

Rec.	Rec. Category	Recommendation	Current Status
1	Transparent policies	Trinity should maintain a centralised Policy Manual which brings together all policies relevant to the Residential College. The Manual should be available online to all staff and students on the College portal. A hard-copy version should be made available as part of all employment agreements, including agreements with Residential Tutors.	Complete.
2	Transparent policies	Trinity should continue to offer training to staff dealing with matters covered in the Staff and Student Codes of Conduct and should regularly document the training programs in which staff and students are required to participate.	Complete.
3	Building trust between staff and students	Trinity should adopt measures to build greater trust between students and staff through consultation in a broader range of areas. Students should be kept in touch with decisions on College policy and the extent to which consultation between staff, the TCAC, students in the Residential College and, where relevant, other bodies (for example the College Board) has occurred. The Senior Student should be responsible for encouraging students to participate in consultations and making students aware when such consultations have occurred.	Complete.
4	Building trust between staff and students	The College and TCAC should jointly host a meeting to discuss student and staff views about situations in which consultation with the TCAC is desirable but does not currently occur.	Complete.
5	Building trust between staff and students	The 'fireside chats' on particular topics which are held throughout the year should sometimes be used for the purposes of student consultation.	Complete.
6	Fostering responsible student leadership	To ensure inclusive and responsible student leadership, changes should be made to the current process for electing student leaders. a. The TCAC and the Dean should agree on formal role descriptions for student leadership positions including responsibility to uphold and model College values. The TCAC Rules should provide for the exclusion of TCAC committee members who breach the Student Code of Conduct. b. Candidates seeking nomination for leadership roles should demonstrate the ability to foster and champion a culture of inclusion, respect and safety. The Dean should exclude candidates who do not display these qualities.	Complete.
7	Fostering responsible student leadership	For student leadership positions that do not require election (for example, Student Co-ordinators and O-Week Buddies), the College should adopt selection criteria that emphasise the candidate's commitment to and respect for diversity, inclusiveness and safety.	Complete.
8	Fostering responsible student leadership	The Constitution of Trinity College should provide for both a male and a female Senior Student to be elected each year. Both the male and female student should be members of the Board of Trinity College.	Complete. The students did not endorse this recommendation, regarding it as tokenistic and further more not enabling representation of students who chose to not identify as male or female, and therefore it has not progressed. The student leadership has a majority of women and there is strong representation of women as candidates for the Senior Student role.
9	Fostering responsible student leadership	Student training programs and discussions (including O-Week and N-Week programs) should continue to include information about cultural matters relevant to international and Aboriginal and Torres Strait Islander students. Programs should include a mixture of expert and student-led presentations.	Complete.
10	Student orientation and support	The TCAC should set up a process to consult international and Aboriginal and Torres Strait Islander students about the content of O-Week activities.	Complete.
11	Student orientation and support	The TCAC should consider the inclusion of a broader range of non-sporting activities in the O-Week program.	Complete.
12	Student orientation and support	The TCAC should regularly distribute an online survey to students participating in N-week and O-Week to obtain their feedback on the program.	Complete.
13	Student orientation and support	In recognition of the psychological and emotional needs of some students, the College should provide and widely advertise referral to specialist psychological support services for students, including for students who have experienced trauma. This support should also be offered to Residential College staff, Residential Tutors and Student Co-ordinators to minimise the risk of vicarious trauma or distress that they may experience in fulfilling their role.	Complete.
14	Student orientation and support	During application processes students should be advised of the importance of disclosing any mental or other health problems and of the support available to students experiencing these difficulties.	Complete.
15	Increasing diversity in the student body	Each year at the conclusion of the selection process the Board should receive a report on the composition of: a. the first-year student cohort b. the overall student community c. Statistics should be kept on the number of: i. males and females ii. domestic students and international students iii. domestic students coming from (a) state schools (b) low fee-paying schools (c) high fee-paying schools.	Complete.
16	Increasing diversity in the student body	Trinity should consider how to increase diversity in the student population, including by: a. increasing the number of scholarships for students from socially disadvantaged backgrounds b. altering the selection criteria to give greater weight to applications from students who have attended state schools, students from rural or regional areas and/or socially disadvantaged circumstances c. encouraging applications from a broader range of backgrounds and schools d. continuing to require staff members involved in the selection process to participate in expert unconscious bias training.	Complete.

