

Progress report on implementation of the Action Plan for Cultural Renewal

In September 2018, St Paul's College published the Broderick Report, *Cultural Review of St Paul's College*, and the College's Action Plan for Cultural Renewal to implement all recommendations of that Broderick Report and of the 2017 Broderick Report, *Cultural Renewal at the University of Sydney Residential Colleges*.

In doing so, the College committed that, during the first half of 2019, it would publish a progress report on our implementation of the Broderick recommendations, which would be updated periodically to track progress.

This progress report shows the vigorous effort that has been made to implement the Action Plan, and identifies areas where further action is needed. All this is to ensure that St Paul's College is an environment of respect, inclusion, and safety, including to uphold the College's pledge to be leaders against sexism, and to uphold the values of respect and dignity for all, regardless of gender.

As was promised in September 2018, this progress report will be updated periodically to track progress.

As the College has implemented the Broderick recommendations, it has become very clear that they are strengthening St Paul's College and the important contribution the College makes to the educational experience and personal growth of all its students. This improvement has included:

- significantly improved and expanded training for student leaders, students, and staff in areas such as ethical leadership, responding to sexual misconduct, what it means to be leaders against sexism, consent, sex and ethics, building a welcoming and inclusive community, among other training,
- a new program of Peer Support Leaders to enhance pastoral support for students,
- a new College *Code of Conduct*, as well as other important policies including a *Sexual Misconduct Policy*, *Hazing and Initiations Policy*, and *Welcome Week Policy*,
- renovation and improved management of the College Bar, as well as more opportunities for students to interact in settings without alcohol,
- renewed efforts to attract students from diverse backgrounds, including from regional, interstate and overseas schools, public and private,
- among many other improvements.

The first 27 recommendations below are from the 2018 Broderick Report, *Cultural Review of St Paul's College*, and the further recommendations are from the 2017 Broderick Report, *Cultural Renewal at the University of Sydney Residential Colleges*. The College is fully committed to, and is energetically pursuing, implementation of all recommendations.

The colouring of the left-hand box – green, yellow, or red – against each recommendation indicates progress to date:

Green = completed, or in place and ongoing

Yellow = in progress

Red = delayed

	RECOMMENDATION	ACTION
1	Building on Recommendation 2 from the 2017 report, Cultural Renewal at the University of Sydney Residential Colleges, (that ‘the Council should champion cultural reform’) the Council should actively and visibly support the Warden as he implements cultural reform strategies across St Paul’s College.	<p>The College Council strongly supports the cultural reform strategies being implemented by the Warden across St Paul’s College.</p> <p>This is evident from the publication of the Broderick Report and the Action Plan for Cultural Renewal, and from Council’s support for the actions documented in this progress report. The Warden reports on progress in implementation of the Action Plan at each Council meeting, and the Chair of the Council has publicly supported the program in public remarks.</p>
2	All staff should undergo ethical leadership training, provided by an independent expert.	In February 2019, staff undertook training on <i>Ethical Leadership to Prevent Sexual Violence in Universities</i> , delivered by the Full Stop Foundation, part of Rape and

		<p>Domestic Violence Services Australia.</p> <p>Key response staff have also undertaken first responder training, <i>Responding With Compassion</i>, delivered by the Full Stop Foundation. This training focused on how to receive a disclosure of sexual assault or sexual harassment.</p>
3	<p>The Council and the Warden should strongly reinforce to students and the wider College community that, as provided in Section 14 of the St Paul’s College Act [1854], the Warden has responsibility for the well-being of the students and of the College.</p>	<p>The College’s new By-laws (adopted on 4 February 2019, after the coming into effect of the <i>St Paul’s College Act 2018</i>) reinforce the Warden’s responsibility for the wellbeing of the students and the College, including through using the same language as the 1854 Act cited by the Broderick Report.</p> <p>The Warden’s responsibility for the wellbeing of the students and the College has been frequently reinforced with students, parents, and friends of the College on various occasions.</p>
4	<p>A clearer staff structure should be implemented with clear role descriptions and reporting lines. This staffing structure should include:</p> <ul style="list-style-type: none"> • The appointment of a staff member with full-time responsibility for overseeing and supporting the undergraduate student body. This appointment would be consistent with the staff model to be implemented for Graduate House. 	<p>The appointments of staff members in 2018 and 2019 have helped to clarify staff structure and reporting lines. These include (all in full-time roles) a new Senior Tutor; the Dean of Graduate House; a new College Registrar; a new College Business Manager; as well as the full-time appointment of the College Chaplain.</p> <p>As previously committed to, the College is developing an appointment process for a staff member with full-time</p>

	<ul style="list-style-type: none"> The appointment of a staff member with full-time responsibility for student support and care, particularly given the significant increases in the undergraduate student population. 	<p>responsibility for overseeing and supporting the undergraduate student body.</p> <p>The Chaplain, the Revd Antony Weiss, who has long experience in pastoral care for students, was appointed on a full-time basis from 2019, with responsibility for student support and care, working in close conjunction with the Warden, Sub-Warden, Senior Tutor, and others. He coordinates the Peer Support Leaders appointed in response to recommendation 10 below. The new Senior Tutor, Mr Philip Barr, provides full-time academic support for students.</p>
5	<p>The Warden, in consultation with the Senior Student should review the convenorship model to ensure that:</p> <ul style="list-style-type: none"> All convenorship roles are fair and appropriate, and contribute meaningfully to College life Proper role descriptions are made available to students and staff of the College before students apply for a convenorship role Additional criteria be considered for earning room points, for example, community service, academic and other achievements; and to ensure consistency in their allocation Provision should also be made for deducting room points for poor discipline, damage or the like. 	<p>An initial review of convenorships for 2019 has been undertaken by the Warden in consultation with the Senior Student and an external adviser. Role descriptions were written by the Students' Club, working with the Sub-Warden and approved by the Warden, for all convenorships. These stressed the voluntary nature of convenorships and were available in advance of students applying for a role.</p> <p>Convenorships have also been the subject of consideration in the review of "traditions" undertaken by Christie Breakspear, and this will provide input to further review of convenorships in semester 2, 2019, and prior to the start of the 2020 academic year.</p>

		<p>The Warden, also in consultation with the Senior Student, will further review the room points system.</p> <p>The 2019 <i>College Handbook</i> has given greater clarity to the requirements for re-admission to the College from one year to the next.</p>
6	<p>Each year all students enrolling at or returning to St Paul's College should be required to sign a code of conduct that unequivocally sets out the rules and expectations of the College and the adverse outcomes for code breaches.</p>	<p>The College has developed a new <i>Code of Conduct</i>, published both in the revised <i>College Handbook</i> and on the College website, which lays out clearly what behaviour is acceptable and unacceptable, and the consequences of unacceptable behaviour.</p> <p>All new and returning students have been required to sign to indicate their understanding and acceptance of the <i>Code of Conduct</i>, and this is now part of the process of taking up a place in College.</p>
7	<p>Any practice that includes negative elements of student hierarchy should be reformed.</p>	<p>The Warden has worked with the Sub-Warden, the Senior Tutor, the Chaplain and the Senior Student to identify negative elements of student hierarchy.</p> <p>Some practices that included negative elements of student hierarchy, such as hazing, have been prohibited.</p> <p>A list of so-called "traditions", including those that include negative elements of student hierarchy, is part of the in-progress</p>

