 98 Skipped: 92

**Q29 What else could the College implement to eradicate any and all forms of disrespectful behaviour?**

Answered: 83 Skipped: 107

**Q30 What other comments (if any) would you like to share that is important to your personal safety and wellbeing?**

Answered: 65 Skipped: 125

Q31 This is the end of the survey. If you have any final comments please insert them here. Otherwise, please click the 'Done' button to submit your responses or click the 'Previous' button to edit your responses. Thank you again for providing your feedback and please remember, the RAs, College staff and counselling support services are available should you experience any concern or distress arising from this Survey. Additional supports are also available through the Macquarie University website at: <https://students.mq.edu.au/support/wellbeing/help-and-emergency-contacts>

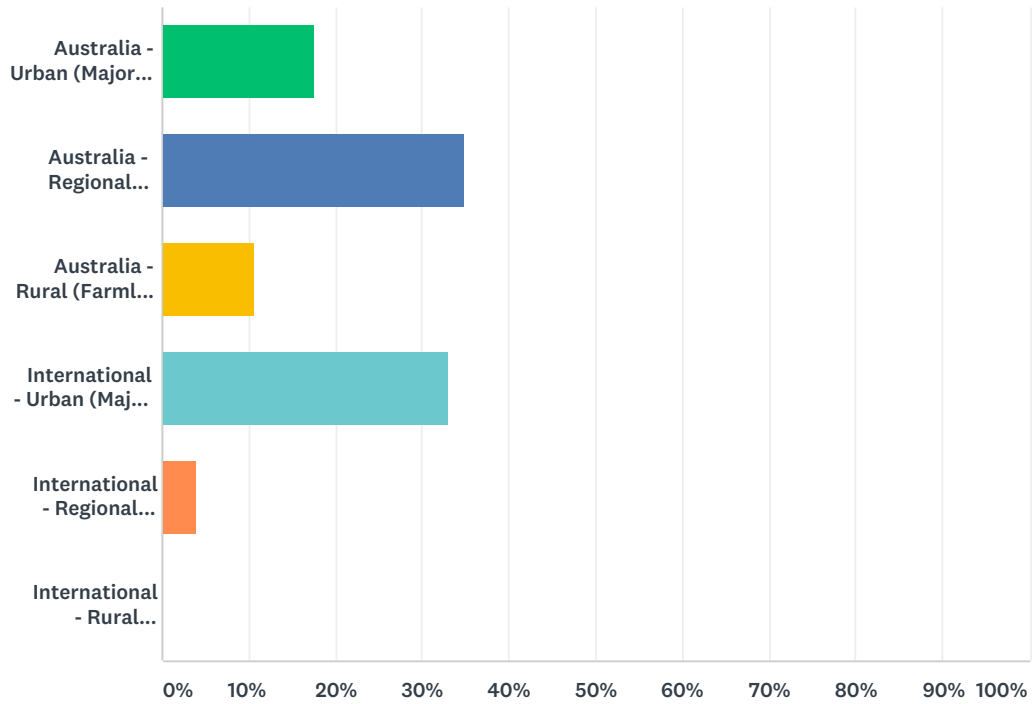
Answered: 10 Skipped: 180

## Appendix 3 – Parent Survey (Questions & Responses)

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## Q1 Where is your home residence?

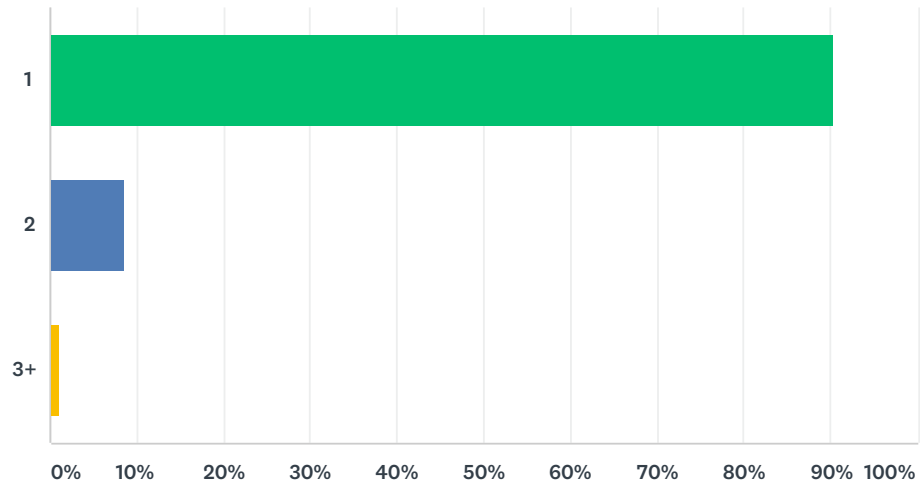
Answered: 103 Skipped: 1



ANSWER CHOICES	RESPONSES	
Australia - Urban (Major Capital Cities & Suburbs)	17.48%	18
Australia - Regional (Smaller Cities, Towns)	34.95%	36
Australia - Rural (Farmland and Remote Areas)	10.68%	11
International - Urban (Major Capital Cities & Suburbs)	33.01%	34
International - Regional (Smaller Cities, Towns)	3.88%	4
International - Rural (Farmland and Remote Areas)	0.00%	0
<b>TOTAL</b>		<b>103</b>

