

The background is a solid purple color with a pattern of white confetti. The confetti consists of small circles and short, thin rectangular dashes scattered across the entire surface.

# *Respect. Always. Now.*

**Understanding the student  
voice on sexual assault and  
harassment.**

**FINAL REPORT**



## UTS: DESIGN INNOVATION

RESEARCH CENTRE

The Student Voice research project was conducted using ethical research processes to support the UTS Provost in developing the Respect.Now.Always program. These processes are informed by the Design Innovation Research Centre's ethics program #ETH17-1705.

This report was written to communicate the outcomes of the project by the Design Innovation Research Centre's Student Voice project team comprising Kate Elton, Bridget Malcolm, Kat Pereira, Catharine Pruscino, Domenic Svejkar and Mariana Zafeirakopolous.

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ISBN 978-0-646-99435-2

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**“A teacher said I shouldn’t be in IT because I was a female... there was fear... but it wasn’t anything I felt I could report or go to anybody with because it was so small... I just wanted an apology... maybe another professor would have been good to talk to.”**

**– UTS student**



## EXECUTIVE SUMMARY

In November 2017, as part of UTS's focus on better understanding and preventing sexual assault and sexual harassment (SASH) on campus, the Provost enabled by the Equity and Diversity Unit worked with UTS Design Innovation Research Centre (DI:rc) to better understand the current student perspective on SASH and to identify opportunities to inform strategic intervention to work toward zero-tolerance.

In conducting this research, DI:rc applied design research methods derived from applied ethnography and participatory design; including interviews, participatory design research events, co-design, sense-making, values-based exploration and problem reframing. This helped us to gain a deeper understanding of the student experience, a more holistic understanding of the UTS system, and to delve into the underlying drivers of behaviour to find new ways of understanding this complex problem.

DI:rc actively engaged nearly 3000 students and 200 UTS staff through interviews, workshops and events. Other communication outputs from the project such as posters, a presentation to a large diverse group of UTS staff and an instructions card to support staff responding to disclosures also

contributed to raising awareness on the university's action on this topic. This report is the first in-depth qualitative analysis on sexual assault and harassment at UTS, and was especially significant in its inclusion of student perspectives to inform decision-making.

The report outlines 21 key insights from the research, and the implications for the university to consider for future actions to prevent sexual assault and harassment. An adapted 'Integral Model' is used to map these implications across individual-collective involvement and intrinsic-extrinsic motivations to understand their potential impact. Research insights centred around a desire from students for informal, interpersonal interactions with others and the university system in regards to sexual assault and harassment interventions, and a need for clarity over what support services offer. More broadly, there is still a lack of deeper understanding about sexual assault and harassment and students desire more approachable, open conversations about the topic. As the research project developed, the theme of power imbalance emerged as an underlying cause of sexual assault and harassment.

## How to use this document

This research report has been developed to support the Respect. Now. Always. Working Group, the Student Consultative Group and other relevant stakeholders directly involved in the Respect. Now. Always. project. It is intended as an input to broader strategic thinking and reflection on current state barriers and experiences as well as an input to stimulate thinking regarding possibility and opportunities.

This document is not intended to be used as a directive for which actions should be taken to prevent sexual assault or harassment on campus nor as a holistic and complete representation of the sexual assault and sexual harassment issue, but as a guide to help inform and evolve collective thinking.

Please note that while the content does not go into specific detail of student experiences of sexual assault or harassment, there is still the potential that the content could be distressing for readers. If, at any point, you or someone around you needs help, don't hesitate to contact any of the free UTS or community support services:

**UTS Sexual Assault Support Line:** 1800 531 626

**UTS counselling service:** 9514 1177 or email [student.services@uts.edu.au](mailto:student.services@uts.edu.au)

**UTS Employee Assistance Program for UTS staff:** 1300 307 912

**NSW Rape Crisis 24/7:** 1800 424 017

**1800RESPECT (Ph: 1800 737 732):** National Sexual Assault, Domestic Family Violence Counselling Service.

## LITERATURE SUMMARY

### Understanding the issue of sexual assault and sexual harassment at Australian universities

To begin this project, DI:rc undertook a brief review of literature and initiatives relating to sexual assault and harassment at Australian universities to develop a base-line understanding about this issue and identify gaps and themes for validation. Key findings are summarised below, with other relevant resources provided in the references section.

UTS, along with the broader Universities Australia group, launched a Respect.Now.Always campaign in 2016 to ensure that students and staff are safe from sexual assault and sexual harassment. As part of this work, the Australian Human Rights Commission (AHRC) conducted a national survey of 30,000 students, providing evidence of the prevalence of this issue and the extent of under-reporting. Some standout findings from the AHRC survey included that in 2016, 26% of students at UTS were sexually harassed at university (54% of which were undergraduate and 68% were female), and 23% of those students did not seek support or assistance from the university. The AHRC survey found the issue of SASH to be broad-reaching for a number of university cohorts, with many unexplored dimensions, including factors like sexual harassment on public transport to and from university, the issue of better understanding, addressing and responding to perpetrators, and the specific experiences of certain cohort groups where particularly little is known (for example, post graduate students).

In response to the survey results, Universities Australia released a '10-Point Plan' including a support phone line and training programs. UTS has commenced its own set of preliminary initiatives, the most significant being the establishment of a senior working group to develop and implement changes through a number of different work streams. While the Universities Australia Respect.Now.Always campaign has been received positively as a significant step forward to address SASH, it has not been without criticism. An End Rape on Campus (EROC) report (2017) is particularly critical of some previous efforts by other universities whose rush to implement changes has resulted in initiatives which are perceived by the student cohort as insensitive and over simplistic. This sentiment has also been echoed in the recent media backlash following the release of Sydney University's online SASH training program which asks students to obtain an 'enthusiastic yes' before engaging in sexual conduct. This criticism highlights the need for UTS to establish a strong strategic vision for its Respect.Now.Always work which aligns with student perspectives and expectations.



*See reference list at end of document*

UTS' work on SASH comes at an interesting time when this issue has been brought into the public domain through high-profile cases such as those in the entertainment industry in Australia and internationally (including the recent Craig McLachlan case in Australian musical theatre). These events have prompted public campaigns (#metoo and #timesup) which have revealed the prevalence of SASH in our society, but also the complexities of this issue such as determining what constitutes sexual harassment, the impact of reporting and the perpetrator perspective. Importantly, emerging public stories of these previously hidden events is beginning to lessen the taboo of talking about SASH, a trend which has been supported by other well-known campaigns such as the 'Tea and Consent' video.

Within a university context, efforts have included encouraging open dialogue to help understand the issue of SASH and increased acceptance for victims to seek support. Community building has shown to be a strong element of university initiatives, including a notable example at Deakin university where staff and students were invited to display their experiences and thoughts about SASH visibly on clotheslines around the university campuses.

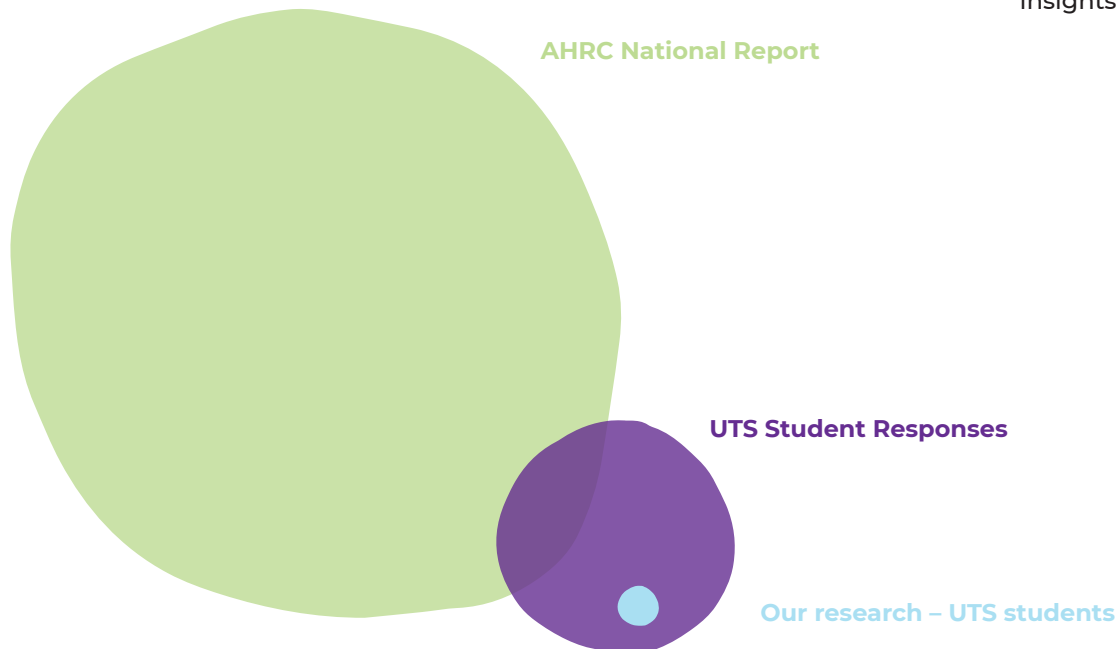
The existing literature, including the relevant EROC report, help to define themes around supporting individuals who have experienced SASH on university campuses. Key findings include:

- Victims of SASH on a university campus are most likely to disclose the incident to friends rather than to a formal support service. This is usually due to individuals believing that friends can relate to their experiences more easily, however, when friends act as an informal support service, this may also have emotional impacts for both individuals.
- The first disclosure following an incident is extremely important in impacting survivor recovery, however there are a number of factors following an incident that increase the difficulty for survivors to take action.
- Barriers to formal reporting of SASH are significant and relate to cultural, linguistic/communicational, social, emotional/psychological, and systemic factors. Within universities, these barriers may also include a lack of knowledge and faith in reporting mechanisms, locations of reporting, the purpose of formal reporting, and obligations to report, academic repercussions, and uncertainty of confidentiality and time frames.



## RESEARCH CONTEXT

The focus of our research efforts has been to understand the UTS student experience, and the UTS systems (services, programs etc.) that they interact with from the student perspective. Our focused research aligns with and complements the broader research efforts of the Australian Human Rights Commission which surveyed 30,000 students across Australia. Our research was qualitative, designed to generate deep insights from across the UTS community.



## RESEARCH PROCESS AND METHODOLOGY



DI:rc undertook qualitative design research using methods derived from applied ethnography and participatory design to gain rich insights into student perspectives. Research methods comprised:

- A literature review to gain a baseline understanding.
- Semi-structured interviews with current UTS students to gain in-depth perspectives on student experiences and interactions with the UTS system.
- Participatory design research events with the Sexual Assault and Harassment Working Group and a Student Consultative Group to explore research findings and drive further lines of inquiry.
- Participatory design research events to seek further input from students, held at:
  - O-Day and the Activate Summerfest – to target commencing students.
  - In the foyer of the Tower Building and at the Night Owl Noodle Market – to target continuing students.



## RESEARCH PROCESS AND METHODOLOGY

### Interview recruitment strategies

Following stakeholder advice, DI:rc attracted students to participate in the semi-structured interviews using online communication channels – email communication, newsletters and social media. We received 20 responses from students to take part in the research. Three students withdrew their Expression of Interest and five did not respond to communication to organise a time. Interviews were conducted with 12 students.

### Data capture and analysis

The semi-structured interviews were recorded and transcribed. DI:rc then used a design-based sense-making process to analyse the data. This involved coding the transcripts in a rapid, manual way and capturing key insights and quotes on post-it notes. Themes and patterns were then identified through affinity-mapping and deep dialogue. Conceptual models were also developed to provide new ways of understanding the complex information, through referring to existing literature, metaphors of practice from other contexts and the researchers' experience.

Information from the participatory design research sessions were recorded in notebooks by the researchers and on the interactive question boards. Volunteers at the events were also asked to contribute their observations and notes from the events. The data was analysed using a similar design-based sense-making process. All information gathered from the interviews was de-identified and anonymised.

## Research constraints

It was recognised from the outset of this project that timing the initial interviews during the exam period at the end of 2017 would have an impact on our ability to source participants. Due to the importance of the issue and the need to be responsive, the decision was made to work iteratively. This meant that the interviews were seen as a first pass of the research which identified initial themes, gaps and hypotheses. The later participatory design research events then tested and explored these insights.



# **INTERVIEW RESEARCH**

## INTERVIEWS

The semi-structured interviews were held with 12 UTS students who were interested in sharing their experiences or perspectives about sexual assault or sexual harassment. These interviews included visual prompts of university services and prototyped concepts to encourage students to think about how they are currently supported by UTS, compared to how they would prefer to be supported. The interviews uncovered rich descriptions of experiences, preferences and attitudes. This information was summarised into eight key insights, a student characteristics diagram, five personas and journeys and a system-map diagram. All information gathered from the interviews was de-identified and anonymised.



## Who did we speak to?

The students we spoke to in our interviews included postgraduate and undergraduate, international and domestic, Australian cultural background and non-Australian cultural background, both club/society members and non-members, UTS housing residents and non-housing students, females, males, LGBTQIA, students with a disability, and students who either get a train to uni or walk.



66% Female



33% Male



8% LGBTQIA



50% Undergraduate



50% Postgraduate



50% International Students

### Experience of SASH:

- 42% – experienced not at UTS
- 25% – bystander but not at UTS
- 17% – bystander at UTS

- 17% – experienced other forms of harassment to SASH at UTS
- 8% – experienced at UTS
- 8% – experienced no SASH





## INSIGHTS

Findings from our research are grouped into key insights. These reflect not only current state circumstances but also opportunities for prevention and improvement. Please note the sensitive nature of this material, being direct quotes from interview participants.

### Key insights:

1. Many students accept sexual harassment as part of their everyday experience
2. Students are seeking a better understanding of appropriate behaviour
3. Students experience complex internal processing about whether to seek support
4. Unknown consequences deter students from seeking support or reporting incidents to UTS
5. Students prefer informal support processes with people they trust
6. Students need clarity on what support services do
7. Students desire a more open conversation about sexual assault and sexual harassment in the UTS community
8. There is a disconnect in UTS's information on sexual assault and sexual harassment and how this was perceived



## INSIGHT 1: Many students accept sexual harassment as part of their everyday experience

Half of the interview respondents (all female) indicated that experiencing sexual harassment was a normal part of their everyday experience for which they did not require professional support. These were general comments and not necessarily about experiences at UTS. These incidents were described as “uncomfortable, minor, annoying and something that could be ignored”. Many indicated that they perceived that professional services were there to support the ‘worst’ incidents such as sexual assault or repeated harassment. Conversely, one interviewee expressed the seriousness of sexual harassment as having “ongoing damage”.

*“If it’s just like a little sexual harassment, is that considered an emergency?”*

*“I guess I don’t really call anyone regarding sexual harassment because I just brush it off...I just ring one of my friends or partner or something and say – this is so annoying.”*

*“A report sounds really serious...something I would do if I’m sexually assaulted, but this case wasn’t really sexual assault, more just something I wasn’t comfortable with.”*

*“Serious means not just a one time...it’s a recurring experience with the same person. Then I would probably contact and ask for help.”*

*“It was just a sexual harassment incident.”*

*“It’s nothing, it’s normal.” [regarding a sexual harassment issue]*

*“I’ll be fine, it’s not that bad, I don’t need help.”*

*“As a woman you get sexually harassed when you’re on the street. It’s not like you can control it much because it’s very fast...like you’re walking and people call out or honk. It’s normal so I ignore it.”*

*“I think sometimes things get downplayed. If you have an incident of sexual harassment you would be like “oh well, it wasn’t that bad, it could have been worse.”*

### Implications for the university

1a. A zero tolerance commitment may require confronting and challenging ‘normative’ behaviours, including staff and students acting as role models in this space.

1b. Influencing behaviour may require defining the kind of behaviour or culture change we would like to see in the UTS community.



## INSIGHT 2: Students are seeking a better understanding of appropriate behaviour

Many students expressed a lack of understanding about what constitutes sexual harassment. Male students in particular identified concern about being “unknowing or unwitting perpetrators”. This uncertainty is also compounded for students with different cultural perspectives on SASH. It is notable that some international students felt less uncertain regarding sexual harassment compared to others because they identified their culture as similar to Australia’s.

### **Lack of understanding of what constitutes sexual harassment**

*“People don’t often realise they have done something harassing [sic], especially not until later, that it was wrong.”*

*“I’m not totally clear on what is/isn’t sexual assault and harassment other than the really serious stuff.”*

*“The wider world of what could be sexual harassment is not fully understood.”*

*[In previous training at another university] “It centred around physical assault and consent rather than appropriate behaviour around harassment.”*

*“Activities get you thinking about what’s right or wrong.”*

### **Different cultures have different expectations of behaviour**

*“In [my home country] people see sexual assault and sexual harassment as normal, noting, people don’t really talk about it.”*

*[In my home culture] “I don’t want to be judged, so I don’t talk about it.”*

*“I can see there are some communities where you could never talk about this with your friends.”*

### **International students are seeking to understand expectations of appropriate behaviour in Australia**

*"In Australia, particularly in the first year of moving, it's important to know more about the culture, to get more awareness about sexual harassment topics...to know what to do, to adjust."*

*"For international students, local people need to make the first move because a person coming from another country might feel shy or reluctant to initiate a discussion, dialogue."*

*"Awareness, like these posters, can show different cultures what sexual harassment is and how to protect yourself."*

*"I had no idea when I first arrived [in Australia] what to do about sexual assault or harassment."*

*"Awareness is really important...international students."*

### **Implications for the university**

2a. There is an opportunity for sexual harassment to be better understood and prevented in our community.

