

Safe and Respectful Communities Advisory Group (SARC-AG)

TERMS OF REFERENCE

The University of Wollongong (UOW) is committed to ensuring all members of the University community work and study in an environment that is free from intimidation and harassment. This is a key responsibility for UOW, led by the Vice-Chancellor.

The Safe and Respectful Communities Advisory Group (SARC-AG) is formally constituted to advise the Vice-Chancellor on the development, implementation, reporting and evaluation of initiatives aimed at preventing and responding to sexual assault and sexual harassment of staff, students and affiliates which occurs during the course of University activities.

The purpose of the SARC-AG is to gain new insights and advice to solve issues and to explore new opportunities by stimulating robust, high-quality conversations in relation to student wellbeing and safety, particularly in regards to Sexual Assault and Sexual Harassment (SASH) matters at UOW Australia campuses.

The role of the SARC-AG is not to make decisions, but rather provide current knowledge, critical thinking and analysis to increase the confidence of decision makers who represent the University, particularly the Vice-Chancellor.

The SARC-AG will advise the Vice-Chancellor on the development, implementation and review of the UOW Safe and Respectful Communities Action Plan that addresses:

1. UOW prevention and response to sexual assault and sexual harassment (Attachment 1 outlines the core requirements for the SARC-AG) that occurs during the course of University activities.
2. Relevant standards and guidelines in the Higher Education Standards Framework (Attachment 2) that are directly concerned with student wellbeing and safety that encompass avenues of support for students, availability of general and cohort-specific support and advice services, promotion and provision of a safe environment and timely and appropriate management of critical incidents.

The SARC-AG will:

- Report directly to the Vice-Chancellor. The Vice-Chancellor will have final authority on the recommendations and actions of the SARC-AG.
- Provide bi-annual reports to the University Leadership Group through the Co-Chairs on SARC activities, initiatives and priorities
- Provide annual reports to Academic Senate, the People and Culture, Finance and Infrastructure Committee and the Student Advisory Council,
- Be transparent and consultative across the University (including students).
- provide informed recommendations based on evidence and expertise.

The SARC-AG supports the following UOW Strategic Plan Goals:

- Goal 1: Empowering students for their future (1.2)
- Goal 2: Creating knowledge for a better world (2.2) and
- Goal 3: Making a difference for our communities (3.1, 3.2).

The SARC-AG also supports the intent of the Tertiary Education Quality and Standards Agency (TEQSA) Guidance Note on Wellbeing and Safety which requires the University to take active responsibility for fostering an environment of wellbeing and safety for its students. This encompasses taking prevent preventative actions, including:

- conducting effective risk assessments and implementing preventative controls
- informing students of foreseeable risks and strategies for managing them
- providing support for affected students where needed whether directly or through another party), and
- having systems and processes to respond to incidents and prevent recurrences.

The SARC-AG will be supported by a UOW Safe and Respectful Communities Working Party (Terms of Reference in Attachment 3) which will have responsibility for implementing Vice-Chancellor approved recommendations for the Advisory Group.

The SARC-AG will provide advice and guidance to the Working Party regarding the implementation of activities relating to the SARC Action Plan.

MEMBERSHIP AND TERMS OF OFFICE

The SARC-AG shall comprise:

- One x Senior Academic Staff Member (Academic Co-Chair) appointed by the Vice-Chancellor
- Director, SARC / SDVC Portfolio Executive Manager (Operational Co-Chair)
- * Deputy Vice Chancellor as appointed by Vice Chancellor
- Pro Vice-Chancellor (Students)*
- Health Expert (Community representative)
- Senior Representative, Wollongong Police District, NSW Police (Community representative)*
- Community Leader from frontline SASH organisation in UOW's local communities
- Director, Student and Accommodation Services Division
- Director, Human Resources Division
- SARC Senior Manager
- Student Residence Manager*
- Senior Manager, Security*
- General Manager, UOW College
- CEO, UOW Pulse
- Academic representative from a relevant field appointed by both Co-Chairs and/or the VC
- Two student representatives (one undergraduate and one postgraduate) appointed by both Co-Chairs and/or Vice-Chancellor
- Other members will be co-opted as needed and approved by both Co-Chairs