## Q2 How many of your children have been a resident at the College?

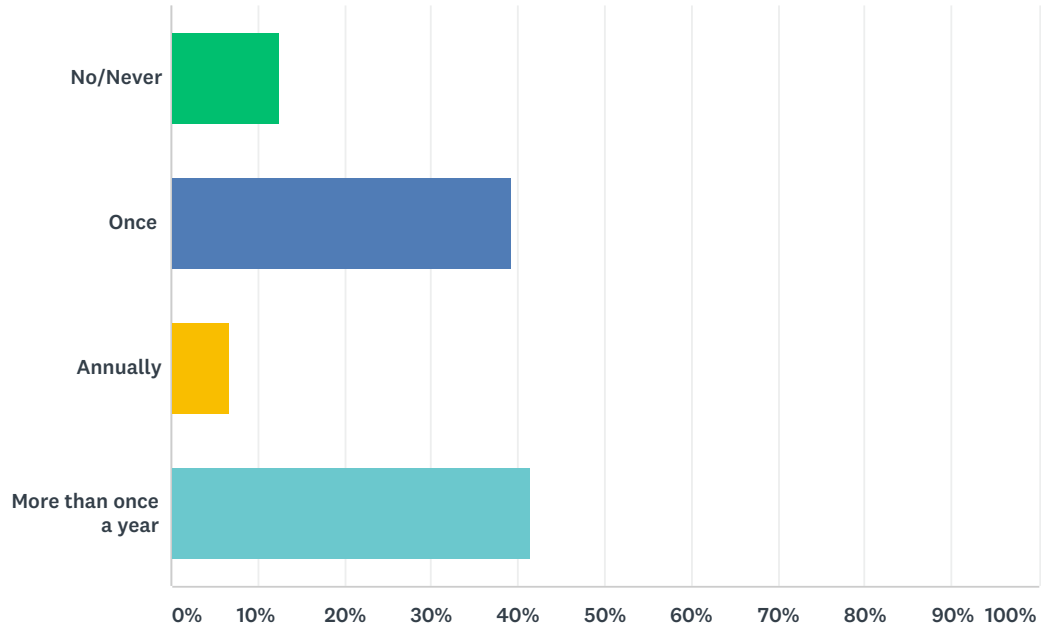
Answered: 104 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	90.38%	94
2	8.65%	9
3+	0.96%	1
TOTAL		104

### Q3 Have you personally visited the College?

Answered: 104 Skipped: 0

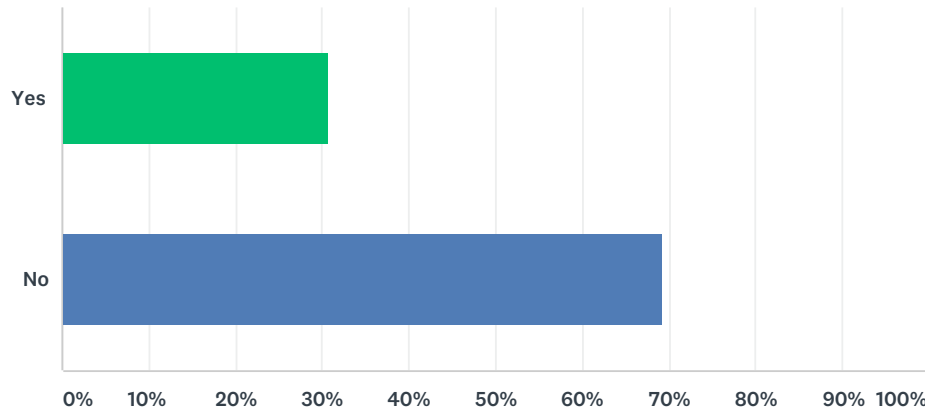


ANSWER CHOICES	RESPONSES	
No/Never	12.50%	13
Once	39.42%	41
Annually	6.73%	7
More than once a year	41.35%	43
TOTAL		104



## Q4 Have you ever participated in Welcome Sunday?

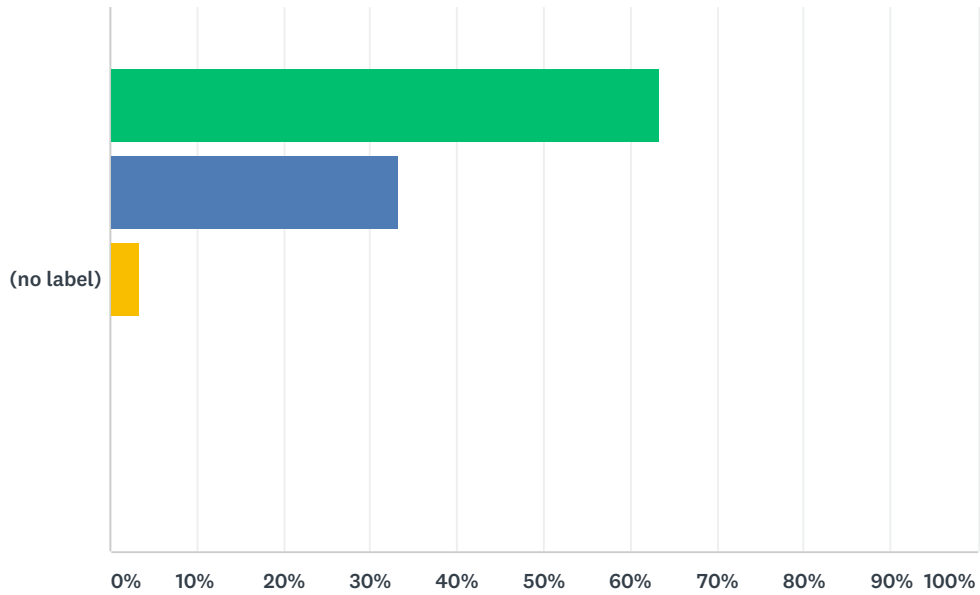
Answered: 104 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	30.77%	32
No	69.23%	72
TOTAL		104