2b. Initiatives can be developed to support specific staff and student cohorts, including international students.



### **INSIGHT 3: Students experience complex internal processing about whether to seek support**

For those students who had experienced sexual assault or sexual harassment, many discussed the complex internal processing, reflection and decision-making about whether to seek support. Many applied critical self-judgement around needing to deal with a situation themselves, even though they would support others in seeking help. Students also acknowledged the emotional barriers to cross in seeking support from counselling for the first time and that this became easier after a positive first experience. At least two students also acknowledged that the consequence of an experience may not be felt until a while later after the incident.

#### **Feeling the need to deal with an emotional burden yourself**

*“A lot of people think, ‘I have to be the worst of the worst to get help’.”*

*“I don’t need that, that’s for other people.”*

*“I can’t bring myself to go to a counsellor.”*

*“When you are younger, there’s a tendency to blame yourself.”*

*“Something must be really wrong [for me to go to a counsellor] ... [but] I’m proud when people I know go.”*

*“If I talk about it or think about it I’ll be scared and stuff...I don’t want them to worry about it as well.”*

*“When you are younger, there is a tendency to blame yourself.”*

#### **Sharing emotional burden can be important**

*“I have this rock, [which I] don’t want, but I want them [university] to do something about it...it’s important to give that rock...I can’t keep it to myself.”*

### **The challenge of acknowledging you need to seek support**

*“Going to counselling has to be an individual’s choice; you can’t force them to go, they won’t get anything out of it.”*

*“Taking that first step to acknowledge ‘I can’t do it alone’ is a big thing.”*

*“It takes time to make a change about a problem, first you have to understand it for yourself and then you need to decide if and when you want to share it or I don’t actually want anything to happen out of this.”*

*“I am more open to it now [seeking support] than I have been in the past after I went to see a psychologist a couple of years ago.”*

*“People are OK to talk about these things when they have come to terms with them much later on.”*

### **Hindsight makes it easier to identify when you needed support**

*“In hindsight...I can see I should have gone to a counsellor.”*

*“I wish I had had someone to tell me that I should report it.”*

### **Implications for the university**

3a. Initiatives could be targeted to increasing the acceptance of help-seeking, including through role-modelling behaviour.

3b. University services could consider how to best respond when an incident is not recent, or through the challenging stage of reflection and decision-making.



## INSIGHT 4: Unknown consequences deter students from seeking support or reporting incidents to UTS

Over half the students interviewed reported concerns about the consequences of formal reporting or support from UTS. These concerns were focussed on maintaining privacy, potential negative impacts of reporting (such as retribution from a perpetrator or impacts to their study), being judged by others and the lack of evidence for an incident of sexual harassment.

### Concerns about privacy

*“People are paranoid about where their data goes.”*

*“You don’t want to be identified – what are students saying around campus.”*

*“Needing to make a phone call to make a counselling appointment is too public (if calling from an office); should be able to do this over email.”*

*“Concern about personal details being kept by counselling.”*

*“Lack of trust that support would be confidential.”*  
(confidentiality lacking in home culture)

Concern that you would be identified if reporting  
*“No one likes a tell-tale.”*

### Concern that reporting may lead to personal harm or retribution

*“I need assurance that there’s no harm in reporting.”*

*“Reporting of incidents can make you feel unsafe.”*

### Fear of perpetrator taking revenge

*“I don’t actually want something to happen”*

[regarding retribution from a perpetrator]

Concern that reporting would impact life and study.

*“I didn’t want any drama.”*

### Fear of people gossiping

*“In primary school and high school if you have to go to a counsellor it’s like – that person is a cry baby.”*

### Concern about the lack of clarity in evidence of harassment

*“If reporting leads to an investigation...people wouldn’t know because they have different perceptions of things.”*

### Concerns about being judged by others

*"I don't want to be judged by people at the uni or my family."*

*"If I went to counselling, my Mum would think 'what have I done wrong?'"*

*"I hoped I wouldn't see anyone there [at counselling]...the stigma; people must think I'm crazy."*

*"[Back home]...I don't want to be judged, so I don't want to talk about it."*

*"Friends are less judgemental [than family]."*

### Perception that nationality affects the university's response

*"If a domestic student experiences sexual assault or harassment it's going to be treated different; there are different steps you need to take to report [compared to international students]."*

Feels the way the university interacts with international students generally is different to Australian students.

*"I think sometimes things get downplayed. If you have an incident of sexual harassment you would be like 'oh well, it wasn't that bad, it could have been worse.'"*

### Implications for the university

4a. Reporting or support seeking is only likely when the perceived benefit outweighs the cost to the individual. This highlights the importance of efficient and targeted responses when an individual takes action.

4b. Services can help to address fears of reporting or support seeking by being more transparent about processes and their implications, ensuring informed choice and a sense of control.



## INSIGHT 5: Students prefer informal support processes with people they trust

A clear message from students was that many formal support processes at UTS are daunting and tedious. Consequently, they are more comfortable seeking support from friends or trusted professionals. This desire for informality included the preference for face-to-face support and less-formal options such as chill-out zones with access to support, sounding boards or counsellors available after a class discussion on this issue. Students also prefer the familiarity of having access to the same counsellors and direct communication with them.

Regarding their interaction with existing services, easy accessibility was important to students. This included including financial affordability, open hours and the flexibility to deal with different issues.

### Concerns about complex, formal processes

*"It's overwhelming to go to an official place straight away."*

*"I'd rather resolve it on my own than deal with systems and protocols to complicate the issue."*

*"Making the appointment with counselling can be daunting."*

*"The uni is supposed to take care of their students, but it is not easy for everyone to reach out to them."*

*"UTS counselling was the least overwhelming service to interact with."*

*"Tedious process to engage the people you need at the uni. You need to go through lots of people to get the answer you need."*

### Need for familiarity and simplicity

*"I would get help from my friends and other sources over going through formal systems."*

*"An office, a team, a case officer...a familiar go-to if something happens...no confusion."*

*e.g. "RN [resident networker] in housing acts like a friend, a point of contact, to avoid systems and processes in the university."*

*"Rather than counselling, just have a person ready to talk and hang out."*

Would rather support be face to face feel personal.

Important to have the same counsellor every time.



Generic student inbox responses are not personalised enough when raises these issues [regarding making appointments with counselling].

Noted Batyr chill out zones which are more comfortable [than formal counselling setting].

*“Ideally you want to go to people – friendly faces that represent different services.”*

Thought about going to a counsellor but don't like talking to strangers.

*“A sounding board is better than counselling in some situations – like if you are stressed about class”*

Regarding training – *“have counsellors hanging around at the end to talk to.”*

### **Accessibility of services is important**

*“UTS counselling is a good service – free, good availability.”*

Important for services to be available after-hours (particularly for postgraduate students who work).

*“I want to feel that people can access a service no matter what their condition – services are there for everybody, not specific circumstances.”*

UTS counselling is used if it's a financial barrier to go to a private GP.

### **Implications for the university**

5a. There is an opportunity for the university to consider a simplification of existing support processes, or additional informal peer-to-peer support models and less-structured initiatives



## INSIGHT 6: Students need clarity on what support services do

Students did not know which services would support them in relation to sexual assault or sexual harassment. They were also concerned about what happened after reporting and whether this information was used for an investigation or as general feedback. At least two students were concerned about the delay in feedback after reporting an incident and then only receiving very general information.

Some students also discussed different intentions for seeking support as either for justice or personal healing.

Some students were also interested in having immediate reporting options available, acknowledging the importance of the first point of contact. In relation to the need for immediate support, several students had high expectations of the role of security staff, believing that they should be proactive and have a strong presence at times of vulnerability.

### High expectations of the role of security staff

*“Security is more about protecting the property...not about the students. I’ve never had a guard try to help me with anything.”*

Would call security first if something happened, then probably go to counselling.

*“Definitely if I witnessed something security would be the nearest thing I would be contacting...security is the only thing on my mind.”*

*“Security would be my first go to.”*

### Students are unclear about which services would help them with an issue of sexual assault or sexual harassment

Unfamiliar with many of the UTS student services.

*“I didn’t really know who to go to with this”*  
[about sexual harassment incident]

*“I don’t really have visibility of the whole system.”*

*“It’s more difficult for international students to understand the system.”*

*“[If I witnessed something]...to approach any of those other channels [other than security] would be totally out of the game. I don’t think they have marketed themselves they are open to these kinds of things”*

UTS Activate would never expect to have anything to do with sexual assault.

Doesn’t associate housing with going to for SASH.

### Intentions for seeking support can be different

*“I went to UTS counselling and UTS Student’s Association...it was for wanting to get justice.”*

*“Seeking support can be motivated by seeking justice or retribution versus healing or other parts of the process.”*

Would report for justice, not for emotional support.

### Lack of visibility about what happens next

*“Students are not familiar with admin; we don’t know what happens after we report.”*

*“What are the steps that will be taken? I don’t know if you’re going to launch an investigation, or if it’s just feedback, where you just take it and then implement steps to improve the whole faculty?”*

*“The posters don’t really make me sure what to do next.”*

*“I don’t really get things regarding harassment...it should be something sent out to students to tell them that this is what to do if something happens, like steps...at the moment I don’t see anything.”*

### Need for immediate responses

Need something simple to alert authorities fast.

*“I would submit a report to police – bypass the middle man.”*

*“The first person you go to is critical.”*

### Concern about the lack of responsiveness

*“It took two weeks for them to respond to my harassment report.”*

Delays in knowing an outcome lead to stress and anxiety.

*“I’m wary of sending things somewhere – the follow up process can take ages, feels like your issue is not important.”*

### Implications for the university.

6a. There is an opportunity for the university to highlight the role of support services in responding to sexual violence through communication initiatives, such as posters of persona journeys.

6b. Consideration could be given of creative ways to improve providing a sense of responsiveness, potentially through a faculty liaison or informal support role that could provide updates to help someone navigating a formal reporting system.

6c. The university could improve the transparency of support options through initiatives such as ‘wayfinding maps’ or ‘decision trees’ to help direct people seeking support through action pathways that align with their motivations and needs.

6d. Since students are more likely to disclose to people they trust, student-facing staff (including casual academics) need to be prepared to provide a supportive response.

6e. The high expectations of security as a first point of contact means that they will need to be well-informed of UTS’ approach to preventing SASH.



## **INSIGHT 7: Students desire a more open conversation about sexual assault and sexual harassment in the UTS community**

The majority of students interviewed were interested in promoting more open dialogue about SASH between the students and UTS. This included better access to information and platforms to be able to discuss the nuances of this complex issue. Open dialogue was acknowledged as being important to reduce stigma as well as creating a more cohesive learning community. At least two students were also concerned about ensuring reach to students that are isolated or less socially engaged.

Students also overwhelmingly preferred face-to-face training options over computer training modules, because it encouraged people to think differently about the issue rather than it being treated as a 'tick and flick' exercise.

### **Support to be able to talk about the nuances of this complex issue**

*"We need to know, 'here's how to talk about it, here's the psychology behind it, and here's how to frame the issue.'" [regarding sexual harassment]*

*"A shift needs to be from blaming the victim to shifting to acknowledging that it happened and fixing it from the beginning."*

*"We should feel comfortable to talk about it."*

### **Open dialogue (publicly or with friends) encourages others to be aware and take action**

*"I'm encouraged to go to counselling when my friends talk about going."*

*"People seem to be more open here and to voice things."*

*"Facebook conversations have been bringing it out in the open."*

*"It's helpful hearing women talking about their experiences."*

*"How do we change the negative stigma into a casual positive one?"*

*"An important message is – you're not alone, there is support available."*

*"To motivate people and make it more relevant, move to a mentality of 'this might happen to someone you know', not just you."*

*"The uni should acknowledge that this is something very serious and could be prevented, and everyone's open about it."*

*"When it's [the sexual assault and sexual harassment discussion] more common, there's less to be afraid about."*

*"Attending sessions [like diversity training] gets you thinking. You only get comfortable when you have a platform."*

### Open dialogue can create community

*"The more people carry it, see it, the more it creates a community."*

*"Dialogue is important. We are a community centred around learning."*

*"Communities go through the same stuff together."*

*"I think the university should be an ideal positive person – like when you throw a rock in the water, it has a rippling effect. I think the university should be that rock."*

### Learning needs to be interactive, engaging and in-person

*"More emotional support"* is available in face to face communication or training.

[During face to face conversation] *"...that's when the real thinking happens."*

*"Training should be interactive, not just a long video."*

*"Training should be face to face, like in O-week."*

*"We need to be able to ask questions and gauge someone's understanding."*

*"Stories would make things more relatable and start the discussion."*

*"In debates, that's where a dialogue occurs."*

### Importance of social connections to get support

*"A lot of people don't care or want to be involved in uni. These are the people that need to be reached but won't bother to."*

*"I have good support networks, but some of my friends, you can see it's affecting them."*

*"Victims feeling alone can lead to suicide."*

### Implications for the university

7a. In addition to online training and information around campus, it is important for UTS to consider how to foster open dialogue or face-to-face training about sexual violence in safe environments that are interactive and encourage social connections.

7b. UTS needs to consider how it could reach more socially isolated or disengaged students around the topic of sexual violence, potentially including in classroom environments.

## INSIGHT 8: There is a disconnect in UTS's information on sexual assault and sexual harassment and how this was perceived

Many students reported not being aware of the information campaigns from UTS to date. Although some reported that the university's culture and response to SASH was appropriate and that no further action needed to be implemented, others suggested that more could be done. For example, messages from positions of authority like the VC. One student felt that there was a big increase in awareness about the issue recently, citing the zero-tolerance messages from the VC. This example highlights that although the university is responding in ways that the student populace might prefer, some are not engaging with the material. As a whole, the messaging about zero tolerance was clear, but many students wanted to know more about prevention actions and what steps to take if an incident occurred.

### Perceived lack of UTS messaging

*"UTS needs to advertise its stance on sexual assault – its not enough just to have it in policies."*

*"UTS' opportunity is to be upfront about it. Clear in communication, what to do, where to go. Open about it, it is not a weakness."*

Don't think the university cares much about sexual assault and sexual harassment.

*"Information from the VC would be good – directly from him so students see its important and serious."*

### Increased awareness of the issue

*"There's a massive increase in awareness over the last few years [at UTS]."*

*"The Vice Chancellor sent emails about sexual harassment about support and acknowledging that there is an issue. That makes me more comfortable connecting with other students."*

### Ineffective messaging

*“Everyone knows you shouldn’t sexually assault or harass someone so what’s the point of saying that?”*

*“I see the posters around the uni that say it’s a crime but I don’t think they help much. What is the uni actually doing?”*

View that posters make people aware of the punishment, consequences but not awareness or precaution.

*“When I read the posters I think – yes and so what?...it’s a crime – that’s the only message.”*

[Regarding the university’s attitude on SASH] *“..it’s just like a poster on the wall...a small website link.....it doesn’t mean anything...I think they’re trying to make it being heard more, but that’s not what’s happening right now.”*

*“They need to make sure they are understanding students in what they are putting out.”*

### Implications for the university

8a. Messages from UTS authorities about preventing sexual violence are well received but additional modes of communication are also required that encourage interaction and mindset and culture shifts.



## STUDENT CHARACTERISTICS

Our research identified a range of ways that students could be segmented – some factors are extrinsic demographics (for example, gender, age) and others are Intrinsic factors (for example, attitudes, values etc.). Intrinsic factors that were highlighted in our research may provide a more meaningful way to segment students. These categories were:

### **Trust**

To what extent does the student exhibit trust in the university system, its touch-points and people.

### **Cultural competency**

To what extent is the student aware of and armed with knowledge of appropriate cultural behaviours and interaction.

### **Social support**

To what extent does the student have access to support networks – for example, friends, university community and other social networks.

