A Culture of Equality
HOW WAS YOUR WEEKEND?
DID YOU GET ANY?

Sexual harassment. Know where the line is.

THE HUNTING GROUND AUSTRALIA PROJECT

RESPECT. NOW. ALWAYS.

Connecting the dots: Understanding sexual assault in university communities

END RAPE ON CAMPUS AUSTRALIA
endrapenoncampusau.org

sexual harassment on campus
break the silence destroy the lies
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)