

WESTERN SYDNEY
UNIVERSITY



Vice-Chancellor's
GENDER EQUALITY FUND
Final Report 2020

Respect @ Western

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Recommendations

The Vice Chancellor's Gender Equity fund (VCGEF) enabled the Respectful Relationships team to develop a suite of assets to address the drivers of sexual and gendered violence against women and LGBTIQ+ people. These assets form a significant component of the expanding student co-designed Respectful Relationships asset suite (alongside Rabbit Hole and Student Ambassador created assets since 2017).

The next steps are to implement the campaign using the assets in various ways including integrated into monthly themed communications. A dedicated 2022 15-day campaign is in the planning stages. Additional next steps are to evaluate the reach and impact of the campaign and use these evaluations alongside ongoing research and community consultation to continue to refine campaign asset usage and contribute to the overall Respectful Relationships program at Western. All future interventions must also adhere to best-practice prevention principles and align with the recommendations included below.

Best-practice recommendations

Recommendation one: Continue to address the drivers and underlying conditions of violence against women and LGBTIQ+ people, including technology-facilitated violence, through coordinated, multilevel interventions

Addressing the underlying conditions of sexual and gendered violence (gender inequality) and addressing the causes and maintaining conditions of sexual and gendered violence (the drivers) are widely considered as the best way to prevent sexual and gendered violence in our communities (World Health Organisation, 2016; OurWatch,

2015). *Change the Story* (Our Watch, 2015) identifies four drivers of violence against women, underpinned by gender inequality. OurWatch (2017; 2021) and other researchers (EG Goldenberg et al, 2016; Edwards et al, 2020) also identify shared drivers of violence against women and violence against LGBTIQ+ people:

- Rigid conceptions of masculinity (as a subset of outdated gender norms)
- Rigid, binary, hierarchical approaches to sex, gender and sexuality.

Research demonstrates that stand-alone activities are not effective in generating behaviour change (CDC, 2014; Dills et al, 2016; Our Watch, 2015). Rather, interventions need to occur across the social ecological spectrum (OurWatch, 2015; World Health Organisation, 2016). Violence prevention activities that have a skills-building element (such as active bystander skills, negotiating consent and communication skills) have more impact on behaviour (Flood, 2019).

Addressing in-person as well as technology-facilitated abuse is necessary, especially as these forms impact LGBTIQ+ people and other minorities disproportionately (Henry, 2017). Sexual and gendered violence should be conceptualised broadly, not in its separate components (Fleming et al, 2015). Interventions aimed at reducing sexual and gendered violence against LGBTIQ+ persons should consider internalised and external homophobia, 'outness' differences and other dyadic inequalities, and other experiences specific to the sexuality and gender diverse experience (Woodyatt and Stephenson, 2016; Kimmes et al, 2019; Goldenberg et al, 2016).

This report recommends Western continue to commit to best practice interventions that address the drivers of sexual and gendered violence across the social ecology.

Recommendation two: Expand and coordinate attitudinal data from across Western to inform future interventions

Better community attitude data leads to improved interventions (Webster et al, 2019), thus ensuring interventions are tailored to local contexts. While the student (and

to a lesser extent, staff) experience of sexual and gendered violence is addressed (AHRC, 2016; Social Research Centre's *National Student Safety Survey*, expected 2022; Duffy et al, expected 2022), local community attitude data needs to be inferred from national instruments such as the *National Community Attitudes Survey* (ANROWS, 2017). To address this shortfall, we recommend attitudinal prevention and response questions on the following topics be included in staff and student-facing data instruments and surveys,:

- Perceptions of sexual and gendered violence (prevalence and forms)
- Belief in common myths (such as false reporting and under-reporting of women perpetrators)
- Victim blaming attitudes, especially as related to LGBTIQ+ people
- Differences in attitudes between women, men and non-binary persons (Almerab, 2017)
- Bystander cultures and personal capacity to intervene
- Responding to disclosures capacity and understanding
- Attitudes regarding gender norms, peer-acceptable norms (aka injunctive norms (Reyes et al, 2016), causes (drivers, including gender inequality (Gressard et al, 2015; Kearns 2020)
- Perceptions / understanding of power / intersectionality (OurWatch, 2020; Bermudez et al, 2019)
- Attitudes, understanding of and capacity to prevent and intervene in cases of technology-facilitated abuse (Henry, 2017)

Recommendation three: Empower staff to maintain respectful cultures, appropriately intervene in case of breaches and respond to survivors with compassion

Prevention efforts are more likely to succeed if they enable tangible skills development (Flood, 2019) such as effectively responding to disclosures (AHRC, 2017) and bystander interventions (VicHealth, 2018).

Recalling experiences of sexual or gendered violence in workplace and teaching contexts, community members reflected on how staff can prevent and respond to incidences of sexual or gendered violence, especially in teaching contexts, by

- creating and maintain proactive prevention and intervention cultures;
- intervening in incidents if they occur; and
- responding to victims / survivors with compassion and understanding.

This report recommends that Western Sydney University continue to build staff respectful relationships interventions capacity. Opportunities include processes which map and integrate prevention and response content into teaching and learning content, campaigns aimed at staff, and including tailored respectful relationships content into professional development cycles including onboarding. Current examples of staff respectful relationships capacity building to inform future interventions include the *Upskilling Preservice Professionals* pilot with OurWatch and the Criminology, Occupational Therapy and Respectful Relationships teams at Western, and the annual respectful relationships training for Western Sydney University Villages staff and College First Year Experience Coordinators.

Recommendation four: develop an evidence-informed guide for sexual and gendered violence prevention interventions at Western Sydney University

As part of this project, the Respectful Relationships team collected university community data on attitudes around sexual and gendered violence and undertook a literature review of best practice recommendations on the prevention and response to sexual and gendered violence. Drawing on community feedback and the literature review conducted during this project, we recommend core practice principles be incorporated into an intervention guide to inform future prevention interventions including the current campaign. The core practice principles to inform the development of an intervention guide should include:

- *Supporting, affirming and validating survivors' lived experience*

- All community members need to take a survivor-centric approach. Help people impacted by violence recognise sexual and gender based violence access the right type of support. This finding is supported by decades of research into trauma and its impacts and mitigation driven in many cases by survivors of violence and advocates, and is reflected in recommendations by key organisations including the World Health Organisation, NSW Health and the Education Centre against Violence (Australian Human Rights Commission, 2017).
- *Promoting empowering narratives*
 - The best campaigns use stories of relatable people who encounter and then overcome adversity. Include details of how real people succeeded, despite complex challenges including structural barriers and interpersonal violence. OurWatch’s evidence-informed prevention handbook *How to Change the Story* (2017) highlights the importance of working with communities to co-develop campaigns. This recommendation arises from consulted community members.
- *Maintaining inclusive cultures for sexually and genders diverse people*
 - Community members reflected on their experience of homophobia at work and in teaching spaces. It is vital that Western continues to foster inclusive cultures for sexuality and genders diverse people. The benefits of inclusive cultures for all people including LGBTIQ+ people are well documented (EG Gedro, 2007; Ozeren, 2014; Colgan et al, 2007).
- *Continuing to promote gender equity and transformative norms*
 - In reflecting on incidences of gender-based micro-aggressions and structural inequalities, community members spoke of the importance of Western continuing to promote gender equity and challenging outdated norms. Examples of micro-aggressions from the data were perceptions that women were expected to undertake ‘office housework (Jang et al, 2020), such as organising staff

birthday parties and keeping common areas tidy. Researchers including Jang et al (2020) have identified the compounding negative impacts of micro-aggressions in the workplace. Challenging outdated gender norms is a key element of addressing the drivers of violence against women and a driver of violence against LGBTIQ+ people (OurWatch 2015, 2017).

- *Using campaigns featuring relatable people on appropriate platforms*
 - Community feedback identified staff and students' consistent desire to see how real, relatable people navigated and overcame the drivers of violence and incidences of sexual and gendered violence. Students are looking for a sense of community, and representation builds community and destigmatises reporting, support seeking, survivorship and self-advocacy (Dills et al, 2016).
- *Engaging targeted groups in development, implementation and evaluation*
 - Working with targeted groups increases buy-in and engagement (OurWatch, 2017). This includes Involving students as they are looking for engagement, involvement and peer learning and advocacy opportunities (Dills et al, 2016), and differentiating content based on audiences' awareness and understanding of sexual and gendered violence, and critical and academic capacity (Banyard, 2014).
- *Working with platform managers, use the right channels for the right audiences:*
 - For students, this means focusing on social media (Dills et al, 2016). At Western, this means tailoring content to WesternLife, Facebook and Instagram, and for staff, direct email, e-Updates, Yammer, Schools and departmental platforms, and existing team mailing lists.

The Respectful Relationships team has gained much from working closely with the Office of Marketing and Communications in coordinating messaging. Specific innovations to consider include paying for channels and advertising, as were implemented during 2021 *National Student Safety Survey* promotions. Related opportunities include embedding

respectful relationships communications into yearly marketing calendars and collateral. Annual student diaries for example have featured updated Respectful Relationships content since 2018.

Executive Summary

Respect @ Western is the name given to a successful Vice Chancellor's Gender Equity Fund (VCGEF) 2020 campaign aimed at addressing the drivers of violence against women and LGBTIQ+ people.

Reducing violence against women and LGBTIQ+ people has been a growing priority across the Australian policy landscape. The National Plan to Reduce Violence against Women and their Children 2010-2022 (Australian Department of Social Services, 2010) tasked OurWatch to identify the causes of violence against women. *Change the Story* (2015) identified four broad structural drivers underpinned by gender inequality (see Figure 1). The Australian Human Rights Commission's survey and report into sexual assault and sexual harassment at Australian Universities, *Change the Course* (AHRC, 2017) tasked Australian universities to "develop a plan for addressing the drivers of sexual assault and sexual harassment" (177). In 2017, OurWatch published an analysis of existing research into violence prevention against LGBTIQ+ people which identified drivers common to violence against women and LGBTIQ+ people. Addressing the drivers of violence across the social ecological spectrum has been identified as key to preventing violence (OurWatch, 2015; World Health Organisation, 2016; Australian Human Rights Commission, 2016).

Guiding recommendations for effective prevention interventions include working with target communities to co-create interventions, addressing resistance, acknowledging both challenges and successes in overcoming drivers, maintaining accountability to women and LGBTIQ+ people, and embedding an intersectional approach (OurWatch, 2015; World Health Organisation, 2016; OurWatch, 2017).

With the support of the Vice Chancellor's Gender Equity fund, Western's Respectful Relationships team in the Office of People set out to create campaign assets addressing the drivers guided by these best practice principles. The assets, which were finalised in early 2021, directly address the drivers of violence against women and LGBTIQ+ people, will be integrated into prevention communications across Western Sydney University from 2022.

The project objectives were to create a campaign to address the drivers of violence against women and LGBT+ people relevant to the Western Sydney University staff and student community.

The campaign's scope was defined by a steering group including students and academic and professional staff across several disciplines and levels of study, informed by a literature review and data gathered from focus groups and key informant interviews. A working sub-group developed a design brief, awarded to two former Social Design undergraduate students (and current Western students) under the facilitation of Dr Leo Robba, a Social Design lecturer at the School of Humanities and Communication Arts. The designers created a contributor callout, then conducted interviews with responders on video, audio-only and Zoom throughout February 2021 under light pandemic restrictions. Following broad review, final assets under the title Pioneer for Greatness were released in July 2021, comprising a digital magazine, five video assets, 15 linked social media tiles and interview transcripts.

The *Respect @ Western* assets explicitly promote women in leadership under the theme 'Pioneer for Greatness'. In so doing they address two drivers of violence against women. The first is men's control of decision-making and limits to women's decision-making). The second is rigid gender norms, which includes a shared driver of violence against women and against LGBTIQ+ people, rigid conceptions of masculinity. Thirdly, in championing women in leadership these assets address gender inequality, the underlying condition of violence against women and violence against LGBTIQ+ people. The assets form a significant component of the expanding student co-designed Respectful

Relationships asset suite (alongside Rabbit Hole and Student Ambassador created assets since 2017).

Next steps for this campaign include integrating assets into monthly themed communications. Additionally, a dedicated 2022 15-day campaign is in the planning stages based on the insights gained from this project. Evaluation of the reach and impact of the campaign will refine both asset use and broader respectful relationships interventions at Western.