## Q5 How satisfied were you with the information and format of the Welcome Sunday?

Answered: 30 Skipped: 74



■ Very Satisfied   
 ■ Satisfied   
 ■ Neither Satisfied or Dissatisfied  
■ Dissatisfied   
 ■ Very Dissatisfied

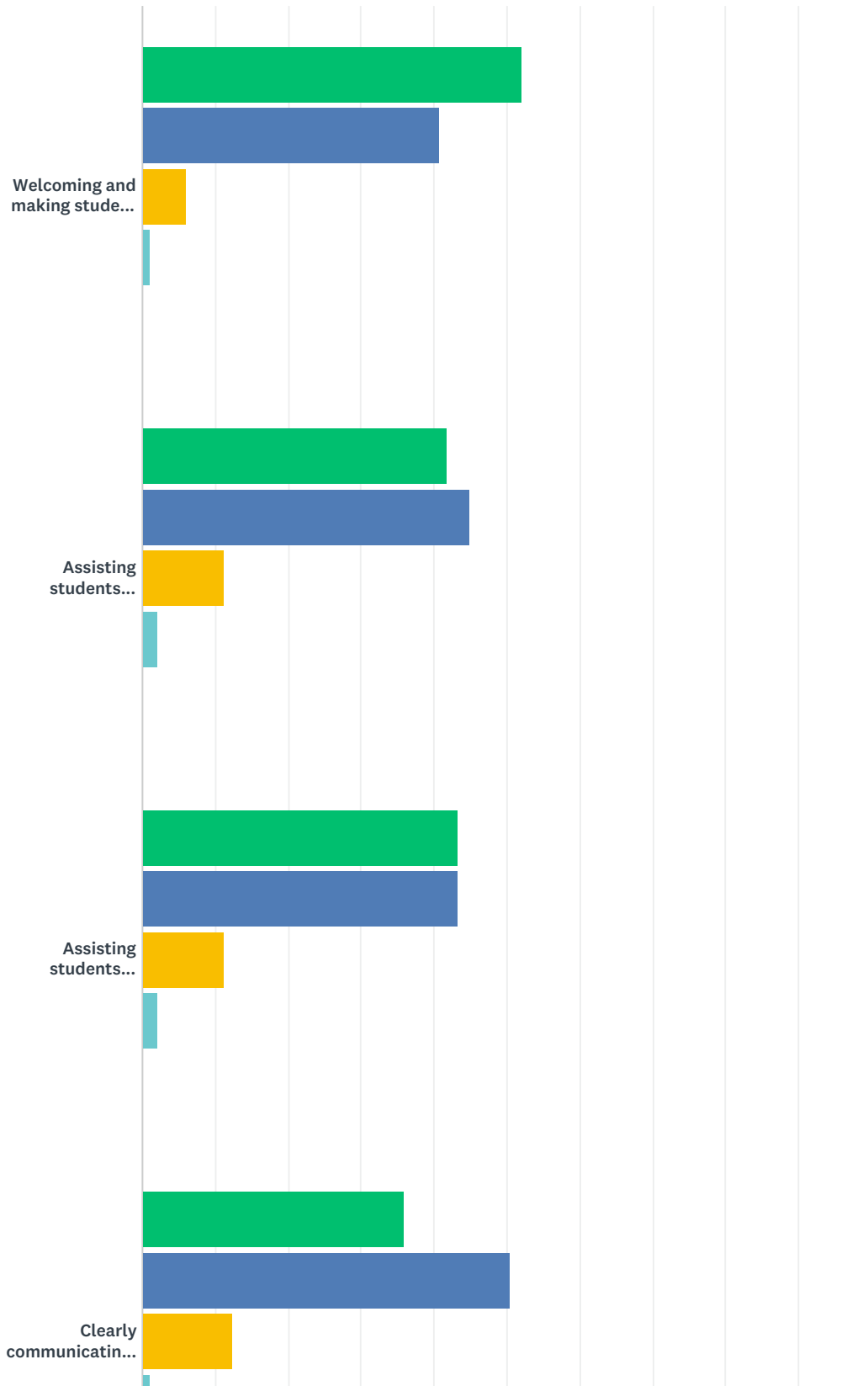
	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	63.33% 19	33.33% 10	3.33% 1	0.00% 0	0.00% 0	30	1.40