		<p>review of so-called “traditions” by Christie Breakspear (see rec 24). This will be the subject of decisions and action in Semester 2, 2019.</p> <p>Other aspects of College life have already been reformed, such as revising role descriptions for student leadership positions to stress the importance of creating a welcoming, respectful and inclusive environment.</p>
8	<p>All students wishing to be considered for any leadership position at St Paul’s College should complete ethical leadership training, provided by the College and delivered by an expert provider, before being considered for such a position. Such training should include risks and negative impacts of unaccountable hierarchies.</p>	<p>In October 2018, all those who wished to apply for leadership positions received ethical leadership training from the St James Ethics Centre (now The Ethics Centre).</p> <p>In February 2019, student leaders including from the Students’ Club, Welcome Week Leaders, the Bar Team, Peer Support Leaders and members of the provisional Middle Common Room received one full week of leadership training. This included elements such as first aid and mental health, as well as training on aspects of ethical leadership, including:</p> <ul style="list-style-type: none"> • <i>What does it mean to be leaders against sexism?</i>, delivered by associates from Elizabeth Broderick’s team • <i>Consent, Sex and Ethics</i>, delivered by the Full Stop Foundation (Rape and Domestic Violence Services Australia) • <i>Responding with Compassion</i>, focused on how to

		<p>respond to a disclosure of sexual assault or sexual harassment, also delivered by the Full Stop Foundation</p> <ul style="list-style-type: none"> • <i>How to build a welcoming and inclusive community</i>, delivered by Christie Breakspear with a focus on preventing hazing and bullying • <i>Traditions</i>, a discussion about harmful traditions and building new and positive traditions with Christie Breakspear, which also helped to inform the review of traditions being undertaken by Ms Breakspear. <p>Preparations are underway for leadership training early in Semester 2, 2019, for students interested in nominating for election or appointment to student leadership roles for 2020.</p>
9	<p>The St Paul's College By-laws should be amended to ensure that the Warden has the power to suspend a student for a period longer than two months or expel a student for misconduct and unacceptable behaviour.</p>	<p>The new College By-laws adopted by the Council on 4 February 2019 now provide, as recommended, that the Warden has the power to suspend a student or to expel a student for misconduct and unacceptable behaviour.</p> <p>The new <i>Code of Conduct</i>, which is published in the revised <i>College Handbook</i> and on the College website, and other policies published in the <i>Handbook</i> and on the website (e.g. the Sexual Misconduct Policy) make clear that breaches may result in penalties including suspension or expulsion following an investigation process.</p>
10	<p>A Peer Support program (such as a Residential Assistant</p>	<p>A program of Peer Support Leaders has been established for</p>

<p>program or similar) should be established for both the undergraduate and postgraduate student populations that includes the following elements:</p> <ul style="list-style-type: none">• Senior students should be eligible to apply for the role of a Peer Support/Residential Assistant and suitable candidates selected by the Warden or his delegate• Peer Support/Residential Assistants should be provided with appropriate training on how to respond to the breadth of student issues and when to escalate issues to a staff member• Peer Support/Residential Assistants should be provided with appropriate, ongoing support to minimise the risk of vicarious trauma from student disclosures.	<p>both the undergraduate community and for Graduate House. In both cases, Peer Supporters are senior students who have been appointed by the Warden in consultation with the Sub-Warden, the Senior Tutor, the Chaplain, and the Dean of Graduate House.</p> <p>There are 11 Peer Support Leaders in the undergraduate community, and three in Graduate House, ensuring that students have a range of options to receive support from a peer during times of difficulty.</p> <p>Peer Support Leaders received training in Leadership Week (February 2019) about how to respond to the breadth of student issues and when to escalate issues to a staff member.</p> <p>Peer Supporters played an important role in Welcome Week, with each undergraduate fresher being allocated to a Peer Support Leader and informal groups of freshers being formed around that Leader to provide support settling into College. These relationships between freshers and Peer Support Leaders have been actively maintained since Welcome Week.</p> <p>Peer Support Leaders meet regularly with the Chaplain (in the undergraduate community) and with the Dean of Graduate House (in Graduate House). These meetings help ensure that staff are kept informed of any welfare concerns of which Peer Support Leaders are aware arising in the College, and also</p>
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		<p>provide an opportunity to support Peer Supporters in their role.</p> <p>These meetings also provide appropriate, ongoing support for Peer Support Leaders to minimise the risk of vicarious trauma from student disclosures. Support available to assist in handling vicarious trauma also formed part of the <i>Responding With Compassion</i> training delivered by the Full Stop Foundation to Peer Support Leaders and others in February 2019.</p>
11	<p>Any student who leaves the College earlier than three years should be invited to participate in an exit interview with the Warden or his delegate, including a Peer Support/Residential Assistant.</p>	<p>All undergraduate students leaving the College earlier than three years are invited to participate in exit interviews by the Senior Tutor, now in the presence of a Peer Support Leader.</p> <p>All students leaving Graduate House before the end of their degree are invited to an exit interview with the Dean of Graduate House and a Peer Support Leader.</p>
12	<p>To increase the diversity of undergraduate students within the College, St Paul's College should:</p> <ul style="list-style-type: none"> • Continue to develop a number of targeted strategies to attract students from a diverse range of schools, including state schools across NSW, interstate and overseas • Expand the 'Schools' Dinner' by inviting a broad range of students from state high schools to attend, and ensuring that the speakers reflect the diversity and inclusion the College seeks to attain 	<p>Strategies to increase the diversity of undergraduate students have included:</p> <ul style="list-style-type: none"> • In the last 18 months, as part of its effort to reach out to new communities, College staff have attended expos in the ACT, Wagga Wagga, Coffs Harbour, Newcastle/Lake Macquarie, Western Sydney, Northern Beaches, and Melbourne • Invitations to the 'Schools Dinner' have been sent to major public schools across New South Wales, with letters sent to Principals, Year 12 coordinators, career advisers and school

	<ul style="list-style-type: none"> • Continue to expand the scholarship program to recruit a more diverse student body, with strong emphasis on enabling high-potential students in financial need to come to the College. 	<p>captains. These invitations include an offer to stay in the College and to attend the College Open Day, as well as giving information about scholarships.</p> <ul style="list-style-type: none"> • Existing students from schools under-represented at the College have undertaken to contact/visit their old schools to talk about their experience at the University and at St Paul's, e.g. Lambton High, Kinross Wolaroi (Orange), Rockhampton High, Smith's Hill High (Wollongong). • Visits to schools in New Zealand (state and private) for recruitment purposes are being scheduled. • The scholarship program has been redesigned to ensure that, while honouring existing commitments, as much funding as possible goes to bursary assistance for those in financial need. This is true for both the undergraduate community and for students in Graduate House. • A comparison of the fresher intakes of 2017 and 2019 show significant increases in the proportion of freshers coming from regional NSW and from state schools, and slight increases in the proportion of freshers coming from interstate and overseas.
13	<p>Students' commitment to diversity and inclusion should be assessed at interview and form one criterion for admittance to the College.</p>	<p>Admission interviews conducted by the Senior Tutor already include discussions with applicants on the College's need for and the value of greater diversity. Applicants' stance on sexism, sexual harassment, and sexual assault are also gauged as far as</p>