**Indicates membership representation as recommended by the 2017 AHRC Change the Course Report*

The membership of the Advisory Group will support a diversity of genders, backgrounds and perspectives. Members will need to be able to represent people from a range of backgrounds, in particular those that have been identified in the AHRC report as potentially being at greater risk of experiencing sexual assault or sexual harassment. This includes people who have a disability, people who are Aboriginal and Torres Strait Islander and people from LGBTIQ backgrounds. The academic staff representative from a relevant field and the two student representatives will be appointed via an Expression of Interest process (Attachment 4).

Unless otherwise provided, the term of office of community, academic and student members shall be two years. Appointments may continue for subsequent terms at the invitation of both Chair and/or Vice-Chancellor.

The SARC-AG shall seek independent expertise where relevant and draw on research and best practice. Consequently, the SARC-AG may invite consultation from University and community representatives where it feels that they offer particular expertise. The SARC-AG may also invite community members to contribute in an adjunct capacity for a specified period of time.

SARC-AG members wanting to take leave of absence during their term should seek the approval of both Co-Chairs. Any short term membership replacements will be a matter for the Co-Chairs to determine.

Attendance is limited to nominated SARC-AG members. Members may not nominate another person (proxy) to attend in their place unless approved by the Co-Chairs.

ROLES AND RESPONSIBILITIES OF CHAIR AND MEMBERS

Co-Chairs

The role of the Co-Chairs is to establish and facilitate the formal SARC Advisory Group structure to support effective SARC-AG outcomes. This includes:

- Facilitation of SARC-AG planning and meetings
- Contribution to SARC-AG to outcomes through value driven insights and advice
- Advice to the VC and key business owner-COO and Director
- Evaluation of existing advisory SARC structures for effectiveness and best practice

The Co-Chairs will provide specific knowledge and insight to help lead the group to make well-informed recommendations to the Vice-Chancellor. The Co-Chairs need to be knowledgeable about gendered based violence and systemic responses to it.

The Co-Chairs need to be able balance multiple perspectives and remain objective and analytical when bringing matters to the attention of the SARC-AG and Vice-Chancellor.

The Co-Chairs should facilitate SARC-AG meetings so that members can apply strategic thinking and can access relevant expertise.

The Co-Chairs will receive and review agenda, minutes, reports and reviews and will provide explicit advice to key UOW experts. The Co-Chairs will work with the Executive Officer and Vice-Chancellor as required, to prepare for meetings and establish actions and progress going forward.

Members

The role of SARC-AG members is to support effective SARC-AG outcomes and advice to the Vice-Chancellor and University Leadership Group. This includes:

- Participation in SARC-AG meetings
- Preparation and/or review of papers, items, best practice expertise as required
- Contribution to SARC-AG outcomes through collaborative discussion and insights and the provision of expert advice
- Advice to the Co-Chairs and members of the Senior Executive
- Participation in the evaluation and review of existing Advisory SARC structures for effectiveness and best practice.

Members need to be knowledgeable about gendered based violence and systemic responses to it.

Members are expected to follow UOW Values, Codes and Policies to guide conduct and interactions throughout meetings and other activities.

Members are expected to attend meetings having reviewed agenda, minutes, reports and reviews and be prepared to provide explicit advice to the Chair and to key UOW experts.

CONFIDENTIALITY

All Advisory Group members and attendees are obliged to maintain the confidentiality of matters considered and discussed at meetings. This includes maintaining the confidentiality of details and content of discussions, details of the points of view, opinions and positions of individual members, and accepting collective responsibility for decisions and recommendations made by the Advisory Group.

MEETINGS

The Advisory Group will meet a minimum of four times per year. Meetings shall be scheduled for duration of approximately 1.5 hours. Additional meetings may be called at the discretion of the Co-Chairs.