**Q6 What ideas (if any) would you like to share for improving the experience of the Welcome Sunday?**

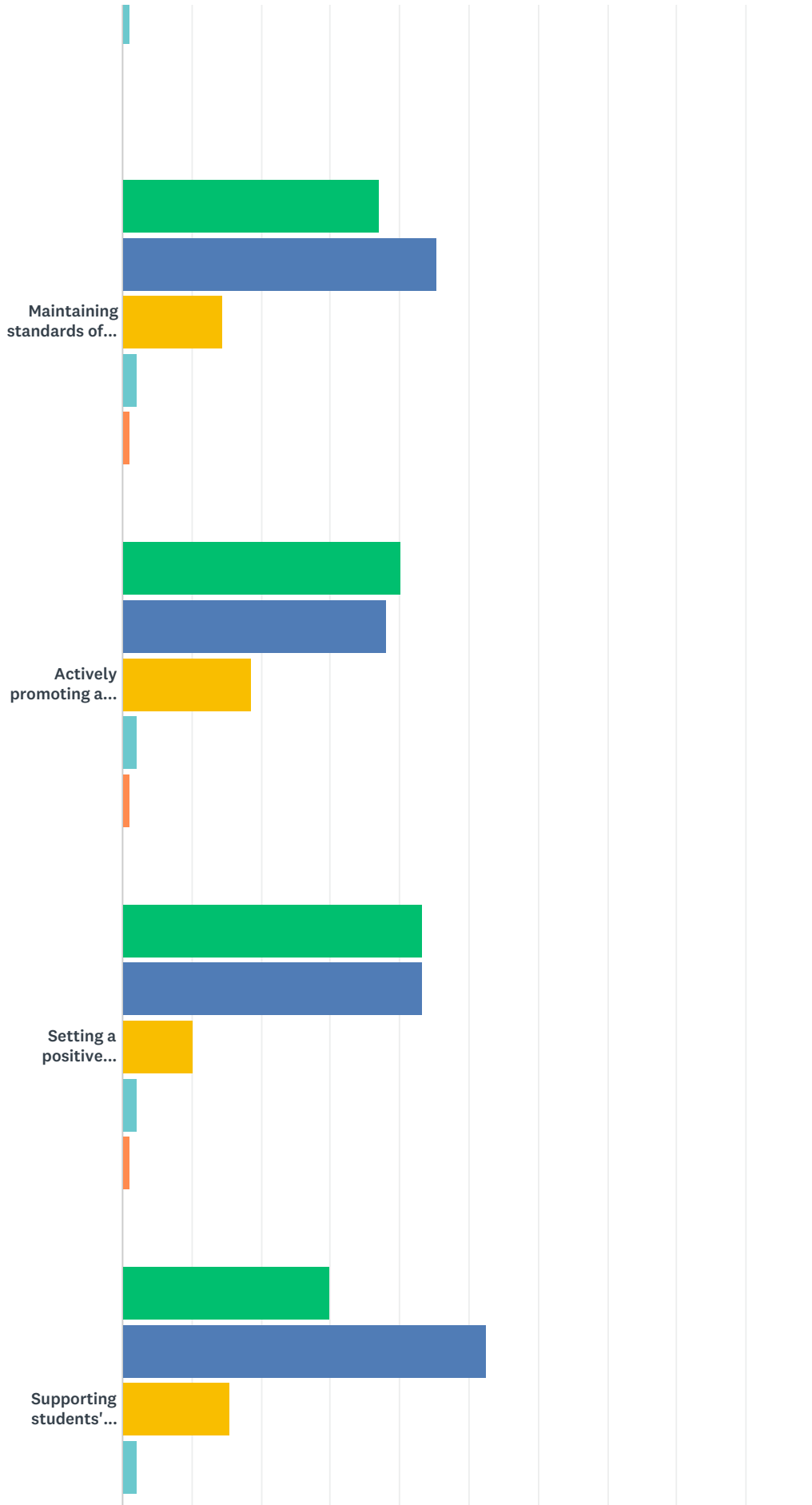
Answered: 11 Skipped: 93

# Q7 How satisfied are you with the College's performance in the following areas?

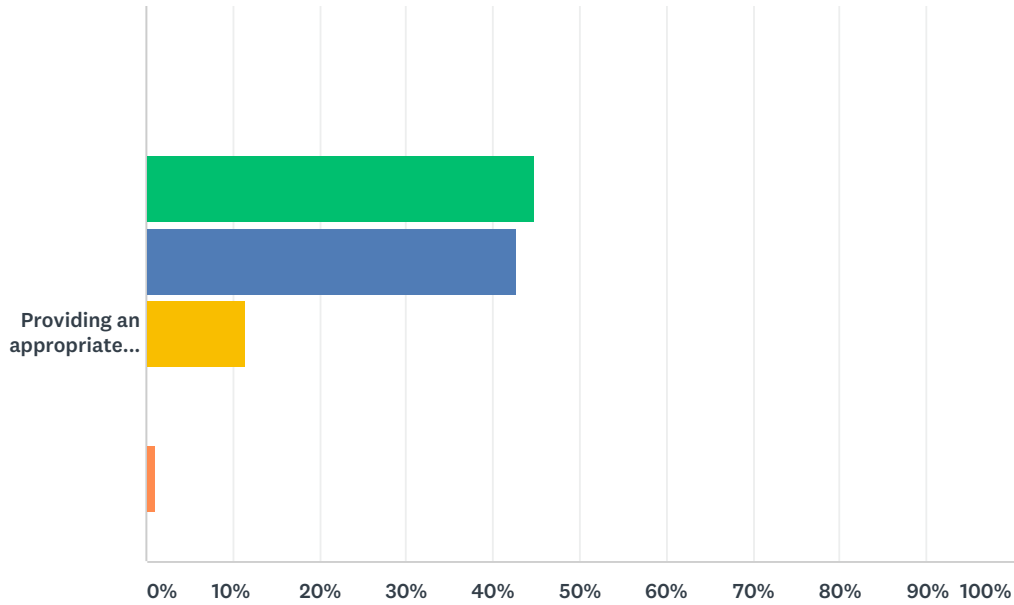
Answered: 98 Skipped: 6



Robert Menzies College (RMC) - Parent Survey



## Robert Menzies College (RMC) - Parent Survey

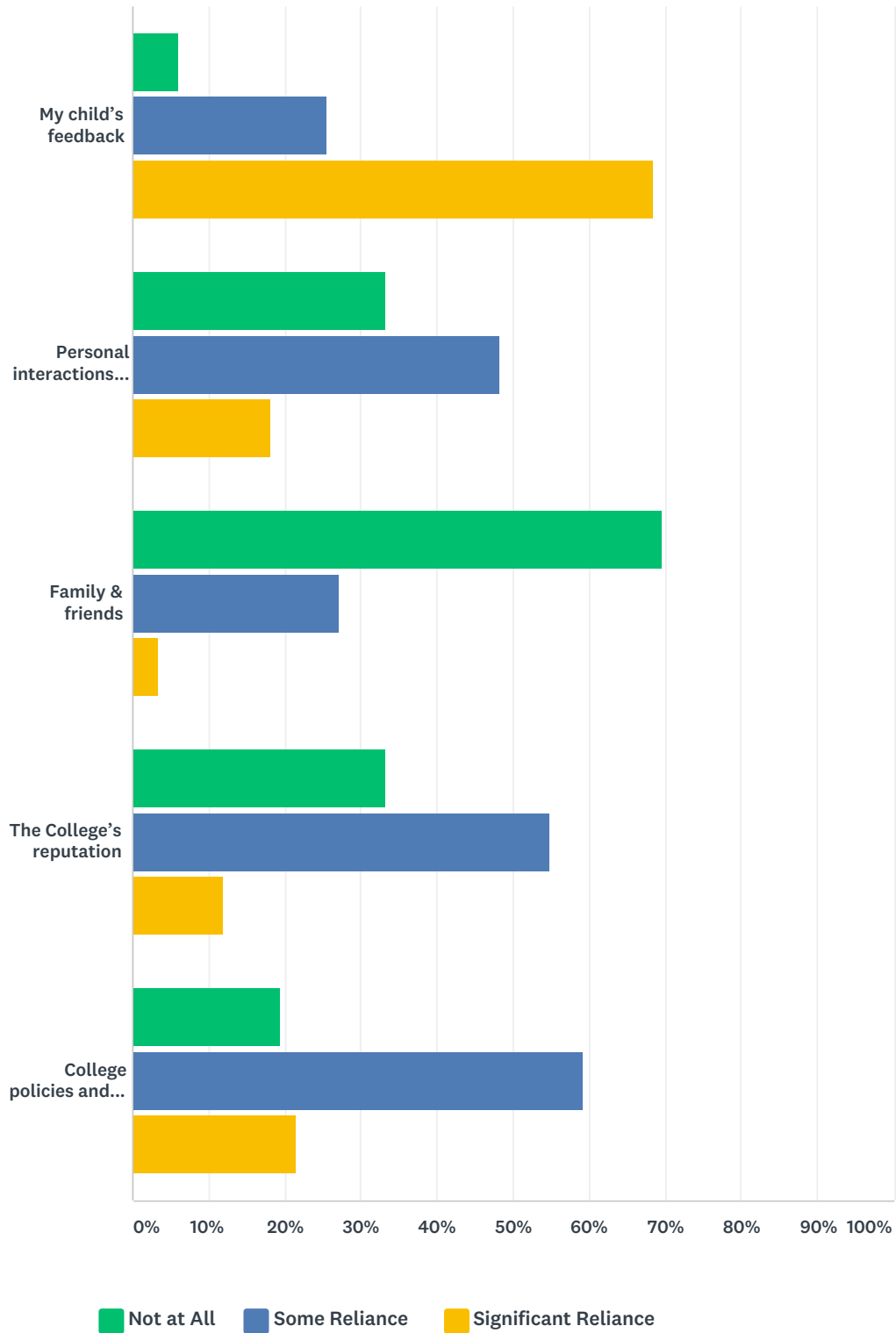


■ Very Satisfied   
 ■ Satisfied   
 ■ Neither Satisfied or Dissatisfied  
■ Dissatisfied   
 ■ Very Dissatisfied

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL
Welcoming and making students feel 'at home'	52.04% 51	40.82% 40	6.12% 6	1.02% 1	0.00% 0	98
Assisting students transition to university life	41.84% 41	44.90% 44	11.22% 11	2.04% 2	0.00% 0	98
Assisting students transition to College life	43.30% 42	43.30% 42	11.34% 11	2.06% 2	0.00% 0	97
Clearly communicating behavioural expectations including issues such as consent and respect	36.08% 35	50.52% 49	12.37% 12	1.03% 1	0.00% 0	97
Maintaining standards of respectful behaviour at all times	37.11% 36	45.36% 44	14.43% 14	2.06% 2	1.03% 1	97
Actively promoting a culture of respect for others	40.21% 39	38.14% 37	18.56% 18	2.06% 2	1.03% 1	97
Setting a positive attitude and supportive culture for all students	43.30% 42	43.30% 42	10.31% 10	2.06% 2	1.03% 1	97
Supporting students' academic success	29.90% 29	52.58% 51	15.46% 15	2.06% 2	0.00% 0	97
Providing an appropriate balance and range of social functions, including non-alcohol focused activities and alternative events	44.79% 43	42.71% 41	11.46% 11	0.00% 0	1.04% 1	96

## Q8 What is the basis for your assessment or rating?

Answered: 98 Skipped: 6



	NOT AT ALL	SOME RELIANCE	SIGNIFICANT RELIANCE	TOTAL
My child's feedback	6.12% 6	25.51% 25	68.37% 67	98