		<p>is respectfully possible.</p> <p>Applicants from backgrounds currently not strongly represented in the College demographic are strongly encouraged by the Senior Tutor and Registrar in their application for admission and, where appropriate, for financial assistance.</p>
14	<p>St Paul’s College should deliver strong messaging to students and the College community about the benefits and value of diversity and inclusion to the College. This should include inviting a range of senior leaders to discuss how a focus on diversity, inclusion and culture has enhanced their organisation. The College should review all systems, processes and practices to ensure they do not inadvertently exclude any category of student.</p>	<p>In messaging to students and the broader community, the Warden and College staff regularly state our aspiration for breadth, diversity and inclusion, and our unequivocal and unshakeable commitment to respect and dignity for all, including equality of respect regardless of gender.</p> <p>The College has invited speakers with strong experience in promoting and benefiting from diversity and inclusion, and will continue to do so. For example, Ms Julie McKay, Chief Diversity and Inclusion Officer at PwC Australia, spoke at the inaugural combined Commencement Dinner for students of St Paul’s College and The Women’s College, and Associate Professor Eric Knight addressed this theme, amongst others, in his address to the University and College Dinner in May 2019. The College has invited eminent female speakers to Faculty Dinners, such as Dr Emily Granger and Professor Anne Twomey. Seven of the regular academic dinner seminars in Graduate House during Semester 1, 2019, were delivered by women, including internationally renowned leaders in their fields such as Professor Amanda Salis and Professor Celine</p>

		<p>Boehm.</p> <p>All fresher undergraduates went to small-group training sessions during Welcome Week on <i>How to build a welcoming and inclusive community</i>, delivered by Christie Breakspear. These sessions included the importance of welcoming people from a wide variety of backgrounds.</p> <p>Ms Breakspear also delivered a presentation to Graduate House, <i>Diversity Matters</i>, discussing the benefits of diversity within a community.</p> <p>As part of its ongoing review of all systems, processes and practices, as the College grows and diversifies, the College is ensuring that we do not inadvertently exclude any category of student.</p>
15	<p>In relation to the co-educational postgraduate residence, Graduate House, St Paul’s College should ensure Graduate House is established on the basis of genuine diversity and inclusion across a range of factors, including gender, cultural and educational background, and academic discipline. This would include:</p> <ul style="list-style-type: none"> • Ensuring Graduate House is established on a basis of equality between men and women, including gender balance in student and staff leadership positions 	<p>Graduate House has been founded as a distinctive community within St Paul’s College with a culture that has a strong focus on being welcoming, respectful and inclusive.</p> <p>The inaugural cohort of students in Graduate House is diverse, with approx. 45% women, and 50% international students from over 20 countries. A wide range of disciplines is represented including medicine, law, management, physics, dentistry, languages, economics and music.</p> <p>The male Dean of Graduate House will be supported by a</p>

	<ul style="list-style-type: none"> • Ensuring a welcoming, respectful and inclusive environment • Fostering positive integration of all members of Graduate House into the broader St Paul's College community. 	<p>female Associate Dean of Graduate House from July 2019. The female Senior Adviser to the Warden also lives in Graduate House and supports students as an academic and professional mentor. Of other senior academic members of Graduate House in Semester 1, 2019, 45% are female.</p> <p>Female leadership has been strongly encouraged among the students in the new community. The College convened a provisional Graduate House Middle Common Room (student leadership body) made up of 50% women. Its student-drafted Constitution for the Middle Common Room, ratified in May 2019, helps to ensure diverse representation by including the requirement that at least 40% of the members of the Committee be women, and at least 40% be men.</p> <p>The College has promoted, and will continue to promote, Graduate House amongst women's organisations on campus. For example, the Womn's Revue used Graduate House common spaces for their rehearsals and the Dean of Graduate House has met with organisations including Women in Science and the Network of Women.</p> <p>Graduate House has a Convenor of Culture, responsible for helping members of the community to share and learn from one another's cultures. International themed nights hosted by students from particular countries or regions are a regular part of the Graduate House calendar.</p>
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		<p>While the graduate and undergraduate communities have distinctive lives (as is usual with students at different stages of their education), shared facilities include the library, gym, the College Bar and the Chapel. Members of Graduate House participate in the St Paul’s College choir and will perform in Victoriana in 2019. St Paul’s College undergraduates took part in the inaugural Graduate House play in May 2019.</p> <p>Some events are held that include both the undergraduate community and Graduate House, such as the end of examinations celebration hosted by the Warden at the end of Semester 1, 2019. An informal dinner for all undergraduates and Graduate House members is planned for early in Semester 2, 2019. Undergraduate students will be able to purchase tickets to the Graduate House Ball in Semester 2, 2019.</p>
16	<p>St Paul’s College should reform the current model of students managing all operations of the College Bar. Options for new management may include contracting a professionally qualified commercial provider or externally recruiting a professionally qualified bar or hotel manager who report directly to the Warden or his delegate. The liquor licence for St Paul’s College should be held by whoever is appointed to this role. The College would under all circumstances retain the right to determine the policy under which the Bar operates, including (for example) to close</p>	<p>The College continues to support the provision of a licensed bar within the College for College students, staff, and guests.</p> <p>The College made significant changes to the operation of the College Bar for the 2019 academic year. The College hired a professionally qualified and experienced person to manage the Bar, who mentors and supervises a team of students appointed by the Warden in consultation with the Students’ Club Committee.</p>

	<p>the Bar at any time.</p>	<p>The College also transferred the licence of the Bar to the Sub-Warden, who is resident in College and helps to supervise the operations of the Bar.</p> <p>The College has strengthened its oversight of the operation and policies of the Bar in line with the Broderick recommendations.</p> <p>The College continues to engage with the Newtown licensing police and take part in Newtown Liquor Accord meetings to ensure compliance is maintained.</p> <p>As was already the case, all those working in the Bar undertake Responsible Service of Alcohol training, and are required to have an up-to-date qualification while working in the Bar.</p>
17	<p>Appropriately recruited students should continue to be able to work in the College Bar under the supervision of the manager contracted or employed to manage the bar.</p>	<p>A team of students – the College Bar Team – were appointed by the Warden in consultation with the Students’ Club Committee and relevant staff to work in the Bar (see recommendation 16, above).</p> <p>The Bar Manager works closely with, mentors and supervises the College Bar Team.</p> <p>Members of the College Bar Team are now formally employed by the College to work contracted hours in the Bar, with a discretionary bonus which may be awarded by the Warden subject to performance.</p>

		<p>The Bar Team undertook extensive training as part of the College’s Leadership Week in February 2019. As well as Responsible Service of Alcohol and first aid training, the Bar Team undertook training including on consent and sexual ethics; bystander intervention; what it means to be a leader against sexism; and on leading a welcoming and inclusive community, including the prevention of hazing and initiations.</p> <p>Students working in the Bar will sign an agreement with the College, which will include the appropriate conduct requirements, breach of which is liable to result in termination of their role in the Bar and to disciplinary action.</p> <p>The Sub-Warden as licensee maintains close oversight of the operations of the Bar, especially on occasions of significant activity.</p>
18	Security guards that are contracted to the College Bar and St Paul’s College events should be regularly rotated.	<p>The College sought the advice of the Full Stop Foundation on how to provide security guards who are best placed to prevent and respond to safety issues.</p> <p>The College has contracted a new security company which trains all of its staff to help them ensure a safe and inclusive environment for women and men. This includes training in escalation processes, and in how to prevent and respond to sexual harassment and discrimination.</p> <p>Three guards are on duty regularly, and others are rotated. At</p>