Recommendations arising from this campaign and best-practice are below.

- Recommendation one: Continue to address the drivers and underlying conditions of violence against women and LGBTIQ+ people through coordinated, multilevel interventions
- Recommendation two: Expand and coordinate attitudinal data from across Western to inform future interventions
- Recommendation three: Empower staff to maintain respectful cultures, appropriately intervene in case of breaches and respond to survivors with compassion
- Recommendation four: develop an evidence-informed guide for sexual and gendered violence prevention interventions at Western Sydney University

Itemised budget expenditure

Total funded amount = \$4440

Activity / Item	Cost (GST incl.)
Focus group incentives	\$420

Designers	\$3820
Total expenditure:	\$4440

Notes on Expenditure

- Focus group incentives: eGift cards to the value of \$30 each were given to all 14 participants.
- Itemised designer invoice: Appendix 6

Research report

Background

Sexual and gendered violence prevention in the university sector is an important element in the prevention of sexual and gendered violence in the community (AHRC 2016, 2021; World Health Organization, 2016). This section provides an overview of the key issues and literature within violence prevention.

Violence against women

A quarter of Western Sydney University respondents reported sexual harassment in a university setting (AHRC, 2017). Sexual assault prevalence was at 1.5%. Very few of those reporting made formal complaints at the university. These figures are in line with data on the national prevalence of sexual and gendered violence. In Australia, 1 in 3 women experience sexual

The Drivers of Violence against Women and LGBTIQ+

1. Men’s control of decision-making
2. Male peer relations that emphasise violence and disrespect towards women
3. Condoning of violence (and victim blaming)
4. Outdated gender norms (including rigid masculinity)
5. Rigid, binary, hierarchical approaches to sex, gender, and

Figure 1: the Drivers of Violence against Women and LGBTIQ+ (OurWatch, 2015 and 2017, Kay et al 2010)

or gendered violence in their lifetime (ABS, 2016). Globally, these figures are closer to one in two (WHO, 2018). Furthermore, the pandemic has increased both prevalence and impacts, aka the Shadow Pandemic (UN, 2021).

Violence against LGBTIQ+ people

Diversity and Safety on Campus (Ferfolja et al, 2017) identified over 6,000 incidents of heterosexism and cissexism at Western per year. Around 16% of those impacted reported their experience. Transgender individuals experience higher rates of digital harassment and abuse, higher rates of sexual, sexuality and gender-based harassment and abuse, compared with heterosexual cisgender individuals (Powell et al, 2020).

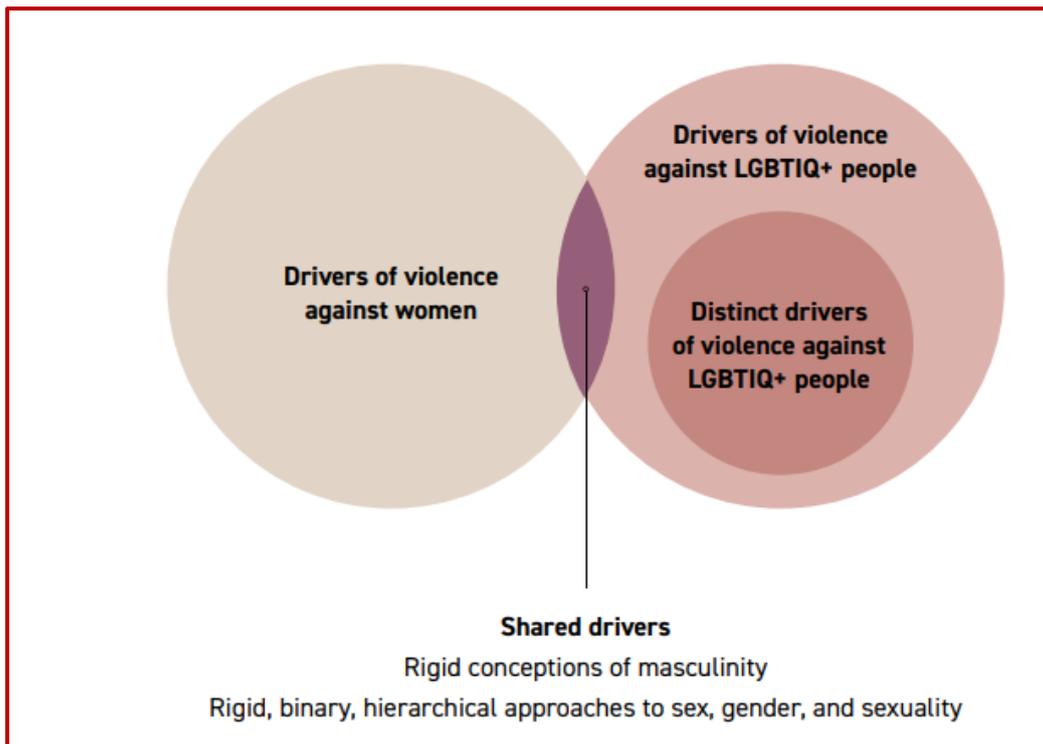
University sector recommendations

Change the Course (AHRC, 2017) recommends Australian universities adopt communication campaigns targeting attitudes and behaviours conducive to gender-based violence (Recommendation 2) as well as raise awareness about available supports and reporting options (Recommendation 3). *In addition, Change the Course* (AHRC, 2017) recommendation 2 tasks universities to address the drivers of violence against women.

The drivers of violence

Change the Story (Our Watch, 2015) identifies four drivers of violence against women, underpinned by gender inequality as a whole:

1. Men's control of decision-making
2. Male peer relations that emphasise violence and disrespect towards women
3. Condoning of violence (and victim blaming)
4. Outdated gender norms



Researchers (OurWatch, 2017, 2021; Kay et al, 2010) additionally acknowledge shared drivers of violence against women and LGBTQ+ people, and that university prevention programs explicitly address these. These shared drivers are:

- Rigid conceptions of masculinity
- Rigid, binary, hierarchical approaches to sex, gender, and sexuality

In addition, rigid masculinities are a driver of men’s violence against themselves, and against other men (OurWatch, 2019), known as the ‘triad of violence’. Strategies to address societal gender structures are fundamental in preventing violence against people from LGBTQ+ communities, assisting in the prevention of violence against heterosexual, cis-gendered women and their children, and vice versa (OurWatch, 2017).

Intersectional considerations

Multiple researchers (EG Ussher et al, 2020) identify the compounding impacts of the drivers of violence against women and LGBTQ+ people when intersecting with

Figure 2: The Shared Drivers of Violence against Women and LGBTQ+ people (OurWatch, 2017, 2021)

various social categories including cultural identity and presentation, socioeconomic status and physical or mental health ability or status.

Designing best-practice campaigns

Recommended best practice prevention campaigns should:

- consider broader structural contexts (UN Women, 2011; OurWatch, 2017))
- integrate an intersectional approach to prevention (USV React, 2017; OurWatch, 2017)
- take a trauma-informed approach (AHRC, 2017)
- identify the limitations of addressing drivers of violence against women (only) as they impact LGBTIQ+ people – as there are other drivers impacting these populations (OurWatch, 2017, 2021)
- engage men and boys as partners, without diminishing accountability to women (Flood, 2019)
- posit gender transformative models of masculinity, femininity and non-binary gender representations (OurWatch, 2020)
- maintain accountability to survivors, women generally, and priority populations (OurWatch 2015, 2017, 2021)
- centralise and affirm lived experience (AHRC, 2017)
- understand and counter forms of resistance (VicHealth, 2028)

Methodology

The original VCGEF application as submitted in mid-2019 was placed on hold during the 2020 early pandemic phase, then revised and reactivated mid-2020 (Appendix 1. Throughout all versions, the campaign's explicit aim was to address the drivers of violence against women and LGBTIQ+ people across Western, predicated on a social ecological approach to public health interventions (OurWatch, 2015)).

A broadly representative steering group was established to manage the campaign scope, comprising undergraduate and postgraduate students and academics from several disciplines as well as professional staff including human resources. This team included gender diverse, LGBTIQ+ and cis individuals (Terms of Reference: Appendix 2). Steering Group recommendations included focusing on lived experience, identifying and acknowledging systemic forces including barriers, understanding the lived experience of LGBTIQ+ people at Western, as well as practical considerations around audiences and methods.

Dominique Kelleher-Ungerer, an undergraduate public health student on placement with the Respectful Relationships team created and shared a literature review into sexual and gendered violence as it impacts women, and LGBTIQ+ people, which built on the work of a previous Respectful Relationships team member, Lauren Gecuk (Appendix 3). The team also conducted and shared a review of best practice campaign interventions as well as international prevention campaign examples. The campaign team also held three mixed-cohort (staff and student) incentivised focus groups as well as five key informant interviews with staff. Data were de-identified, amalgamated and shared with the steering group (**Appendix 4**).

A working group was created to produce a Communications Plan (**Appendix 5**) and a design brief, at which point the name was created (*Respect @ Western*). The brief was promoted on both Western and Respectful Relationships channels (to Western and non-Western audiences). Three unsuccessful applications were reviewed. Finally, the Office of Marketing and Communications recommended Dr Leo Robba (Unit Coordinator, *102274 Social Design: Research and Practice*), who in turn recommended two former cohort and current Western students experienced in creating rich social justice-themed design to brief, Amie Aquino and Hannah Deo. Following discussion, these students were awarded the brief.

Campaign Assets

In January 2021, the design students created a screening tool and participant callout, which was shared with the working group and internally managed networks including WesternLife, Ally and Alumni LinkedIn. In February 2021, the designers shared their campaign concept and began interviewing participants using video, audio-only and Zoom interviews under light pandemic restrictions. The Respectful Relationships team reviewed the first draft asset suite; the Office of Equity and Diversity and the Office of Marketing and Communications reviewed the second, making multiple technical and content recommendations. Final assets were released in July 2021, comprising:

- a digital magazine template
- two midform videos
- 3 shortform video
- 16 social media tiles
- audio transcripts
- all raw footage

The video assets (featuring interviews with academics in the Health Sciences and Social Sciences, and alumni in gender non-traditional industries highlight women's access to power. The social media tiles under the theme *Pioneer for Greatness* contextualise the videos by unpacking systemic barriers and identifying ways to overcome them (Appendix 6).

Key themes addressed in the campaign assets

The asset suite directly addresses the drivers of rigid gender norms and men's control of decision making in public and private life (OurWatch 2015) by, for example, addressing the challenges women face working in traditionally male environments like civil engineering. Hence, it is predominantly a women's leadership campaign. The suite indirectly addressed the underlying condition of the drivers of violence against women (gender inequality). It also indirectly challenged rigid gender norms (both femininities and masculinities) (OurWatch, 2015, 2017). Finally, it featured content recommended by both literature and community consultation, including:

- the lived experience of a representative cohort of the Western community, including women (specifically, women in non-traditional gender roles, women in leadership, LGBTIQ+ women, and women from culturally and linguistically diverse backgrounds), Aboriginal people, and men.
- acknowledgement of the everyday nature of the driver 'men's control of decision making (OurWatch, 2015)
- acknowledgement of power differentials
- lived experiences, in their individual, social and structural contexts
- explicit identification of multiple barriers to women achieving full potential (gender inequality, rigid gender norms, social expectations and peer behaviours)
- details of methods used by women to overcome structural barriers
- The positive outcomes for women of overcoming structural barriers
- explicit identification of barriers to LGBTIQ+ people achieving full potential (Woodyatt and Stephenson, 2016; Kimmes et al, 2019; Goldenberg et al, 2016)
- acknowledgment and reflection on the personal attributes, social systems and workplace resources required to overcome those barriers
- explicit acknowledgement of the responsibility of all men to contribute to the prevention of violence
- barriers (such as rigid gender norms) to men accepting responsibility, and how to overcome these.

Challenges

The development of the campaign assets was successful on many fronts, however the project encountered a number of challenges including the impacts of COVID 19, the broad scope of the content, and a few key violence prevention themes were not covered in the assets.