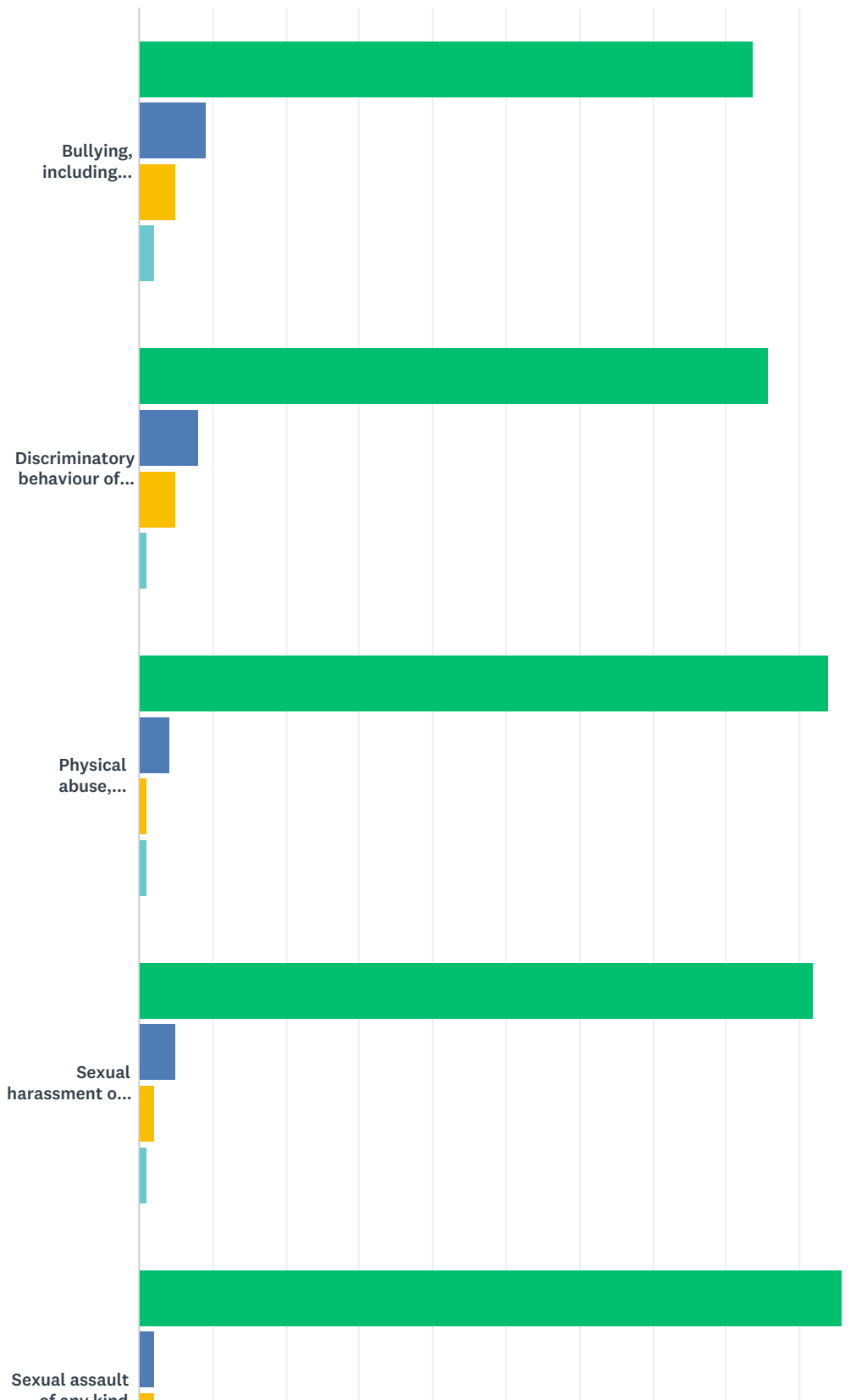
## Robert Menzies College (RMC) - Parent Survey

Personal interactions with the College	33.33% 31	48.39% 45	18.28% 17	93
Family & friends	69.57% 64	27.17% 25	3.26% 3	92
The College's reputation	33.33% 31	54.84% 51	11.83% 11	93
College policies and procedures	19.35% 18	59.14% 55	21.51% 20	93