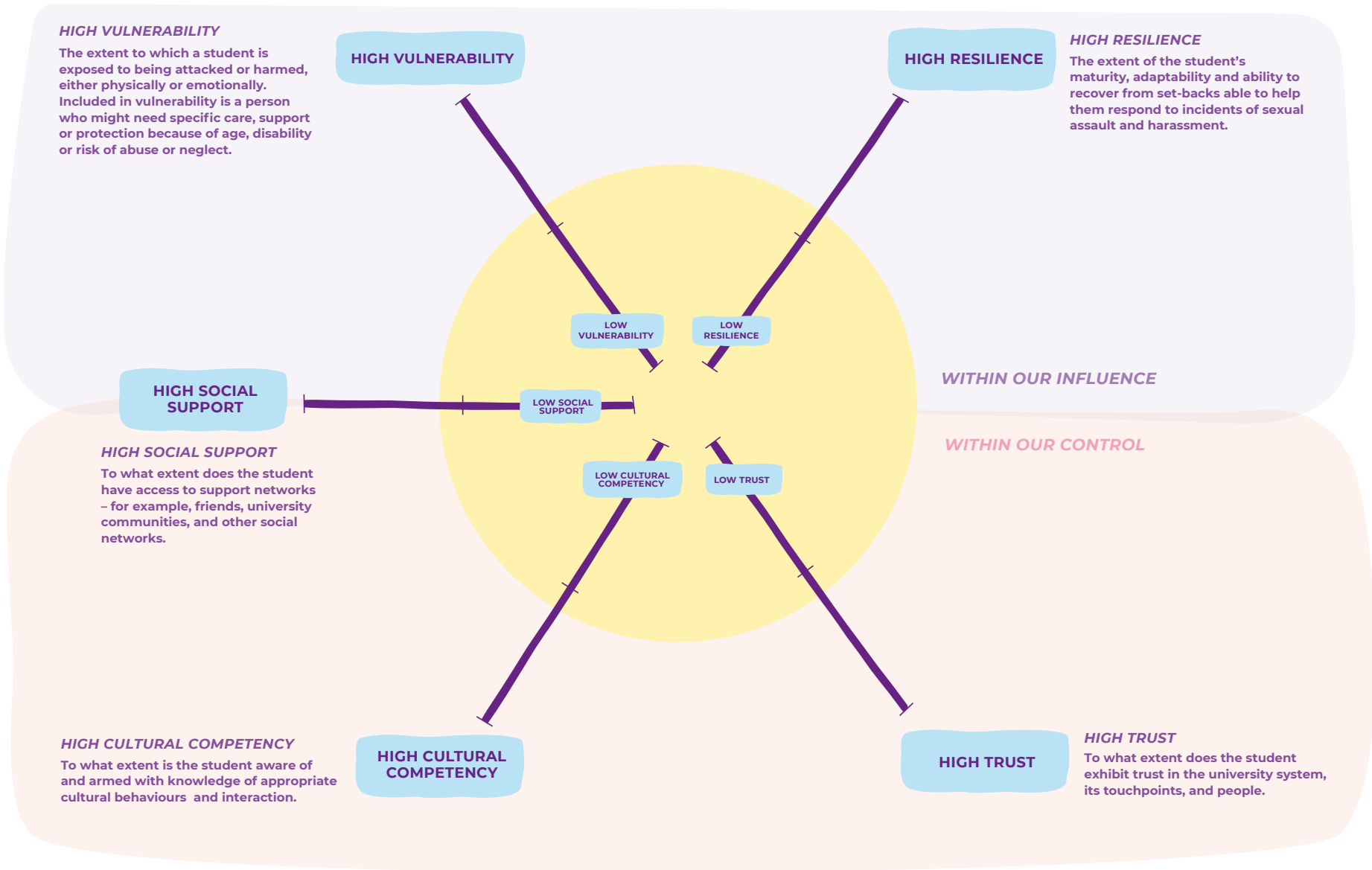
### **Vulnerability**

The extent to which a student is exposed to being attacked or harmed, either physically or emotionally. Included in vulnerability is a person who might need specific care, support or protection because of age, disability or risk of abuse or neglect.

### **Resilience**

To what extent is the student's maturity, adaptability, ability to recover from set-backs able to help them respond to incidents of SASH.





Student Characteristics diagram





## STUDENT CHARACTERISTICS

Cultural competency factors and trust are within the university system while resilience and vulnerability are factors that although are intrinsic to the student populace, are within the university's ability to influence. Social support crosses between both the university and student systems where students lean on friends, class-mates or the university social community, some of which may be in the university system (and others which may be outside the university system).

This segmentation model could be one way to reflect on how different student segments require unique interventions for the prevention of SASH in the university context.

It was also clear when reviewing the student's stories that there are four main roles that come into play in an incident of sexual assault or harassment. These are:

- A perpetrator who commits the sexual assault or harassment,
- A person (or victim) who is subject to sexual assault or harassment,
- A bystander who witnesses sexual assault or harassment occurring, and
- A supporter from whom a person/victim or perpetrator seeks assistance from.

Making these roles explicit help critical stakeholders, researchers and decision-makers to mentally 'stand in the shoes' of these roles to better identify opportunities to manage this problem.

## STAGES OF EXPERIENCE

One of the early conceptual frameworks that DI:rc developed to help identify patterns in the data was to align the student experience of SASH into stages of experience. These stages provide another useful thinking tool to consider what an individual might experience at each stage and what opportunities are provided by UTS to support students at each stage. A description of each stage follows.

### **Prior to an incident**

This is the stage where we have the opportunity to prevent SASH. This may include setting expectations of what behaviour is culturally acceptable in Australia and on the UTS campus. At this stage, students may also consider strategies of how to stay safe (from becoming a victim or a perpetrator) and how they might respond in an emergency.

### **Perception at the time of an incident**

When an incident of sexual assault or sexual harassment occurs, those involved are using their senses to perceive what is occurring and how to respond. At this time, individuals need to be able to discern what behaviour is acceptable to them and what is considered sexual assault or harassment. UTS could support students to understand these experiences.

This is also the stage where others become involved in an incident as a bystander. Like victims, bystanders also go through a process to understand what has happened and make a choice to respond.



## STAGES OF EXPERIENCE

### **Processing that occurs directly after an incident**

Once an incident has occurred, those involved (including victim, perpetrator and bystander) are likely to go into a complex state of internal processing to determine how to respond. This may include taking no action, seeking support or pursuing acts of justice. Internal processing may be influenced by internal emotional factors (such as feelings of guilt, blame or shame) and knowledge about response options and their consequences. UTS could support students to understand their emotional responses and make informed decisions about whether and how to respond.

### **Responding to an incident**

Responding to an incident can be challenging for the individual from an emotional and practical perspective. For those who choose to take action, this brings into play the fourth role, that of a supporter. The response from the first person someone seeks support from can significantly influence their overall experience after an incident. For those who choose to take action through UTS services; familiarity, accessibility and responsiveness of the service become important. People may also have different intentions for seeking support which may be focussed on seeking justice or healing for themselves and others affected. UTS can support students to navigate their response options and develop services that meet different student needs.

### **Reflecting after responding to an incident**

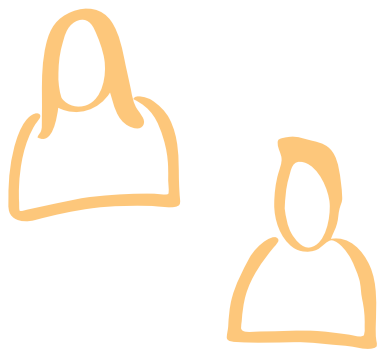
The time after an incident (which may or may not have been resolved with the support of professional services) is a time when people involved in a sexual assault or sexual harassment incident may take time to reflect. This may lead to increased acceptance, new insights or decisions to make different choices if an incident occurred again in the future. UTS may be able to support people in this reflection process.

## PERSONAS AND JOURNEYS

Personas are a design tool that we have used to help build empathy for student cohorts and their experiences of the university context. They convey characteristics and attitudes that influence the way different students interact with the UTS system around the issue of SASH. Personas are fictional characters directly based on the research conducted. Personas help critical stakeholders and decision-makers to understand the people for whom they are designing and implementing solutions for.

In research projects and design initiatives, personas also help us to:

- Convey insights from the interviews into relatable stories,
- Fictionally test how different kinds of students might respond to solution ideas,
- Create engagement around the choices individuals make when experiencing sexual assault or sexual harassment, and
- Help students feel they are heard in a way that is confidential and safe.



## Meet Elizabeth

### STUDENT PROFILE

**Age:** 19-year-old

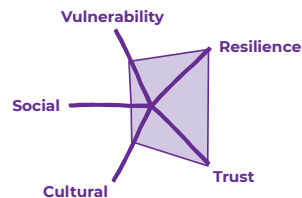
**Gender:** Female

**Study:** Law student,  
second year,  
Undergraduate

**Nationality:** Australian

**Living:** at home with  
family in Parramatta

**University commute:**  
Train



"If I think about the burden of SASH as a 'rock', I just want to pass that 'rock' on to the system to do something about it, I can't keep it with myself."

"It took 3 weeks of hearing nothing before I finally knew what was happening with my report; I was really anxious in that time."

"I only wanted to go to counselling for justice for what I witnessed."

### Defining Characteristics

Follows the rules and trusts in the system. Although is not overly social, she has a dependable set of friends and is receptive to meeting people. Elizabeth has a strong moral code, fiercely defending her rights as well as those around her. She is known for taking charge of situations.

### Wants

- Justice when people have been wronged.
- To know there will be action if she reports something; or that she can access reliable information and instruction when she needs it.
- To be able to talk openly about sexual assault and harassment, wants to normalise the conversation and encourage people to feel empowered.

### Needs

- Justice.
- Her trust in the system to deliver results.
- A vehicle to hold transparent and open conversations about important issues like sexual assault and harassment.



## Elizabeth's Journey - Student bystander who witnessed sexual harassment

1.

Elizabeth is leaving a lecture room area when she witnesses a sexual harassment incident. The incident makes her feel uncomfortable, concerned and needing to intervene. She decides to report the incident to the Student's Association because they are the first organisation that comes to her mind, and she knows they also provide a Student Legal Service that might be important should the issue escalate.



Student Association and Legal Services were identified as one point of contact after a SASH incident.



2.

After she has reported the incident to the Student's Association, she also contacts UTS counselling to ensure the incident is documented. She feels confident that they are a service which she can confide.



All students mentioned counselling as a service they would use for SASH. There are different intentions for support seeks justice and personal healing.

"I only wanted to go to counselling for justice for what I witnessed."



3.

Over the following weeks after reporting the incident, Elizabeth hears nothing. She feels anxious that she doesn't know what is happening with her report, and wonders whether inaction has allowed the perpetrator to repeat the harassment was reporting a waste of her time and energy?



Several of our participants were concerned about the lack of responsiveness after reporting.



Some of our students felt generic responses did not help them understand how an issue had been resolved.

4.

Elizabeth finally receives an email from Student Services notifying her that the incident has been resolved. Elizabeth feels relief but is also frustrated by the length of time taken to act, respond and receive feedback.

"It took several weeks of hearing nothing before I finally knew what was happening with my report; I was really anxious in that time."



# Meet Iyan

## STUDENT PROFILE

**Age:** 18-year-old

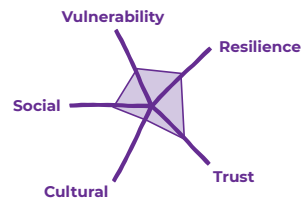
**Gender:** Male

**Study:** International student, 1st year Undergraduate

**Nationality:** Indian

**Living:** in a share-house with other Indian roommates

**University commute:** Bus



"It's particularly important in the first year to know as much about the culture...to know how to adjust."

"Local students help me understand things in this country."

"I'm always really worried that I'm doing something that might offend someone."



## Defining Characteristics

- Enthusiastic, eager to learn, curious and social with his own trusted group of friends.
- Somewhat naïve but also reserved toward other social groups due to an unfamiliar culture.

## Wants

- To feel comfortable and accepted in the Australian and university culture.
- Liberated from his concerns about doing something wrong or offensive that may have academic repercussions.

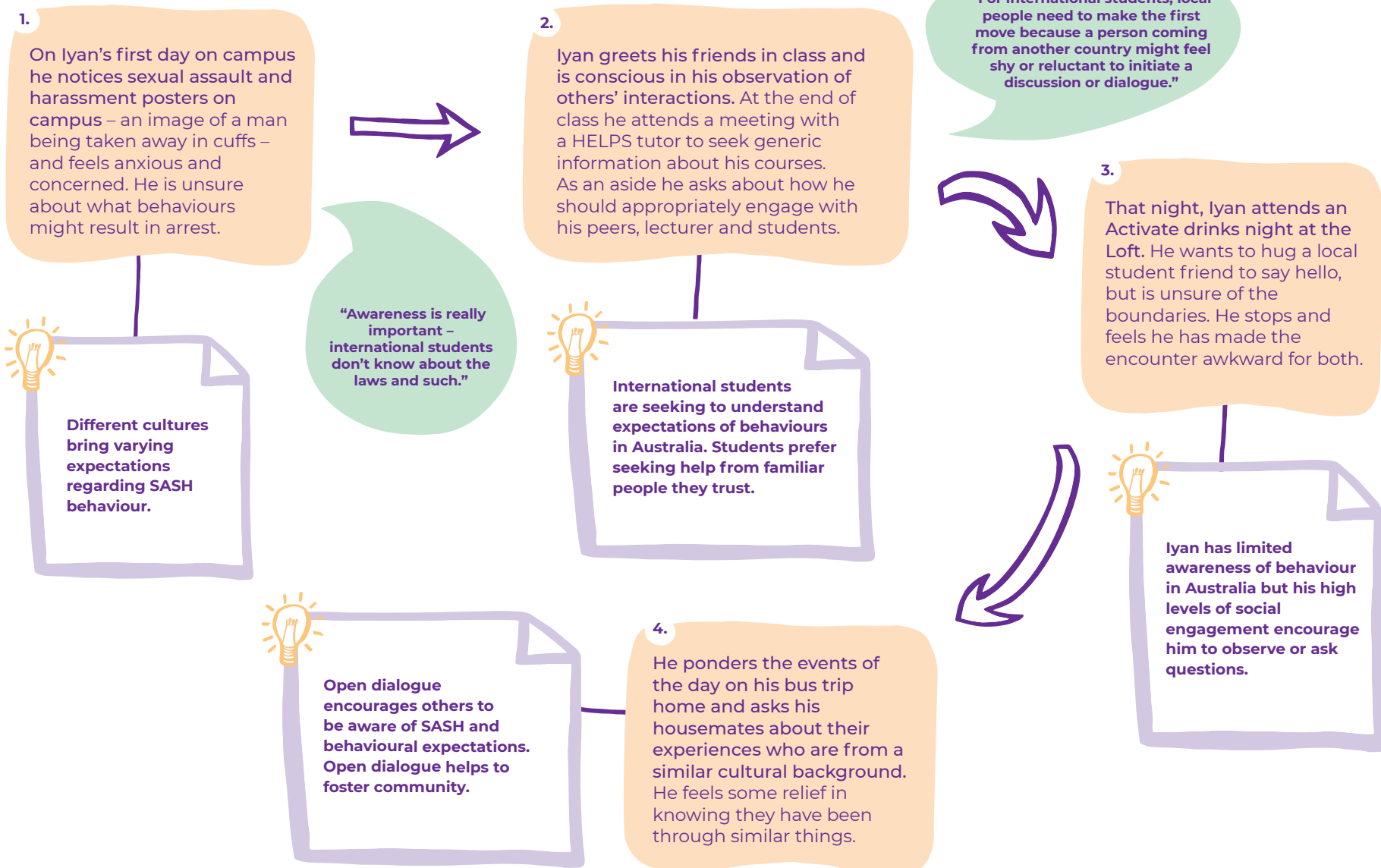
## Needs

- Hand-holding to expose him to social networks and personal interactions to learn a new culture and its norms.





## Iyan's Journey – International student learning about UTS cultural expectations



# Meet Misha

## STUDENT PROFILE

**Age:** 21-year-old

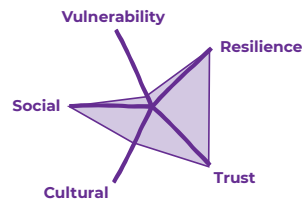
**Gender:** Female

**Study:** Communications student, final year Undergraduate

**Nationality:** Australian

**Living:** at home in Bondi with parents

**University commute:** Bus and train



"I love being involved in uni life."

"I can't live without talking to people, getting to know them...helping them, making them feel more comfortable."



### Defining Characteristics

- Highly resilient, outcomes focused and engaged in university activities. Misha is the head of the UTS Theatrical Society.
- Known by her friends as trusted, dependable, proactive and socially active; a real 'people person'.

### Wants

- Likes to be 'the point of contact' for people; someone that people can turn to for help or advice.
- Her suggestions, advice and recommendations to be implemented (she can become frustrated or disengaged when this doesn't happen).

### Needs

- To be active and engaged. She is most fulfilled when she feels connected to community – whether it is her friends or the broader university community.
- Access to the right information, training and experiences to provide her peers with the right advice.



## Misha's Journey – Student supporter to a friend who experienced sexual harassment

1.

Misha is directing a musical rehearsal on campus when, during a break, one of the production members (who Misha considers a friend) confides in her of a sexual harassment incident with another student.



Students need familiarity and simplicity – they are more likely to disclose incidents to friends.

2.

Misha is empathetic, urging him to act and report it but is unable to help with advice on where to report to. The friend is not compelled by this approach.



Students experience complex internal processing about whether to seek support. Unknown consequences also deter students from seeking support, including concerns about privacy, retribution and judgment.

