The Women's College
within The University of Queensland
ready to lead

Whole-of-Organisation Assessment

National Higher Education Code to Prevent and Respond to Gender-based Violence

Approved Version 1.0 9 December 2025

Executive Summary

This Whole-of-Organisation Assessment has been prepared in accordance with Standard 7 of the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code). The Women's College, affiliated with The University of Queensland and other Brisbane universities, is committed to creating a safe, inclusive, and respectful environment for all residents, associates, staff, and visitors.

The assessment identifies systemic risks, enablers, and barriers across key operational areas, including leadership, culture, governance, policies, service delivery, systems, and community engagement. It draws on multiple sources of evidence, including focus groups with residents, associates and staff, internal data on disclosures and incident responses, cultural reviews, and a comprehensive review of policies and practices.

Key findings highlight the College's strong leadership commitment to gender equality, robust governance structures, and proactive engagement with schools and alumnae. Enablers include well-established wellbeing programs, academic support systems, and inclusive traditions. However, challenges remain in addressing harmful norms, ensuring consistent policy application, and strengthening infrastructure for reporting and prevention.

The Women's College will implement targeted actions such as mandatory training for staff and student leaders, policy enhancements, improved reporting systems, and expanded community partnerships to further the understanding of gender-based violence, to enable early identification and intervention before harm occurs. These measures will ensure compliance with the National Code, foster a culture of respect and safety, and position the College as a leader in gender-based violence prevention within the higher education sector. This plan will be subject to ongoing review and continuous improvement based on feedback, data, and evolving best practice.

Introduction

The Women's College offers a vibrant living and learning community dedicated to empowering more than 250 residents and 50 associate students as they pursue tertiary education at their chosen Brisbane university. Women's is more than just a place to stay. The College offers accommodation, academic and wellbeing support, and many programs designed to empower and prepare women for the challenges and opportunities of university life and their future careers.

Established in 1914 at Kangaroo Point in Brisbane and then relocated to The University of Queensland St Lucia campus, the College has served as a community fostering academic excellence, leadership and inclusivity.

The College plays a pivotal role in promoting diversity and inclusivity. It actively recruits and supports young women, particularly from rural and regional Queensland, providing them with an enriching home-away-from-home as they transition to university life.

The Women's College is affiliated with several Brisbane universities – University of Queensland, Queensland University of Technology, Griffith University, Australian Catholic University and University of Southern Queensland.

The Council is responsible for the overall governance and strategic direction of the College and for monitoring the performance of management in achieving the College's goals and objectives.

This Whole-of-Organisation assessment is framed by an understanding of the gendered drivers of violence against women as articulated in Australia's national framework to prevent violence against women, *Change the Story*. These gendered drivers underpin the National Plan to End Violence Against Women and Children 2022–2032, Australia's national policy framework to end gender-based violence in one generation. Some of these gendered drivers are:

- condoning of violence against women
- rigid gender stereotypes
- men's control of decision-making and limits to women's independence in public and private life
- male peer relations that emphasise aggression and disrespect towards women.

Other forms of discrimination and inequality – such as racism, homophobia, transphobia – intersect with gender inequality to compound people's experiences of violence.

Evidence from *Change the Course* (2017) and the *National Student Safety Survey* (2021) shows that colleges are high-risk environments for gender-based violence to occur. Evidence also shows that the likelihood of violence increases when men who hold discriminatory attitudes towards women and other people misuse alcohol.

The Women's College is committed to reducing the prevalence of gender-based violence and providing a safe environment for our residents, staff and visitors.

This assessment was informed by a multi-method approach to ensure a comprehensive understanding of systemic risks, enablers, and barriers. We conducted focus groups with residents (student leaders 2025 and 2026), Senior Management team, and staff to capture perceptions of gender-based violence, safety and respect within the college environment. Internal data was reviewed, including records of disclosures, formal reports, and incident response outcomes from the past five years. We analysed findings from previous student surveys to identify patterns of concern and areas of strength. Additionally, all current policies and procedures relating to gender-based violence, sexual harassment, alcohol management, and codes of conduct were examined for alignment with best practice and compliance requirements under the National Code. This evidence-informed process ensures that the assessment reflects both qualitative and quantitative insights and supports targeted, effective actions.