The Vice-Chancellor shall attend at least one meeting of the SARC-AG each year.

CONTACTS

Support for the Advisory Group will be provided by the Safe and Respectful Communities Team. Comments and questions about the SARG-AG may be directed to the Director, SARC / SDVC Portfolio Executive Manager.

Australian Human Rights Commission recommendation re University Advisory Body, 2017

“Vice-Chancellors should take direct responsibility for the implementation of these recommendations, including decision-making and monitoring and evaluation of actions taken.

To assist and advise them in this respect, Vice-Chancellors should have an advisory body within their institution which has responsibility for guiding the implementation of recommendations made in this report.

The advisory body should report directly to the Vice-Chancellor of each university and include representatives from:

- The university’s senior leadership
- The student body
- Academic staff
- Residential colleges affiliated with the university
- Student services such as: counselling, medical services and campus security
- Frontline sexual assault services.

The Advisory Group should be responsible for developing an action plan for the implementation of these recommendations.

The development of an action plan should involve broad consultation and extensive consultation with all relevant stakeholders from the university community and, where relevant, the wider community. The Advisory Group should also seek independent expertise where relevant and draw on research and best practice.

The Advisory Group should assess and publicly report on the university’s progress towards implementation of these recommendations within 18 months of the release of this report. From then on, public reporting on progress should occur on an annual basis.”

TEQSA GUIDANCE NOTE: WELLBEING AND SAFETY *Version 1.2 (8 January 2018)*

Providers should note that Guidance Notes are intended to provide guidance only. They are not definitive or binding documents. Nor are they prescriptive. The definitive instruments for regulatory purposes remain the TEQSA Act and the Higher Education Standards Framework as amended from time to time.

What do wellbeing and safety encompass?

*The Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework) includes a Section on wellbeing and safety that requires providers to provide timely and accurate advice on access to student support services and to promote and foster a safe environment on campus and online. While the Standards of the HES Framework encompass organisational responsibilities for the wellbeing of staff, their primary focus is on supporting the wellbeing and promoting the safety of students. This Guidance Note focuses generally on current students, irrespective of their mode of participation. Special requirements exist for younger students, particularly in relation to international students under the *Education Services for Overseas Students Act 2000* [ESOS Act]. This Guidance Note is focused on the requirements of the HES Framework.*

The terms ‘wellbeing’ and ‘safety’ are used in their ordinary meanings, broadly encompassing ‘overall wellness’ and ‘freedom from harm’ respectively. The Standards implicitly recognise that many factors may affect wellbeing (e.g. social, financial, health, cultural, educational, etc.), many of which may not be under the control of the provider. The Standards also implicitly acknowledge that ‘safety’ is regulated in more detail through other frameworks, such as workplace-safety legislation, and do not seek to duplicate those mechanisms.

Managing issues to do with risks to wellbeing or safety may become quite complex for providers, particularly in distinguishing events that occur within the scope of the provider’s operations (e.g. an assault on campus) from events that occur outside the scope of the provider’s operations. These may entail differing levels of response, however even incidents that fall outside the scope of the provider’s operations may have adverse impacts on subsequent educational experiences (e.g. an unwelcome approach from a fellow student at a private weekend function) and the provider may need to ensure support is available. Other parties may also be involved (e.g. in the case of a mishap or other difficulty in a work placement, or an incident at a third-party location). Remote circumstances may also have an impact, such as civil unrest in the home country of international students who are studying in Australia.

Providers should actively use their influence and governance links to support affiliated entities (such as residences and university colleges) to promote and foster a safe environment for students enrolled at the provider. There are particular risks posed by recurring sexual assault and sexual harassment at residences, and providers should use their best offices to encourage residences to implement counter-measures, such as evidence-based sexual violence prevention education programs, as well as programs to counter the harmful effects of alcohol and drug abuse.