		<p>least one woman security guard is always on duty when security guards are engaged.</p>
19	<p>To assist with the transition to new management and the licensee of the College Bar, the financial management and financial records pertaining to the operation of the Bar should be made transparent and available to the Warden or his delegate. The Warden should also have the ability to undertake a financial audit of the Bar. The Warden or his delegate should continue to oversee the financial management and financial records of the College Bar when it is under new management.</p>	<p>The financial management and financial records from 2018 were shared with College staff by the 2018 Bar Syndicate; this has helped in the planning of changes to the Bar in 2019.</p> <p>A report on the finances of the Bar will be available to the student body at least annually.</p> <p>The College oversees the financial management and financial records of the Bar, including operating the bank account for the Bar. The Bar Manager is responsible for the financial operation of the Bar, but also works with the students in the Bar Team to help them learn how to manage financial systems and records.</p> <p>The Bar Manager supervises students as they count and record revenue. Senior staff are working to ensure that each week the Warden’s delegate will receive a summary of revenue taken for each night of operation, a summary of hours worked by members of the student Bar team, and a list of purchases for the College Bar; and that monthly and annual financial accounts will be prepared for the Bar, to be reviewed by the Warden and staff.</p> <p>The College <i>Bar Operating Manual</i> has been revised to take account of the new arrangements for 2019, and remains under</p>

		review.
20	<p>An independent safety and risk audit of the College Bar should be undertaken that identifies any risks to the personal safety of patrons and provides strategies to address those risks. A review of the operating hours should be included in that safety audit. (See also Chapter 7 and issues regarding safety and the College Bar).</p>	<p>The College is finalising plans for an independent safety and risk audit of the College Bar to take place in Semester Two, 2019.</p> <p>In the process of discussions with experts to plan the audit, the College received risk and safety checklists used for venues in Victoria and the ACT, which it used to conduct its own internal audit prior to the bar opening for 2019.</p> <p>Following the College’s internal audit, it has made significant changes to the Bar to improve the safety and comfort for patrons and especially female patrons.</p> <p>These have included:</p> <ul style="list-style-type: none"> • Improved, brighter lighting for the safety of patrons, including on the dance floor • Renovations to create a safer and more pleasant environment including greater availability of women’s toilets after 11pm, deep cleaning, new indoor and outdoor furniture, re-landscaping and repainting. • Signage around the Bar and in all toilets to make clear the importance of safety and respect for all, regardless of gender, including <ul style="list-style-type: none"> ○ “RESPECT. NOW. ALWAYS.” signs ○ details of the College’s revised sexual misconduct

		<p>policy, including how to disclose or report an incident and to seek assistance</p> <ul style="list-style-type: none"> • Higher prices for alcoholic drinks while ensuring access to cheaper non-alcoholic drinks. <p>These changes to the Bar, alongside the employment of a Bar Manager, change in licensee, and College oversight of the Bar's finances, aim to make the College Bar the safest and most respectful place that it can be for all patrons.</p>
21	<p>The student code of conduct, which students should sign each year (See Recommendations in Chapter 3), should include more explicit provisions about the unacceptability of activities that are demeaning and degrading, or which can put a student at physical, psychological or emotional risk. The consequences for students engaging in such behaviours should also be contained in the code of conduct.</p>	<p>The College's revised <i>Code of Conduct</i>, which students have each signed, contains explicit provisions about the unacceptability of activities that are demeaning and degrading, or which can put a student at physical, psychological or emotional risk. It also describes the range of consequences for students engaging in unacceptable behaviour.</p> <p>The College has also implemented a stand-alone policy that explicitly bans hazing, which is published on the College website and in the <i>College Handbook</i> and is referenced in the new <i>Code of Conduct</i>.</p> <p>These policies are available at www.stpauls.edu.au/policies</p>
22	<p>St Paul's College should, as a priority, adopt Recommendation 19 from the 2017 report, <i>Cultural Renewal at the University of Sydney Residential Colleges</i>, and its policy on bullying and</p>	<p>The College has adopted Recommendation 19 (and all other recommendations) from the 2017 report, <i>Cultural Renewal at the University of Sydney Residential Colleges</i>.</p>

<p>harassment should explicitly and more fully include provisions that prohibit hazing or any other behaviours that compromise students' physical or psychological safety and well-being. The provisions should include a clear definition and scope of hazing behaviours. In line with best practice approaches to the prohibition of hazing:</p> <ul style="list-style-type: none">• St Paul's should provide comprehensive education about hazing• Victims must be supported, including through appropriate reporting options• Students who engage in hazing behaviours should be appropriately held to account.	<p>The new <i>Code of Conduct</i> includes a prohibition on “any form of hazing or any other behaviours that compromise or risk students' physical, psychological or emotional safety and well-being (whether or not it is with the consent or apparent consent of the other person).”</p> <p>The St Paul's College stand-alone <i>Hazing and Initiations Policy</i>, which came into effect before the start of the 2019 academic year, includes a clear definition and scope of hazing behaviours, as well as examples of hazing behaviour and a series of questions to ask to determine whether a particular behaviour is hazing. The <i>Hazing and Initiations Policy</i> is published in the <i>College Handbook</i> and the College website.</p> <p>Education about hazing was provided to all incoming students and students in leadership roles at the start of the 2019 academic year, and staff have supported students to develop positive alternatives to hazing or initiations. This included a series of social activities during Welcome Week which emphasised friendship rather than alcohol, including an alcohol-free first day of Welcome Week. The Warden has spoken to all undergraduate students about hazing, its nature, dangers, and unacceptability. All undergraduates have been required to sign an explicit acknowledgement of their acceptance of the College's Hazing and Initiations Policy, as well as of the <i>Code of Conduct</i> and the provisions of it that relate directly to hazing.</p>
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		<p>Reporting of hazing to any staff member, including anonymously, is encouraged. Any victims of hazing are supported, including through the expanded peer support program and other pastoral care provision in the College.</p> <p>Whenever hazing activities are reported, thorough investigations are conducted by the Sub-Warden and presented to the Warden.</p>
23	<p>The actions St Paul’s College employs to eradicate hazing should ensure that students:</p> <ul style="list-style-type: none"> • Develop an understanding of power dynamics so they can identify hazing and initiation, regardless of context • Understand the effects of hidden coercion • Recognise the potential for harm • Can delineate between positive and negative ‘traditions’. 	<p>Training delivered by Christie Breakspear to students and student leaders on <i>how to build a welcoming and inclusive community</i> was delivered in small groups to help encourage engaged discussion about unhealthy power dynamics, the nature of hazing and initiation practices, and why they are harmful.</p> <p>As part of Ms Breakspear’s work reviewing so-called College “traditions” (recommendation 24), she also discussed the origin and impacts of cultural practices in the College with student leaders, including encouraging them to consider which cultural practices are harmful and should stop.</p> <p>The Warden has addressed all undergraduates on hazing, including regarding power dynamics and hidden coercion, and the potential for harm. The review of “traditions” undertaken by Ms Christie Breakspear has involved further discussion of how to delineate positive and negative “traditions”.</p>

24	<p>The Warden together with an independent expert, and in consultation with the Senior Student, should undertake a comprehensive review of all practices and activities referred to as ‘traditions’ of the College to ensure that they are consistent with contemporary community values of respect and inclusion. Any practice or tradition that is deemed to be inconsistent with these values should be immediately abolished.</p>	<p>In recent years, the College has reviewed and eliminated a number of negative practices that were regarded by some as “traditions”.</p> <p>The College commissioned independent expert Christie Breakspear in December 2018 to undertake a comprehensive review of all practices and activities referred to as “traditions” of the College to ensure that they are consistent with contemporary community values of respect and inclusion. As at June 2019, this review is in its final stages.</p> <p>As part of conducting this review, Ms Breakspear has held workshops with student leaders exploring the nature of “traditions” and with key staff discussing practices and activities, their history and their current manifestation and impacts. She has also met with students one on one as well as with current and former staff to learn the history and origin of cultural practices.</p> <p>Following the completion of the review, any practice or tradition that is deemed to be inconsistent with contemporary community values of respect and inclusion will be abolished. The Warden and staff will work with student leaders to achieve this.</p>
25	<p>All St Paul’s College students should be required to undertake education on sexual ethics and respectful relationships. This</p>	<p>The College remains determined to be leaders in fighting sexism, sexual harassment, and sexual assault, and to uphold its</p>