"It takes time to make a change about a problem. First you have to understand it for yourself and then you need to decide if and when you want to share it."

3.

After rehearsal, Misha researches possible options on her phone on the way home. She only finds the counselling service and calls her friend who is adamant about not wanting action.



Students need clarity on what support services do, including visibility of what happens after reporting. Misha's high social engagement and resilience leads her to seeking the information her friend needs.

"It takes time to make a change about a problem. First you have to understand it for yourself and then you need to decide if and when you want to share it."

4.

Months later, over coffee Misha's friend states he would like to take action. Together they call the counselling number to make an appointment.



Acknowledging you need support can be tough. Hindsight can help to identify when support is needed.



# Meet Rebekah

## STUDENT PROFILE

**Age:** 26-year-old

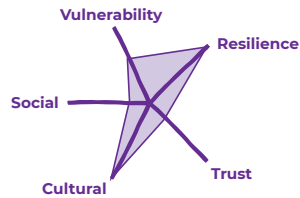
**Gender:** Female

**Study:** Postgraduate Science

**Nationality:**  
Australian-born, speaks Frech and German

**Living:** rents studio apartment close to uni

**University commute:**  
Walk



“We need a frame to talk about harassment.”

“I know security staff really well because I'm often here on weekends – they are usually quite chatty.”



## Defining Characteristics

- Day-time professional who attends campus at night for classes. Consequently, not very engaged in university life but stays connected to university news.
- Pragmatic, emotionally intelligent and shrewd about her environment and company.

## Wants

- Targeted social and community engagement that has purpose, value and flexibility to fit into her schedule.
- Sophisticated, mature and transparent discussions about important issues like sexual harassment.

## Needs

- Efficient and clear advice and information.
- To connect on an intellectual level, challenging the norms.
- Easy-to-access and locate support and information when she needs it.



## Rebekah's Journey – Postgraduate student subject to sexual harassment

1. Rebekah attends an evening class at UTS and is there for about 2 hours.



Rebekah's characteristics as a female postgraduate student who is often at UTS at night increases her vulnerability to a SASH incident.

"I know from experience that it can be best to talk about these things and acknowledge: 'that happened...it's a matter of fact.'"

2. After the class, her professor invites her to stay back to discuss her research assignment. During this interaction, Rebekah feels uncomfortable by the professor's body language and joking mannerism, feeling that it is sexual in nature.



Many women accept sexual harassment as part of their every day experience and do not consider this serious.

"We spoke about how to manage it, making sure things didn't cross a line. I guess I didn't want any drama."

"It was more something I was uncomfortable with rather than really serious...we had a professional relationship and I didn't want to offend that person."

3. The next day she seeks out another academic member she trusts and seeks advice; consequently, she feels that the situation is not serious and does not require formal intervention. She decides to adjust her own behaviour to better manage her relationship with her professor.



Unknown consequences can deter students from reporting incidents to UTS, including concerns about a lack of clarity in evidence of sexual harassment.



Students prefer informal support processes with people they trust. Concerns about privacy, including needing to phone to make a counselling appointment can deter support seeking.

4. In a casual conversation with a friend, it is suggested that she speak with counselling. Rebekah doesn't think much of it but gives it a go. She is put off by the need to call and make an appointment with Student Association first. After a couple of attempts between counselling and the Student Association, Rebekah is able to attend the appointment.



## Meet Tim

### STUDENT PROFILE

**Age:** 20-year-old

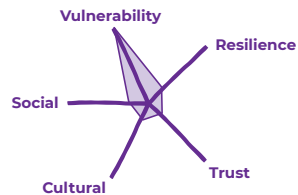
**Gender:** Male

**Study:** Engineering student, first year, Undergraduate

**Nationality:** Australian-born son of Laotian migrant parents

**Living:** at home with parents in Campbelltown

**University commute:** Train



"I'm worried about what would happen to me if a culprit found out...it's best for me to resolve it on my own."

"Security is more about protecting the property than the students...I've never really had a guard help me out with anything."



### Defining Characteristics

- Little trust in others and the community in general. He prefers time alone, reading or tinkering on his motor bike over trying anything too new or different.
- He has a very tight circle of friends that look out for each other but finds it difficult to form new relationships or make meaningful and enduring social connections.
- Highly anxious, often worries about his safety and wellbeing but feels paralysed to address it
- Loves learning and finds comfort in the stability and certainty of the university environment.

### Wants

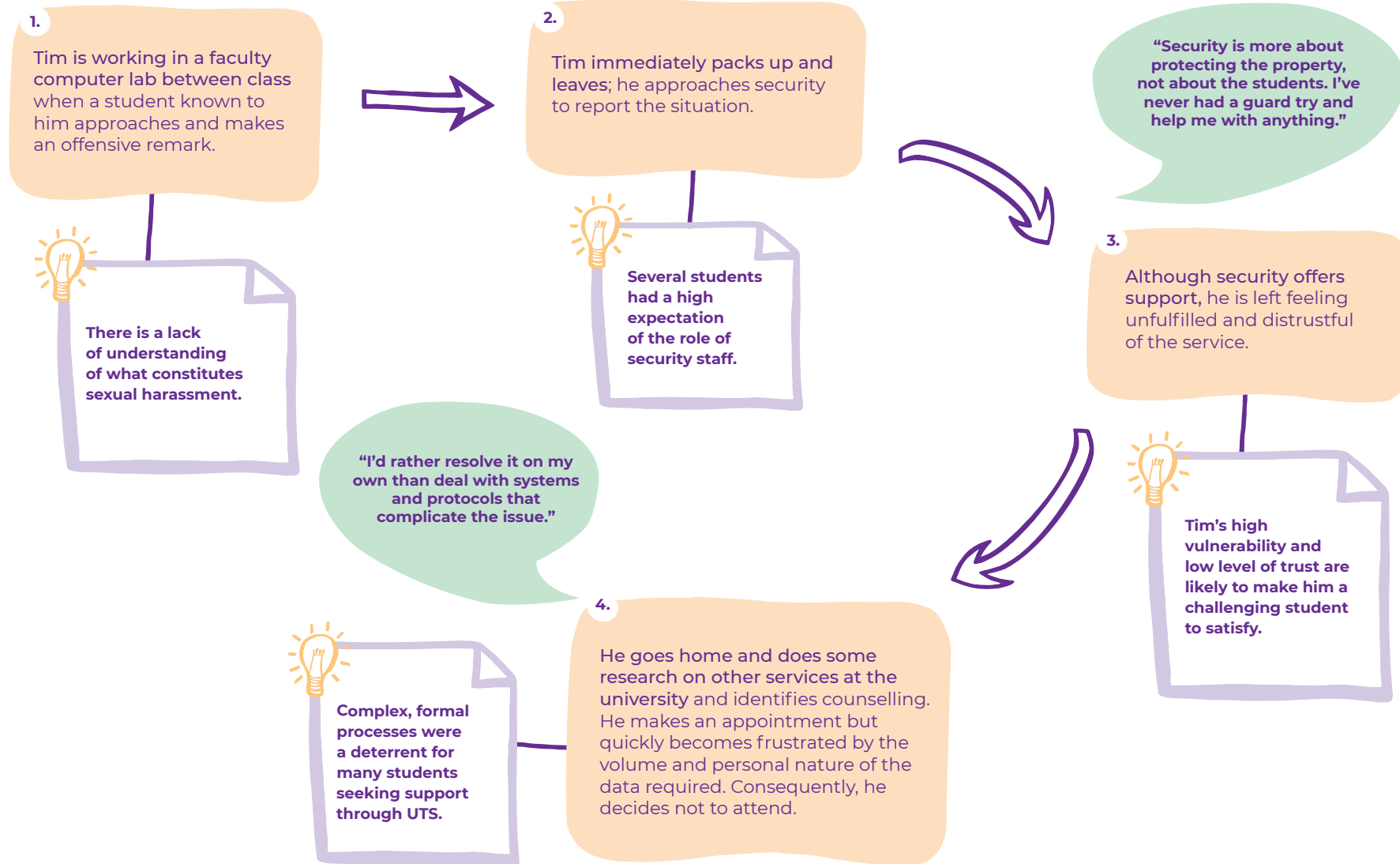
- The University systems around him to be dependable, accessible and safe.
- Trusted social connection and company to feel safe and accepted.
- The ability to access help and university systems online, rather than in person.

### Needs

- Reliability and predictability - Stability, structure and certainty (across all facets - university courses, behaviours of his friends, transport etc).
- Proactive and external reassurance (from his community – friends, lecturers and security).
- Time, support and a gradual approach to understand concepts which are foreign (like sexual assault and harassment).



## Tim's Journey – Student subject to harassment





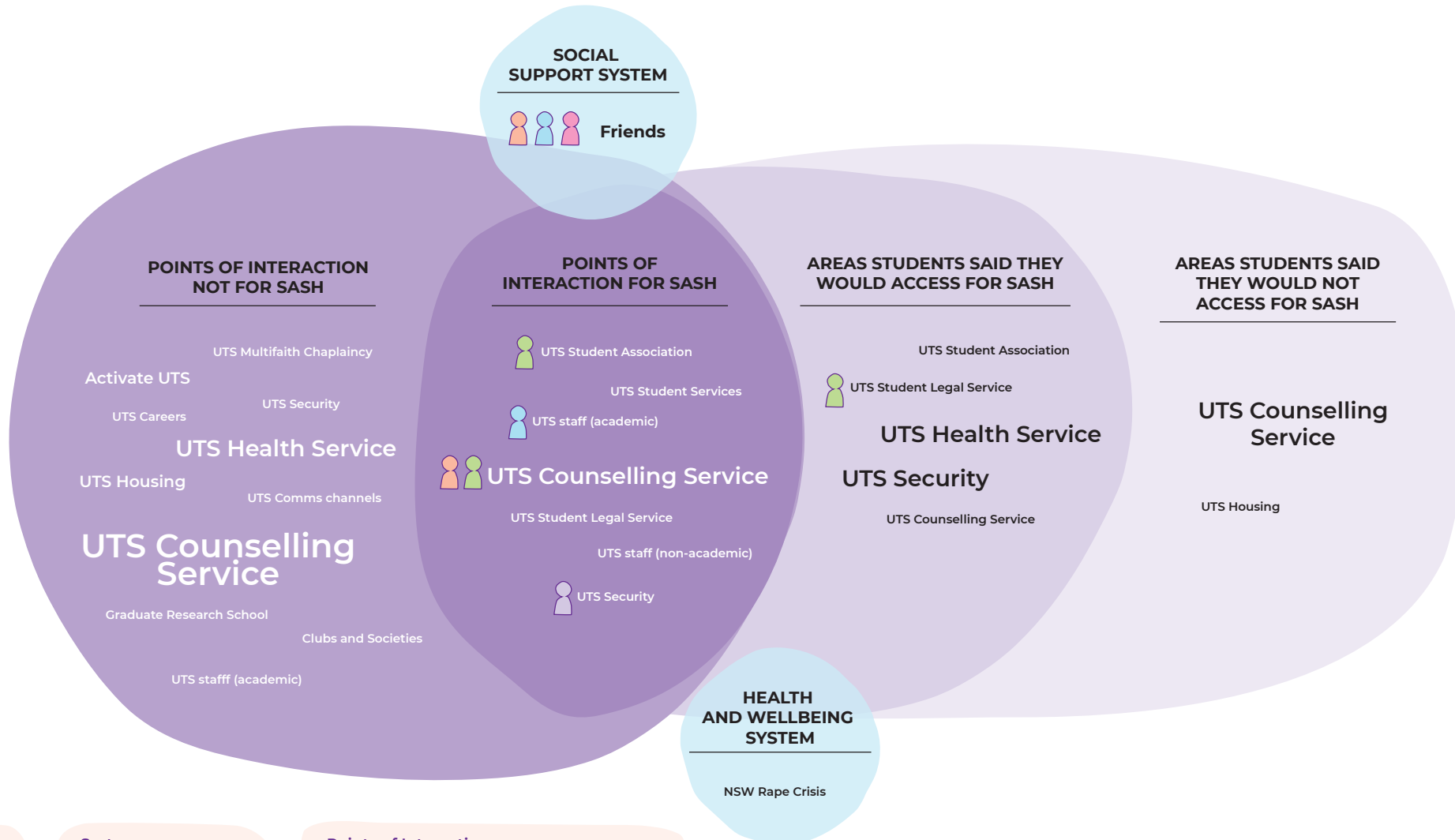
## UTS SYSTEM MAP

In our interviews, we provided visual prompts of existing UTS services and asked students whether they had interacted with these services in relation to a SASH issue, or whether they would interact with them. This questioning revealed a range of findings, including:

- There was a high-awareness of UTS counselling, with all students mentioning their knowledge of this service. Many students said they had or would access counselling, with some students stating that they would prefer to seek counselling external to UTS.
- Students stated that they would contact UTS Security and UTS Legal Services for high risk or emergency incidents rather than for preventative action.
- Regarding sexual harassment, students are more likely to report to a trusted contact like a friend rather than report to the university. Students see the role of the university as more of an administrative function.
- Students seek out points of accessibility (for example university staff) when needing to respond to an incident.

The UTS services mentioned in the interviews are plotted on a map on the following page to highlight the student preference for interaction in relation to SASH. Our student persona interactions are also highlighted.





**Personas**

- Elizabeth
- Iyan
- Misha
- Rebekah
- Tim

**Systems**

- Outside UTS System
- UTS System

**Points of Interaction**

Text size is proportionate to the cumulative number of responses.

Larger sized points of interaction reflect the amount of times this point was mentioned by interview participants. The largest text, e.g UTS Counselling Service 'points of interaction not for SASH' was a point of interaction identified by all 12 participants.

The smallest sized points of interaction represent 1 participant voice.

System map diagram



## CONCEPT FEEDBACK

Throughout our interviews, we asked for feedback on specific concept ideas in order to better understand how students might interact with the UTS system and how they would like to be supported. One of these concept ideas is already being developed (training on sexual assault and sexual harassment awareness and prevention) and three were hypothetical (a safety companion service, an anonymous reporting app and a crowd-sourced safe space app). The findings have been incorporated into our general insights, but are also highlighted here for clarity.

### **Mandatory online training for all staff and students about sexual assault and sexual harassment**

The majority of students (at least eight of the 12) were concerned about the effectiveness of online training and stated that they would prefer in-person training. Students also suggested ways that training could be made engaging or interactive. There were mixed views about whether or not training should be mandatory. Considering the effectiveness of online SASH training is an important point, considering the recent media backlash of this form of training at other Australian universities.

CONCEPT 2  
Anonymous incident reporting app



CONCEPT 4  
Training on sexual assault/harassment awareness and prevention



Concept: UTS provided sexual harassment and assault training for all students and staff.

CONCEPT 1  
Safety Companion Service





## CONCEPT FEEDBACK

Comments from our interviewees included:

### **Concerns about the effectiveness of online training (instead of face to face dialogue)**

*"You need dialogue for people to communicate with each other rather than sitting at computers...we are a community centred around learning."*

*"I've done online training before and they have just blended into one another now."*

*"I don't know how effective online training would be. It would be more effective to have something in O-week."*

*"It would be good to have a counsellor hanging around at the end to talk to, asking 'how do you feel about this?'"*

*"[During in-person communication] ...there is more emotional support."*

### **Need for content to be engaging**

*"Interactive with videos of personal interaction."*

*"Develop empathy by putting people in the victim's shoes."*

*"Training should be similar to RN training – interesting, memorable and showed people to think differently."*

*"It should involve a quiz to check your understanding."*

*"There should be orientation sessions...a socialising event, then further sessions on the topic. At least one per semester."*

*"[Training needs to be]...short and visual."*

Suggestion training is done in small groups.

### **Mixed views on training being mandatory**

Negative comments:

*"Mandatory sexual assault and harassment training brings feelings of tediousness, processes, check the box."*

*"Mandatory face to face training would feel like a waste of time, people would get a medical certificate to get out of it...training could be volunteer, where you register to attend."*

Positive comments:

*"Training should be mandatory, this would especially benefit perpetrators who don't know what sexual harassment is."*

*"Training should be mandatory once a year to protect yourself, in person and one on one."*

*"Maybe it should be mandatory on acceptance of degree only."*

## Other hypothetical concepts

A range of feedback was provided on the other hypothetical concepts, which can be grouped into the themes below.

### Need for familiar, trusted support

In relation to the safety companion service:

*"If I felt unsafe I would call my sister, I'd rather [get support moving around campus] from someone I know."*

*"I'd be more comfortable [being accompanied around campus] with someone like me, like a pair of students."*

*"I might be scared if a male showed up, also they should be someone 1-2 years older than me."*

### A desire for anonymity in reporting

*"People are paranoid about where their data goes."*

*"You don't want to be identified – what are students saying around campus?"*

## The importance of a speedy response at the time of an incident

Regarding the anonymous reporting app:

*"If something happened, you would go to the police."*

*"It would need to be simple, alert authorities, fast."*

## Fear being an ineffective motivator to change behaviour

Regarding the safe spaces crowd-sourced app:

*"This is silly, to instigate fear, keep it [incidents of SASH] alive and present."*

*"Would make people more scared of risky spaces in a negative sense."*

*"Reporting of incidents can make you feel unsafe, it's about the perception of safety."*

**INSIGHTS WORKSHOP  
WITH STAFF AND  
STUDENTS**

## INSIGHTS WORKSHOP ON 23<sup>RD</sup> JANUARY

On the 23rd of January 2018, the Preventing Sexual Assault Working Group, Student Consultative Group and university stakeholders came together to explore initial research insights generated from the Student Voice qualitative research project.