Relevant Standards in the HES Framework

The Standards that are directly concerned with wellbeing and safety are in Part A of the HES Framework (Standards for Higher Education) as a separate Section (2.3) within the Learning Environment domain. The Standards encompass (paraphrased):

- 2.3.1 avenues and contacts for support for students if needed
- 2.3.2 availability of specific types of personal support services
- 2.3.3 ensuring that support services offered reflect the needs of student cohorts
- 2.3.4 promotion of a safe environment
- 2.3.5 management of critical incidents.

The ‘support’ components of these Standards complement and supplement the learning support requirements encompassed by the Standards in Section 3.3: Learning Resources and Educational Support.

Intent of the Standards

The HES Framework broadly contemplates a provider recognising that it has a range of responsibilities to students and, in so doing, taking active responsibility for fostering an environment of wellbeing and safety for its students. This includes:

- conducting effective risk assessments and implementing preventative controls for the risks identified
- providing advice about actions to take, staff to contact and support services that are accessible (whether directly or through another party) if students’ personal circumstances are having an adverse effect on their education, including:
 - conducting evidence-based sexual violence, drug and alcohol abuse prevention education programs
 - providing support for affected students where needed (whether directly or through another party)
 - having systems and processes to respond to incidents and prevent recurrences.

These actions presuppose the provider will have an overarching framework of guiding policies and effective processes for these functions, and that there is sufficient corporate commitment to promoting wellbeing and safety

with enough resources to support these activities. The Standards also presuppose that the provider will identify risks to wellbeing and safety, take steps to understand the support needs of particular student cohorts, and implement effective mitigation and management strategies for identified risks.

Risks to Quality

Failure to meet the requirements of the Standards concerned with wellbeing and safety (Standards 2.3.1-2.3.5) is likely to interfere with success in students' studies, whether individually and/or for cohorts as a whole. This may be compounded by personal loss and suffering for individual students arising from preventable adverse circumstances. In failing to meet the preparedness elements of the Standards, a provider will also not be sufficiently prepared to predict and manage risks, or to respond to adverse incidents should they occur. As a consequence:

- the provider's educational performance is likely to be diminished
- students may incur avoidable loss and suffering
- students may fail to maintain academic progress
- the provider may be exposed to legal action and/or reputational damage
- TEQSA or another regulator may need to intervene
- the reputation of higher education in Australia may be harmed.

In view of the multifaceted potential causes of diminished wellbeing, providers are advised to contemplate potential impacts on student wellbeing when considering the requirements of other Standards beyond those directly under the heading of wellbeing and safety (Standards 2.3.1-2.3.5). For example, the following list identifies a series of Sections and Standards and the underlying risks they are seeking to manage, all of which could manifest in an adverse impact on student wellbeing:

- 1.1.1 admission of students who are ill-equipped to cope with their course
- 1.3.2 insufficient needs analysis, early feedback and targeted support
- 1.3.6 not ensuring equivalent opportunities for different modes of participation
- 2.1.1 unsuitable facilities, including for placements
- 2.1.2 unsecure IT systems exposing students' systems to interference
- 2.1.3 students having limited interactions with, or being isolated from, other students
- 2.2.1 failure to acknowledge needs of diverse groups
- 2.4 insufficiently accessible complaints and grievance processes and support
- 3.3.4 not maintaining adequate contact with students
- 5.2 insufficient effort to prevent inadvertent breaches of academic integrity
- 5.3.5 not obtaining or disregarding student feedback
- 5.4 poor management of arrangements with other parties, including onshore and offshore partner education providers
- 6.1.4 abrogation of corporate responsibility for promoting and fostering a safe environment
- 6.2.1c inadequate resourcing
- 6.2.1e poor risk identification and management
- 6.2.1i inadequate contingency arrangements, including for business continuity
- 7.2 inadequate information to enable informed participation
- 7.2.4 insufficient notice of potential disruptions to participation
- 7.3.3b breaches of privacy or confidentiality
- 7.3.3c insufficient or poor records of management of incidents.