<p>education should be:</p> <ul style="list-style-type: none"> • Provided by an independent expert • Interactive and in a psychologically safe setting • Delivered annually to all students as an ongoing program, and not as a ‘one off’ • Evaluated every two years by an external independent evaluator to assess its impact against key indicators that measure attitudinal and behaviour change. <p>Although not exhaustive, the sexual ethics education should include information on:</p> <ul style="list-style-type: none"> • The meaning, inappropriateness and impact of sexist language, sexual harassment and sexual assault • Ethical consent • Healthy and respectful relationships • The appropriate use of technology • Ethical bystander intervention. <p>The Project Team recommends that St Paul’s College invites Women’s College students to a number of these education</p>	<p>unshakeable commitment to respect and dignity for all regardless of gender. Education for all members of the College is a key part of ensuring this commitment is translated into respectful and ethical actions by all College members.</p> <p>Existing education on sexual ethics and respectful relationships included content on consent and bystander intervention.</p> <p>This program was substantially expanded in 2019. Sessions on what it means to be a leader against sexism, delivered by Elizabeth Broderick & Co associates Darren Saunders and Lisa Ryan, was attended by all new undergraduate students and by student leaders. These sessions were focused on the nature of leadership, with students identifying male and female leaders they most admired, analysing how female and male leaders may be treated differently and how individuals can help to ensure women are treated with respect.</p> <p>The College is now working closely with independent experts the Full Stop Foundation, part of Rape and Domestic Violence Services Australia. In February 2019, the Full Stop Foundation delivered a combination of interactive small-group workshops and presentations to staff, student leaders, new undergraduate students, returning undergraduates, and members of Graduate House.</p> <p>This included:</p>
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	<p>sessions.</p>	<ul style="list-style-type: none"> • Training on <i>Consent, Sex and Ethics</i> for student leaders and all new undergraduates, including content on respectful relationships and the appropriate use of technology • Training on <i>Responding With Compassion</i>, focused on how to respond sensitively with disclosures or reports of sexual misconduct, for student leaders • Presentation to Graduate House members on bystander intervention and responding with compassion, also including consent, sexual ethics, and respectful relationships • Presentation to returning undergraduates on bystander intervention, also including consent, sexual ethics, and respectful relationships <p><i>Consent, Sex and Ethics</i> and <i>Responding With Compassion</i> training was delivered multiple times, to make possible small groups of no more than 20 students. This helped to ensure interactive learning and a psychologically safe setting.</p> <p>To date, The Women’s College has not participated in training alongside St Paul’s College due to timetable challenges, but the two college will continue to seek opportunities to undertake future training together.</p> <p>Appropriate training will be offered for new students at the start of semester 2, 2019.</p> <p>The College will continue to offer training to all students annually as part of its commitment to being leaders against</p>
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		sexism and to help ensure its students show respect and dignity for all, regardless of gender.
26	<p>St Paul’s College should collaborate with the University of Sydney and other University of Sydney Residential Colleges to engage an expert independent provider, trained in trauma-informed care and support to:</p> <ul style="list-style-type: none"> • Be a first point of contact for University of Sydney students, including Residential College students (contactable by various means including social media) who have experienced sexual harassment and sexual assault • Take both full and confidential reports from these students. In the case of a confidential report, the student may elect not to name the alleged perpetrator or proceed with an investigation. They will nevertheless be provided with appropriate support • Support these students who make a full report through any investigation process • Offer a range of referrals to students, including medical and counselling services • Provide de-identified data to the University of Sydney, St Paul’s and the other Colleges that indicates prevalence and 	<p>The Heads of Colleges at the University of Sydney engaged an external expert to advise on how this recommendation might be given effect, and related matters. A decision was subsequently made by the Heads of Colleges not to engage an expert independent provider, as proposed, in view of the resources which the University has committed to support in this area, which are available and advertised to students in colleges.</p> <p>The College continues to work with the University and with other residential colleges on initiatives to prevent, and respond ethically to, sexual harassment and sexual assault. For example, the College advertises (in its <i>Handbook</i> and on posters around the College) the University hotline for making disclosures, complaints, or reports.</p>

	any trends or patterns.	
27	<p>In collaboration with The Women’s College, St Paul’s College should increase opportunities for students to interact in settings without alcohol. This can include interacting through academic tutorials, sport, cultural activities and community service.</p>	<p>A joint statement by The Women’s College and St Paul’s College on increased practical co-operation between the two colleges to the benefit of students was issued in early September 2018. It is published on The Women’s College and the St Paul’s College websites.</p> <p>A highly successful alcohol-free event was held jointly with the Women’s College in October 2018 – a barbecue and concert on the St Paul’s College oval in aid of drought relief.</p> <p>In March, the whole undergraduate community joined The Women’s College for our first joint Commencement Dinner. Guest speaker Julie McKay, Chief Diversity and Inclusion Officer at PwC, spoke about issues of gender equality and diversity. Bringing the two Colleges together for this event was well received by students, and Ms McKay’s speech stimulated animated discussion among students from both Colleges.</p> <p>Further efforts have been made to increase cooperation on tutorials and other support for students.</p> <p>The social activity between the two colleges in aid of community service, as well as the joint Commencement Dinner, will each be annual events.</p>

<p>28 2017-1</p>	<p>The recommendations contained in this report should be owned and championed by the College Council, College Heads, staff and the student leaders.</p>	<p>The Council has accepted all recommendations from the Broderick Review and has committed to the Action Plan for Cultural Renewal. The Chair of the Council has supported the program in public remarks to students and friends of the College.</p> <p>The Warden speaks frequently, in public and in private, with students, staff, and other members of the community about the themes of the Broderick Review, and the commitments the College has made in its Action Plan.</p> <p>Student leaders including two consecutive Senior Students have spoken in support of cultural renewal, particularly emphasising the importance of being leaders against sexism.</p>
<p>29 2017-2</p>	<p>The Council should champion cultural reform. Council should regularly review and discuss cultural renewal at Council meetings and ensure adequate resources are allocated to progress the reform process.</p>	<p>The College Council strongly supports cultural reform. Cultural renewal is a standing item at each Council meeting, during which the Warden reports on progress in implementing the College's Action Plan. The Council has ensured resources are available to implement the Action Plan.</p>
<p>30 2017-3</p>	<p>To demonstrate their visible commitment to cultural renewal, the College Heads, and the incoming Senior Student/ House President/Senior Common Room President, House Executive and Members of the House Committee/Senior Common Room should develop and</p>	<p>Discussions have been held during Semester 1, 2019, with student leaders and staff on the contents of such a statement on cultural renewal, and such a statement is being drafted with a view to publication in Semester 2, 2019.</p> <p>It will emphasise the importance of respect and dignity for all,</p>

	<p>deliver a clear and strong written statement (signed by all) that articulates the importance of cultural renewal, its benefit to individual students and the College more broadly. This statement, disseminated widely internally and externally, should also:</p> <ul style="list-style-type: none"> • Include strong messages about the College’s zero tolerance to hazing and sexual misconduct as well as policies on alcohol misuse, harassment and damage to property. • Be reiterated and restated each year with incoming student leadership groups. <p>Be incorporated into orientation for first years and into student leadership training.</p>	<p>including equality of respect regardless of gender, and diversity and inclusion.</p> <p>The Statement will be disseminated widely, including on the College website, and will be reiterated and restated each year as recommended. It will be incorporated into orientation for new students and into student and staff leadership training.</p>
31 2017-4	<p>Recognising that collective action can be more powerful and sustainable than individual action, it is recommended that the Colleges adopt a cross-College approach and continue to work collaboratively to align and amplify efforts to achieve cultural renewal. This would include a standing agenda item on cultural renewal at the Heads of College meeting, including sharing best practice initiatives and problem-solving challenges.</p>	<p>The College is keen to encourage, support and be part of the most effective collaboration possible between colleges to ensure the necessary cultural reform.</p> <p>Cultural renewal is a standing item on the agendas for Heads of Colleges meetings.</p> <p>The Warden of St Paul’s gives regular updates to the other Heads of Colleges on progress of the Broderick Review and related matters.</p> <p>The Warden also takes part in discussions with other Heads of</p>