17	Code of Conduct training	The College should continue to offer education on the Student Code of Conduct, in N-week and O-Week. Expert presenters should provide training which includes opportunities for role-playing. The training should emphasise the requirement to treat other students respectfully, and the prohibition on racism and denigratory conduct. Training should also include evidence-based prevention education and awareness about alcohol and drug abuse, sexual assault and sexual harassment, the meaning of consent to sexual activity and being an effective bystander.	Complete.
18	Code of Conduct training	All students (including second and later year students) should be required to attend refresher education on these issues in second and subsequent semesters.	Complete.
19	Diversity in leadership	Changes should be made to the TCAC Constitution to provide for greater diversity in student leadership. The TCAC should include a representative of the Trinity International Students Club.	Complete. Intent of this recommendation was achieved by formation of a number of formal clubs (under the Clubs and Societies umbrella) to ensure representation of a diverse range of students, not just international students.
20	Diversity in leadership	Trinity should consult with international students as to the most useful means of providing further support to international students, including the appointment of a member of staff for that purpose.	Complete.
21	Diversity in leadership	So far as practicable Trinity should appoint Residential Tutors from a diverse range of backgrounds and cultures.	Complete.
22	Diversity in leadership	Trinity should consider ways of exposing students to a diverse range of role models by organising speakers and displaying portraits or photographs of people from diverse backgrounds.	Ongoing.
23	Diversity in leadership	Students in leadership positions including sports captains, should receive expert unconscious-bias training.	Complete.
24	Minimising alcohol related harm	To ensure that students are held accountable for alcohol-related misconduct Trinity: a. should consistently apply and be seen to apply a zero-tolerance approach for alcohol-related behaviour that causes disturbance, damage or harm to any student or property b. strictly enforce the current policy under which the TCAC is responsible for any non-accidental property damage, including alcohol-related property damage c. require the TCAC, associate clubs and other relevant bodies to specify the number of drinks that can be purchased on an event ticket. The TCAC should investigate practical means of enforcing the drinks limit and the College should require implementation of that measure d. discuss with the relevant student bodies the practicability of reducing prices for non-drinking tickets and require them to ensure that the price difference between drinking and non-drinking tickets provides an incentive for students who do not intend to drink at an event to buy a non-drinking ticket.	Complete.
25	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	Trinity should create a separate Sexual Misconduct Policy which, defines sexual misconduct, sets out complaint processes and sanctions and identifies who may be contacted for immediate help or on-going assistance after an assault has occurred. The Policy should include the material which is currently part of the Student Code of Conduct but should also outline the prevention and training activities in which students and staff will be required to participate. Table 2 in the University of Western Australia's College Row Cultural Review could be used as a checklist covering the content of the Sexual Misconduct policy.	Complete
26	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	Trinity should establish a secure online system to which students can report sexual assault. The system should allow anonymous reports which do not name the alleged victim and perpetrator, which preserve the anonymity of the victim but name the alleged perpetrator, or allow the victim to make a formal report naming both the victim and alleged perpetrator. The Dean and Head of Wellbeing should receive both non-identifying and, if a formal complaint is made, identifying information. Statistics compiled from the online system should be reported to the Board at each meeting, (as is currently the case for Occupational Health and Safety Reports). The Board should not receive information on the identity of a complainant or alleged perpetrator.	Complete.
27	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	Wherever possible students who have reported sexual harassment or assault on behalf of a friend, should be advised of the steps taken by the College to deal with such allegations. (However, the wish of the person who experienced such behaviour to keep the matter confidential must be respected).	Complete.
28	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	A student against whom an allegation of sexual assault has been made should normally be excluded from the College as soon as possible after the report has been made. If the complaint is rejected or is resolved in another manner, for example through conciliation or a restorative justice process, the student may be permitted to return to College, with the consent of the victim. (This is consistent with paragraph 39 of the existing Student Code of Conduct).	Complete.
29	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	The College should ensure that its existing policy of zero-tolerance for sexual assault is consistently enforced.	Complete.
30	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	A person who participates in an investigation or conciliation of sexual harassment or assault should be formally advised of their options. For example, a person reporting such behaviour should be advised of the remedies they may seek if they choose to participate in conciliation.	Complete.
31	Encouraging reporting of sexual misconduct and ensuring a trauma-informed response	Residential College staff, including Residential Tutors, should continue to receive first responder training by an expert in trauma-informed and survivor-centred approaches, when they join the College and should receive refresher training each year they are at College. The purpose of the training would be to ensure they have the skills to respond sensitively and in a trauma-informed manner to a report of sexual assault, sexual harassment or disclosure of other events which breach the Code of Conduct. Student Co-ordinators should also receive first-responder training.	Complete.

32	Restorative justice	Trinity should consult with experts on how to establish a Restorative Justice approach to respond to allegations of sexual harassment and assault. (I note that the Centre for Innovative Justice at RMIT has expertise in this area). Trinity should also consider whether a restorative justice approach might be a useful addition to the current procedures used to respond to other forms of misconduct, including bullying, harassment and discriminatory behaviour, where the perpetrator admits to the misconduct and the victim of the alleged behaviour consents to participating.	<b>Ongoing.</b>
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