COVID 19

Pandemic impacts included:

- changes to project plan, including

- changes to project timeline (which was significantly extended)
- deliverables (online-only assets)
- key personnel (both project sponsors were seconded throughout 2020; the original applicant left the university late 2020)
- limited response to participant callouts (exacerbated by travel restrictions and confusion around accessing campus)
- Pressures on the entire community, especially
 - financial and other burdens felt by international students with
 - people socially isolating in unsafe contexts, such as intimate partner violence (aka the *Shadow Pandemic* (UN, 2020))
 - mental health and other isolation pressures, disproportionately experienced by young people

Broad Remit

The remit of this campaign (to address the drivers of violence against women and LGBTIQ+ people) was very broad; this had inherent challenges. Sexual and gendered violence is a wicked problem (EG Mulayim et al, 2020) characterised by its complexity. The drivers of violence against women and against LGBTIQ+ people manifest and are simultaneously reinforced in multiple ways across the social ecology. Violent behaviours are multi-faceted and constantly evolving; these include behaviours hitherto unseen in university contexts, notably the rise in technology facilitated abuse, due in large part to university operations moving online due to pandemic restrictions. In addition, due to the sensitive, occasionally polarising and politicised nature of gender and cultural issues, research recommends a range of factors that interventions need to plan for, often at risk of making things worse (EG Malamuth, 2016). These potential flashpoints include, but are certainly not limited to,

- sensitivities relating to a broad range of lived experience, from trauma to gender identity
- resistance and backlash
- reinforcing gender norms and unconscious biases
- authentically integrating intersectional considerations

- promoting gender transformative norms.

A public health approach to sexual and gendered violence prevention identifies the need for multiple light touches across the social ecology (World Health Organisation, Centre for Disease Control, Carmody (2009), VicHealth (2007); OurWatch, 2015, 2017, 2021). In universities, this includes interventions at the levels governance, policy, campaign, student training and teaching and learning (AHRC, 2017). This campaign adds to the prevention fabric across Western Sydney University.

Additional themes

Related to the breadth of the campaign, a number of key themes identified in the literature and by the steering community and community feedback were not able to be incorporated into the campaign assets. These themes included:

- examples of gender transformative approaches to challenging gender norms (OurWatch, 2019)
- recognition of the compounding effects of intersecting influences (intersectionality) (Ussher, 2020; OurWatch, 2021)
- examples of how academics could create respectful relationship and intervention cultures, intervene in the case of breaches and respond to survivors with compassion.

Conclusion

A public health approach to sexual and gendered violence prevention identifies the need for multiple light touches across the social ecological spectrum (World Health Organisation (ref), Centre for Disease Control (ref), Carmody (2009); VicHealth. (2007); OurWatch, 2015, 2017, 2021). In universities, this includes interventions at the levels governance, policy, campaign, student training and teaching and learning (AHRC, 2017). This campaign achieves its VCGEF objective of addressing the drivers of violence against women and LGBTIQ+ people, so adds to Western Sydney University's prevention fabric. Such broad objectives carry inherent challenges; future prevention interventions might

benefit from tighter parameters. Examples include campaigns addressing the driver of condoning attitudes and victim blaming in the university teaching context, or campaigns positively representing the sexuality and gender diversity of academic staff (for example, highlighting LGBTIQ+ people in leadership positions).

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Appendices

Appendix 1 – Revised Vice Chancellor’s Gender Equity Fund Application (July 2020)

The VCGEF sponsor and campaign working group negotiated key changes.

4a (1). Revised budget and timeline

Date	Activity / Item	Cost (GST incl.)
July/August	Focus groups – incentives (\$25 per attendee x 32)	\$800
August 2020	Engage designers and translators	\$2400
September / October 2020	Paid social media promotions and printing costs	\$1800
Total expenditure:		\$5,000

Notes

- Only 14 people responded to the focus groups.
- The literature review, focus groups and interviewees unanimously recommended we do not translate into community languages, but stay in plain English.
- The working group recommended a shift to online-only communications due to university operations moving online in 2020 and early 2021.
- The working group recommended this extra cash be spend on design and paid promotions.

4b (1). Revised Project Timeline including expected key milestones.

Date	Activity / Milestone
June 2020	Meet with internal communications to receive specifications for existing channels; identify any issues such as timing and cross-promotion
June 2020	Develop steering group terms of reference, recruit 8 x representative members
June 2020	Promote focus groups to appropriate audiences through internal communication channels, social media and MailChimp
July/August 2020	Run 4 x focus groups with diverse stakeholders: students, staff, residents and consultations with the ALLY Network, Aboriginal and Torres Strait Islander Education, Strategy and Consultation, Campus Living Villages and external experts

August 2020	Organize and interpret the data collected, reflecting on how to best integrate the knowledge gathered.
August 2020	Engage designers
September 2020	Produce materials and research social media promotions and other channels
October 2020	Launch campaigns: 4-week promoted social media; hard copies distribute and display hard copies;
Nov- Dec 2020	Evaluations and Final Report

Notes

Delaying factors including the pandemic, change management process, key personnel being seconded and/or departing the University, and expert advice on when to launch (October is the exam period; hence mid-April was chosen, then delayed further due to final round edits and coordinating key prevention messaging.

Appendix 2 – Respect @ Western Steering Group Terms of Reference

Western Sydney University Respect at Western Steering Group Terms of Reference

The Respect at Western Steering Group was created to coordinate the Respect at Western 2020 communications project, a grant recipient of the 2020 Vice Chancellor’s Gender Equity Fund and a subset of Western’s Respectful Relationships initiative.

Project aim

Respect at Western is an integrated, multiple channel communications campaign aimed at supporting recommendation two of the Australian Human Rights Commissions’ survey and report into sexual assault and sexual harassment at Australian Universities, *Change the Course* (AHRC, 2017, p.177):

Universities develop a plan for addressing the drivers of sexual assault and sexual harassment that:

- provides students and staff with education about: behaviours that constitute sexual assault and sexual harassment, consent and respectful relationships, ‘violence supportive attitudes’ and bystander intervention, and
- identifies existing resources and communications campaigns that reinforce key messages of education programs for dissemination to staff and students.

Project Scope

The Respect at Western Steering Group has a university-wide focus, and collaborates with the following relevant stakeholders and groups:

- Respectful Relationships team and taskforce (comprising Respect. Now. Always. Project Team)
- Member's own business units and networks, as applicable
- External stakeholders in member's own networks, as applicable

Steering group responsibility

The key areas of responsibility are to:

- Provide suggestions on the scope of the Respect at Western project
- Identify and advocate for the targeting of specific audiences
- Identify possible resources
- Provide feedback on chosen resources
- Advocate for the campaign
- Support the evaluation of the campaign

Membership

1. Project lead: Lauren Gecuk, Respect and Equality in Universities project officer
2. Project lead: Stephen Zissermann, Respect Now Always project officer
3. Academic staff representative(s): Eloise Tognetti, The College (Sociology / First Year Experience Coordinator); Dr Brahm Marjadi (School of Medicine)
4. Professional staff representative: Mariie Robinson (Human Resources)
5. Undergraduate student representative: Bayan Sohailee (Bachelor of International Relations)

6. Postgraduate student and Indigenous representative: Matilda Harris, MTeach (School of Education)

Tenure and frequency of meetings

The Respect at Western Steering Group will meet initially at project commencement (July 2020) and will communicate online as needed, until a final meeting at project completion (December 2020). The Chair may convene special meetings if required.

Quorum

A quorum will be at least four members.

Reporting

The Respect at Western Steering Group reports to the Respectful Relationships Taskforce.

Review of Terms of Reference

These Terms of Reference may be reviewed from time to time. Any amendments agreed by the Safer Campus Communities group will be recommended for ratification by the campus Senior Management Team.

Date of effect of original version	June 2020
Current revision	
Date of effect of current revision	
Latest review of current revision	
Date of effect of current revision	

Appendix 3 – Drivers of Violence Literature Review – Table of Findings

Dominique Kelleher-Ungerer October 2020

A. Drivers of Violence

Source	Objectives	Methods / Sample	Outcomes / Results	Conclusion
Webster, K., Ward, A., Diemer, K., Flood, M., Powell, A., Forster, K., & Honey, N. (2019). Attitudinal support for violence against women: What a population-level survey of the Australian community can and cannot tell us. <i>Australian Journal of Social Issues</i> , 54(1), 52-75.	This article reports on new analyses of the Australian National Community Attitudes Towards Violence Against Women (NCAS)(VAW) survey to further empirical and conceptual understanding of cultures of support for VAW. A scale (VSA-18 Scale) to measure attitudes	NCAS: probability-based methods were used to generate a sample of 17,517 Australians, for a 20-min telephone survey on knowledge of, and attitudes toward VAW. A response rate of 27% was achieved, comparing favourably to other similar surveys.	L support for GE predicts a high level of support for VAW, and that GE contributes relatively more to variance in the VSA-18 score than the demographic inputs, are consistent with findings in the literature and lend weight to claims that gendered social arrangements are among the strongest known determinants of	Attitudes are indicators of cultures of support for VAW and hence can be useful to investigate factors driving these cultures. The study aligns with prior research in finding that attitudes toward GE and country of birth are related and to a lesser extent, occupation and employment, generation, education and sex. (NB: What attitudes / gendered social

	toward VAW was developed. Subsequent analyses investigate the relationship between this scale and relevant demographic factors and a measure of attitudinal support for gender equality (GE). The GE measure, place of birth, employment and occupation, generation, education and sex contribute to variance in the VSA-18 Scale.		attitudes toward VAW.	arrangements in particular?)
Henry, N., Powell, A., & Flynn, A. L. G. (2017). <i>Not Just 'Revenge Pornography': Australians' Experiences of Image-Based Abuse: A Summary Report</i> . RMIT University.	This report presents key findings from the first stage of a larger program	Summary Report, comparative, cross-country context.	1 in 5 Australians have experienced IBA; Victims of image-based abuse experience high	IBA is more common among indigenous Australians, those with a disability, young adults and

	<p>of research examining the extent, nature and impacts of image-based abuse (IBA) among youth and adults (aged 16 to 49) in Australia, New Zealand and the United Kingdom, and the legal and non-legal responses to image-based abuse in a comparative, cross-country context.</p>		<p>levels of psychological distress; Women and men are equally likely to be victims; Perpetrators of IBA are most likely male, and known to the victim; Men and young adults are more likely to voluntarily share a nude or sexual image of themselves; Women are more likely than men to fear for their safety due to IBA; Abuse risk is higher for those who share sexual images; 1 in 2 Australians with a disability report being a victim of IBA; 1 in 2 Indigenous Australians report IBA; IBA is higher for LGBTQI+</p>	<p>LGBTQI. IBA is gendered harm in particular in the context of partner or ex-partner abuses. In responding to IBA intervention, there is a need to look beyond gender analysis and incorporate a more intersectional approach.</p>
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			Australians; 4 in 5 Australians agree it should be a crime to share sexual or nude images without permission	
Gressard, L. A., Swahn, M. H., & Tharp, A. T. (2015). A First Look at Gender Inequality as a Societal Risk Factor for Dating Violence. <i>American journal of preventive medicine</i> , 49(3), 448–457. https://doi.org/10.1016/j.amepre.2015.05.017	Authors seek to determine if the Gender Inequality Index (GII) correlates with levels of physical and sexual adolescent dating violence (ADV) victimization across U.S. states. GII includes five indicators: (1) maternal mortality; (2) adolescent birth rate; (3) government representation; (4) educational attainment; and	The 2013 Youth Risk Behavior Survey was used to obtain self-reported physical and sexual ADV victimization and state-representative prevalence rates. The state Pearson correlation coefficients determined the association between physical and sexual ADV victimization, the GII, and GII indicators.	The prevalence of physical ADV victimization in 2013 ranged from 7.0% to 14.8%, and the prevalence of sexual ADV victimization ranged from 7.8% to 13.8%. The GII was significantly associated with the state prevalence of female physical ADV victimization ($r=0.48, p<0.01$) but not female sexual ADV victimization. Neither physical nor sexual male ADV victimization was	Authors suggest that gender inequality is a potential risk factor for female physical ADV victimization at a societal level. As ADV prevention strategies are implemented, future research examining the effect of gender inequality on ADV is needed.