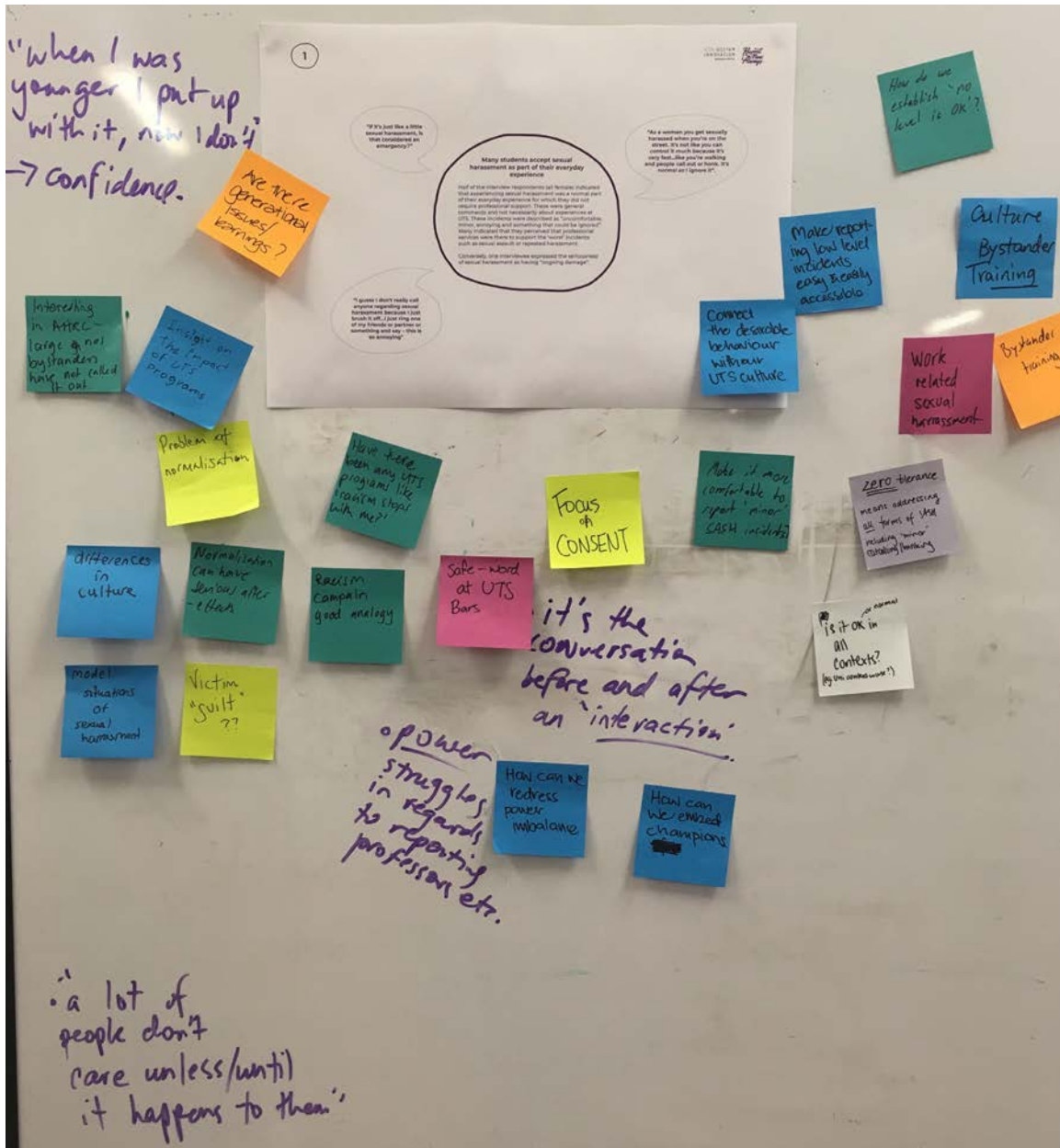
The two and a half hour workshop commenced with an introduction into the research design (including targeted cohorts, methodology and approach). Participants were then introduced to the key insights generated from the research. In mixed groups, participants rotated through each individual insight, engaging in dialogue with each other to provide feedback, comments and questions about these insights.

The participants were then introduced to personas – representations of student cohorts – that were engaged during the research. Working in their grouped tables, the participants explored one persona to understand their unique needs and requirements. Participants explored potential solutions and ideas that could be generated to meet the needs of these individual personas. The workshop concluded with a rapid generation of remaining ‘burning questions’ that could be used to inform further research and student engagement.

### Reflections on the key insights

The following section is a playback of the reflections and ideas that the participants shared when they were introduced to the eight insights in the workshop. The reflections we have captured represent the broad scope of the feedback received.

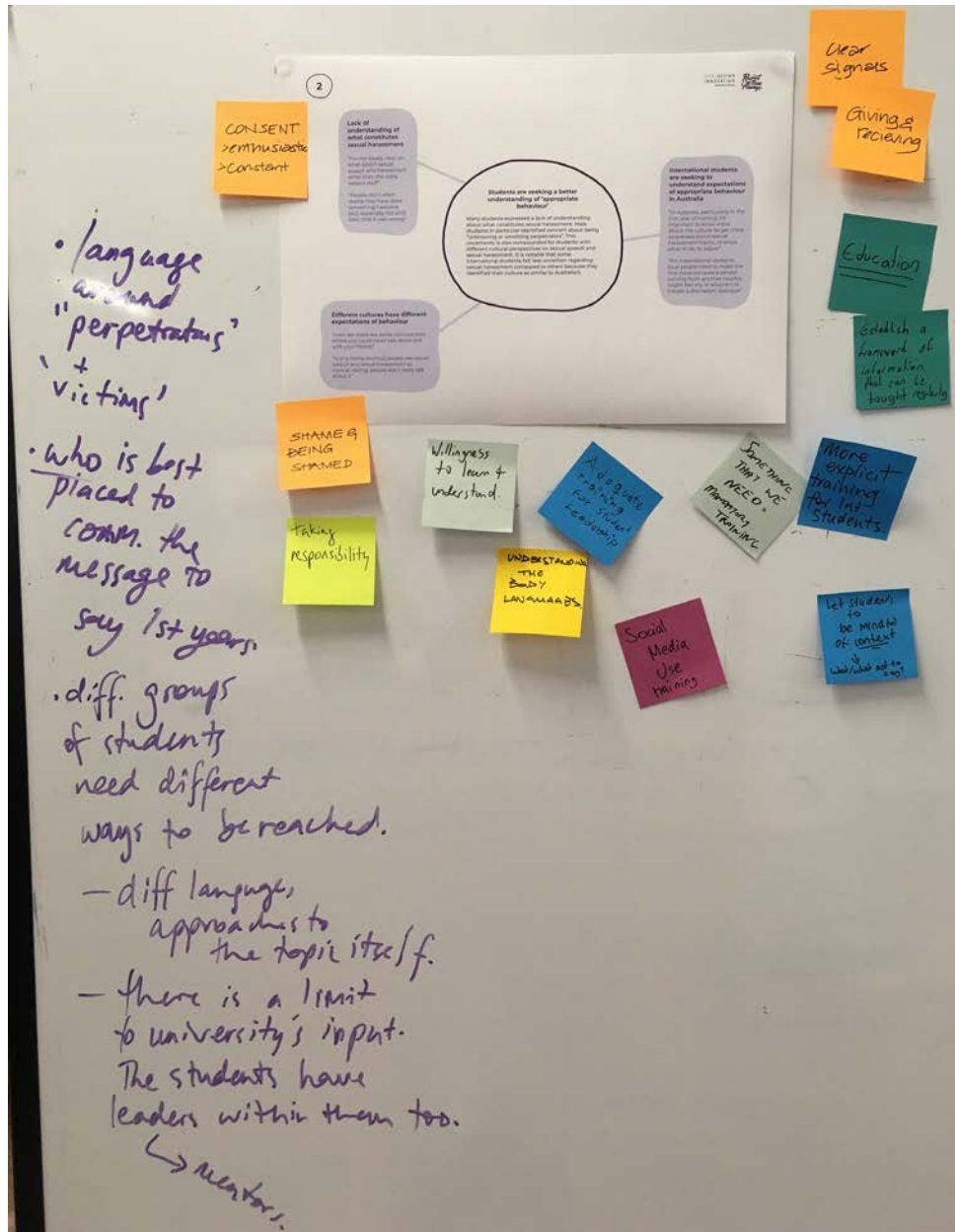




## Playback on INSIGHT 1 Many students accept sexual harassment as part of their everyday experience

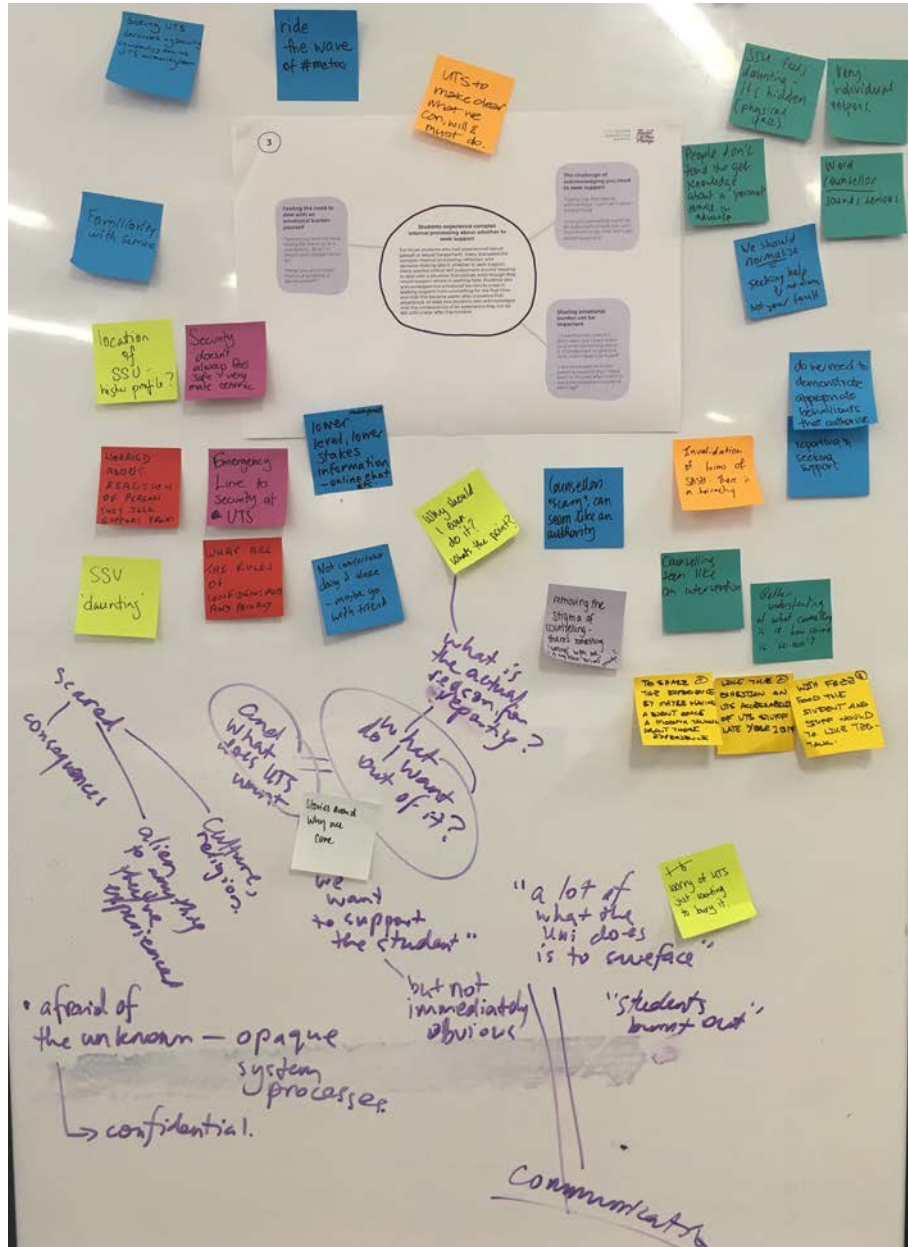
- “When I was younger I put up with it, now I don’t”  
→ confidence
- Are there generational issues or learnings?
- Have there been any UTS programs like “racism stops with me?”
- Racism campaign good analogy.
- Safe-word at UTS bars.
- How can we redress power imbalance.
- It’s the conversation before and after an ‘interaction’.
- Bystander training.
- Make reporting low level incidents easy and easily accessible.
- How do we establish “no level is OK”?





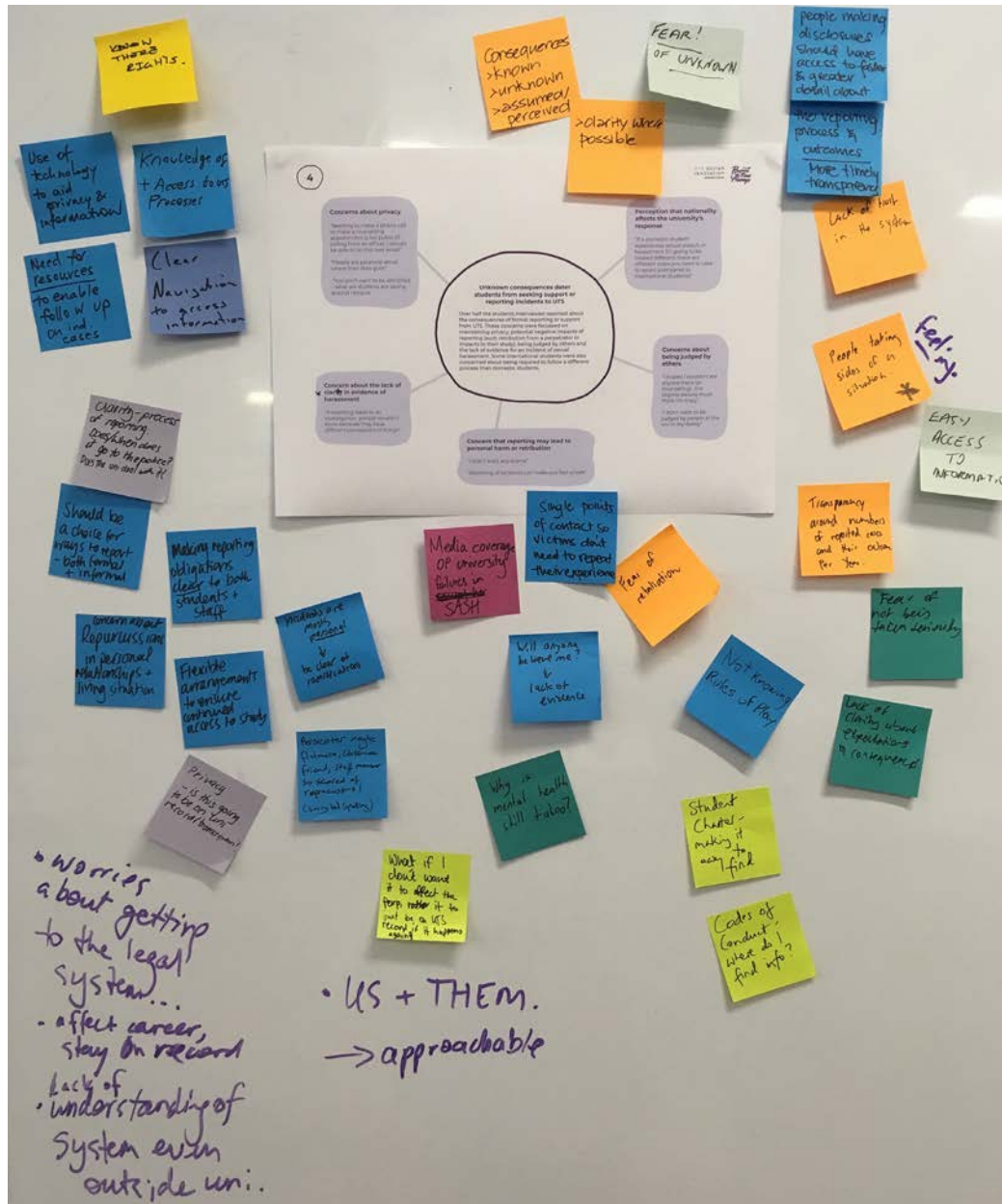
## Playback on INSIGHT 2 Students are seeking a better understanding of appropriate behaviour

- Who is best placed to communicate the message to say 1st years.
- Different groups of students need different ways to be reached:
  - different language, approaches to the topic itself,
  - there is a limit to university's input. The students have leaders → mentors within them too.
- Willingness to learn and understand.
- Something that we need – mandatory training.
- Let students to be mindful of context → what or what not to say?
- More explicit training for international students.
- Establish a framework of information that can be taught regularly.
- Giving and receiving.