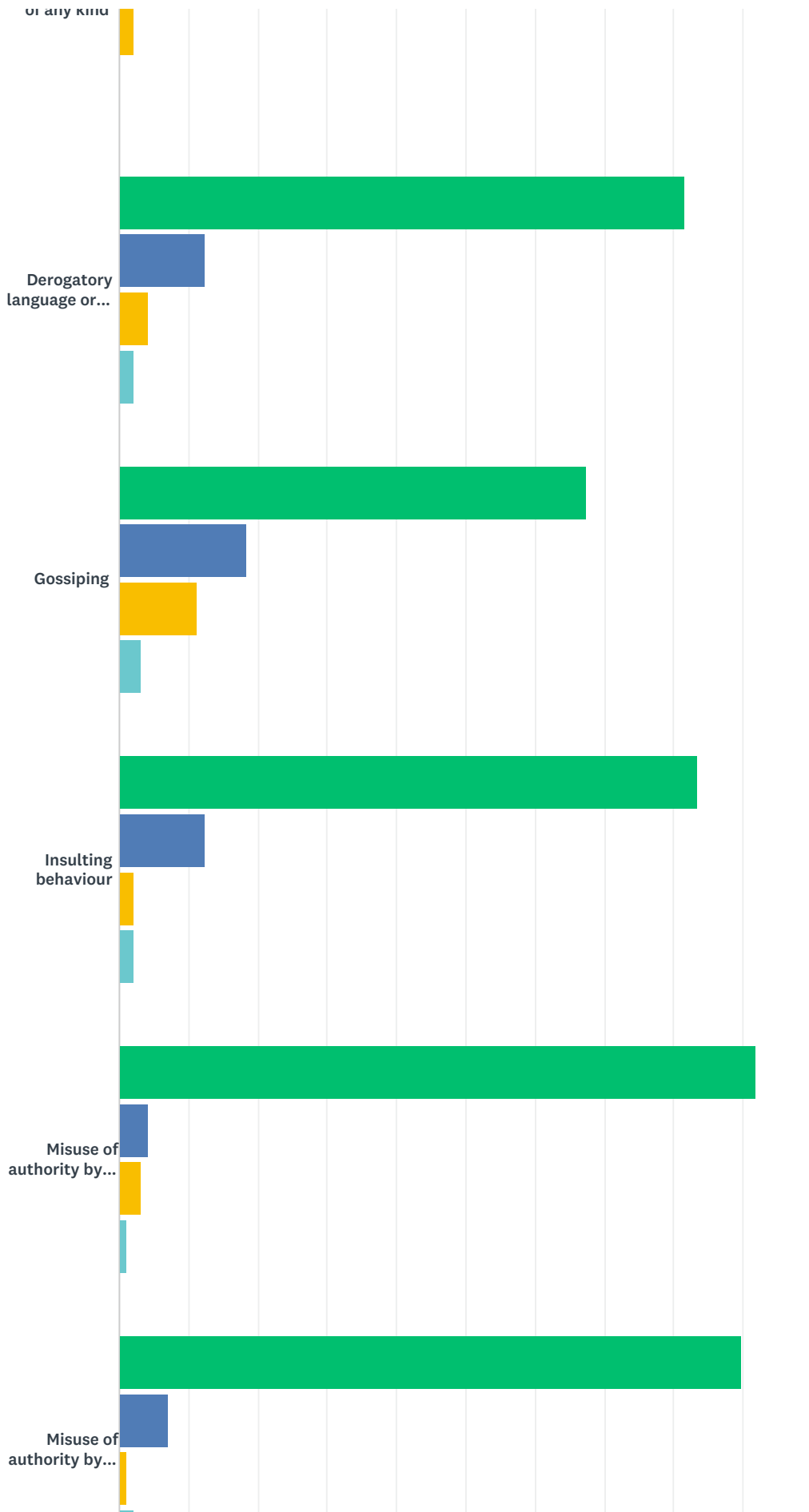


# Q9 Has your child ever expressed to you that they have been personally subjected to disrespectful behaviour involving:

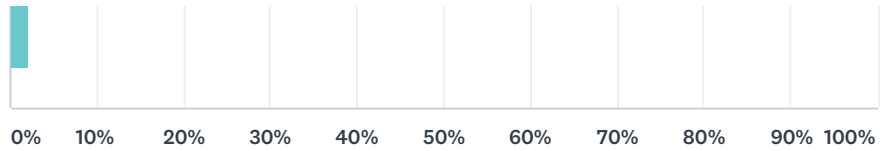
Answered: 98 Skipped: 6



# Robert Menzies College (RMC) - Parent Survey



## Robert Menzies College (RMC) - Parent Survey

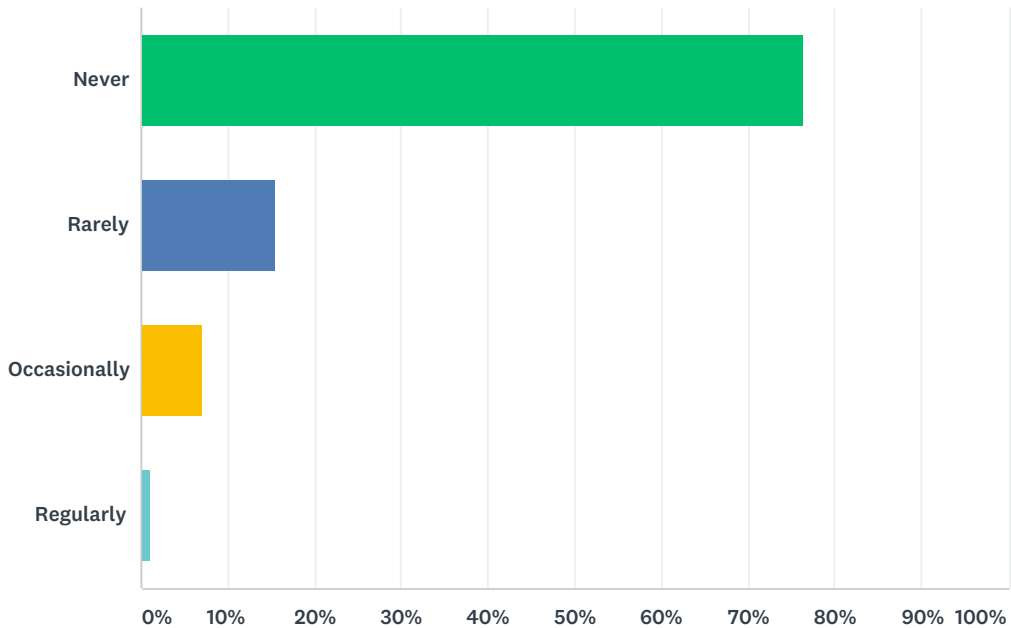


■ Never   
 ■ Rarely   
 ■ Occasionally   
 ■ Regularly

	NEVER	RARELY	OCCASIONALLY	REGULARLY	TOTAL
Bullying, including verbal and non-verbal aggression	83.67% 82	9.18% 9	5.10% 5	2.04% 2	98
Discriminatory behaviour of any kind	85.71% 84	8.16% 8	5.10% 5	1.02% 1	98
Physical abuse, intimidation or violence	93.88% 92	4.08% 4	1.02% 1	1.02% 1	98
Sexual harassment of any kind	91.84% 90	5.10% 5	2.04% 2	1.02% 1	98
Sexual assault of any kind	95.92% 94	2.04% 2	2.04% 2	0.00% 0	98
Derogatory language or behaviour	81.63% 80	12.24% 12	4.08% 4	2.04% 2	98
Gossiping	67.35% 66	18.37% 18	11.22% 11	3.06% 3	98
Insulting behaviour	83.51% 81	12.37% 12	2.06% 2	2.06% 2	97
Misuse of authority by staff	91.84% 90	4.08% 4	3.06% 3	1.02% 1	98
Misuse of authority by student leaders	89.80% 88	7.14% 7	1.02% 1	2.04% 2	98

## Q10 Have you ever had any other reason to believe your child might be experiencing feelings of discomfort or concern from any form of disrespectful behaviour?

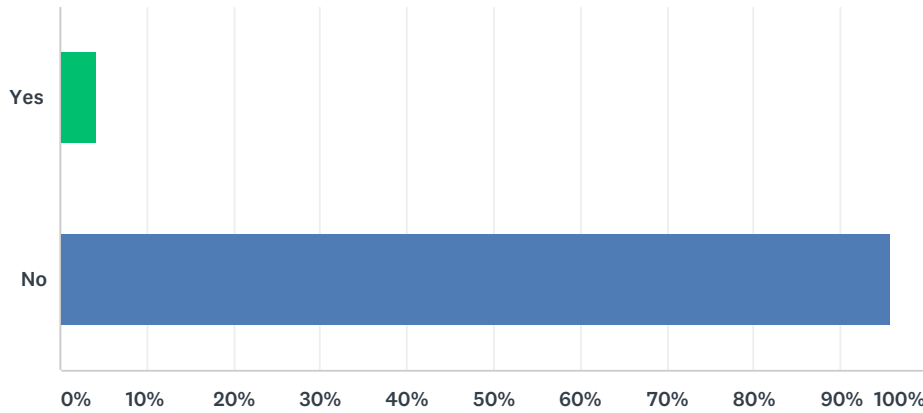