Providers also have statutory obligations to provide for the support of international students who are studying in Australia under the ESOS Act, with its associated *National Code of Practice for Providers of Education and Training to Overseas Students 2017* (National Code). These obligations include requirements for providing a safe environment, especially for students under the age of 18 years.

What will TEQSA look for?

This part of the guidance note covers the full extent of the Standards, and corresponding evidence that TEQSA may require, in relation to wellbeing and safety.

For new applicants seeking initial registration and course accreditation, TEQSA will require evidence to be provided in relation to all relevant Standards.

For existing providers, the scope of Standards to be assessed and the evidence required for particular applications may vary. This is consistent with the regulatory principles in the TEQSA Act, under which TEQSA has discretion to vary the scope of its assessments and the related evidence required. In exercising this discretion, TEQSA will be guided by the provider's history, its risk profile and its track record in delivering high quality higher education. TEQSA's case managers will discuss with providers the scope of assessments and evidence required well ahead of the due date for submitting an application for renewal of registration, and may extend the scope to include wellbeing and safety if necessary.

The evidence required for particular types of application is available from the Application Guides on the TEQSA website.

Providers are required to comply with the Standards at all times, not just at the time of application, and TEQSA may seek evidence of compliance at other times if a risk of non-compliance is identified.

In the first instance, TEQSA will need to be satisfied that a provider is acting responsibly and proactively to create an environment of wellbeing and safety for all students. This should be evident in the commitment of the governing body (see Standard 6.1.4) and the framework of policies, processes and activities that have been established to foster and maintain wellbeing and safety (e.g. Standard 2.3.4). This information also needs to be accessible to students (see Standard 7.2.1).

Actions taken to promote a safe environment, and the information provided to students about the actions they can themselves take and the support available, should be tailored to the needs of particular student cohorts (Standards 2.3.2-44). This will include students who are studying in different modes of participation, i.e. on campus, online or blended modes, and students who are involved with other delivery partners (whether onshore or offshore) or in clinical or other work placements. It will also include students whose studies are impeded by health issues, including mental health issues requiring access to counselling. Support services can be outsourced, but must be accessible, and any charges must be reasonable.

An important element of fostering wellbeing and safety is the preparedness of the provider and its capacity to respond to incidents, especially critical incidents (Standard 2.3.5). Another aspect of preparedness is a provider's capacity to anticipate issues through risk identification and mitigation (see Standard 6.2.1e), and to implement preventative actions. TEQSA will expect to see evidence of risk identification consistent with the scale and context of the provider and its environment, and how this guides the provider's preparedness.

Critical Incidents

In relation to critical incidents, TEQSA will expect to see evidence (e.g. policies, procedures, checklists, rehearsals, accountabilities) of how a provider intends to respond to a range of foreseeable major events either on or off-campus that pose risks to students or staff. These might include:

- violent behaviour, assaults, bomb scares
- serious accidents, explosions, fire; or
- deaths.

TEQSA accepts that many incidents will require a tailored response but nonetheless expects to see an overall approach to preparedness that is considered and likely to be practicable, that should include a critical incident management plan. The plan should include a review and reporting phase to ensure lessons are learned as part of the follow-up (Standard 2.3.5). TEQSA will also expect a provider to be prepared to respond to events of different nature and scale, e.g. responding to an event affecting many students collectively, such as a terrorism incident, as distinct from an isolated event involving an individual such as an assault or sexual harassment.

Other incidents, assault and harassment

Where incidents do occur on campus, off campus or online, TEQSA will expect a provider to implement an appropriate and effective response, including where necessary taking disciplinary action against those found to be responsible for assaults and making any adjustments to its policy framework and practices to reduce the risk of recurrence and enhance safety and security.

All incidents considered significant by the provider should be recorded and monitored, including 'near misses' that do not result in harm, but easily could have. Patterns of recurring incidents should be identified, reported to the responsible managers and governance bodies and action taken to mitigate future risk.