	(5) labor force participation.		associated with the GII.	
Fleming, P. J., Gruskin, S., Rojo, F., & Dworkin, S. L. (2015). Men's violence against women and men are inter-related: Recommendations for simultaneous intervention. <i>Social science & medicine</i> (1982), 146, 249–256. https://doi.org/10.1016/j.socscimed.2015.10.021	The articles explain the drivers of violence, examining how gender norms and social constructions of masculinity, are at the root of most physical violence perpetrated by men against women and against other men.	Theoretical analysis/unclear.	It is recommended that recognition of the commonalities found across the drivers of different types of violence and structure interventions around seeking more long-standing solutions to violence prevention.	Authors conclude and recommend that isolating each type of violence and developing separate interventions for each type is unproductive and ineffective.
Reyes, H. L., Foshee, V. A., Niolon, P. H., Reidy, D. E., & Hall, J. E. (2016). Gender Role Attitudes and Male Adolescent Dating Violence Perpetration: Normative Beliefs as Moderators. <i>Journal of youth and adolescence</i> , 45(2), 350–360. https://doi.org/10.1007/s10964-015-0278-0	The study provides a longitudinal examination of the relationship between traditional gender role attitudes and normative beliefs about	Analysis used data from Safe Dates; a randomized trial evaluating an adolescent dating violence prevention program. Male adolescents participants in 8 th or 9 th grade, in one	The findings suggest that traditional gender role attitudes at baseline were associated with increased risk for dating violence perpetration 18 months later among boys who	The results suggest that injunctive norms and gender role attitudes work together to increase risk for dating violence perpetration among boys. Therefore, targeting both these constructs together

	<p>dating violence on male physical dating violence perpetration. Specifically, normative beliefs constructs, personal injunctive normative beliefs and descriptive normative beliefs, associated with varying behaviours (drug use, safe sex behaviour, physical exercise, and aggressive behaviour) as risk factors of the potential relationship between gender role attitudes</p>	<p>of the 14 public schools in a primarily rural county in North Carolina, were eligible for the evaluation. At baseline, parental consent was obtained from 84 % of eligible adolescents and questionnaires were completed by 96 % of consented adolescents.</p>	<p>reported high, but not low, acceptance of dating violence (injunctive normative beliefs). Descriptive norms did not moderate the effect of gender role attitudes on dating violence perpetration.</p>	<p>may be an effective preventative approach to violence. (Injunctive norms involve perceptions of which behaviours are typically approved or disapproved in one's social context. They assist an individual in determining acceptable and unacceptable social behaviour. This would be the morals of your interpersonal networks and surrounding community.)</p>
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	and dating violence.			
Kearns, M. C., D'inverno, A. S., & Reidy, D. E. (2020). The association between gender inequality and sexual violence in the US. <i>American journal of preventive medicine</i> , 58(1), 12-20.	This study expands on previously published research by examining gender inequality's association with state-level sexual violence.	An analysis of the National Intimate Partner and Sexual Violence Survey 2010–2012 State Report and the Gender Inequality Index was conducted in 2019 Using state-level prevalence estimates. Pearson correlations were examined to investigate the relationship between state-level gender inequality and lifetime victimization for various types of sexual violence among U.S. female and male adults.	Authors found that: states with a higher gender inequality also report higher prevalence of rape against women using physical force. Gender inequality was negatively correlated with noncontact unwanted sexual experiences among women/men. Exploratory analysis of the relationship between individual indicators of gender inequality and violence outcomes suggest that the adolescent birth rate, female government representation, and labour force	Findings indicate that societal level factors, such as gender inequality may be associated with sexual violence against men and women. Authors note these findings have the potential to direct population level prevention against violence strategies, however, that this relationship is complex and requires further research. It is also noted that limitation include reliance of cross-sectional data.

			participation demonstrate an association with certain state-level violence outcomes, although the patterns were inconsistent.	
Bermudez, L. G., Stark, L., Bennouna, C., Jensen, C., Potts, A., Kaloga, I. F., & Williams, M. L. (2019). Converging drivers of interpersonal violence: Findings from a qualitative study in post-hurricane Haiti. <i>Child Abuse & Neglect</i> , 89, 178-191.	Using qualitative data <i>(Transforming Households: Reducing Incidence of Violence in Emergencies,</i> the study investigated the intersecting drivers of multiple forms of violence in Côteaux, Haiti, and gaining insight into how these drivers may be influenced by a humanitarian emergency.	Qualitative study and analysis using transcripts obtained using a photo elicitation approach over the course of three sessions per person. Thirty-six individuals participated in the study: eight adult females, ten adult males, eight adolescent females, ten adolescent males. Participants were given cameras to capture images related to family relationships,	Qualitative study assessing drivers of interpersonal violence were identified including the accumulation of daily stressors, loss of power/control, learned behaviour (intergenerational cycle of abuse), and inequitable gender norms, all of which were influenced by the humanitarian context caused by Hurricane Matthew.	Authors conclude that: 1. Multiple and converging drivers of violence may be exacerbated in crisis, requiring interdisciplinary responses. 2. In appropriately addressing the drivers of violence, practitioners and policy should take into account the needs of individuals, families and contexts

		family safety, and changes to family dynamics after Hurricane Mathew. In subsequent sessions, these photographs were used as prompts for qualitative interviews.		3. Developing and delivering community-led, gender transformative efforts and positive parenting with basic needs provision.
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B. Drivers against LGBTQI+

Title / Author	Objectives	Methods / Sample	Outcomes / Results	Conclusion
Powell, A., Scott, A. J., & Henry, N. (2020). Digital harassment and abuse: Experiences of sexuality and gender minority adults. <i>European Journal of Criminology</i> , 17(2), 199 - 223. https://doi.org/10.1177/1477370818788006	Draws on findings where authors surveyed 2956 Australian adults and 2842 British adults (aged 18 to 54) about their experiences of technology-facilitated sexual violence.	Data focuses on experiences of <i>sexuality diverse</i> adults ($n = 282$) who identified as lesbian, gay, bisexual or heterosexual, as well as <i>gender diverse</i> adults ($n = 90$), including women, men	Transgender individuals experience higher rates of digital harassment and abuse, higher rates of sexual, sexuality and gender based harassment and abuse, compared with heterosexual cisgender individuals.	Findings reiterate the importance of creating safe and inclusive online spaces. This is not only demonstrated through policies and practices of social media platforms and platform providers using tools such as community standards and

		and transgender individuals.		reporting functions.
Kay, M., & Jeffries, S. (2010). Homophobia, heteronormativity and hegemonic masculinity: Male same-sex intimate violence from the perspective of Brisbane service providers. <i>Psychiatry, Psychology and Law</i> , 17(3), 412-423.	Authors aimed to explore (a) intimate partner violence occurs in male same-sex intimate relationships, (b) what form this violence takes, (c) what contextual triggers underpin this violence, (d) what barriers victims face in exiting abusive relationships	Semi-structured interviews were conducted with selected service providers in Brisbane, identified as providing key support services for male victims of same-sex intimate partner violence. Open-ended interview techniques give	Results suggest that the prevalence, types and contextual triggers of violence in male same-sex relationships parallel abuse in opposite-sex relationships.	Heteronormativity, homophobia, and its close association with hegemonic masculinity emerge as features unique to the male same-sex intimate partner violence experience (in addition to patterns of violence in opposite-sex relationships).

	and seeking support, and (e) what services are available.	research participants broad scope to respond to a topic.		
Ussher, J. M., Hawkey, A., Perz, J., Liamputtong, P., Sekar, J., Marjadi, B., Schmied, V., Dune, T., & Brook, E. (2020). Crossing Boundaries and Fetishization: Experiences of Sexual Violence for Trans Women of Color. <i>Journal of Interpersonal Violence</i> . https://doi.org/10.1177/0886260520949149	This study examined personal experiences of sexual violence of Australian trans women of colour.	In-depth interviews were conducted with 31 Australian trans women of colour aged between 18-54 (average age of 29). Photovoice activity and follow-up interviews of 19 were later. From data collected, these were identified through thematic analysis and feminist	Concepts examined: 1) women's definition of sexual violence (staring and verbal abuse, non-consensual touching and sexual assault, in both public and private contexts 2) the sexual harassment women experienced in their daily lives and its frequency (staring, "weird looks", mockery and transphobic abuse and verbal abuse	Authors concluded that the poorer health outcomes of trans women are associated with the negative experiences and exposure of sexual violence, social inequities and transphobia. These women experience additional prejudice and discrimination due to the intersection of gender, sexuality, race, and social class. Authors suggest that understanding

		intersectionality.	3) Behaviours constituting sexual assault were examined, including unwanted sexual touch, groping, forced sex by strangers, manipulation, sex work and fetishization.	these intersectionalities is imperative in understanding sexual violence experiences of trans women of colour.
Woodyatt, C. R., & Stephenson, R. (2016). Emotional intimate partner violence experienced by men in same-sex relationships. <i>Culture, health & sexuality</i> , 18(10), 1137-1149.	Examined perceived typologies, antecedents and experiences of emotional violence that occur between male partners.	Ten focus-group discussions with gay and bisexual men were conducted.	Participants described emotional violence as the most threatening form of IPV. Drivers of this violence include <ul style="list-style-type: none"> - power differentials - gender roles - internalised homophobia These results highlights that gay and bisexual men perceive emotional violence to be customary.	Authors note that a more comprehensive understanding of emotional violence within gay relationships is imperative to inform developing prevention strategies, including a better more accurate measurement of intimate partner violence for gay men.

<p>Kimmes, J. G., Mallory, A. B., Spencer, C., Beck, A. R., Cafferky, B., & Stith, S. M. (2019). A Meta-Analysis of Risk Markers for Intimate Partner Violence in Same-Sex Relationships. <i>Trauma, Violence, & Abuse</i>, 20(3), 374-384. https://doi.org/10.1177/1524838017708784</p>	<p>Examine the relative strength of various risk markers for men and women being perpetrators and victims of physical intimate partner violence (IPV) in same-sex relationships.</p>	<p>Meta-analysis. Articles were obtained through search engines and screened to identify appropriate articles that fit inclusion criteria. This resulted in 24 studies and 114 effect sizes.</p>	<p>The strongest risk marker among those with at least two effect sizes, for both male and female perpetration, was psychological abuse perpetration.</p> <p>The strongest risk marker among those with at least two effect sizes for IPV victimization was also perpetration of psychological abuse for males and psychological abuse victimization for females.</p> <p>Among same-sex-specific risk markers, internalized homophobia and fusion were the strongest predictors for being perpetrators of IPV for men and women, respectively.</p>	<p>Same sex and heterosexual partnerships share a number of risk markers for IPV</p> <p>There are a number of risk markers for physical IPV specific to same sex relationships (including victimisation, perpetration of psychological abuse, HIV status, internalised homophobia and fusion).</p> <p>Further research and increased specificity in measurement are needed to better study and understand the influence of same-sex-specific risk markers for IPV.</p>
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			<p>HIV status and internalized homophobia were the strongest risk markers for IPV victimization for men and women, respectively.</p> <p>Of 10 comparisons between men and women in risk markers for IPV perpetration and victimization, only 1 significant difference was found.</p>	
<p>Goldenberg, T., Stephenson, R., Freeland, R., Finneran, C., & Hadley, C. (2016). 'Struggling to be the alpha': Sources of tension and intimate partner violence in same-sex relationships between men. <i>Culture, health & sexuality</i>, 18(8), 875-889.</p>	<p>Authors examine the perceptions of gay and bisexual men in relation to sources of tension in same sex male relationships and how these drive intimate partner violence.</p>	<p>Authors conducted 7 focus groups with 64 gay and bisexual men in Atlanta, GA. These focused on men's reactions to the short-form revised Conflicts Tactics Scale to determine if</p>	<p>Men identified 6 sources of tension</p> <ol style="list-style-type: none"> 1. gender role conflict 2. dyadic inequalities (differences in income, age, education), 3. differences in 'outness' about sexual identity 4. substance use, 5. jealousy 	<p>From the results, authors conclude that intimate partner violence interventions for gay and bisexual men should integrate behavioural factors while also focusing on structural interventions.</p>

		each item was considered to be intimate partner violence if it were to occur among gay and bisexual men. Thematic analysis was completed using grounded theory.	6. external homophobic violence.	The objectives of these interventions should aim to reduce homophobic stigma and redefine male gender roles may help to address some of the tension that drives intimate partner violence in same-sex male relationships.
Almerab, M. (2017). The phenomenon of student's violence at Hail University: Prevalence, causes and suggested solutions from the student's perspective. <i>International Journal of Psychology and Counselling</i> , 9(6), 34-41.	The study investigates the prevalence of various forms of violence, the drivers and potential solutions to the phenomenon of students' violence from the perspective of students at Hail University.	100 male and 100 female students were chosen randomly. A three-part questionnaire was used for data collection.	Verbal followed by physical violence were the most prevalent of the variations compared to property damage and violence against staffers which were significantly lower. Causes of violence included: weak intellectual and cultural awareness,	Potential solutions to these drivers of violence included: - Enhancing intellectual awareness - filling leisure time with cultural, scientific, artistic and sport events