		Colleges, collectively and individually, on best-practice initiatives and problem-solving. This Progress Report will be shared with the other Heads of Colleges, as well as with the senior leadership of the University of Sydney.
32 2017-5	To assess progress in relation to cultural renewal, the Colleges should readminister the Survey used in this Project, together with any appropriate modifications, every three years. The results of that Survey should be used to inform additional strategies that may be required to further strengthen and sustain a positive culture.	<p>The College has committed to re-administering the Survey every three years, and to using the results of the Survey to inform additional strategies.</p> <p>The College will also seek additional means, as appropriate, to assess progress – such as the evaluation every two years of the impact of education on sexual ethics and respectful relationships (recommendation 25 in the 2018 Report) – and will revise its strategies in the light of such evaluations.</p>
33 2017-6	The principal role of student leaders should be to foster and champion a culture of inclusion, respect and safety. The Student Club/Senior Common Room constitutions, charters, policies and role descriptions should reflect this.	<p>The College strongly endorses the importance of student leaders in the College community, and their crucial role in fostering and championing a culture of inclusion, respect, and safety.</p> <p>In 2018 and 2019, the role descriptions of all student leadership roles were changed to reflect their key role to foster and champion a culture of inclusion, respect and safety. This includes the members of the Students’ Club, the Bar Team, Welcome Week leaders, Peer Support Leaders and convenor roles.</p>

		<p>Student leaders fully accept that their principal role is to foster and champion such a culture.</p> <p>The commitment of student leaders has been reflected, for example, in their very successful efforts to ensure that the 2019 Welcome Week was inclusive, respectful, and safe (as well as enjoyable), and encouraged a College culture with these values. The alcohol-free first day of Welcome Week was a particular success.</p> <p>Among the stated purposes of the student-drafted Constitution of the Middle Common Room in Graduate House is for student leaders to foster and champion a culture of inclusion, respect and safety.</p> <p>The undergraduate Students' Club constitution will be reviewed in Semester 2 2019 by student leaders and senior staff to reflect this recommendation.</p>
34 2017-7	<p>To ensure that the College promotes and supports strong, inclusive and responsible student leadership, students and staff should, in collaboration, amend the current process for electing student leaders by:</p> <ul style="list-style-type: none"> • Ensuring formal role descriptions for student leadership positions include responsibility as ambassadors of the 	<p>For the undergraduate community:</p> <p>Formal role descriptions for student leadership positions have been re-drafted to include reference to the responsibility of student leaders as ambassadors of the College values and their obligations to uphold and model these values at all times, as well as the principal role of student leaders being to foster and champion a culture of inclusion, respect and safety.</p>

	<p>College values and their obligations to uphold and model these values at all times. The Student Club Constitution/Rules should ensure accountability and consequences for House Committee/Senior Common Room Committee members that breach their role as ambassadors.</p> <ul style="list-style-type: none"> • Developing clear criteria for selection that includes candidates' demonstrated commitment to inclusion, respect and safety. • Ensuring candidates for leadership roles have the express support of the College Head in relation to their demonstrated ability to foster and champion a culture of inclusion, respect and safety. • Enhancing the transparency, anonymity and confidentiality of the voting process for students, by, for example, utilising an online process with an external provider. • Commencing the selection process in early Semester Two to allow proper planning, training, mentoring and leadership development for successful candidates. • Ensuring that in co-educational/co-residential Colleges, a gender balance of student leadership teams is achieved including by: <ul style="list-style-type: none"> ○ Implementing a 40:40:20 rule for House 	<p>The Sub-Warden, as returning officer for College student leadership elections, published a notice of these formal role descriptions upon the calling for nominations.</p> <p>The Students' Club Constitution already included provisions for removing office-bearers and members on the grounds of misbehaviour.</p> <p>Before an undergraduate student can nominate for an official position of leadership at the College, the Sub-Warden reviews the record of the student including academic performance, disciplinary issues, conduct and suitability to support strong, inclusive, respectful, and responsible student leadership. The student must show an awareness for the safety and well-being of everyone inside and outside of the College. If the student is deemed inappropriate to stand for election, the student is informed by the Sub-Warden of this decision formally.</p> <p>No undergraduate can run as a candidate in student leadership elections without gaining the express support of the Warden in relation to their demonstrated ability to foster and champion a culture of inclusion, respect and safety, <u>prior</u> to the nomination of student leaders. Students will need to sign a declaration affirming their commitment to these values before lodging their formal nomination.</p> <p>The College ensures a transparent, anonymous and confidential voting process. The election of the Students' Club Committee is</p>
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Executive, House Committee and Senior Common Room, which ensures that there is good gender balance at student leadership levels. The basis of this model is that 40% of leaders are men, 40% are women and 20% are either gender.

- Ensuring that the role of Senior Student/House President/Senior Common Room President rotates on an equitable basis between male and female students. The Project Team recommends that the College considers a range of options to achieve this outcome, including (but not limited to): a) rotating the role between male and female students each year; b) over a five-year period applying the 40:40:20 rule; c) structuring the candidate pool in such a way to ensure that neither male nor female can ever be in post for more than two years in succession; d) electing male and female joint Senior Students/House Presidents/Senior Common Room Presidents; and e) electing male and female joint House Presidents, one of whom takes the Senior Student/House President/ Senior Common Room President role and the other the Secretary role for the first six months, switching roles for the second half of the year.
- Ensuring that there is compulsory training for all

conducted by secret ballot. The counting of votes is overseen by the Returning Officer for student leadership positions, the Sub-Warden. The counting of votes is scrutineered by the Assistant Sub-Warden/s. An online process with an external provider is used for the House Committee and Intercollegiate Representative positions. The announcement of results is made before the conclusion of the Annual General Meeting for the Senior Student, Honorary Secretary and Honorary Treasurer positions; and immediately after the AGM for the House Committee and Intercollegiate Representative positions.

In 2019, the selection process will commence earlier in Semester Two, with appropriate planning, training, mentoring and leadership development of students, both to run for positions and when elected to office.

For Graduate House:

The Dean of Graduate House established a provisional student leadership team in the first instance to oversee the establishing of norms for student leadership in the new community, which consisted of three women and three men. This ensured that both female and male leadership in Graduate House was evident from its first days.