Providers should report to TEQSA (as material changes) incidents that indicate material breaches in safety or preventative controls, including recurring incidents of sexual assault or sexual harassment.

Incidents of assault or harassment may give rise to student grievances, which should be addressed with reference to Section 2.4 of the HES Framework (Student Grievances and Complaints) and the related Guidance Note. Complaints resolution processes should be accessible and effective.

Some incidents (particularly assaults) may need to be reported to the police, where there is reason to believe a criminal offence may have been committed. Any other reporting must be consistent with the requirements of privacy legislation.

At the same time as taking action to respond to incidents as they occur, providers should take pre-emptive action to minimise incidents, including through appropriate evidence-based sexual violence prevention education programs and campaigns.

Staff and students should be clearly advised that the provider will take a zero-tolerance approach to sexual assault and sexual harassment and other forms of harmful misconduct.

In some cases students may experience a misadventure that is outside the control of the provider and unrelated to their course of study, e.g. a violent assault in a city street. While the provider may not have jurisdiction to investigate such incidents or take action against those responsible (unless the assailant is a fellow-student), it may need to provide access to support to mitigate any flow-on effects on the student's education, e.g. through temporary incapacitation, or where the assailant could be a fellow student. TEQSA expects a provider to have contemplated how it intends to deal with such matters, at least in principle, and to have a clear understanding of the boundaries of its responsibilities. For example, will the provider implement follow-up actions such as offering ongoing counselling and academic support?

Where staff have particular accountabilities for providing support, TEQSA will need to be satisfied that they are competent to undertake their roles by way of qualifications, experience and currency of knowledge.

TEQSA will not seek to duplicate safety regulation that is carried out by other authorities, but will nonetheless wish to be assured that a provider is meeting its obligations to other authorities, consistent with the HE Framework, including occupational health and safety requirements. TEQSA will also be interested in any lapses in compliance with safety regulations that may occur and will want to be assured that such lapses have been rectified and action has been taken to prevent recurrences.

TEQSA may also be alerted to lapses in the wellbeing and safety environment through complaints from staff and students or referrals from other agencies.

Resources and references

- Australian and New Zealand Student Services Association Inc., *ANZSSA Guidelines for Professional Practice*, <<https://www.anzssa.com/Public/Resources/Guidelines/Public/Guidelines.aspx?hkey=12cc338a-6186-4d7a-8f7b-1f385ee0c550>>.
- Australian Government, *Education Services for Overseas Students Act 2000*, <<https://www.legislation.gov.au/>>.
- Australian Government, *National Code of Practice for Providers of Education and Training to Overseas Students 2017*, <<https://www.legislation.gov.au/>>.
- Australian Human Rights Centre, University of New South Wales, *Strengthening Australian University Responses to Sexual Assault and Harassment Project*, <<http://www.ahrcentre.org/topics/strengthening-australian-university-responses-sexual-assault-and-harassment>> and *On Safe Ground* report (August 2017), <<http://www.ahrcentre.org/news/2017/08/03/925>>
- Australian Human Rights Commission, *Change the Course: National Report on Sexual Assault and Sexual Harrassment at Australian Universities* (2017), <<https://www.humanrights.gov.au/our-work/sex-discrimination/publications/change-course-national-report-sexual-assault-and-sexual>>
- *Enhancing Student Wellbeing* project, <<http://unistudentwellbeing.edu.au/>>.
- Healthy Universities Network (UK), <<http://www.healthyuniversities.ac.uk/>>.
- Henry, A., Macrae, M., and Kaplan, A., *The Hunting Ground Australia Project*, <<http://www.thehuntinggroundaustralia.com.au/>>
- National Centre for Student Equity in Higher Education, <<https://www.ncsehe.edu.au/>>.
- Universities Australia, (12 February 2016), *Respect. Now. Always* campaign, <<https://www.universitiesaustralia.edu.au/uni-participation-quality/students/Student-safety#.WMc-w6W1Euw>>.
- TEQSA (2016), *Explanations of terms in Part A of the HES Framework 2015*, <<http://www.teqsa.gov.au/explanations-hes-framework-terms>>.
- TEQSA, *Guidance Note: Grievance and Complaint Handling*, <<http://www.teqsa.gov.au/hesf-2015-specific-guidance-notes>>.
- TEQSA, *Material Change Notification Policy*, <<http://www.teqsa.gov.au/sites/default/files/Material-Change-Notification-Policy-3-5.pdf>>.