This Whole-of-Organisation Assessment provides a clear and evidence-informed overview of The Women's College's strengths, challenges and areas for improvement in relation to preventing gender-based violence and supporting disclosers and respondents. These are presented as enablers, risks and barriers in accordance with the language used in the National Code. This assessment identifies areas of operation relevant to The Women's College as they may align with areas defined in the National Code.

The assessment will support The Women's College's strategic decision-making, guide future planning and ensure our alignment with national expectations and sector good practice.

Leadership, Culture and Environment

Enablers

- Strengths of existing leadership structure – positive relationship between Staff and Students
- Experienced staff who have Education backgrounds - HoC, DHoC, Dean Student Life, Director of Finance QCT registered teachers; Dean of Students registered psychologist (PACFA accredited), College Counsellor.
- Strong relationships with residents, as evidenced by regular Student Life meetings with Senior Student Leaders, Senior staff attending RA Meetings, HoC and DHoC meet individually with President, Vice President, SRA and DSRA.
- Formal leadership endorsement of gender-based violence prevention in strategic documents and public statements.
- Close monitoring of culture through student surveys, regular feedback from students, co-design of student events
- Ability to intervene early - open-door policy of Student Services team, comprehensive systems for reporting (e.g. incident reporting, RA duty reports, anonymous wellbeing referral), Residential Services Officers and Security on-site from 5pm-6am, Senior staff members rostered on-call out-of-hours to respond to incidents, if needed. These all reinforce that early intervention is a core principle and are proactive tools to prevent escalation.
- UQ Respect training for Student leaders, and Freshers
- DHoC, and DoS members of UQ Respect Network of First Responders and DHoC and DoS members of UQ Ally Network
- Alcocups (Alcohol, Drug & Mental Health Education Specialists - www.adesaustralia.com) consulted with to initiate gender-based violence training and embed modules into online training for all students
- Kim Copeland (Director and Principal Consultant of About Us – Avyon Consulting Pty Ltd) engaged to deliver education and training to student leaders
- Equity Pledge signed by all students and reviewed each year by Student Leaders
- Student Leaders, upon acceptance of their position, sign a Guidelines for Leadership which outlines responsiblities for upholding the policies and values of the College
- Equity RA who organises several autonomous student educational presentations e.g. Straight Up Chats, 'You can't ask that'
- Module on sexual consent included in mandatory student induction training
- College value of 'diversity'
- Culture of female empowerment - Formal Dinner speakers, events
- Safety-focussed policies - Bullying, Harassment and Discrimination, Staff and Student Codes of Conduct, Grievance and Complaints, Prevention and Response to Sexual Misconduct, Alcohol and other Drugs Policy and Procedures, Workplace Health and Safety Policy
- Good rate of student retention and eagerness of senior students to participate in leadership and take-on leadership roles
- Selected Student Leaders supported each year to attend The National Association of Australian University Colleges (NAAUC)
- Education and training in place to ensure that there is comprehensive understanding of gender-based violence and its effects by all leaders, staff, residents and associates
- *Good Night Out* program for alcohol harm minimisation education, Responsible Use of Alcohol Policy, section related to misuse of alcohol in Student Code of Conduct, Red Frogs provide training and also visit each Thursday to provide alternative student activity, O-Week is a 'dry' week in the College
- Diversity is a focus of recruitment of staff and students and the College has a diverse student cohort and staff team