Answered: 97 Skipped: 7



ANSWER CHOICES	RESPONSES	
Never	76.29%	74
Rarely	15.46%	15
Occasionally	7.22%	7
Regularly	1.03%	1
<b>TOTAL</b>		<b>97</b>

### Q11 Have you ever had dealings with the College about your concerns related to disrespectful behaviour?

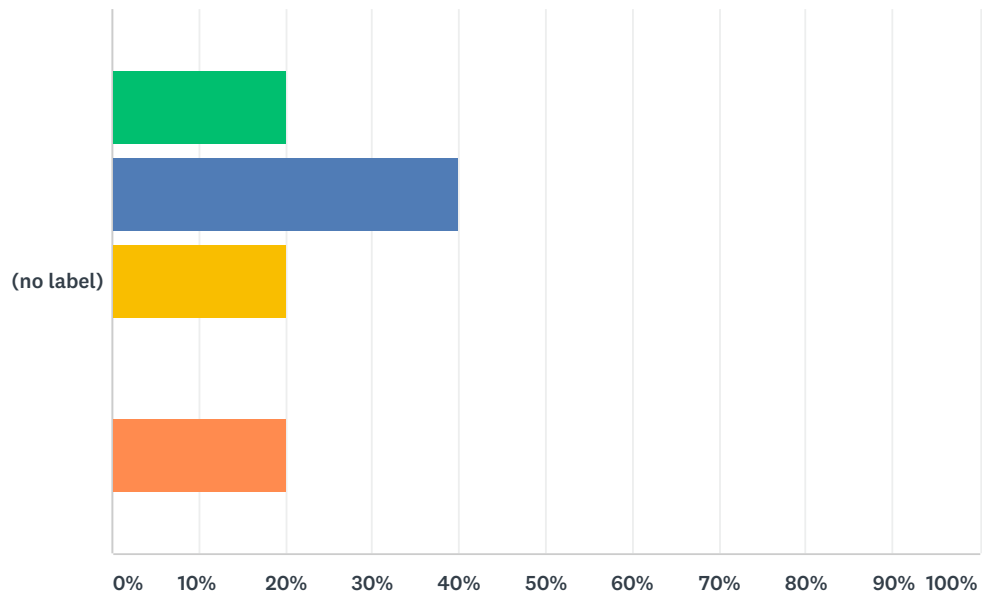
Answered: 97 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	4.12%	4
No	95.88%	93
TOTAL		97

## Q12 How satisfied were you with how the College responded to your concerns?

Answered: 5 Skipped: 99



■ Very Satisfied   
 ■ Satisfied   
 ■ Neither Satisfied or Dissatisfied  
■ Dissatisfied   
 ■ Very Dissatisfied

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	20.00% 1	40.00% 2	20.00% 1	0.00% 0	20.00% 1	5	2.60

**Q13 What other comments (if any) would you like to share in relation to how the College manages the safety and wellbeing of its residents?**

Answered: 51 Skipped: 53

Q14 This is the end of the survey. If you have any final comments please insert them below. Otherwise, please click the 'Done' button to submit your responses or click the 'Previous' button to edit your responses. Further reminder: If you have any queries or concerns please feel free to contact the College on 61-2-99366000 to speak to the Master or Dean of Residents.

Answered: 9 Skipped: 95