### Playback on INSIGHT 3 Students experience complex internal processing about whether to seek support

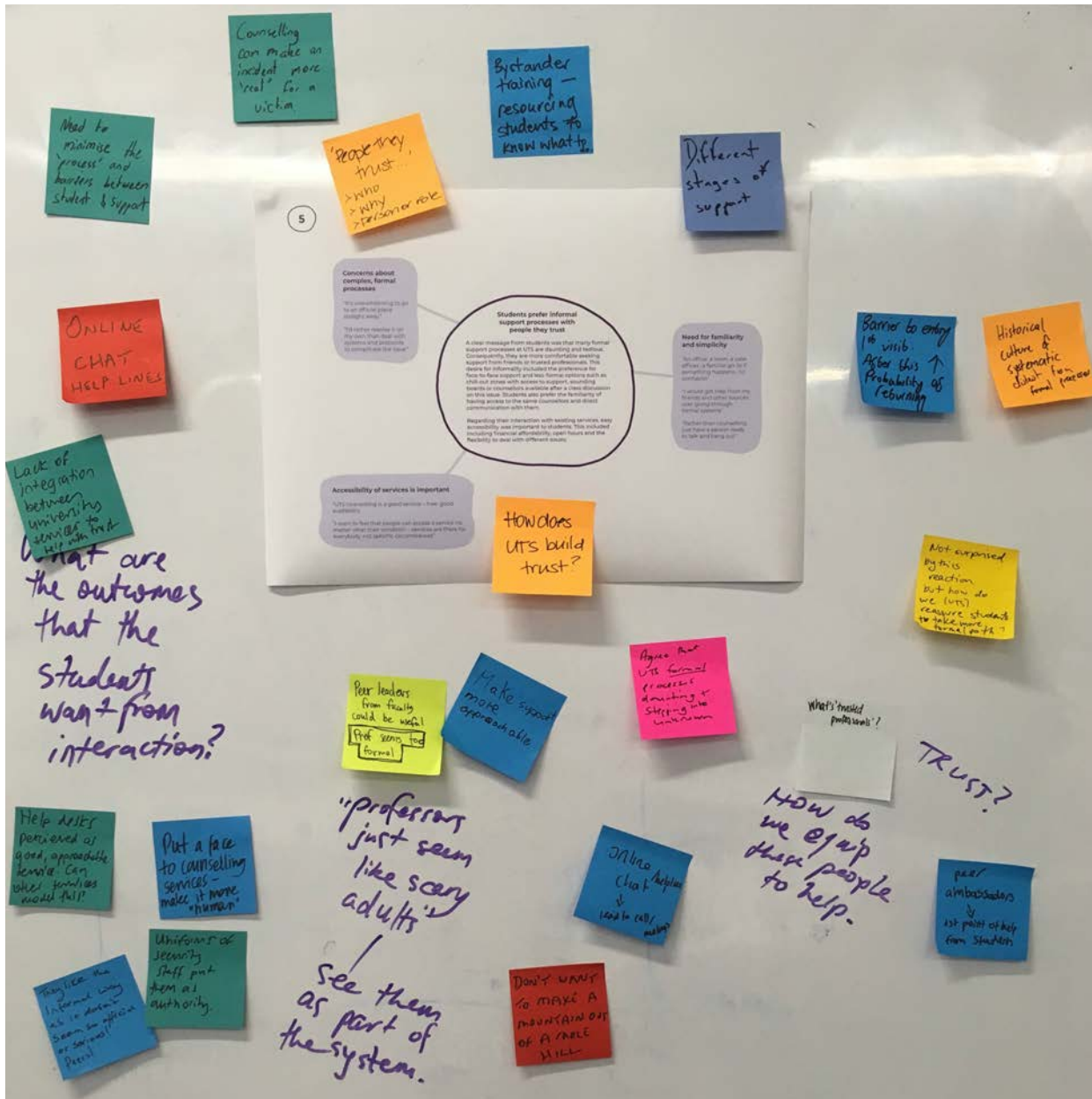
- Seeing UTS services e.g. Security, Counselling, etc. as UTS authority/alumni.
- UTS to make clear what we can, will and must do.
- Security doesn't always feel safe – very male centric.
- What is the actual reason for reporting?
- Stories around why we care.
- We want to support the student → but not immediately obvious – communication
- Afraid of the unknown:
  - opaque system processes,
  - confidential.
- Counselling seen like an intervention.
- Do we need to demonstrate appropriate behaviours that authorise reporting and seeking support?
- Better understanding of what counselling is i.e. how serious is “serious”?
- To share the experience by maybe having an event once a month talking about their experience, like the exhibition on UTS accessibility of UTS staff late 2014 with free food with the student and staff would like to TED-talk.



## Playback on INSIGHT 4 Unknown consequences deter students from seeking support or reporting incidents to UTS

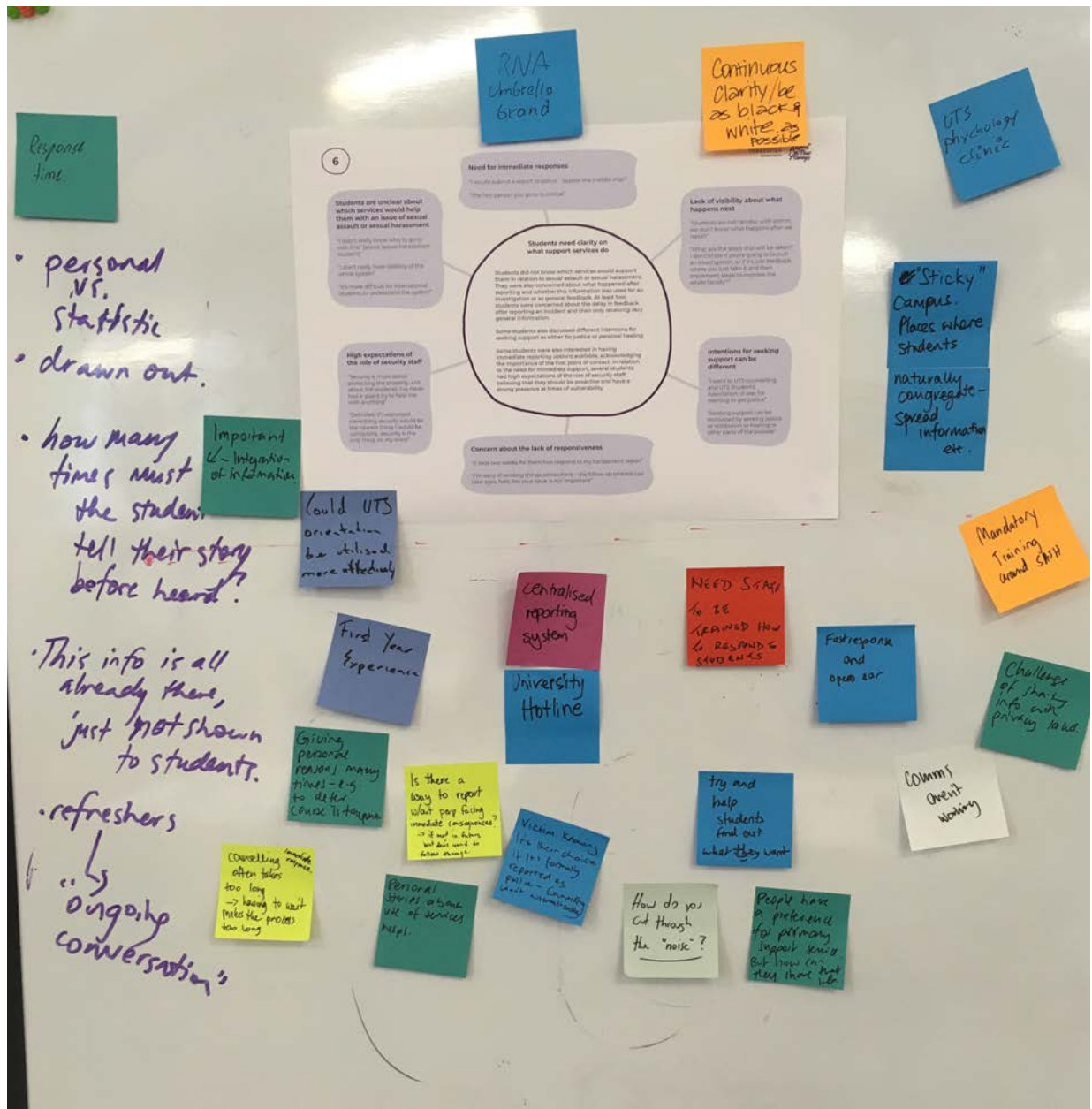
- Fear of unknown.
- People making disclosures should have access to faster and greater detail about the reporting process and outcomes.
- More timely transparency.
- Lack of trust in the system.
- Fear of not being taken seriously.
- Fear of retaliation.
- Lack of clarity about expectations and consequences.
- Student Charter – making it easy to find.
- Persecutor maybe flatmate, classmate, friend, staff member so scared of repercussions!
- What if I don't want it to affect the perpetrator, rather it to be just a UTS record if it happens again.
- Privacy – is this going to be on uni record transcription?





## Playback on INSIGHT 5 Students prefer informal support processes with people they trust

- Need to minimise the 'process' and barriers between student and support.
- Counselling can make an incident more 'real' for a victim.
- Bystander training – resourcing students to know what to do.
- Different stages of support.
- Not surprised by this reaction but how do we (UTS) reassure students to take more formal path?
- Online chat help lines.
- What are the outcomes that the students want from interaction?
- Peer leaders from faculty could be useful (professor seems too formal)
- Uniforms of security staff put them as authority.
- How do we equip these people to help?



### Playback on INSIGHT 6 Students need clarity on what support services do

- R.N.A umbrella brand.
- “Sticky” campus. Places where students naturally congregate – spread information etc.
- How many times must the student tell their story before being heard?
- Mandatory training around SASH.
- This information is all already there, just not shown to students.
- Centralised reporting system.
- University hotline.
- Need staff to be trained how to respond to students.
- Refreshers → “ongoing conversation”.
- Is there a way to report without perpetrator facing immediate consequences? → If needed in the future but don’t want to follow through.







### Playback on INSIGHT 8 There is a disconnect in UTS's information on sexual assault and sexual harassment and how this was perceived

- Voice of students by students with support of authority – is effective.
- Audience created content: student-to-student.
- Entire UTS community – staff, students at different levels need to feel comfortable talking about it.
- Empowering culture → bring positive reinforcement.
- Be more specific in action!
- What's the missing link?
- How do we make interactions more “fun” and engaging?
- Big mouth [tv show] talking about tough topics in fun ways.
- Creativity way of talking about “SA” or “SH” → e.g maybe like show Big Mouth could be some comic character to show if it's right to behave like that?
- What does “Zero Tolerance” mean?
- UTS communications don't dig deep enough – too general.



**PARTICIPATORY DESIGN  
RESEARCH EVENTS**



## COMMENCING STUDENT ENGAGEMENT EVENTS

An important part of our research has been to test and explore the Student Voice project findings with new and existing students around campus. While a primary purpose of the events was to collect additional research insights, the events also provided an opportunity to share the Respect.Now.Always campaign with students and inform them about the support services available to them.

The events used the 'burning questions' from the Insights Workshop on the 23rd January 2018 to develop lines of inquiry for the research events. We created interactive question boards that were positive and engaging as well as asking questions in one-on-one conversations with students. Findings from the earlier events informed the lines of inquiry for the subsequent events. These events also displayed earlier research findings on colourful posters, including student personas and journeys.

Branding for the campaign was developed with an ice-cream theme and the tag-line "wanna spoon ask first". This was informed by the interview insights about students wanting to open up the conversation and have a more normalised, approachable way to discuss a difficult social topic. The events all gave away free ice-cream and merchandise developed for the UTS campaign.

### O-Day

Our first opportunity to engage with commencing students was at O-Day on 1 March 2018. We constructed a physical space to display the research materials in the foyer of the Tower Building, amongst other stalls promoting clubs and societies. We received an overwhelmingly positive response from the event, with large queues to enter the space throughout the full day and 1300 students attending. Importantly, the event provided a safe and approachable way for staff-volunteers and students to have rich conversations about consent and UTS' role in preventing sexual assault and harassment.

### Summerfest

Following the popularity of the O-Day event, we were invited to hold the stall at the Activate Summerfest on the 9 March 2018. This opportunity allowed us to engage with another cohort of commencing students, many who had attended the stall at O-Day and had begun to feel a sense of ownership for the Respect.Now.Always campaign. This included students who volunteered to help us engage others in the research questions and to be involved in the campaign going forward. We engaged with 350 students at this event and several students commented that it was great to engage with this topic in a positive and light way, alongside other UTS events such as a music festival.



### Key insights from these event are:

- High-engagement from student driven, interactive campaign.
- Step-change from educational experiences at high school.
- Students are seeking a better understanding of what appropriate behaviour.
- Mixed response to zero-tolerance wording.

### Attendance and volunteers

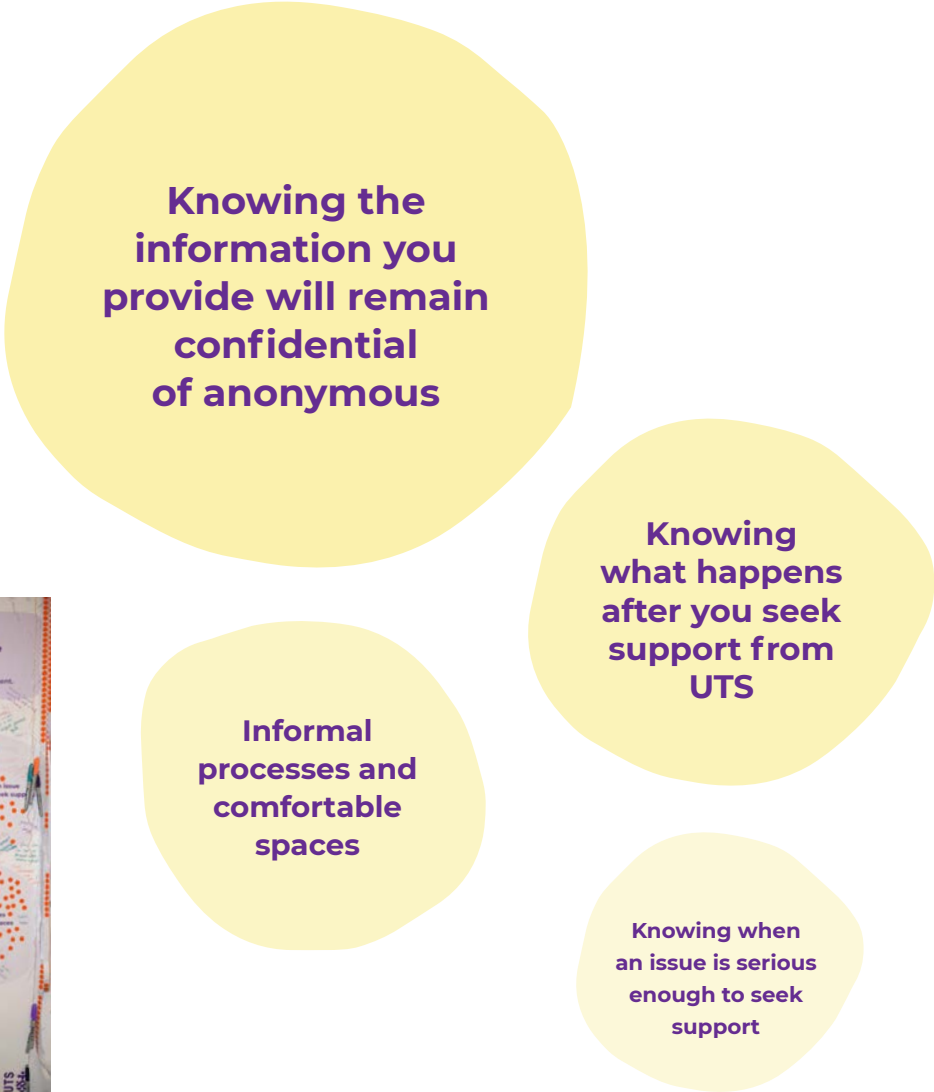
	O-DAY (7AM-7PM)	SUMMERFEST (1PM-9PM)
CUPS	1300	350
VOLUNTEERS	40	12
T-SHIRTS	450 (before 12pm)	



## Questions asked at engagements

**Q1: What would make you feel safe and comfortable seeking support from UTS? (select response)**

OPTIONS	O-DAY	SUMMERFEST	TOTAL
Knowing the information you provide will remain confidential of anonymous	144	34	178
Knowing what happens after you seek support from UTS	70	20	90
Informal processes and comfortable spaces	74	11	85
Knowing when an issue is serious enough to seek support	41	15	56
Other	Respect each other, trust, readily available, online confidential portal, knowing my issue will be taken seriously, friendly behaviour, framework, where we can find it (what's in the process, giving a helping hand to land in a job		





## Q2: What are the components of respectful relationships?

Highest mentioned answers (open text):

CONCEPT	O-DAY	SUMMERFEST	TOTAL
TRUST	58	11	69
RESPECT	54	11	65
HONESTY	44	10	54
COMMUNICATION	29	12	41
LOYALTY	25	5	30
LOVE	23	3	26
UNDERSTANDING	23	2	25
EMPATHY	14	2	16
BOUNDARIES	9	7	16
NO JUDGEMENT	14	0	14



## INSIGHTS

### INSIGHT 9: High-engagement from student driven, interactive campaign

Students were highly engaged and supportive of the fact that the Student Voice project was driven from their perspective (based on UTS student insights). There were discussions about the shift in power and culture dynamics this demonstrated. In addition, the physical and positive mode of the activation was well-received with students commenting that having the stall adjunct to an existing event made it a non-threatening experience that encouraged dialogue between stakeholders (including UTS staff and students).