The Constitution of the Middle Common Room of St Paul's College was drafted by students of Graduate House and approved by the Dean of Graduate House and the Warden. It

	<p>elected student leaders, including (but not limited to) ethical leadership and decision-making, respectful relationships, leading diverse and inclusive teams, and bystander interventions.</p> <p>Consideration should also be given to ongoing mentoring for elected student leaders by a member of College staff.</p>	<p>includes wording to stress the importance of fostering a respectful and inclusive environment as purposes of student leadership in the College. The Constitution was ratified by the members of Graduate House in May 2019.</p> <p>No member of Graduate House can stand for election without endorsement by the Dean, working with the Warden.</p> <p>Election procedures within the Constitution ensure that 40% of roles in the Middle Common Room Committee are held by women, 40% are held by men, and 20% can be held by either gender.</p>
35 2017-8	<p>To enhance inclusion and equality within the student community, any practice that reinforces negative elements of student hierarchy should be reviewed with a view to modification.</p>	<p>This recommendation is being acted upon as per the implementation described in Recommendation 7, above.</p>
36 2017-9	<p>Councils should continue to support the College Heads and all staff to implement the recommendations and champion cultural reform, including by ensuring staff resources are adequate and by providing staff with access to additional training or skills development as needed.</p>	<p>The Council has shown support for cultural change, outlined in implementation steps set out in recommendations 1 and 29, above.</p>
37 2017-10	<p>To better reflect the leadership role and status of staff, the collective term for those who lead and manage the College</p>	<p>The language most commonly used at St Paul’s is already to refer to “the staff” or “the office”, as well as to individual staff</p>

	should be changed from ‘Administration’ to either ‘Staff’, ‘Executive Leadership’ or ‘Management’.	members.
38 2017-11	Colleges, in consultation with the University of Sydney, should develop targeted strategies to attract and retain a diverse population of students that reflects the University population and broader community.	<p>The College is working with the University to help increase the diversity of its undergraduate populations and to help create a diverse community in Graduate House.</p> <p>As reflected at recommendation 12, we have had a stronger and more energetic presence at the University Open Days in combination with our own College Open Day. We will continue to strengthen our ties with the University of Sydney’s Sydney Abroad, Accommodation Services, the University of Sydney Union, and other University bodies in order to promote the College to a diverse range of domestic and international students.</p>
39 2017-12	<p>Colleges should foster a culture of respect and fair play in all intercollege social and competitive interactions, by College Heads:</p> <ul style="list-style-type: none"> • Ensuring the intercollege code of conduct for students, including players and spectators of College sport and cultural activities, is grounded in respect for the inherent dignity of all. • Eliminating and prohibiting all demeaning or degrading 	<p>The Warden and other College officers work and will continue to work with the Heads and other officers of other colleges, and with University partners, to continue to foster a culture of respect and fair play in all intercollegiate social and competitive interactions in the ways recommended.</p> <p>The Intercollegiate Sport Code of Conduct is contained in the <i>College Handbook</i>, and all students each year are required to indicate their acceptance of the provisions set out in the <i>Handbook</i>.</p>

	<p>chants, songs and heckling.</p> <ul style="list-style-type: none"> • Enforcing appropriate penalties for any breach of the code, including suspending players from their team or spectators from watching events, who breach the code of conduct. • Engaging with their University partners including University of Sydney Union (USU) and Sydney Uni Sport and Fitness (SUSF) to ensure a culture of respect and fair play is embedded in all activities. <p>Exploring broader, non-competitive opportunities for positive interactions between the Colleges.</p>	<p>St Paul’s students are reminded in this and other ways of the importance of a culture of respect and fair play.</p> <p>The College acts whenever needed to uphold the code of conduct, including to prevent any demeaning or degrading behaviour.</p> <p>We are working to promote further opportunities for non-competitive interaction between colleges, such as through social sport and social occasions. This includes events held jointly with other colleges during Welcome Week to help establish good relationships early. During Leadership Week, College student leaders hosted a social event with leaders from other colleges, providing a non-competitive venue for discussion.</p>
<p>40 2017-13</p>	<p>The University of Sydney and Colleges should work together to foster greater connection between Colleges and the broader campus community including by:</p> <ul style="list-style-type: none"> • Developing, in collaboration with the Colleges, and investing in a positive campaign that raises awareness among the University of Sydney campus community of the value of and strong contribution by the Colleges to campus life. • Creating shared learning communities, including the creation of learning spaces within the Colleges, where College students and non-College students can come together for academic tutorials or other forums. 	<p>The College has been actively promoting greater connection with the broader campus community in various ways, such as through invitations to come to St Paul’s (including on Open Day), invitations to participate in the Broderick Review itself, activities to raise awareness of Graduate House, and the like. The University and College Dinner is a highlight of the undergraduate community year, and University staff are invited to various events at the College. We have also, for example, continued to host the History of University Life seminar.</p> <p>We invite non-college students to various events at the College, such as some Faculty Dinners, and in 2019 have implemented new initiatives to make it easier for students to welcome non-</p>

		<p>college guests to meals in College. In Semester 2, 2019 the College intends to host a dinner for representatives of University faculty societies, together with USU and SRC office-bearers.</p> <p>We will continue to expand such activities, and will continue to discuss with senior officers of the University how best to raise awareness among the University community of the value of and strong contribution by this and other colleges to campus life.</p> <p>In various communications, we highlight the fact that, in the terms of the <i>St Paul's College Acts</i> of 1854 and 2018, St Paul's is "a College of and within the University". We emphasise that we are determined to be an asset to the University.</p> <p>The partnership between the College and the University is especially evident in the building projects for the Ivan Head Building and the McMillan Building (which houses Graduate House), in which the University leases over 2,000 square metres of teaching and administrative space from the College. These new spaces also see more frequent visits to the College from students and staff across the University for classes and examinations.</p> <p>We continue to highlight the benefits of Graduate House to all faculties. For example, it provides visiting scholars and University academic staff, as well as postgraduate students, the opportunity to live in a collegiate community at the heart of the</p>
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		<p>University campus. Since its opening in 2019, it has become a home to academics from fields including business, law, medicine, engineering, biochemistry and government, as well as frequently hosting academics attending conferences at the University.</p> <p>Graduate House has hosted events, such as “Welcome To Sydney” events for postgraduate students from outside Sydney, which bring non-college students to St Paul’s and to meet with College students.</p> <p>The majority of speakers at the Graduate House regular Monday evening seminars are academics from the University.</p> <p>The College has also sought partnerships with other student-led organisations, such as SUPRA, who have used College facilities to host non-college and college student functions.</p>
41 2017-14	The University of Sydney should make it clear in its code of conduct that disrespectful, demeaning or unethical behaviours from University staff and other students towards College students and staff are strictly prohibited.	We will continue to work with the University leadership to ensure that the prohibition on such behaviours is more widely understood throughout the University.
42 2017-15	‘O Week’ should be renamed to signal a shift towards induction and welcome, and away from the problematic connotations and expectations of the past.	Like the University of Sydney and the other colleges, the College has renamed “O Week” and now uses the term “Welcome Week”, in line with this recommendation and the broader University approach.