			<p>drug abuse, poor academic performance, poor family up-bringing, low social and economic class.</p> <p>There was a notable difference between male and female perceptions of the causes of violence.</p>	<p>and competition,</p> <ul style="list-style-type: none"> - educating students on the ethics of dialogue and disagreement with others, - solving academic and administrative problems, and - enhancing the role of the student's guidance program.
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<p>Edwards K.M., Shorey R.C., Glozier K. (2020) Primary Prevention of Intimate Partner Violence Among Sexual and Gender Minorities. In: Russell B. (eds) Intimate Partner Violence and the LGBT+ Community. Springer, Cham. https://doi.org/10.1007/978-3-030-44762-5_9</p>	<p>Chapter aims to provide readers with an evidence base of prevention against intimate partner violence amongst sexual and gender minority young adults and adolescents by</p> <ol style="list-style-type: none"> 1. Providing an overview of risks and protective factors for intimate partner violence in sexual and gender minorities, shared with cisgender and heterosexual situations 	<p>Summary of evidence literature review.</p>	<p>IPV perpetration in non-sexual and gender minorities and heterosexual/cis-gendered populations include:</p> <ul style="list-style-type: none"> - mental health problems (anxiety, posttraumatic stress, and depression) - historical factors (previous experiences with IPV, childhood abuse, past trauma, and witnessing parental violence), - Substance use - Perceptions of social norms - Community-level variables (poverty). 	<p>Research lacks on the how these factors predict intimate partner violence in sexual and gender. The higher rates of IPV experienced by SGM (sexual and gender minority) individuals may be explained by the minority stress theory, and especially experiences of internalized homonegativity, which is critical to address in primary prevention efforts. (Minority stress theory: well documented, chronically high levels of stress faced by members of stigmatized minority groups. It may be caused by</p>
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	<p>and those unique to sexual and gender minorities</p> <p>2. Review of existing intimate partner violence programs that have been evaluated and if these are effective</p> <p>3. Discussion of initiatives that seek to address cisgender and heterosexual situations that may be beneficial to sexual and gender</p>			<p>a number of factors, including poor social support and low socioeconomic status; well-understood causes of minority stress are interpersonal prejudice and discrimination.)</p>
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	minority individuals			
OurWatch. (2017). Primary prevention of family violence against people from LGBTI communities. Retrieved from https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2019/11/07031955/Primary-Prevention-of-FV-against-LGBTI-people-Report-Accessible-PDF.pdf	The report examines and presents existing international and national evidence on violence against LGBTI people. A review of research on the broader determinants of violence against LGBTI	Literature review using a broad searching strategy and intersectional theory.	Violent acts are often fuelled by a need to exert power and maintain control. Commonalities exist between the underlying drivers of violence against heterosexual, cisgendered women and their children, and LGBTI people. Gender norms and structures create	LGBTI people influence and to some extent, justify and condone family violence against LGBTI people, including by LGBTI perpetrators. This inflicts an invisibility of the public health issue in the public domain

	<p>people which, this paper argues, have an impact on rates and patterns of family violence specific to LGBTI people.</p>		<p>inequalities between women and men; masculinity being associated with males and valued over femininity, associated with females.</p> <p>Mothers who reject traditional roles and stereotypes potentially find their children are subject to violence by men who experience the rejection of such stereotypes as a challenge to their masculinity, power and privilege.</p> <p>LGBTI people challenge the assumption that binary biological sex determines a binary gender, undermining the assumption that masculinity and male</p>	<p>Strategies to address societal gender structures are fundamental in preventing violence against people from LGBTI communities, assisting in the prevention of violence against heterosexual, cisgendered women and their children, and vice versa.</p> <p>Without addressing and challenging the drivers of violence against LGBTI people (perpetration of discrimination, disadvantage and violence against LGBTI people by socio-structural systems), the issue</p>
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			power are grounded in male biology.	of family violence against LGBTI people will be ineffectively addressed. This is the same for changing gendered structural inequalities that oppress and disadvantage against women, preventing violence against women and LGBTI people will remain elusive.
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Appendix 4 – Focus Groups and Key Informant Interviews Data Summary

Aims

The Respectful Relationships team held two focus groups and five key informant interviews in November 2020 involving WSU students and staff to inform the design and implementation of a social media campaign to prevent violence against women and LGBTIQ+ people. The discussion was designed to gather information from the staff and students regarding the following outcomes:

- To understand student and staff perceptions as to whether violence against women, LGBTIQ+ people and people of colour is a pressing issue at WSU
- To understand how gender norms and stereotypes affect staff and students
- To understand whether staff and students intervene when they see violence and why/why not.
- To determine the messaging and visuals that will be more successful in engaging staff and students
- To determine what social media and other platforms staff and students prefer

Participants

Six staff attend a session on 5th November and seven students on 6th November 2020. Two staff who were not able to attend the focus group, participated in a key informant interview at a later date. Students came from various disciplines including Accounting, Business and Science and there was a mixture of undergraduate and postgraduate students. Staff were a mixture of professional staff, academic staff and PhD students coming from various areas including Education, Science and Finance. Students all identified as female. A mix of male and female students attended the staff group. There was a mix of LGBTIQ+, straight and cis-gendered participants.

Findings

OUTCOME 1: To understand student and staff perceptions as to whether violence against women, LGBTIQ+ people and people of colour is a pressing issue at WSU

Staff believed that while WSU has a good image of diversity, and that it is “drummed” into staff not to discriminate against minorities, subtle exclusion and “micro aggressions” exist against women, LGBTIQ+ staff and staff of colour. Staff do not know whether or not to report “micro-aggressions” and to whom. LGBTIQ+ Staff do not feel comfortable sharing their identity with colleagues. There is a feeling that being “out” is inappropriate at work because it’s perceived as relating to sexual behaviour. Staff feel like they have to “screen” their colleagues to determine whom they can be more open with. It is a “subtle weight that weighs on you”.

Staff believe that sexual harassment amongst students has increased with studies going online. They believe the complaints process is inefficient. Staff suggested the First Responders Network be expanded to resemble the Ally Network to provide support for staff and students.

Staff felt that lecturers and tutors need training on how to deal with sexism, racism, homophobia, and transphobia in class to ensure they are safe spaces.

Students felt that the university is safe, and that sexual harassment and assault are not issues, though they also said that this may be the case because they don’t ever hear about it. One example of violence against LGBTIQ+ student was shared. They did believe some lecturers were racist.

OUTCOME 2: To understand how gender norms and stereotypes affect staff and students

Staff noted that female staff are doing unpaid labour at the office such as organising parties, birthdays, unloading the dishwasher and taking care of the communal fridge. “Women [are] carrying emotional labour too [such as] checking in with people while working from home, supporting co-workers during stress etc.”

Staff said that male and female leaders undermine female and queer staff for example in relation to promotions, especially if they have children. There was a belief that middle management is not reflecting the values that come from the senior executive on issues such as gender equity.

Students felt WSU is very inclusive and does not treat female and male students differently

OUTCOME 3: To understand whether staff and students intervene when they see violence and why/why not.

Staff agreed that it is hard to address micro aggressions. It is easier to intervene when it is a “big” thing, such as a physical assault. It is difficult to intervene if you do not know if the victim is out or not, as you might be outing them by sticking up for them. It is also difficult to intervene if the victim does not recognise the behaviour as bad especially if it is not physical.

Students agreed intervention might be hard when it comes to slurs and comments in the daily life as “It might be sudden, and the conversation moves on”. One student said she would intervene if there was a verbal slur, but would feel afraid and uncomfortable intervening in a situation of physical violence “They might be stronger than me and I don’t want to escalate the situation”. One student would be more comfortable going after the victim to check if they are ok, but only if she knew that person. Student said they would report to security in a dangerous situation. One student said she would report a racial slur only if it was directed at her. She would not report for someone else. One student said she would report if she knew there would be consequences for the perpetrator. If there is no consequences (or if it’s not clear what the consequences are), there’s also no point in reporting.

OUTCOME 4: To determine the messaging and visuals that will be more successful in engaging staff and students

Staff wanted real students/staff with real stories or messages directly from them. It was unanimous that victims needs should come first in any campaign. It was suggested the campaign avoid things like ‘toxic masculinity’ as men are tired of hearing that and it will just become white noise in the background. There was a feeling that there is no point in targeting perpetrators or men who do not believe there is a problem. It would be better to target victims and give them confidence to seek support.

Students believed that the campaign should include familiar faces and targeted hashtags. They said they relate more to the campaign when they see someone they know, fellow students for example. They felt it important that the campaign show what constitutes violence and to make the consequences clearer, as is done with plagiarism at WSU. Focus should be placed on respecting others.

Students suggested to steer clear of Western colours

OUTCOME 5: To determine what social media and other platforms staff and students prefer

Staff check e-updates. They skim through newsletters. They do not follow Yammer or WSU social media. In their daily lives Facebook, Instagram and the news are their preferred sources of information.

Students skim through emails and newsletters. Western Life, Facebook and Instagram are more effective in attracting their attention. A majority said they prefer Instagram over other platforms.

Key Informant Interviews

Participants

Five professional and academic staff

OUTCOME 1. To understand staff perceptions as to whether violence against women, LGBTIQ+ people and people of colour is a pressing issue at WSU

Interviewees held mixed views as to whether sexual assault, sexual harassment, and violence against LGBTIQ+ staff and students were significant issues at WSU, though all interviewees believed racial discrimination was an issue. One interviewee said that they saw many examples of discrimination and violence such as slut shaming, homophobia and gender-based putdowns among students. Staff provided examples of sexual harassment in tutorials, including students' sexually explicit derogatory comments directed at both students and academics, and students streaming pornography in class. In these examples, interviewees commented that the "tutor was powerless to do anything". Among staff, interviewee consensus was that violence was subtle and inherent in work culture, and for the case of one interviewee, overlaid with racism.

Two staff that did not understand or "agree" with the concept of LGBTIQ+. In relation to LGBTIQ+ violence, another interviewee said, "People are learning. It's getting better, though there is some way to go." One interviewee said, "Everyone that's different has it harder." There was a mixed understanding of the causes of such violence and of what constitutes sexual harassment – from alcohol to women's risk-taking behaviour (aka victim blaming).

OUTCOME 2. To understand how gender norms and stereotypes affect staff

Interviewees held mixed views as to whether gender inequality existed at WSU and whether gender norms and stereotypes were promoted. Even among those that did not believe gender inequality were significant issues at Western, all interviewees believed it was an issue in the wider community. Some staff acknowledged a "boys' club" amongst senior staff – a collection of self-serving and self-protecting powerful men who were unwilling to allow women among their ranks for too long; examples were provided of senior women who had left the University in 2020. Commenting on a particular female leader, a staff member said she has to "make herself tall" to fit in. One interviewee said that there are less women in higher leadership roles. "It's just how it is. I don't see any way out."

OUTCOME 3. To understand whether staff intervene when they see violence and why/why not.

All interviewees said they would intervene in instances of violence: some directly, others by delegation. One interviewee said, “Nine times out of ten, we want to do something about it.... There are a lot of people out there who give a shit.”