There was a clear recognition (amongst commencing students) of the campaign from O-Day into Summerfest and a desire for it to keep going in a visible way at UTS. Additional suggestions for the campaign included being present at other university events, banners, talking about the issue in class and promoting anonymous reporting. Several attendees also told stories about the impact of the Student Voice merchandise, such as opening up conversations around a dinner table about consent between parents and teenagers.

Interestingly we had almost no negative responses to the campaign, including no students seeking help or finding it overwhelming. A couple of comments were received questioning whether the ice-cream theme downplayed the seriousness of the issue, but these were raised as a question rather than a strong position.

#### Positive response from students feeling they have a voice in the UTS system

*"The uni isn't a voice of authority but interest, inquiry."*

*"This is refreshing to see the uni as a role model in this space, listening to students."*

*"Our opinion is what matters here."*

*"I LOVE that this information has come from a UTS student perspective, not just national data."*

*"Just come down to our level and talk to us."*

*"This data is coming from a place of love."*

*"This makes me feel great about the uni being specifically student centred."*

#### Awareness of campaign and desire for it to continue

*"This is wanna spoon ask first! I love it – I wear my shirt all the time, to bed, to the gym, I snapchat it."*

*"I'm really grateful to see the repetition of this [at Summerfest] – it's not just a one-off O-Day experience."*



### Positive feedback about the mode of engagement

- "Its great that the uni is providing a space for us to talk among ourselves."*
- "Its good to approach problems in a fun way, no one likes listening to talks."*
- "Students are engaged in this conversation beyond the free stuff."*
- "Keeping it real, relatable, open, transparent."*
- "Conversations in small groups are non-threatening."*
- "I like this being a conversation, not too academic."*
- "At my uni [in the US] we got free brochures, here we get free ice-cream!"*

### Implications:

- 9a. There is an opportunity for UTS to include capability building in the Student Voice campaign to evolve the role that students play. This could include supporting students to undertake research, lead campaigns, synthesise findings and take ownership of the topic and conversation.
- 9b. Students are keen to see more fun and interactive Student Voice events. There is an opportunity for the current campaign style to continue, and introduce new and different ways to engage with students.

## INSIGHT 10: Step-change from educational experiences at high school

A number of our conversations focussed on whether students had experienced education around preventing sexual assault and harassment at high school and whether this was a new experience. Many students felt that they had had limited exposure to this topic, although there were some stories about positive education from high school.

- "We didn't have these conversations in schools."*
- "There wasn't much education in high school – just standard stuff like sticks and carrots. Mainly sticks."*
- "We had some good training about this in school – physical protection for the girls and respect for the boys."*

### Implications:

- 10a. UTS has established an effective knowledge-base on designing initiatives to prevent sexual assault and harassment. There is an opportunity to collaborate with high-schools to evolve sexual education to include consent, therefore improving the capacity of students once they reach university.

## INSIGHT 2 (repeat from interviews): Students are seeking a better understanding of what appropriate behaviour

One of the main existing Student Voice insights (from the initial student interviews) that resonated with students was that there was confusion around what constitutes sexual harassment and a desire for a better understanding. This included some concerning statements about student's understandings of consent.

*"What does consent mean, do I need to ask or can I just feel what's right?"*

*"Why would I ask for consent? If I asked the girl if I could kiss her, she would say no."*

*"What is harassment?"*

*"There are cultural differences in this area."*

### Implications:

2a. There is an opportunity for sexual harassment to be better understood and prevented in our community.

2b. Initiatives can be developed to support specific staff and student cohorts, including international students.

## INSIGHT 11: Mixed response to zero-tolerance wording

One of the conversation topics initiated by the DI:rc staff was what students thought of the term 'zero-tolerance'. There was a mixed reaction to this with some students feeling a strong message was important, some finding that this term seemed too harsh and not appreciative of the nuances of issues, and some confused by what this would mean.

*"It is about no means no."*

*'Means stricter penalties. A way to stop it. Talking doesn't do the job.'*

*"This should be about education not punishment."*

*"What are they not tolerating?"*

### Implications:

11a. While the zero-tolerance campaign wording was accepted, there is opportunity for UTS to better define what is meant by zero-tolerance and how this will be achieved.





## CONTINUING STUDENT ENGAGEMENT EVENTS

### Tower foyer and Night Owl Noodle Market

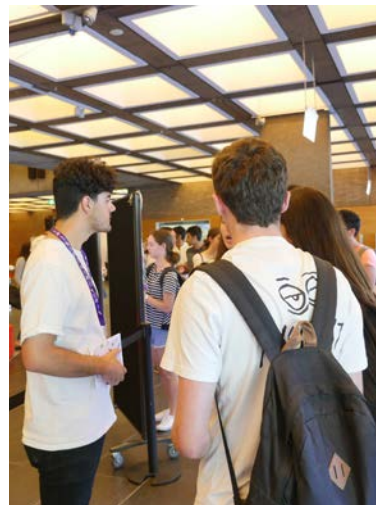
Building on our findings from earlier events, we ran another student engagement on 12 April 2018, this time more targeted towards continuing students. We ran the stall in two sessions – one during the day in the UTS Tower Foyer, and one in the evening alongside the Student Association's Night Owl Noodle Bar attracting 1140 students altogether. The event at the UTS Tower Foyer aimed to attract students who were moving between classes and may be less engaged in the campaign, compared to students who would come to a UTS event like Summerfest. The event at the Night Noodle Bar aimed to better understand the perspectives of the culturally diverse international student population who were known to be attendees at this event.

Again, we received an overly positive response to the student engagement. One of the important elements of this event was being able to increase the participation of student volunteers. These volunteers collected research with us during the events and helped in the data synthesis, enabling them to take ownership of the topic and ask questions they personally felt needed to be addressed.

#### Key insights from this event are:

- (Repeat from new student engagements): Step-change from educational experiences at high school.
- The word 'consent' is not understood by some international students.
- Apprehension and lack of understanding about the purpose of consent matters training.
- Students desire more evolution in the engagement around consent including seeing the impact of their contribution.
- (Repeat from new student engagements): High-engagement from student driven, interactive campaign.
- There is a broad range of diversity in the conversation around consent.
- There is still a need to engage and reach disengaged students and faculties.





## Attendance and volunteers

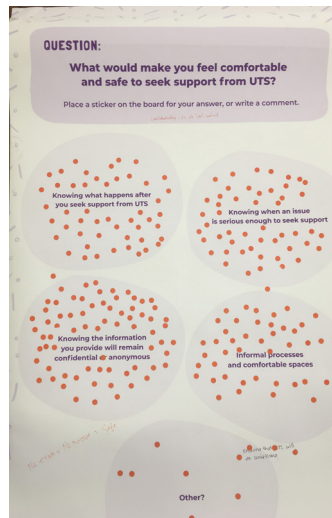
	TOWER FOYER	NIGHT OWL NOODLE MARKET
CUPS	1140	
VOLUNTEERS	6	7



## Questions asked at engagements

What would make you feel safe and comfortable seeking support from UTS? (select response)

OPTIONS	TOTAL
Knowing the information you provide will remain confidential or anonymous	70
Knowing when an issue is serious enough to seek support	50
Knowing what happens after you seek support from UTS	49
Informal processes and comfortable spaces	42
Other	10 with a specific suggestion "knowing that UTS will do something"



Knowing the information you provide will remain confidential of anonymous

Knowing when an issues is serious enough to seek support

Informal processes and comfortable spaces

Knowing what happens after you seek support from UTS

OTHER:  
Knowing that UTS will do something

### WHAT COMES TO MIND WHEN YOU HEAR THE WORD CONSENT?

Must agree before getting freaky

Understanding

Permission and agreement

Continuous communication

No means no!

Two people agreeing to the same point of view

Trust

At schools teach consensuality over sexuality

It's only fun if they're having fun

No expectation

Mutual

Knowing how to talk about it

Asking and respecting the decision

Asking and respecting each decision

It's not a big deal to say no, teach this when we're younger

It's not talked about - leads to embarrassment

You don't have to do it just because you can. You can say no.



### WHAT IS THE WEIRDEST THING YOU'VE EXPERIENCED IN AUSTRALIAN SOCIAL CULTURE?

Very friendly - resulting in sexual assault

Drinking

Getting very drunk is not only irresponsible but encouraged by society

### WHAT COULD HELP YOU UNDERSTAND THIS BETTER?

Knowing the limits



A selection of answers to questions asked







## INSIGHTS

### INSIGHT 10 (repeat from new student engagements): Step-change from educational experiences at high school

A number of our conversations focussed on whether students had experienced education around preventing sexual assault and harassment at high school and whether this was a new experience. Many students felt that they had had limited exposure to this topic, although there were some stories about positive education from high school. In addition to the earlier insight from the new student engagements, we heard these comments.

*“Schools should teach consensually over sexuality.”*

*“We didn’t learn about this at school.”*

#### Implications:

10a. UTS has established an effective knowledge-base on designing initiatives to prevent sexual assault and harassment. There is an opportunity to collaborate with high-schools to evolve sexual education to include consent, therefore improving the capacity of students once they reach university.

### INSIGHT 12: The word ‘consent’ is not understood by some international students

When asked about consent, a number of international students did not know this word. This also meant that they didn’t recognise the importance of paying attention to this topic. Some conversations also made it clear that the direct translation of consent wasn’t applicable to this context.

*“I don’t know the word consent.”*

#### Implications:

12a. There is an opportunity to develop specific initiatives for international students, recognising language and cultural barriers (including limited understanding of the word consent).

## INSIGHT 13: Apprehension and lack of understanding about the purpose of consent matters training

Although most students were happy to see the university take positive steps to prevent sexual assault and harassment, many students were apprehensive when asked about the online consent training. Several students felt that the training had been imposed on them and they didn't understand what it was trying to achieve. Some students reacted defensively to the idea of mandatory training and felt it implied they had done something wrong.

### Many students feel as though the mandatory consent training is being imposed on them, rather than working with them.

*"I don't see the relationship between doing the [consent] training and getting my [academic] results."*

*"Mandatory training is not consensual."*

*"I feel like I'm being forced to do this training."*

There were some concerns about students being triggered while doing the training on their own when no immediate support is available.

### Several male students were concerned mandatory training implied they had done something wrong.

The nature of imposed mandatory training elicits a negative response from many people, including from males who feel that the training unfairly targets them as a potential perpetrator, rather than simply opening up the conversation.

*"Why do I have to do this when I haven't assaulted anyone."*

*"What's the relevance to me?"*

### Implications:

13a. There is an opportunity to obtain better buy-in from students through engaging them earlier in the development of initiatives. This can include through early concept development and the testing of prototypes.

13b. New ideas are more likely to be accepted when people understand the background, intent and objectives rather than feeling they are told to do something without a choice. Face to face dialogue can also be more effective in communicating intent.



## INSIGHT 14: Students desire more evolution in the engagement around consent including seeing the impact of their contribution

Almost all students were positive about the nature of the engagement and felt that the university cared about their thoughts and feelings on this topic. However, some students were less engaged having participated in the previous events. Students were also keen to understand what the university was doing with their research contribution and the impact this was having on the system.

### Students desire more evolution and novelty

*"I saw this at O-Day, it's essentially the same thing" [less interested after more exposure].*

*"The campaign is very feminine."*

### Students want to understand the impact of their contribution

*"I want to know what is happening with this research after today. What is the uni doing with the information they get?"*

*"What are the effects of the research?"*

### Implications:

14a. Student's appear to be more engaged by novel experiences, meaning there is an opportunity to continue to evolve the mode and style of engagements.

## INSIGHT 9 (repeat from new student engagements): High-engagement from student driven, interactive campaign

Students were highly engaged and supportive of the fact that the Student Voice project was driven from their perspective (based on UTS student insights). There were discussions about the shift in power and culture dynamics this demonstrated. In addition, the physical and positive mode of the activation was well-received with students commenting that having the stall adjunct to an existing event made it a non-threatening experience that encouraged dialogue between stakeholders (including UTS staff and students). In addition to the earlier insight from the new student engagements, we heard these comments:

*“Shows students can have a voice in the university.”*

Comments indicated that personas were really powerful in showing that the student voice matters.

### Implications:

9a. There is an opportunity for UTS include capability building in the Student Voice campaign to evolve the role that students play. This could include supporting students to undertake research, lead campaigns, synthesise findings and take ownership of the topic and conversation.

9b. Students are keen to see more fun and interactive Student Voice events. There is an opportunity for the current campaign style to continue, and introduce new and different ways to engage with students.

## INSIGHT 15: There is a broad range of diversity in the conversation around consent

This event, which attracted over 1000 students, confirmed the broad range of diversity in current student attitudes and levels of maturity about sexual assault and harassment and consent. Attitudes ranged from:

Positive and playful: *“Consent - it’s not fun unless they’re having fun.”*

Uninformed: *“I’ve got the solution to consent, it’s marriage.”*

Discomfort: *“If you don’t rape you get ice cream”; “It’s uncomfortable to talk about, not natural.”*

Direct: *“I’m sick of the use of metaphors like with the tea video, let’s talk about this bluntly so people understand how important this is.”*

### Implications:

15a. It will be important for UTS to continue to design and communicate its initiatives with diversity in mind. This can include the use of personas and bringing cohorts into a design phase early.

15b. The great diversity of attitudes within the UTS system raises an important question of how to evolve a collective culture with a more mature understanding of sexual relationships.

## INSIGHT 16: There is still a need to engage and reach disengaged students and faculties

Although the Respect.Now.Always campaign has a reasonably broad presence (through posters, screensavers and leadership engagements in all faculties), students from some faculties (primarily the Faculty of Engineering and IT and the Faculty of Health) appeared to be less aware of the campaign. Some students were still completely unaware of the campaign.

Comments indicating that students from FEIT and Health are often in computer labs, but many were not aware of the RNA screen savers.

*“Some students don’t hang out in the common areas around uni.”*

*“Can I take extra stickers for the boys in engineering – they really need it.”*

Some students said they had seen the ice-cream posters but didn’t know what they were about.

### Implications:

16a. There is an opportunity to further develop strategies and initiatives to reach students in particular faculties, and those who are less engaged in events on campus.



Unknown consequences can deter students from reporting incidents to UTS, including concerns about a lack of clarity in evidence of sexual harassment.

Many women accept sexual harassment as part of their everyday experience and do not consider this serious.

Sexual assault and sexual harassment is a symptom of power imbalance.

**“A teacher said I shouldn’t be in IT because I was a female... there was fear... but it wasn’t anything I felt I could report or go to anybody with because it was so small... I just wanted an apology... maybe another professor would have been good to talk to.”**

– UTS student

Students prefer informal support processes with people they trust.

Students experience complex internal processing about whether to seek support.

## STAFF ENGAGEMENT

We were invited to share our research with and engage a large and diverse group of UTS staff in an open forum, spanning across all faculties and levels in the university. We used this experience to run a rapid activity with those present to explore how we might help translate our research insights into meaningful actions that staff could apply to their own specific faculties and areas in a day-to-day context. We focussed on what we had learned in our research about casual academic staff being regularly at the frontline of student interaction and their unpreparedness to respond to any student disclosures. The event provided an opportunity to ask staff how they could better support their casual academics in navigating the system before or after a disclosure of sexual assault or harassment.

There was a strong and enthusiastic response from the staff present, and it was promising that a lot of the data reflected similar concerns and desires to what we had heard from students previously, for example, a desire to continue to conversation about preventing sexual assault and harassment at UTS and the idea to use scenarios or role play to better understand the complex facets of the problem. A number of staff have come forward since the event asking how they can further be involved in the campaign, including representatives from clubs and societies, internships, sports and physiotherapy, and engineering.

We have provided the key research insights on the following page.

**Respect. Now. Always.**

### HOW TO RESPOND TO A DISCLOSURE OF SEXUAL ASSAULT OR SEXUAL HARASSMENT

Responding to and supporting someone who has had an unwanted sexual experience can be complex, but chances are they have come to you because they trust you.  
Be compassionate, respectful and supportive.  
**It takes courage to speak out.**  
Remember, they are never at fault, and they're the best person to decide the next steps.