	• Staff and student leaders challenge gender stereotypes and discrimination and promote positive and inclusive leadership styles – e.g. creation of neurodiversity-affirming practices and spaces within the O-Week program
Systemic risks	• Residents inviting guests into the College, including during prohibited weeks (SWOTVAC) and/or not registering guests and the risks that this presents to the residents • Residents accepting invitations to other locations without assessing risks • Over-reliance on informal feedback mechanisms without external audits/ survey analysis • Leadership turnover could disrupt continuity of GBV initiatives
Barriers	• Some resistance or reluctance of residents to registering guests • Some resistance to change from student leaders, particularly around privileges which are inherently divisive (e.g. trip to Burleigh, wearing aviators in O Week) • Persistence of some student events which result in excessive consumption of alcohol by some students (e.g. Rush)
Key actions in response	• Conduct mandatory annual training for Council, staff and student leaders on GBV and respectful relationships which will include education on recognising early warning signs and responding promptly to prevent harm • Evaluate annual training for effectiveness and feedback to facilitate the updating of any content • Create a “Respect and Safety” leadership charter signed by all senior staff and Council • Establish visible leadership commitment (e.g. statements from Head of College & CEO, inclusion in strategic plans) • Review guest registration protocol and reinforce messaging to students • Review consent training
Evidence	• Training materials and attendance records • Leadership statements and strategic plan extracts • Signed charter documents • Excerpts from minutes of governance meetings showing GBV, National Code discussions • Excerpts from minutes of Student Life, RA and Student Executive Meetings showing GBV, National Code Discussions

Sources of information

- Agenda and Minutes of Governance, Student Life. RA and Student Executive Meetings
- HR Org structure
- Website
- Survey data or information from interviews with residents
- Education and Training Strategy

Structures, norms and practices

Enablers	• The Women's College Values
	  ○ Community: Providing a vibrant and connected environment of friendship and support
	  ○ Excellence: Striving for the highest standards in learning, leading and living
	  ○ Empowerment: Championing the right to grow, lead and shape a purposeful future
	  ○ Diversity: Seeking to understand different backgrounds and recognising the unique talents, perspectives and experiences of all people
	  ○ Integrity: Acting with honesty, fairness, accountability and moral courage
	  ○ Respect: Acting with mutual regard, inclusivity and acceptance
	• Values with definitions in new Strategic Plan
	• Equity Pledge as values in action - Equity Pledge – co-created with students and reviewed and evaluated each year by student leaders and staff
	• Values in Code of Conduct as point of reference for discussions
	• Ongoing daily dialogue with residents about safety and wellbeing - emails re CCTV, training in Pre-P Week, P Week and O Week
	• Equity Pledge signed by all students and reviewed each year by Student Leaders
	• Equity RA organises several autonomous student educational presentations e.g. Straight Up Chats, 'You can't ask that'
	• Module on sexual consent included in mandatory student induction training
	• College value of 'diversity'
	• Leaders, management and College Council members uphold Code of Conduct which always affirms and promotes respectful behaviours in all interactions
	• The values of the College reflect a commitment to gender equality, respect, diversity and inclusion
	• LGBTQIA+ students feel supported by peers as evidenced in active involvement in Equity education events
	• Staff and Student Partnerships (UQ initiative) project across several Colleges to research and improve experience of LGBTQIA+ students
	• As a College for women-identifying students, discussions of gender-equality, respect and inclusion have been, and are, openly discussed
	• All hazing practices including gendered practices have been addressed and abolished over 5 years ago
	• Any resident or staff member can make a formal report and it will be, and has been, taken seriously - grievance officers, grievance and complaints policy

Systemic risks	• Some student social events/activities involve excessive use of alcohol • Some hesitancy of students/student leaders to report/acknowledge/call out inappropriate behavior by some student leaders • Informal traditions may re-emerge if not actively monitored
Barriers	• Some resistance from student leaders who are wedded to 'traditions' of the College make it hard to shift potentially harmful norms and practices • Some staff members lack skills and confidence to approach or engage in discussions with students • Some staff members do not believe student issues are relevant to their role
Key actions in response	• Review traditions and events to eliminate harmful norms

- Introduce inclusive language guidelines and reinforce in all communications
- Provide education which increases staff confidence in interacting with students
- Empower staff to interact and build healthy positive relationships with students
- Work jointly with other College staff and students to help eliminate harmful traditions and norms
- Embed GBV prevention in all student-led events through inclusion in mandatory risk assessments/student event management plans
- Review event risk assessments each year to incorporate insights from previous incidents or feedback

Evidence

- Inclusive language guidelines
- Equity Pledge
- Social programs within and between the Colleges – a reduced focus on excessive alcohol consumption

Sources of information

- Staff and resident feedback/observations on current practices
- Strategic Plan 2026 - 2028 - feedback from staff and students

Systems and Infrastructure

The College ensures natural and formal surveillance through a combination of on-site staff presence and technology.