OUTCOME 4. To determine the messaging and visuals that will be more successful in engaging the community

Recommendations included:

- Photos / video of real people with real life examples that are relatable
- Messaging should be short phrases and simple
- Positive images that tell us we are all responsible
- One staff member suggested that in relation to translation, “Do it well, or don’t bother ”
- Emphasis should be on respect
- Engage influencers to disseminate messages
- Promote / celebrate calling out culture
- Champion and support advocates and upstanders
- Bystander behaviour and calls to action
- Ensure not to reinforce negative norms
- Use colours that pop

OUTCOME 5. To determine what social media and other platforms staff prefer

Interviewees recommended campaigns use:

- Wechat
- Work emails
- Newsletters from supervisor
- Flyers in office
- Training courses
- Facebook, EG alumni Facebook account

- Instagram, especially influencers such as By Felipe and James Charles
- eUpdate
- Posters in public toilets / back of stall doors
- Skits / performances
- Compulsory student training
- Campaigns during O-week

Appendix 5 – Campaign Communications Plan

Respect @ Western Communications Plan

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Summary

This Communication plan aims to support the creation of the social media campaign “Respect @ Western” scheduled to be published in April 2021. The project is being funded by the Vice Chancellor’s Gender Equality Fund and it focuses on raising awareness about the gendered drivers of sexual assault and sexual harassment in the university context.

Deliverables: Eight social media posts (images) – two posts/week

The same material will be adapted for use in various channels.

Introduction

Background

According to ‘Change the Course’, a 2016 survey on the prevalence of sexual assault and sexual harassment at universities in Australia from The Australian Human Rights Commission (AHRC), ‘25% of WSU respondents reported that they experienced some form of sexual harassment in a University setting. 94% of those who had experienced sexual harassment did not raise a formal report or complaint with the University, and 92% did not seek support from the University’.

According to ‘Diversity and Safety on Campus’, there are over 6,000 incidents of heterosexism and cissexism at Western each year. Only 16% of those affected felt comfortable reporting their experience.

‘Change the Course’ recommends that Australian universities adopt communication campaigns that target attitudes and behaviours conducive to gender-based violence (Recommendation 2) as well as raise awareness about support available (Recommendation 3). ‘Diversity and Safety on Campus’ recommends that ‘Western

review marketing materials and resources to increase visibility of Sexuality and Gender Diverse (SGD) diversity’.

Using a primary prevention approach, this campaign aims to address the gendered drivers of sexual assault and sexual harassment in the university context using a number of different mediums including: RNA Instagram profile, RNA Newsletters, Western social media, WESTERNLife, digital screens around campus (availability needs to be checked due to covid-19 and student’s presence on campus) and the Western Sydney Wellbeing Promotion Facebook group.

The campaign will use a whole-of-institution approach, targeting staff, students, residents, and others engaged at Western. As gender-based violence affects certain groups more than others, the campaign will use an intersectional approach, with particular focus on sexuality and gender diverse, and culturally and linguistically diverse, staff and students. Messaging will be informed by international best practice and research, combined with student and staff input to ensure community ownership and relevancy. We will evaluate the campaign by measuring attitudinal and behavioural change by liaising with the Counselling Services, Campus Safety and Security, and Complaints Management and Resolution team. A pre and post perception survey will be developed (TBC depending on the need for ethics approval – Liaise with Brahm Marjadi).

So far, we have:

- Developed a Steering Group Terms of Reference, recruited 10 members (Post-graduate, under-graduate and College students and staff including LGBTIQ+ and Aboriginal representation)
- Completed two focus groups with students and staff members
- Three steering committee meetings
- Five key informant interviews with professional and academic staff
- Literature review to provide an evidence base for communications strategies
- Recruited and trained a student (Public Health) to assist with the project

Literature Review – Summary

This literature review summary aims to explore evidence-based programs for relevant communications strategies. The sources include Vic Health (Women’s Health in the North), Our Watch, UN Women Communication guide and various academic articles. The full literature review can be found in the shared drive.

- “Regardless of the campaign context, theme and strategy, any campaign on violence against women (VAW) must be grounded in the understanding that VAW is a human rights violation rooted in, and contributing to, power imbalances between women and men. VAW is a public concern that affects all segments of society. **Key Message:** VAW is a violation of human rights, regardless of when and where it occurs, and that not only should there be zero tolerance for it, but that swift and effective action must be taken to end it.”
- “Effective campaigns must include and target not only women and girls, but men and boys. Men and boys can help to make clear that it is possible to prevent violence, in their own lives, and by exerting influence on their peers. The general ethos behind successful campaigns has been the idea that every person can and should be an agent of change.”
- “The voices of women and girls who have experienced violence in their lives can be a powerful force for campaigning that should not be ignored or belittled. Hearing directly from those who have endured violence, fought against it, or helped to prevent it happening to others adds credibility, and helps put ‘a human face’ on facts and statistics that can provoke the public to take action. It is critical to account for the potential risks involved. Safety concerns should be paramount. The survivors need to be fully informed of potential consequences, and have given their explicit, possibly written, consent.”
- “DO name the violence. It is critical that the type of violence is named. e.g. ‘men’s violence against women/and their children’, ‘intimate partner violence’ ‘family violence’, ‘assault’, ‘sexual assault’, ‘elder abuse’, ‘child abuse’, ‘rape’ or ‘murder’.”
- “It might seem easier to be inclusive of everyone by not referring to gender and sexuality at all, for example referring to ‘people who experience intimate partner violence’. However, making women and women’s experience of violence invisible ignores the impact of gender, the high rates of violence against women and LGBTIQ people and male perpetration.”

- “DON’T simply avoid all potentially controversial content. Topics that are ‘controversial’ are often part of important community dialogues.”
- “Transgender individuals experience higher rates of digital harassment and abuse, higher rates of sexual, sexuality and gender-based harassment and abuse, compared with heterosexual cisgender individuals.”
- “Emotional violence is seen as the most threatening form of Intimate Partner Violence. Drivers of this violence include power differentials, gender roles, and internalised homophobia. Results highlights that gay and bisexual men perceive emotional violence to be customary.”

Situation Analysis - SWOT

Strengths: Experience in the field and knowledge about the topics being addressed, established partnership with the Ally Network, strong feedback from the community, students and staff members interested in RNA’s current and upcoming projects (students often contact us to know more about the ambassador program).

Weaknesses: The team might not be together in 2021 – staff time allocation can be an issue, find out the best day and time to post content for greater reach, improve the frequency that the information is distributed, and make RNA content more engaging to increase RNA’s online presence.

Opportunities: Improving project awareness and the public knowledge about RNA, provide more support for students and staff in aspects that are important and relevant for them, build support for RNA’s recurring project activities like trainings and curriculum changes, help gain project funding for the next years.

Threats: Messages not being interpreted as expected by the community, internal resistance - other departments not reacting positively to the communications sent out, project timeframe might be tight, no changes to the university culture, safety issues for students and staff who decide to participate in the campaign and share their stories.

Lessons Learned

- From our previous communications experience, data gathering, and considering the feedback we received from students and staff members during our interviews and focus groups, we can affirm that:
-
- Staff check e-updates. They skim through newsletters. They don't follow Yammer or WSU social media (only FB). In their daily lives Facebook, Instagram and the news are their preferred sources of information.
-
- Students skim through emails and newsletters. Western Life, Facebook and Instagram are more effective in attracting their attention. A majority said they prefer Instagram over other platforms.
- Data from our last communication campaign, Take Action, developed in 2020:

Channel	Impact
WesternLife	
- Total weekly button views	6000 (below average due to exam week)
- Button clicks	At least 10 (only internal (WL) clicks captured)
- RNA post - views	900
- RNA post - likes	36
- RNA WL group new memberships	16
Ally newsletter	
- Total audience	350+ (tbc)
- Opens	tbc
- Direct replies	6
RNA Instagram	
- Total audience	295
- Growth	30% p/a +/-
- Views	181 unique (214 total) 20% actions / post
- Actions	34 profile visits (28% new)
RNA newsletter	
- Total audience	463
- Opens	126 (21% opens per send - half industry average)
- Actions (click-throughs [all workshop])	4 (3% click per open)
RNA web	
- Google Analytics	tbc (due to URL change)
Take Action Workshop	
- Attendance	8 (SE av. = 7.8)
- Evaluation	- Pre-test : 1/8 medium/high confidence in responding to social conflict - Post-test: 7/8 medium/high confidence in responding to social conflict

Objectives

Communications Objectives

- ✓ Increasing student and staff awareness about RNA and report/support processes
- ✓ Improving university culture and behaviour: bring about attitudinal and behavioural change in the university context in relation to gender equality and gender-based violence, with the result that Western Sydney University will be a safer working, learning, and living environment for all.
- ✓ Providing knowledge and support for students and staff regarding the daily implications of sexism, racism, homophobia, transphobia and gendered violence at the workplace and classroom, and what to do when it happens.

Stakeholders

Target Audience

- ✓ Undergraduate and Postgraduate students – local and international
- ✓ HDR students – local and international
- ✓ Staff members – academic and professional
- ✓ University community
- ✓ Ally Network

Key Messages

- ✓ **Report and support options at Western:** including the First Responders Network. Both students and staff members mentioned it during our interviews. One student said she would report if she knew there would be consequences for the perpetrator. If there's no consequences (or if it's not clear what the consequences are), there's also no point in reporting.
- ✓ **Consequences for perpetrators and victims:** students and staff shared that they would like to understand more about the complaints process at WSU just like they understand about plagiarism and academic misconduct. Staff believe the complaints process is inefficient.

- ✓ **What constitutes violence in the daily life:** student and staff shared that subtle exclusion and “microaggressions” exist against women, LGBTIQ+ staff and staff of colour. Staff do not know whether to report “microaggressions” and to who. To create a clear picture of what violence and exclusion looks like in real life, scenarios were created to illustrate structural and everyday sexism/ racism/ homophobia

- ✓ **Gender norms affecting staff:** Staff noted that female staff are doing unpaid labour at the office such as organising parties, birthdays, unloading the dishwasher and taking care of the communal fridge. “Women [are] carrying emotional labour too [such as] checking in with people while working from home, supporting co-workers during stress etc”. Staff said that male and female leaders undermine female and queer staff for example in relation to promotions, especially if they have children. There was a belief that middle management is not reflecting the values that come from the senior executive on issues such as gender equity.

- ✓ **Active bystander:** how to react in situations of violence and how to address daily sexist / racist / homophobic slurs and derogatory comments. Students reported sexist and racist comments in class (both students and staff agree that tutors need training on how to deal with sexism, racism, homophobia, and transphobia in class to ensure they are safe spaces). Staff believe that sexual harassment amongst students has increased with studies going online.

Time frame	Outcomes
<i>Short term</i>	Stakeholders understand that microaggressions are not ok and the daily aspects of violence like what is appropriate (or not) in the workplace and class
<i>Medium term</i>	Stakeholders feel confident to report and understand report and support processes
<i>Long term</i>	Stakeholders to feel confident to be an active bystander. Less aggressions/ violence – increased sense of safety on campus

Scenarios

The scenarios below were examples and suggestions collected in the interviews:

- ✓ Female staff members being responsible for office parties, unloading the dishwasher, cleaning the communal fridge...
- ✓ Female staff member not being offered a promotion because “we thought that you wouldn’t be interested now that you have kids”
- ✓ Sexual harassment during class i.e.: male students sending unsolicited nudes during a zoom meeting or in a university-related group chat
- ✓ Microaggressions related to race and culture (offences that are often perceived as compliments) i.e.: “You are way nicer than the other Asians”, “You don’t look queer”
- ✓ Professor/tutor doing sexist/racist jokes in class
- ✓ A positive active bystander real story
- ✓ HDR student who gets harassed by the supervisor (and how it looks like in real life)

Recommendations

- ✓ **Real stories, real people:** Use staff and students as the faces of the campaign. Staff wanted real students/staff with real stories or messages directly from them. Students believed that the campaign should include familiar faces.
- ✓ **Focus on the victim:** Help them recognise violence, know how to get support, and give them confidence to seek support. “We’re here to help you / We believe you”

- ✓ **Students suggested to steer clear of Western colours:** For this campaign we will be using RNA's rebranding colours as suggested by the Rabbit Hole team
- ✓ **Channels:** Use Western Life, Facebook and Instagram to disseminate to students. Use e-updates, Yammer, Schools and existing mailing lists to disseminate to staff {NB a brief check through yammer showed that many staff are using the platform}
- ✓ **Messaging** should be short phrases and simple
- ✓ Champion and support advocates and upstanders

Channels

Delivery Channels

- | | |
|---|---|
| ✓ RNA Instagram profile | ✓ Digital screens around campus |
| ✓ RNA Newsletter | (availability tbc due to covid-19 and student's presence on campus) |
| ✓ RNA Website | ✓ Flyers – public places such as library board, public toilets, announcement boards (availability tbc due to covid-19 and student's presence on campus) |
| ✓ WESTERNLife | |
| ✓ Western social media (FB and Instagram) | |
| ✓ Western Sydney Wellbeing Promotion Facebook group | |

References

[The Masculinities Project – Monash University](#)

THE MASCULINITIES PROJECT



DON'T LET THE PATRIARCHY GET IN THE WAY OF OUR FRIENDSHIP!