- 1 Are they safe?**
  - Call 000 if there is an immediate danger, or confirm they have somewhere safe to stay. UTS Security can offer 24-hour support, call 1800 249 559 or dial 6 from an internal phone.

**Student Voice insights**  
Since students are more likely to disclose to people they trust, student-facing staff (including casual academics) need to be prepared to provide a supportive response.
- 2 Listen and show support**
  - Don't interrupt. Acknowledge their distress. Ask "what can I do to help?" Encourage them to seek support and feel a sense of control.

**Student Voice insights**  
A supportive response from the first person a victim of sexual abuse discloses to can greatly reduce their trauma.
- 3 Provide information on available counselling services and resources**
  - Help is available, both at UTS and externally:
    - At UTS:
      - To the UTS Counselling Service on (02) 9514 1177, or
      - the 24 hour UTS Sexual Assault Support Line on 1800 531 626
    - Externally:
      - A list of further support services and resources in the community are available on the UTS website: [uts.ac/rna-support](https://uts.ac/rna-support)

**Student Voice insights**  
Every situation is different and each individual has different needs and wants, which may include motivations to either seek support, justice or even take no further action.
- 4 Give the option to make a formal report**
  - Individual reports provide crucial information to help UTS create a safe environment. A report can be made:
    - At UTS:
      - In person to UTS Counselling, Security or Health Services
      - Online through the Sexual Assault Reporting Form found at: [uts.ac/rna-report](https://uts.ac/rna-report)
    - To the NSW Police:
      - The Sexual Assault Reporting Option (SARO) questionnaire: Google NSW Police SARO

**Student Voice insights**  
Unknown consequences can deter students from taking action. Advise students of their options, and the actions you are required to take as a member of staff.
- 5 Complete the staff online reporting form (required)**
  - Staff who receive a disclosure of an incident must complete the online Confidential Reporting of a Sexual Offence form found on the UTS Staff Connect website: [uts.ac/rna-staff](https://uts.ac/rna-staff).
  - You are required to inform the person disclosing the incident that their information will be de-identified and reported to UTS.

**UTS**

Handout provided at open staff forum

## INSIGHT 17: There is a desire from staff to have greater staff-student engagement in the topic

Rather than being segregated on the issue, staff welcomed the dialogue with students to discuss sexual assault and harassment in greater depth, and move to implement solutions more collaboratively. Sexual assault and harassment is a unique social problem where both staff and students often have equal knowledge and understanding in the area, and are both united by similar outcomes in the space.

*“A podcast from students and staff on how to manage bystanders.”*

*“It is a whole of campus experience – not just students.”*

*“Keep talking about it and its importance.”*

## Insight 18: A risk-management approach may not create change

Although the majority of staff participating in the open staff forum recommended opportunities to manage sexual assault and harassment that are already well-established within UTS (such as policies, training and check-lists), some staff identified that more was needed to create lasting change. This highlights the challenge to address this in new ways, and find opportunities to bring about cultural change.

*“Let’s not add this as another ‘risk’, otherwise it will just be ignored.”*

*“What are we creating together, rather than what are we trying to stop.”*



## **INSIGHT 19: There is a perception that taking action to prevent sexual assault and harassment will require additional time and resources**

Several comments from staff highlighted the concerns about the additional time and effort it would take to action on preventing sexual assault and harassment. This included requests for clear roles with responsibility to deal with issues (ensuring others could take on the work load), clear check lists to make responding simpler, and concerns about workload additions. This is an important concern to understand, however, it may also be able to be reframed away from an additional risk to manage, towards creating a better way to support each other (as a cultural change development).

*“We just need a clear checklist and procedures to follow.”*

*“we need the time to deal with it and understand the workload.”*

## **INSIGHT 20: Staff need more of a ‘licence’ to act as informal support for others**

There was a sense from some staff that they still did not feel empowered enough to take initiative in the topic on their own.

*“Who are the people that can do the informal conversations?”*

*“What is an appropriate response?”*

*“Who can you support in the university?”*

## INSIGHT 21: A balance of activities is needed to practically address the issue

Staff identified a wide range of opportunities to be better supported to address the issue of sexual assault and harassment. These cover more tangible opportunities such as clear processes and procedures, to more humanistic initiatives to explore this on a personal level. This speaks to the diversity of actions that are needed to create the desired change.

*“Some kind of role playing scenarios that’s not awkward.”*

*“Mentor or buddy system to support students and staff after disclosure and throughout the process.”*

*“I want a private place to go explore the topic.”*

*“Reinforce this through regular meetings or forums.”*

*“One page summary document for induction.”*

*“Clear policies.”*

**IMPLICATIONS AND  
OPPORTUNITIES FOR  
THE UNIVERSITY**

*[Consent is] "Asking and respecting each other's decisions"*  
(UTS student)

*"Part of the ongoing problem is the lack of serious cultural change programs that shift structures. The emphasis is still on using the law to handle individual complaints via either conciliation or charges"* (The Conversation, March 2018).

*"Sexual disempowerment is subtle"*  
(UTS staff)

*"It's hard to say no, to disappoint someone or hurt their feelings"*  
(UTS student)

## Sexual assault and sexual harassment is a symptom of power imbalance

This research began with a desire from the university system to give power to students in taking action in regards sexual assault and sexual harassment. Power has been an underlying theme that has pervaded all aspects of our research. Power between students – individually and in groups; between students and staff; between students and the system.

*"Just come down to our level and talk to us"* (UTS student)

It is clear that many issues within sexual assault and sexual harassment arise as a symptom of power imbalances in different contexts. These power dynamics are inherent and constantly shifting in every situation, and can range from explicit and obvious, to subtle and unknowing. Rather than attempting to remove power altogether, the focus should be on recognising its presence and role.

As the university moves forward, a deeper focus and awareness on how power manifests within the system will not only address deeper root causes of sexual assault and sexual harassment, but also speak to larger social behavioural issues, such as racism, gender politics and homophobia.

*"Element of manipulation to gain control"*  
(UTS staff)

### What if we approached sexual assault and harassment not as a problem of consent but as a symptom of power imbalance?

*"Women are afraid to report harassment due to a power imbalance between an individual victim and her harasser"*  
(Financial Times, October 2017)

*"...maybe it's the psychologically insecure, for whom power is compensating for some inadequacy, who are going to abuse influence for sexual advantage"*  
(Psychology Today, Nov 2017)

*Comments on "women feel uncomfortable to say what they want"... but "men feel responsible to drive consent"*  
(UTS students)





## IMPLICATIONS

The following is a consolidated set of key insights and implications resulting from the Student Voice research project. They are intended to be used as a guide for how the university might best move forward in a human-centred way to address the prevalence of sexual assault and harassment on campus.

<p>1. Many students accept sexual harassment as part of their everyday experience</p>	<p>1a. A zero-tolerance commitment may require confronting and challenging 'normative' behaviours, including staff and students acting as role models in this space.</p> <p>1b. Influencing behaviour may require defining the kind of behaviour or culture change we would like to see in the UTS community.</p>
<p>2. Students are seeking a better understanding of appropriate behaviour</p>	<p>2a. There is an opportunity for sexual harassment to be better understood and prevented in our community.</p> <p>2b. Initiatives can be developed to support specific staff and student cohorts, including international students.</p>
<p>3. Students experience complex internal processing about whether to seek support</p>	<p>3a. Initiatives could be targeted to increasing the acceptance of help-seeking, including through role-modelling behaviour.</p> <p>3b. University services could consider how to best respond when an incident is not recent, or through the challenging stage of reflection and decision-making.</p>

<p>4. Unknown consequences deter students from seeking support or reporting incidents to UTS</p>	<p>4a. Reporting or support seeking is only likely when the perceived benefit outweighs the cost to the individual. This highlights the importance of efficient and targeted responses when an individual takes action.</p> <p>4b. Services can help to address fears of reporting or support seeking by being more transparent about processes and their implications, ensuring informed choice and a sense of control.</p>
<p>5. Students prefer informal support processes with people they trust</p>	<p>5a. There is an opportunity for the university to consider a simplification of existing support processes, or additional informal peer-to-peer support models and less-structured initiatives</p>
<p>6. Students need clarity on what support services do</p>	<p>6a. There is an opportunity for the university to highlight the role of support services in responding to sexual violence through communication initiatives, such as posters of persona journeys.</p> <p>6b. Consideration could be given of creative ways to improve providing a sense of service responsiveness, potentially through a faculty liaison or informal support role that could provide updates to help someone navigating a formal reporting system.</p> <p>6c. The university could improve the transparency of support options through initiatives such as 'wayfinding maps' or 'decision trees' to help direct people seeking support through action pathways that align with their motivations and needs.</p> <p>6d. Since students are more likely to disclose to people they trust, student-facing staff (including casual academics) need to be prepared to provide a supportive response.</p>



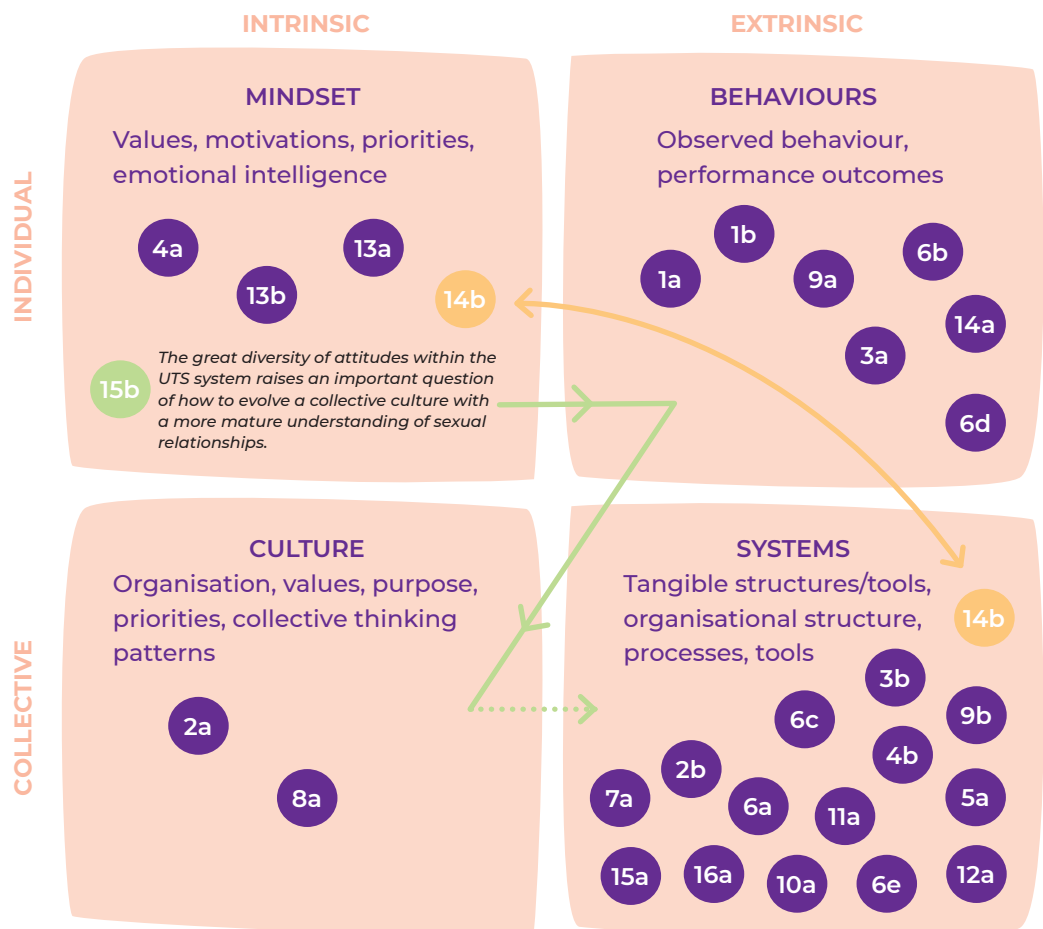
	6e. The high expectations of security as a first point of contact means that they will need to be well-informed of UTS' approach to preventing SASH.		
7. Students desire a more open conversation about sexual assault and sexual harassment in the UTS community	7a. In addition to online training and information around campus, it is important for UTS to consider how to foster open dialogue or face-to-face training about SASH in safe environments. Students also suggested these could be interactive and encourage social connections.  7b. UTS needs to consider how it could reach more socially isolated or disengaged students around the topic of sexual violence, potentially including in classroom environments.	10. Step-change from educational experiences at high school	10a. UTS has established an effective knowledge-base on designing initiatives to prevent sexual assault and harassment. There is an opportunity to collaborate with high-schools to evolve sexual education to include consent, therefore improving the capacity of students once they reach university.
8. There is a disconnect in UTS' information on sexual assault and sexual harassment and how this was perceived	8a. Messages from UTS authorities about preventing SASH are well received but additional modes of communication are also required that encourage interaction support mindset or culture shifts.	11. Mixed response to zero-tolerance wording	11a. While the zero-tolerance campaign wording was accepted, there is opportunity for UTS to better define what is meant by zero-tolerance and how this will be achieved.
9. High-engagement from student driven, interactive campaign	9a. There is an opportunity for UTS include capability building in the Student Voice campaign to evolve the role that students play. This could include supporting students to undertake research, lead campaigns, synthesise findings and take ownership of the topic and conversation.  9b. Students are keen to see more fun and interactive Student Voice events. There is an opportunity for the current campaign style to continue, and introduce new and different ways to engage with students.	12. The word 'consent' is not understood by some international students	12a. There is an opportunity to develop specific initiatives for international students, recognising language and cultural barriers (including limited understanding of the word consent).
		13. Apprehension and lack of understanding about the purpose of consent matters training	13a. There is an opportunity to obtain better buy-in from students through engaging them earlier in the development of initiatives. This can include through early concept development and the testing of prototypes.  13b. New ideas are more likely to be accepted when people understand the background, intent and objectives rather than feeling they are told to do something without a choice. Face to face dialogue can also be more effective in communicating intent.



<p>14. Students desire more evolution in the engagement around consent including seeing the impact of their contribution.</p>	<p>14a. Student's appear to be more engaged by novel experiences, meaning there is an opportunity to continue to evolve the mode and style of engagements.</p> <p>14b. It is important to provide a feedback loop to demonstrte the impact that student contributions are having on UTS' Respect.Now.Always campaign.</p>
<p>15. There is a broad range of diversity in the conversation around consent</p>	<p>15a. It will be important for UTS to continue to design and communicate its initiatives with diversity in mind. This can include the use of personas and bringing cohorts into a design phase early.</p> <p>15b. The great diversity of attitudes within the UTS system raises an important question of how to evolve a collective culture with a more mature understanding of sexual relationships.</p>
<p>16. There is still a need to engage and reach disengaged students and faculties</p>	<p>16a. There is an opportunity to further develop strategies and initiatives to reach students in particular faculties, and those who are less engaged in events on campus.</p>
<p>17. There is a desire from staff to have greater staff-student engagement in the topic</p>	
<p>18. A risk-management approach may not create change</p>	
<p>19. There is a perception that taking action to prevent sexual assault and harassment will require additional time and resources</p>	
<p>20. Staff need more of a 'licence' to act as informal support for others</p>	
<p>21. A balance of activities is needed to practically address the issue</p>	

## ACHIEVING CULTURAL CHANGE

Throughout this research project, the issue has continually proved to be extremely complex and one that requires cultural change to meaningfully shift. We have introduced Ken Wilber's Integral Model (Wilber 2001; Integral Business Leadership Group 2017) on the following page, which has been designed to summarise the dimensions of a system, to provide a more comprehensive way to understand the implications from this research. The integral model highlights that any system has interior, exterior, individual and collective dimensions. While change programs often only address one or two dimensions, the Integral Model serves as a reminder that all dimensions must be impacted simultaneously to achieve sustainable cultural change.



Placing the research implications on the Integral Model highlights key points:

- There are very few implications placed on the cultural dimension. This is always the hardest dimension for any organisation to address because it requires impacting the values and priorities of people in the system.
- Most implications (and probably most current SASH initiatives) are placed in the systems dimension. Tangible policies, tools and services are the easiest to conceive and develop but do not always impact the interior dimensions of a system.
- Implications may migrate between dimensions over time. For example, implication 15b describes how an individual mindset can influence behaviours. This in turn may influence the broader university culture, which can then influence university processes.
- The internal dimensions are most likely to be affected by initiatives that involve interpersonal relationships and individual empowerment (another reflection of the importance of power in the issue of sexual assault and harassment).

The Integral Model may provide a useful framework to understand and prioritise future SASH initiatives.

Adapted Integral Model showing how the implications map to each of the dimensions. 14b and 15b are examples of how two initiatives can flow between the dimensions over time.





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The background is a solid purple color with a pattern of white, hand-drawn confetti. The confetti consists of various shapes: short, thick brushstrokes and small, thin-lined circles, scattered across the entire surface.

*Respect.  
Now.  
Always.*

UTS:DESIGN  
INNOVATION  
RESEARCH CENTRE