TEQSA welcomes the diversity of educational delivery across the sector and acknowledges that its *Guidance Notes* may not encompass all of the circumstances seen in the sector. TEQSA also recognises that the requirements of the HESF can be met in different ways according to the circumstances of the provider. Provided the requirements of the HESF are met, TEQSA will not prescribe how they are met. If in doubt, please consult your TEQSA case manager.

Version #	Date	Key changes
1.0	28 July 2017	Made available as beta version for consultation.
1.1	11 October 2017	Minor amendment to 'What will TEQSA look for?' text box, and addition of resource from the Australian Human Rights Centre.
1.2	8 January 2018	Amendments in the light of submissions received during and after the consultation period.

Terms of Reference and Membership Provisions: UOW Safe and Respectful Communities Working Party

TERMS OF REFERENCE

The University of Wollongong (UOW) is committed to ensuring all members of the University community work and study in an environment that is free from intimidation and harassment.

The Safe and Respectful Communities Working Party is formally constituted to action the Vice-Chancellor approved recommendations of the Safe and Respectful Communities Advisory Group on the implementation, reporting and evaluation of initiatives aimed at preventing and responding to sexual assault and sexual harassment of staff, students and affiliates which occurs during the course of University activities.

The Working Party will have primary responsibility for implementing the UOW Safe and Respectful Communities' Action Plan that addresses:

1. Prevention and response to sexual assault and sexual harassment that occurs during the course of University activities.
2. Relevant standards and guidelines in the Higher Education Standards Framework that are directly concerned with student wellbeing and safety that encompass avenues of support for students, availability of general and cohort-specific support and advice services, promotion and provision of a safe environment and timely and appropriate management of critical incidents.

The Working Party will:

- Have dual reporting lines to the Advisory Group and the Vice Chancellor. The Vice Chancellor will have final authority on the actions of the Working Party.
- Be transparent and consultative across the University (including students).
- Inform actions based on evidence and expertise.

The Working Party supports the following UOW Strategic Plan Goals:

- Goal 1: Empowering students for their future (1.2)
- Goal 2: Creating knowledge for a better world (2.2) and
- Goal 3: Making a difference for our communities (3.1, 3.2).

The Working Party also supports the intent of the Tertiary Education Quality and Standards Agency (TEQSA) Guidance Note on Wellbeing and Safety which requires the University to take active responsibility for fostering an environment of wellbeing and safety for its students. This encompasses taking prevent preventative actions, including:

- conducting effective risk assessments and implementing preventative controls
- informing students of foreseeable risks and strategies for managing them
- providing support for affected students where needed whether directly or through another party), and
- having systems and processes to respond to incidents and prevent recurrences.

Membership and Terms of Office

The Safe and Respectful Communities Working Party membership shall be determined by the Vice Chancellor and shall comprise:

- SARC Director and Portfolio Executive Manager (Chair)

- Director, Student and Accommodation Services Division (Deputy Chair)
- Director, Governance and Legal
- Student Residence Manager
- Representative, UOW Pulse
- SARC Senior Manager
- SARC Project Coordinator
- Program Manager, Student Mental Health
- Corporate Communications Manager, Strategic Marketing & Communications Unit or delegate
- Security Operations Manager
- Lead, Student Programs
- Representative, Woolyungah Indigenous Centre
- Representative, UOW College
- Representative Manager, UOW Regional Campus (nominated by the Chair)
- Academic representative (Nominated by the Chair)
- Student Representative (Nominated by the Chair)

Other members may be co-opted as required and approved by the Chair . The membership will be reviewed on a regular basis to ensure ongoing relevance.