THE MASCULINITIES PROJECT

"MATE, IM HERE FOR YOU"

"...ARE YOU?"

PICK 5:
MY FRIENDS AND I USUALLY SPEND TIME TOGETHER BY/AT:

- SPORTING CLUBS
- WATCHING/PLAYING SPORT
- CATCHING UP FOR COFFEE CHATS
- PLAYING VIDEO GAMES
- DOING THINGS TOGETHER
- TALKING ABOUT OUR LIVES DURING A SHARED ACTIVITY (E.G. SHOPPING, COOKING, WALKS)
- TALKING OVER THE PHONE
- AT THE BAR FOR DRINKS
- MOSTLY IN GROUPS
- DEBRIEFING ABOUT RELATIONSHIPS
- DISCUSSING WORRIES & CONCERNS
- HANGING OUT FACE-TO-FACE & INDIVIDUALLY
- TALKING ABOUT WORK

THE MASCULINITIES PROJECT



WE CAN ALL BE BETTER FRIENDS TO OUR MATES

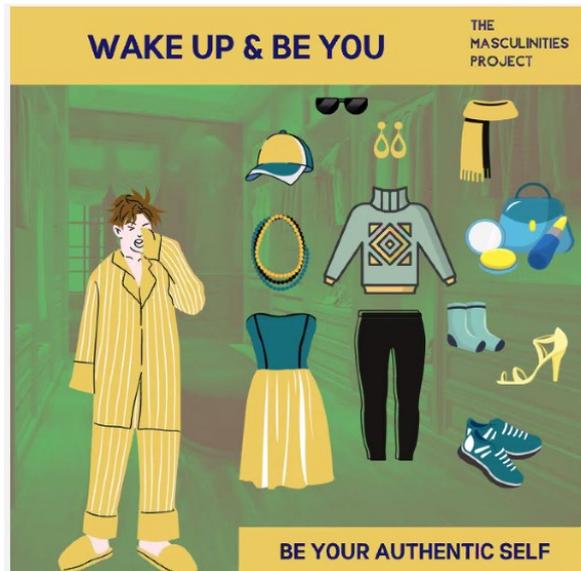
BY

- BEING VULNERABLE
- BEING CARING
- BEING COMPASSIONATE
- BEING HUMBLE
- BEING NURTURING
- BEING AFFECTIONATE
- BEING SUPPORTIVE

HOLDING SPACE TO TALK ABOUT EMOTIONS, HARDSHIP AND FAILURE

THE MASCULINITIES PROJECT

WAKE UP & BE YOU



BE YOUR AUTHENTIC SELF

The Frederick Center - #TransAwarenessWeek Campaign

how to do better at
**Getting
New Pronouns
Right**

no more

"oh I'm trying
but its just
really hard"

1. When you slip up,
correct yourself
briefly and
move on

When I
first met
Lilly she was
— I mean Aidan, he
was literally doing
a handstand
on a skateboard.

2. When someone
corrects you, say
"thank you"

and just
move on
swiftly

I hadn't even
finished yet and
he already —

they

right, thanks!
they had already
gotten 8 ready !?!

3. Get in the habit of
interrupting people
with a quick correction

yes,
every time

What is she doing?
That looks —

He.

Oh yeah.
Whatever he's
doing looks
weird

It's not a good practice.
It's a good habit to interrupt people,
and makes it easier to catch yourself.

4. For every time
you get it wrong,
do it right 3 times

like saying
3 compliments

I should go
pick up Jackson—
Oh shoot! Jax

It doesn't have
to be about

Their name is Jax;
They have been exceptionally
patient with me today;
and they are wearing lovely
earrings

5. Consider meeting with
someone to practice

Go for coffee with a mutual friend
and correct each other until you get it

So her
pronouns are
they/them —
wait their
pronouns

Totally!

We really
have to practice,
so we can get
this right for
them

Communications Plan

Communications Schedule

Date	Activity / Milestone	Responsibility
October 2020	Promote the focus groups to the appropriate audience through internal communication channels, social media, and Ally Network	-
November 2020	Focus groups with diverse stakeholders: students, staff, and residents	-
November 2020	Organize and interpret the data collected, reflecting on how to best integrate the knowledge gathered	-
December 2020	Call out to students and staff to be the face of the campaign	Nathalia
15 December – 06 January	Mandated Leave period	
January 2021	Design pre and post survey	Nathalia and Lauren
January 2021	Contact a design team / freelance designer	Nathalia and Stephen
February 2021	Send out pre survey	Nathalia
February 2021	Steering committee meeting to discuss this communication plan and brainstorm content ideas	Stephen
February 2021	Organize and interpret the data collected. Messages and content should be clear and finalised for management's approval	Nathalia and Stephen
February 2021	Call out to students and staff to be the face of the campaign	Nathalia
March 2020	Develop briefing with the designer	Nathalia

Early April 2021	The graphic production should be finalised – schedule meeting for content testing	Stephen
April 2021	Share feedback with designer	Nathalia
April 2021	Develop social media post schedule	Nathalia
Mid-April 2021	4-week social media campaign + flyer distribution (tbc)	Nathalia
Late April 2021	Newsletter promotion, Website changes	Nathalia and Stephen
May 2021	Continuation of the campaign – WESTERNLife and digital screens	Nathalia and Stephen
June - July 2021	Evaluations and Final Report	Nathalia, Stephen, and Rebecca

Communications Events

Event	Description	Purpose
Steering committee meeting	Meeting involving all team members, to discuss the work in-progress: discuss this communication plan and brainstorm content ideas	To keep the team informed of the project status, ensure that issues, risks, or changes are raised early on, and to determine content

Call for students and staff who want to be the face of the campaign	Post on social media, Newsletter and via internal channels to attract students and staff	Create a campaign that features real stories and real people from the university community
Recruit designer	Contact a student or alumni designer or outsource a freelance designer	Ensure quality and consistency in the visuals delivered
Content testing	Meeting to determine whether the quality of the deliverables produced is satisfactory.	Gather feedback from the audience and possibly mitigate any potential issues before publishing
Evaluations	Create surveys/ questionnaires	Evaluate the level of success of the campaign to determine whether the right information was distributed to the right people at the right time

Feedback

Feedback Measures

- Questionnaires (SurveyMonkey or Qualtrics) – pre and post survey
- Feedback forms
- Complaints forms
- Liaise with the Counselling Services and Campus Safety and Security to determine if the cases of harassment and assault have

Success Criteria

Create criteria to determine whether the campaign was completed satisfactorily.

Examples:

- Did the message reach its intended audience?
- Was the message distributed through the planned channels?
- Did the output reach the intended audience on schedule?
- Was the distribution effective?
- Was the message received as honest and trustworthy?
- Did the number of reports increase?
- Are people aware on how to report and get support?
- How confident they feel in intervening in situations of violence?

Visuals

Following students and staff members' suggestions, we aim to avoid university colours and maintain the branding created by the Rabbit Hole studio. Full branding pack available to download on Dropbox

Font: Avenir and Bebas-Neue Regular (logo)

Colour Palette		
	C: 1% M: 88% Y: 89% K: 0%	R: 235 G: 71 B: 50
#EB4732		
	C: 1% M: 83% Y: 4% K: 0%	R: 234 G: 83 B: 151
#EA5397		
	C: 62% M: 49% Y: 1% K: 0%	R: 125 G: 54 B: 147
#7D3692		
	C: 87% M: 58% Y: 7% K: 0%	R: 38 G: 107 B: 170
#266BAA		
	C: 65% M: 2% Y: 58% K: 0%	R: 87 G: 186 B: 142
#57BA8E		

Logos:

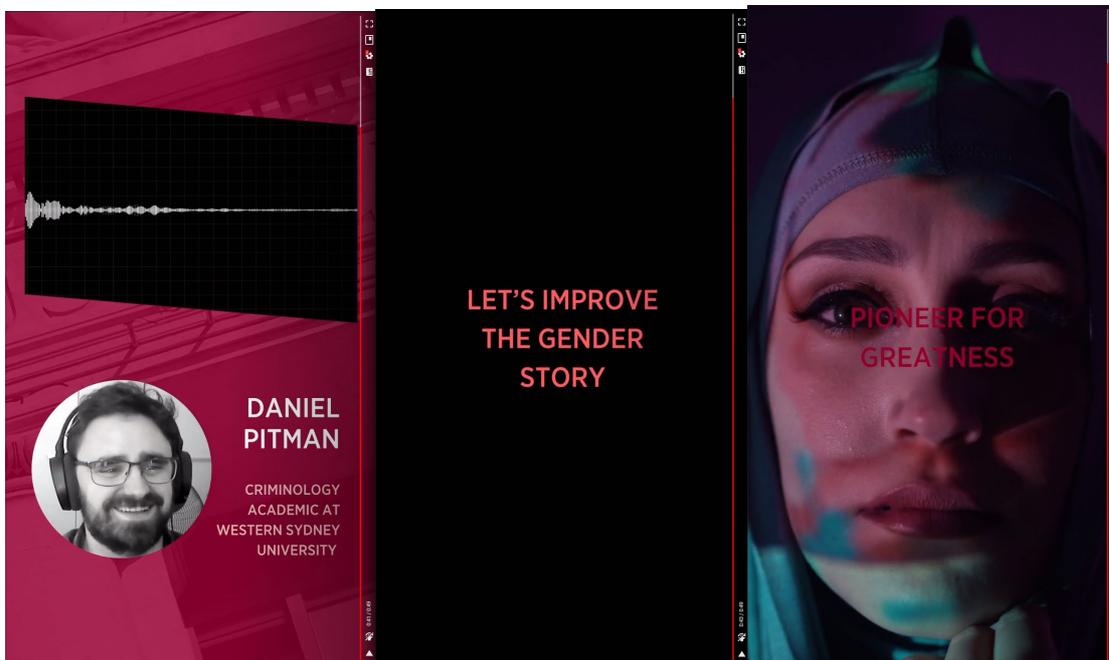
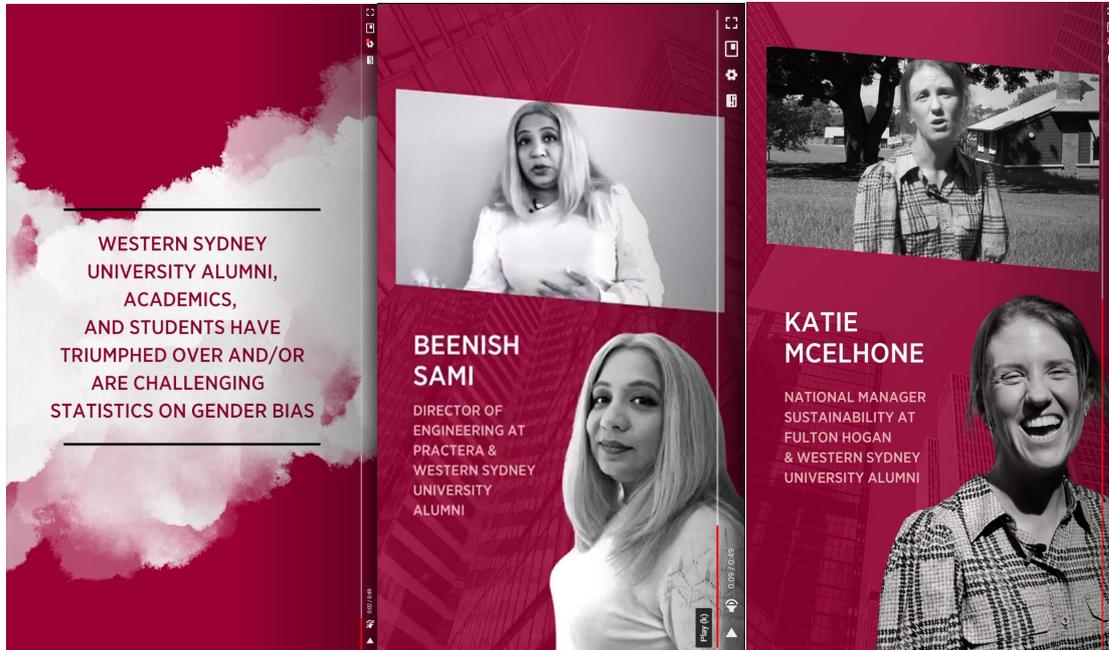