College staff are present on site 24/7. Reception is staffed from 8am to 6pm on weekdays (9am to 6pm on weekends), and regular internal and external patrols are conducted between 5pm and 6am on weekdays and between 9am and 6am on weekends.

The College is also equipped with a CCTV system, with cameras positioned to monitor movement in key internal and external areas while respecting student privacy. The system includes licence plate recognition technology, which is used to safely manage access to the College carpark.

The College has a range of physical safeguards in place to ensure secure access to buildings, safe spaces, and accommodation rooms.

The College grounds are fully fenced, and all entry points, other than the main reception, require an electronic credential to operate electronic locks. The credential is either a fob or via the mobile app and residents are only issued with one to reduce the risk of multiple people using the same credential. The same system is used for access to accommodation rooms.

Electronic credentials are programmed with the principle of minimum necessary access. Residents are given access to external and common areas but can only unlock their own accommodation room. Staff credentials are assigned according to their role, with appropriate access levels applied.

The electronic lock system also provides full audit capability, allowing the College to identify which credential has been used to access a specific lock, and which locks have been accessed by a particular user. This supports both safety and accountability across the site.

Enablers

- Confidential Student file folder only accessible by HoC, DHoC, DoS and DoSL
- Two-factor authentication to access student database
- Daily RA, Residential Services Officer and Security Officer reports detailing any experiences experienced on shift
- HoC and DoS live on-site
- Staff contactable 24/7
- Introduced swipe-card/fob access with audit trails for safety
- Security fencing and controlled access to the College with good lighting for resident security
- Responsible Use of IT agreement signed by all students and staff
- Existence of an EAP for staff and a booking system for students to access onsite counselling for support
- No shared access to College systems. All users have individual logins secured with MFA and secure, regularly changed passwords.
- Regular penetration testing of IT systems for security and privacy compliance

Systemic risks

- Guest registration - guests not always registered, sometimes do not always know who is on-site
- CCTV coverage limited in parts of the College
- The resident WiFi does not have any content filtering or blocking setup
- Light content filtering is set up to prevent staff accessing malicious websites. However, there is not anything setup currently to prevent access to perpetration of violence websites.
- Unaccompanied guests

	• Student open-door policy means rooms could be accessed; students told to close doors while they are sleeping but this does not always occur • Conference attendees – not all registered • Current reporting system allows an anonymous user to make a report but does not provide an investigator with any means to respond to or engage further with an anonymous reporter
Barriers	• Difficulties in balancing physical privacy with natural surveillance • Established IT systems that are not always easy to amend
Key actions in response	• Enhance reporting systems for disclosures (online and in-person). ***Respect X*** in 2026 as a secure online reporting system. Regularly audit and improve reporting systems based on user experience and technological advances • Upgrade CCTV coverage and lighting in common areas and at main exit/entrance doors • Include a statement of zero tolerance for GBV at the College in all agreements with external users of the College facilities • Investigate if there is any protection against perpetration of violence sites which can be established in IT systems • Investigate and review guest registration protocols
Evidence	• Screenshots of reporting systems • Security upgrade invoices • Access control reports • Snip from conference contract

Sources of information

- Feedback from staff and residents about any concerns they have with systems
- Review of security arrangements, including after-hours protocols for critical incident escalation

Service Delivery

The Women's College is more than just a place to stay. The College provides a safe and supportive environment for students, along with access to a diverse range of leadership, sporting, cultural, community and social activities. Students at Women's have access to opportunities to advance their studies and personal interests, which connect them for career and life. Students are also encouraged to make the most of being linked to an alumnae community.