Wherever possible, Aboriginal and Torres Strait Islander and LBGTQI backgrounds will be preferred for staff and student representatives. Wherever possible, a diversity of genders should be represented on the Committee.

The Working Party may seek independent expertise where relevant and draw on research and best practice. Consequently, the Advisory Group may invite consultation from University and community representatives where it feels that they offer particular expertise. The Advisory Group may also invite community members to contribute in an adjunct capacity for a specified period of time.

ATTENDANCE

Working Party members wanting to take leave of absence during their term should seek the approval of the Chair. Working Party members should endeavour to send a representative if they are unable to attend a meeting. Working Party members are to advise the Chair in advance if alternative representatives are attending.

MEETINGS

The Working Party will meet a minimum of four times per year. Meetings shall be scheduled for duration of approximately 1.5 hours. Additional meetings may be called at the discretion of the Chair.

CONFIDENTIALITY

All Working Party members and attendees are obliged to maintain the confidentiality of matters considered and discussed at meetings. This includes maintaining the confidentiality of details and content of discussions, details of the points of view, opinions and positions of individual members, and accepting collective responsibility for decisions and recommendations made by the Working Party.

CONTACTS

Support for the Working Party will be provided by the Safe and Respectful Communities team. Comments and questions about the Committee may be directed to the Director, SARC / SDVC Portfolio Executive Manager.

Expressions of Interest – Safe and Respectful Communities Advisory Group

Expressions of Interest (EOI): Academic representation on SARC-AG

EOI are open to academic staff who are employed by the University on a fixed term basis, provided the term is longer than two years, and continuing academic staff (fractional or full-time) of the University based at a campus located in Australia. Academic staff need to have worked at the University for a minimum period of two years or more on a continuous basis.

The term of office is two years subject to extension by mutual agreement of the Co-Chairs and the Vice-Chancellor.

EOI should include a two page cover letter outlining skills and abilities against the indicative criteria below and a CV. It is expected that applicants will meet **one or more** of the following criteria.

EOI Criteria:

- Expertise through professional experience and/or academic research/study in preventing sexual or gendered violence;
- Expertise through professional experience and/or academic research/study in managing student wellbeing and safety in the higher education environment;
- Expertise in education and training related to wellbeing and safety and/or in relation to sexual or gendered violence;
- Experience in risk assessment related to wellbeing and safety;
- Leadership and/or governance experience in prevention of sexual and gendered violence and/or management of wellbeing and safety; Professional experience working in University student accommodation;
- Professional experience in student support service provision.

The membership of the Advisory Group will support a diversity of genders and perspectives. Members will need to be able to represent people from a range of backgrounds, in particular those that have been identified in the AHRC report as potentially being at greater risk of experiencing sexual assault or sexual harassment. This includes people who have a disability, people who are Aboriginal and Torres Strait Islander and people from LGBTQI backgrounds.

Expressions of Interest (EOI): Student representation on SARC-AG

EOI are open to UOW students who are studying at a UOW campus in Australia on a full-time or part-time basis. There are two student positions available.

The term of office is two years subject to extension by mutual agreement of the Chair and the Vice-Chancellor.

EOI should include a two page cover letter outlining skills and abilities against the indicative criteria below and a CV. It is expected that applicants will meet **one or more** of the following criteria.

EOI Criteria:

- Demonstrated interest and/or experience in programs that prevent sexual or gendered violence and/or promote wellbeing and safety;
- Have undertaken education and/or training related to wellbeing and safety and/or in relation to sexual or gendered violence and/or respectful relationships;
- Demonstrated leadership skills particularly in relation to wellbeing and safety and/or respectful relationships;
- Ability to represent one or more of the following groups at UOW:
 - Undergraduate
 - Postgraduate