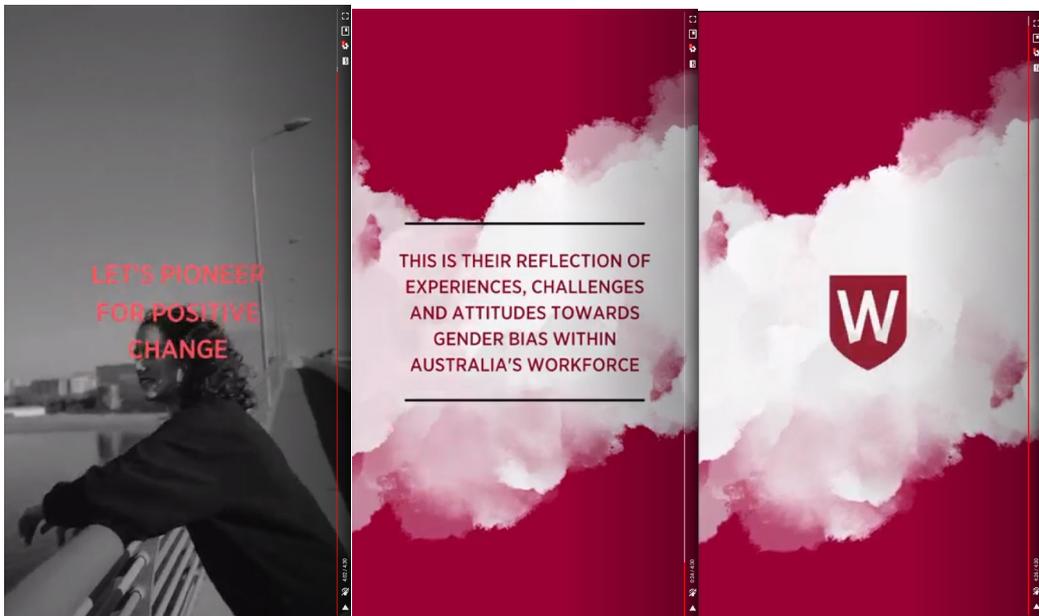
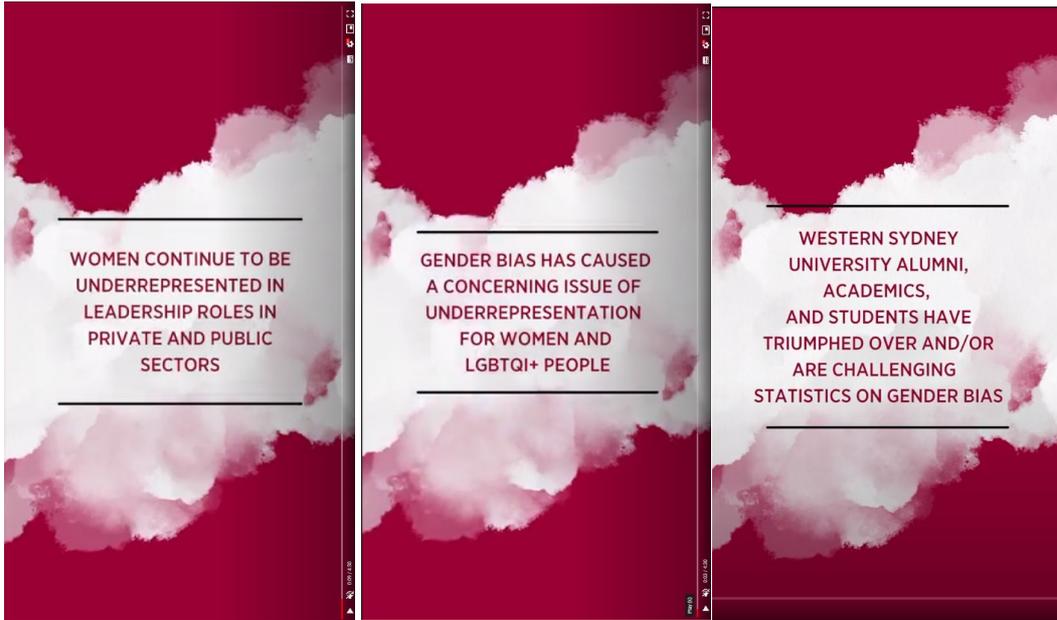
Examples



Appendix 6 – Campaign Assets (selected)

Video assets (select screenshots)





Social media tiles

Overview

The image displays a grid of 16 social media tiles, each with a red background and white text. The tiles are arranged in three rows and six columns. Each tile features a small red icon in the top left corner and a red play button icon in the bottom left corner. The tiles contain various content, including portraits of individuals, text, and statistics.

- Tile 1:** 1.png. Features a red square icon with a white mountain range.
- Tile 2:** 2.png. Text: "WELCOME TO AN OPEN, HONEST, EMPOWERING AND MULTIDIMENSIONAL CONVERSATION ABOUT GENDER EQUALITY AND REPRESENTATION."
- Tile 3:** 3.png. Features a portrait of Beenish Sami. Text: "BEENISH SAMI, DIRECTOR OF ENGINEERING AT PRACERA & WESTERN SYDNEY UNIVERSITY ALUMNI. 'Don't listen to other people... what you can and can't do. Whatever you want to do, find a way to do it. Follow your passion. You have more opportunities. If you are not being given that opportunity, find a way to do it.'"
- Tile 4:** 4.png. Text: "A COLLECTION OF LIFE TESTIMONIALS FROM WESTERN SYDNEY UNIVERSITY ALUMNI, ACADEMICS AND STUDENTS WHO HAVE CHALLENGED AND ARE CHALLENGING GENDER STEREOTYPES WITHIN MALE DOMINATED FIELDS AND BIASES AS WELL AS BARRIERS THEY HAVE FACED OR ARE FACING REGARDING THIS ENDEMIC OF UNFORTUNATE INEQUALITY."
- Tile 5:** 5_cover image.png. Text: "PIONEER FOR".
- Tile 6:** 6.png. Features a portrait of Dr. Caroline Mills. Text: "DR. CAROLINE MILLS, WESTERN SYDNEY UNIVERSITY ACADEMIC | OCCUPATIONAL THERAPIST. 'One of the things that I learnt very early on in my career... is to be very clearly and very audibly established yourself in to where you are so I say 'I have a PhD in Children's Occupational Therapy. I have been practicing in this field for this amount of time. I know what I am talking about in relation to this.' It might not seem like a massive deal but it is a powerful statement."
- Tile 7:** 7.png. Text: "In 2019-20, managers are almost twice as likely to be men (61.4%) than women (38.6%)."
- Tile 8:** 8.png. Features a portrait of Luke Hodge. Text: "LUKE HODGE, MANAGERIAL ENGINEER | COMMUNICATIONS (GREEN HILLS) STUDENT AT WESTERN SYDNEY UNIVERSITY. 'We have to be an ethos of change. We have to get our head down to study and know this can progress. You need to understand where there is an issue and be brave enough to speak about it. Be you, be you.'"
- Tile 9:** 9_cover image.png. Text: "PIONEER FOR".
- Tile 10:** 10.png. Features a portrait of Katie McElhone. Text: "KATIE MCELHONE, NATIONAL MANAGER, SUSTAINABILITY AT FORTUM PROGRAM & WESTERN SYDNEY UNIVERSITY ALUMNI. '...initially in my early career I was a bit more vulnerable to people's opinions because I was young and didn't know very much so a lot of their opinions did over-whelm me. The I found I was going in a direction that was not making...'
- Tile 11:** 11.png. Text: "In 2019-20, the industries with the highest proportion of men aged 20-74 were:
 - Construction (87.3%)
 - Mining (83.0%)
 - Transport, postal and warehousing (79.8%)
 - Electricity, gas, water and waste services (76.2%)
 - Manufacturing (72.5%)
- Tile 12:** 12.png. Features a portrait of Daniel Pitman. Text: "DANIEL PITMAN, WESTERN SYDNEY UNIVERSITY ACADEMIC | COMMUNICATOR. 'It needs to be noted that there are many mental-queer authors who are integral to our understandings of gender, and the relationship with violence. These authors are in several forms...'
- Tile 13:** 13_cover image.png. Text: "PIONEER FOR".
- Tile 14:** 14.png. Text: "LET'S PIONEER FOR LGBTQ+ FREEDOMS". Features a graphic of a transgender symbol. Text: "39% of LGBTQ+ people have to hide their sexuality or gender identity at work. - Australian Human Rights Commission"
- Tile 15:** 15.png. Features a portrait of Stephanie Foti. Text: "STEPHANIE FOTI, WESTERN SYDNEY UNIVERSITY TUTOR | DESIGNER. 'We need more welcoming and positive workplaces making it easier for LGBTQ+ women to come out of the closet. In turn, I put confidence in the psychological value of being out contributing to happiness. Gender opportunity and satisfaction for LGBTQ+ women. When we speak about traditional values, we should not forget...'
- Tile 16:** 16.png. Text: "LET'S CELEBRATE THE TRIUMPH OF WOMEN AND LGBTQ+ PEOPLE AND ENCOURAGE INDIVIDUALS FROM ALL WALKS OF LIFE TO REALISE THE VERY REAL, TANGIBLE AND WORTHY ACT OF PURSUING ONE'S DREAM."



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

What is it about the word gender that makes the world go "oh no"?

Katie and Daniel reflect on male perception and biases when traditional gender roles switch.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

The power of self-learning, reflection, knowledge and power has the ability to define your happiness. Start getting to know yourself to take a path that makes you happy.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

Representation is key to breaking gender stereotypes within the workforce.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

Normalising people rather gender is one way we can champion gender equality.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

What is it about the word gender that makes the world go "oh no"?

We finish off our video segment of the campaign with words of encouragement and power about making your own reality and pioneering to see change.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

Stephanie Foti, a design tutor at WSU, urges empathy, respect and kindness towards the LGBTQ+ community. These values can determine a hope and future for anyone fighting gender barriers.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

Hiding your identity has detrimental effects on mental health and wellbeing. Normalising people, where gender becomes secondary, is one way we can practice equity daily.



Pioneer for Greatness: A gender equality campaign by WSU Respect. Now. Always.

Your dreams, pursuits and hopes are all worthy. It's up to all of us to keep challenging inequality to pioneer greatness within each one of us.

Appendix 7 – Designer Invoice

(Invoice for design work carried out by Amie Aquino and Hannah Deo)

INVOICE

Invoice Number
00001

Date of Issue
21/10/2021

To: Western Sydney University
c/o Respectful Relationships
Locked Bag 1797
Penrith NSW 2751

Amie Aquino
ABN 46718148294

Unit 2 51-57 Meacher Street,
Mount Druitt, NSW, 2770

Commonwealth Bank
Amie Aquino
BSB 062 317
ACC 1100 1446

Description	Hr / rate	Amount
Project Planning	5 \$80	\$400.00
Liasing interviewees & videography/photography	8 \$80	\$640.00
Campaign video	10 \$40	\$400.00
3 x IGTV episodes	14 \$40	\$560.00
Audio descriptions	8 \$40	\$320.00
15 x Instagram posts	9 \$40	\$360.00
Feedback amendments	5 \$80	\$400.00
Interactive PDF	8 \$80	\$640.00
WSU main page video	2.5 \$40	\$100.00
	Subtotal	\$3,820.00
No GST has been charged	Tax	0.00
	Total	\$3,820.00

Please transferr to Amie Aquino

BSB: 062 317

Acc: 1100 1446

Thank you!

Amie Aquino | aquinoamie@hotmail.com | ph: 0431 473 883

[END]