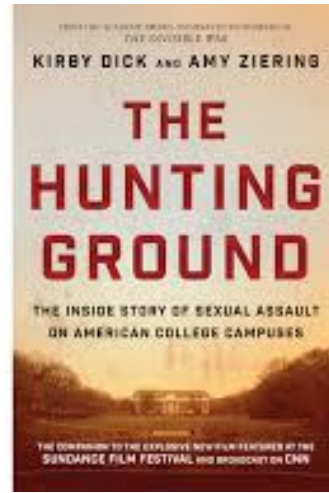


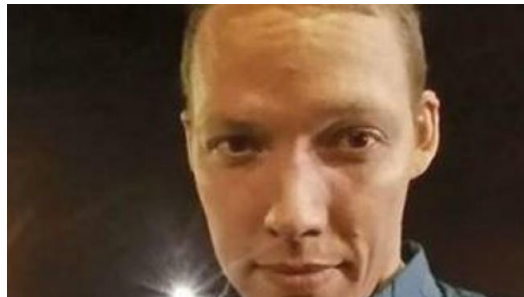
A Culture of Equality







DISGRACE



Like Comment Share



ACCI ACTU

HOW WAS YOUR WEEKEND? DID YOU GET ANY?

Sexual harassment. Know where the line is.

The most common forms of sexual harassment aren't physical. For example, asking inappropriate questions about someone's personal life isn't just crossing the line, it could be sexual harassment. So if you hear something, don't ignore it.

SEE IT ON TV OR HEAR IT IN THE OFFICE? If it's on the news or in the office, don't ignore it. Talk with your boss, your colleagues or the person who is crossing the line.

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Contact the Australian Human Rights Commission
Phone: 1800 626 464
www.humanrights.gov.au



sexual harassment on campus

break the silence
destroy the lies

DATE: Tuesday 4 November
TIME: 10.00am - 12.00pm
LOCATION: 10.00am - 12.00pm
TICKETS: Free
BOOKING: 1800 626 464
www.rocampa.org.au

ALL CONTACT WILL BE TREATED CONFIDENTIALLY
YOU MAY REMAIN ANONYMOUS IF YOU WISH

IT'S TIME FOR THE UNIVERSITY TO TAKE ACTION ON SEXUAL ASSAULT.

67% of women students in Australia surveyed in 2015 have had an unwanted sexual experience.

50% of those students did not report it to their university.

41% of students who reported their experience to the University of Sydney felt that the procedures did not help at all.

ACTIONS RECOMMENDED IN 2014:

- A survey to assess prevalence of sexual harassment and assault
- Centralised information, resources and support on a dedicated University webpage
- An on-site/off-campus University-external campaign to raise awareness of sexual harassment and assault
- A sexual violence prevention program, including bystander education during O'Week
- A statement of research policy and links to key resources included on all UoSy outlets

STUDENTS DESERVE BETTER.

TOGETHER WE CAN PREVENT SEXUAL ASSAULT AND HARASSMENT.

RESPECT. NOW. ALWAYS.

Connecting the dots: Understanding sexual assault in university communities

A Submission to the Australian Human Rights Commission's University Sexual Assault and Harassment Project
Prepared by End Rape on Campus Australia January 2017

3C's

- Culture
- Culture
- Culture



Gender Equality

The Line

Emotional, physical and academic welfare of the student

- Others' rights
- Institutional reputation
- Resource implications

“...put the *wellbeing of the person* who has experienced sexual harassment or sexual assault *at the centre* of the response”

(Broderick & Co., 2017)

Undergraduate and post-graduate

- Student-student vs staff-student
- Proximity and intensity
- Academic implications

“...owing to the particular power dynamics in the supervisor-candidate relationship”

(Broderick & Co. 2017)

Broderick on HDRs at JCU

“there is some history of higher degree research students becoming romantically involved with their supervisor”

- The relationship most frequently becomes problematic when it breaks down;
- Students and supervisors may avoid disclosing the relationship for fear of being disadvantaged. A student may be reluctant to move to a different supervisor, and a supervisor may wish to maintain a connection to the research (and ownership of the data) or avoid the loss of status or income which may occur if the student changes supervisor”

(Broderick & Co. 2017)

A Complex Web

- International and domestic students
- Imbedded cultures
- Contexts with risk
- Duty of care – reach
- Consent - - - Power
- Consent - - - Capability
- Sexual harassment - bullying

A Complex Web

- Miss vulnerability
- Let's party!
- Depths of depravity
- Not what the doctor ordered
- It's an opportunity
- In the field



Some Personal Learnings

- It is about cultures:
 - Cultures of acceptance
 - Cultures of suppression
 - Cultures of silence
- And in culture lies the solution – a culture of equality

Some Personal Learnings

- At an institutional level we must:
 - Communicate with conviction
 - Encourage and support reporting
 - Respond with authority

- At an individual level we must:
 - See
 - Talk
 - Support

Broderick at JCU

Principle One:

Successful and sustainable change depends on strong and courageous leadership that reverberates through the institution

Principle Two:

Effective systems are needed to create a safe and supportive response for individuals who experience sexual harassment or sexual assault and to ensure individuals are accountable for their actions

Principle Three:

Education underpins behaviour change to create a safe, respectful and inclusive culture

“The key to effectively preventing and responding to sexual harassment and sexual assault is to make it clear to all staff and students that those actions and behaviours are unacceptable in the university environment.”

(Broderick & Co., 2017)