<p>43 2017-16</p>	<p>Orientation should be closely overseen by College staff with assistance from Residential Assistants, Resident Advisers, Deans, Sub-Deans and Corridor Representatives and select student leaders.</p>	<p>Welcome Week and all other orientation activities are closely overseen by College staff.</p> <p>The Welcome Week program is designed by the Warden and Sub-Warden, in conjunction with the Students' Club Committee (SCC). In Graduate House, the Welcome Week program is designed by the Dean of Graduate House working with the Middle Common Room committee.</p> <p>In preparation for Welcome Week and throughout the week, staff work with student leaders to ensure the week is inclusive, respectful and safe, as well as enjoyable.</p> <p>New undergraduate freshers met with their allocated Peer Support Leader several times during Welcome Week, including sharing meals and discussing the week's events.</p>
<p>44 2017-17</p>	<p>Each College should develop a policy that clearly articulates the purpose of orientation with a focus on induction and inclusion into the College and University community. The policy should be underpinned by respect and safety, inclusion and equity, and ethical leadership. Student leaders involved in the program should be required to sign a code of conduct that reflects the intent of the policy. The orientation policy should include or continue to include:</p> <ul style="list-style-type: none"> • The strict prohibition of practices that may be demeaning or place students at physical or emotional risk, including 	<p>The College has developed a <i>Welcome Week Policy</i> that clearly articulates the purpose of orientation with a focus on induction and inclusion, and which covers all of these recommendations.</p> <p>This focus on induction and inclusion was also reflected in the "Fresher Pack" that the College sends to new students prior to their arrival. The Fresher Pack includes a copy of the revised <i>College Handbook</i>, letters of welcome from the Warden and Senior Student, and other documents which clearly articulate the purpose of Welcome Week as being induction and inclusion</p>

<p>hazing.</p> <ul style="list-style-type: none"> • The inclusion of alcohol-free days (number to be determined by individual Colleges) during the period of orientation. • Appropriate training in areas such as first aid, sexual misconduct, responsible consumption of alcohol, and the proper and ethical exercise of authority (student power). • The requirement that appropriate events should be subject to a risk assessment. Other events in the academic year should also be subject to a risk assessment. <p>The alignment, as far as practicable, with faculty-based activities and information sessions for new students.</p>	<p>into the College and University community.</p> <p>Welcome Week in 2019 was considered particularly successful, with a combination of alcohol-free events, training, peer support meetings, and social events among new students and with other colleges. There were no reports of hazing activity.</p> <p>The first day of Welcome Week 2019 was alcohol-free to help students meet one another in a safe and inclusive environment. This will be repeated in future years, and is now part of our <i>Welcome Week Policy</i>.</p> <p>Training was a substantial component of Welcome Week and was expanded from previous years, with training in 2019 including sessions on:</p> <ul style="list-style-type: none"> • <i>What does it mean to be leaders against sexism?</i> • <i>Consent, sex and ethics</i> • <i>Consent matters</i> (the University of Sydney's online program) • <i>Managing alcohol at university</i> • <i>Building a welcoming and inclusive community</i>, including preventing hazing • <i>Ethical use of social media</i> • <i>Promoting mental health</i> <p>Students also attended University-wide events including the University Welcome to New Students and the stalls featuring</p>
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		<p>university and faculty clubs and societies, and were introduced to student services offered by the University.</p> <p>The Sub-Warden and Dean of Graduate House undertook appropriate risk assessments for all Welcome Week 2019 activities.</p>
45 2017-18	<p>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:</p> <ul style="list-style-type: none"> • 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- 	<p>The Heads of Colleges have discussed common approaches to alcohol harm minimisation, including consulting an external expert, but have not developed a common approach.</p> <p>St Paul's College has taken actions to reduce harm from alcohol, including:</p> <ul style="list-style-type: none"> • Hiring a Bar Manager for the College Bar and transferring the bar licence to the Sub-Warden • Introducing more commercial pricing for alcoholic drinks in the College Bar • Making clear in the College's new <i>Code of Conduct</i> that it is unacceptable behaviour to be under the influence of excessive alcohol or to induce or promote excessive drinking in others • Clear provision in the <i>Code of Conduct</i> that students are responsible for damage caused due to unacceptable behaviour.

	<p>accidental property damage, including alcohol-related property damage. This would include the cost of replacement or repair, where the alleged offender cannot be identified.</p> <p>Once developed, the policy should be widely disseminated among the intercollege community with an explanation of its objectives.</p>	
46 2017-19	<p>Each College's policies on bullying and harassment should explicitly include provisions that prohibit hazing or any other behaviours that compromise students' physical or psychological safety and well-being. The provisions should include a clear definition and scope of hazing behaviours. In line with best practice approaches to the prohibition of hazing:</p> <ul style="list-style-type: none"> • The Colleges should provide comprehensive education about hazing. • Victims must be supported, including through appropriate reporting options. <p>Students who engage in hazing behaviours should be appropriately held to account.</p>	<p>The St Paul's College stand-alone <i>Hazing and Initiations Policy</i>, which came into effect before the start of the 2019 academic year, includes a clear definition and scope of hazing behaviours, as well as examples of hazing behaviour and a series of questions to ask to determine whether a particular behaviour is hazing. The <i>Hazing and Initiations Policy</i> is published in the <i>College Handbook</i> and the College website.</p> <p>In addition, both the College's <i>Code of Conduct</i> and its <i>Bullying, Harassment, and Discrimination Policy</i> make clear that hazing is prohibited, along with any other behaviours that compromise students' physical or psychological safety and well-being.</p> <p>The College takes very seriously any accusation of hazing. It is investigated and, in circumstances where hazing was shown to take place, appropriate consequences are applied. (See also implementation progress on Recommendation 22.)</p>

<p>47 2017-20</p>	<p>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.</p>	<p>The College has developed a stand-alone <i>Sexual Misconduct Policy</i> which is published on the College website and contained within the <i>College Handbook</i>. It was developed to operate alongside the University of Sydney’s new <i>Student Sexual Assault and Sexual Harassment Policy</i> (2018) and its new procedures. The College has consulted with various external experts.</p>
<p>48 2017-21</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>The College’s new <i>Sexual Misconduct Policy</i> reinforces the College’s commitment to provide an environment of safety, respect and inclusion. The Policy reflects the College’s values of respect and dignity for all, regardless of gender, and restates the College’s determination to be leaders against sexism.</p> <p>The Policy states clearly that the College has a zero tolerance approach to sexual misconduct. It contains a commitment to support any person who makes a complaint, report or disclosure of sexual misconduct.</p> <p>Those who have been subjects of sexual misconduct are provided with a range of possible responses, and details of support services. The Policy describes processes for making either a complaint, disclosure or a report of sexual misconduct, defining those terms as well as the kinds of behaviour that constitute sexual misconduct.</p> <p>The Policy provides contact details of members of St Paul’s</p>

	<ul style="list-style-type: none"> • 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. 	<p>College staff to whom a complaint or disclosure can be made, each of whom have been trained by the Full Stop Foundation in how to respond appropriately to a disclosure or report of sexual misconduct. The Policy and posters around the College also provide contact details of people outside the College to whom reports, disclosures or complaints may be made, and from whom support may be sought.</p> <p>The investigation process is described, as well as the College’s commitment to confidentiality.</p> <p>Details of how to make a report or disclosure are also published on signs around the College, notably in toilet facilities (including those in and near the College Bar and its courtyard).</p>
49 2017-22	<p>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.</p>	<p>All relevant staff including those listed as people to whom a report or disclosure of sexual misconduct can be made have received training on <i>Responding With Compassion</i> delivered by the Full Stop Foundation. In addition, Peer Support Leaders received this training as part of 2019 Leadership Week.</p> <p>Evidence-based prevention education and awareness about sexual assault, sexual harassment, and bystander interventions was provided to staff and to all students of the College by the Full Stop Foundation (including new and returning students).</p> <p>It is envisaged that a refresher training will be provided to all</p>

		relevant staff and students for each year they are at College.
50 2017-23	<p>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.</p>	<p>The College advertises to students the availability of psychological support services such as those provided by the University of Sydney. Information on sources of support set out in the <i>College Handbook</i> was expanded in 2019.</p> <p>The College has two resident members of staff who are medical professionals who provide psychological and emotional support to students and fellow staff, and also refer for expert psychological support. The College Chaplain also provides pastoral care to students and staff at the College.</p> <p>Peer Support Leaders meet regularly with senior staff to discuss concerns they may have about the wellbeing of students, as well as to discuss any concerns they may be experiencing personally including vicarious trauma. Support available to assist in handling vicarious trauma also formed part of the <i>Responding With Compassion</i> training delivered by the Full Stop Foundation.</p>

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