Committed to an equity approach, Women's is a place where women support women. The diversity, talents and personalities of more than 250 residents and 50 non-resident associates who call the College 'home' are celebrated and appreciated. Women's is a place where students are empowered to embrace the many opportunities on offer to enhance their personal wellbeing and growth.

Residential membership: Being a Resident at Women's provides many connections within the Women's community and to the other colleges on campus at The University of Queensland. It is a great opportunity for any student who does not reside in Brisbane and who wants to embrace the many benefits of a residential college such as academic tutorials, mentoring and networking opportunities.

Associate membership: Becoming a Women's College Associate provides many connections within the Women's community and to the other colleges on The University of Queensland campus. The Associate program enables a student who commutes to university to embrace the many benefits of a residential college such as academic tutorials, mentoring and networking opportunities.

Wellbeing support: Women's professional staff are on hand to support students in a variety of ways when extra care or encouragement is required. The Deputy Head of College and Dean of Students provide both one-to-one and group support to assist with any personal issues. Working in a collaborative, sensitive and confidential environment, staff support students to have agency in their lives.

In-house counselling appointments are also available for all students.

Academic Support – Tutorials: Women's offers invaluable academic support from experienced tutors for all students, including weekly tutorials in specific subjects such as accounting, allied health, architecture, biology, chemistry, economics, journalism, law, and nursing.

Academic Mentors: First-year students are paired with an Academic Mentor who provides tips and tricks about textbooks, university portals, libraries, referencing and more – all invaluable advice to make a student's university experience run smoothly.

Career Development - Ready to Lead Program: The Ready to Lead program provides students with value-add opportunities to assist in their university studies and chosen career paths. A comprehensive program is offered throughout the academic year, comprising workshops and seminars on a range of topics. These include creating a personal brand and establishing a presence on LinkedIn, developing a résumé, refining interview skills and enhancing leadership abilities.

Women's Industry Night: An annual networking and career building experience, Women's Industry Night connects industry groups and employers with students for work experience and internship opportunities. The event is a mini exhibition that provides students with an opportunity to engage interests and curiosities, test assumptions and learn about the world of work.

Career Mentoring Program: Women's partners with alumnae to mentor third-year residents on specific topics, including career advice, interview techniques and résumé feedback. The Career Mentoring Program assists students to develop meaningful connections in the workforce and supports the transition from university studies to employment.

Leadership Opportunities

Student Club Executive: Led by the Student Club President, the 12 members of the Student Club Executive are elected by the student body. Under the governance of a student-drafted Constitution, the Student Club Executive organises a variety of social, community, cultural and sporting activities throughout the year, including the O Week program.

Resident Assistant Team: Resident Assistants (RAs) are appointed by the College to provide guidance for the residents within their wing. By providing support, acting as a resource, coordinating wing events, and working together to ensure College policies and expectations are met, RAs are the first level of wellbeing support at Women's.

Similar to being a member of the Student Club Executive, becoming an RA is another great opportunity to develop leadership skills for students returning to College for their second or third year.

Enablers

Strengths of residential student accommodation, for example:

- A very collaborative culture and community on-site enables effective whole-of-organisation messaging.
- Enhanced student engagement and wellbeing: Living on-site fosters a sense of belonging and provides easy access to support services.
- Convenient access to academic resources: Students are close to libraries, study spaces, and faculty, which can improve academic performance.
- Safety and security: Purpose-built accommodation includes 24/7 security and controlled access, creating a safe environment.
- Opportunities for personal development: Social and cultural programs within the College help students develop life skills and networks.
- Integrated support systems: On-site staff can quickly respond to student needs, from pastoral care to academic assistance.
- Cost predictability: Bundled services (utilities, internet, maintenance) simplify budgeting for students and families.
- Messages of gender equality, respect, diversity and inclusion are embedded into policies and existing service delivery – including, O Week training, pastoral care programs, safety and wellbeing checks – and reinforced through regular contact with residents
- Strong community and culture encourages residents to see College as 'home' and not simply 'a place to stay'.
- Significant effort is involved in allocation of incoming first year students to rooms to ensure positive student engagement and connection.
- Accommodation wings are mixed (by year group; hometown/school considered when allocating freshers) to ensure that the community is cohesive and there are inter-year group connections easily established.
- Equitable process (via random draw) is in place for returning students to select rooms.
- While the physical layout is fixed, this provides stability and predictability for residents. The College focuses on optimising existing spaces through flexible furniture arrangements, and multipurpose common areas to enhance connection and relationship-building opportunities.
- The College respects residents' personal time and uses this as an opportunity to offer engagement that is flexible and student driven. Digital platforms, opt-in activities, and peer-led initiatives allow residents to connect on their own terms.
- The College's team fosters strong relationships and personalised support. Staff leverage collaboration and partnerships with other campus services to deliver high-quality outcomes efficiently.
- Systems are in place for students to alert staff to maintenance needs to ensure functional and physical environment.
- Visual alarms have been installed in certain bedrooms for hearing impaired students.

Systemic risks

- Very small percentage of students who are difficult to engage and do not participate in College life. These students are identified by staff and monitored (where possible) by student leaders.
- Currently limited explicit discussion/mention of gender-based violence in policies and education and training
- Accessibility gaps for students with disabilities.

Barriers

- Limited ability to change layout of accommodation

- Small team of staff, and particularly in the Student Services team - difficulties during busy periods
- Budget constraints/unexpected costs (e.g. electricity switchboard upgrade)
- Currently, whole of College does not meet disability access requirement

Key actions in response

- Integrate gender-based violence messaging about prevention in orientation, education and training and wellbeing programs
- Incorporate early intervention strategies, such as regular check-ins and proactive outreach to students showing signs of distress in wellbeing and mentoring programs
- Reference gender-based violence explicitly in all relevant policies
- Provide 24/7 access to trained support staff or external helplines
- Conduct regular workshops on consent, respect, and bystander intervention which include explicit messaging about gender-based violence. The workshop content and delivery methods will be reviewed annually to ensure continuous improvement relevance and effectiveness.
- Ensure academic mentoring includes wellbeing check-ins
- Allocate budget for physical accessibility upgrades to improve accessibility

Evidence

- Orientation schedules
- Service agreement counselling provider
- Workshop attendance records
- EAP Access support for Staff

Sources of information

- Feedback from staff and residents
- Information given to residents on pastoral care

Policies and Procedures

On the Student Portal

- Alcohol Policy & Procedures
- Bullying, Harassment and Discrimination Policy
- CCTV Safety Cameras
- Child Protection Policy
- Emergency Evacuation & Lockdown Procedures
- Grievance Management Policy
- Guidelines for Student Leaders
- Sexual Misconduct Prevention and Response Policy
- Social Media Policy
- Staff-Student Conduct & Relationships Policy
- Student Code of Conduct

Enablers

- Policies prioritise student safety through comprehensive measures, including mandatory wellbeing checks, emergency response protocols, and staff training in mental health and cultural competency
- Policies are reviewed regularly to ensure alignment with best practice and legislative requirements and aim to support early intervention by encouraging timely reporting and providing clear pathways for immediate support. Policy reviews will include stakeholder feedback and benchmarking against sector standards to drive continuous improvement.
- Some policies explicitly reference representation and inclusion of LGBTQIA+ people, people with disability, Aboriginal and Torres Strait Islander people, and people from diverse cultural backgrounds
- Policies are grounded in a commitment to equity, respect, and inclusion for all students.
- The College's policy framework actively addresses inequality and discrimination through a comprehensive, zero-tolerance approach. Policies clearly prohibit discriminatory behavior and harassment, and they outline robust reporting and grievance mechanisms to ensure accountability. The College embeds equity principles across all procedures, supported by mandatory staff training on diversity, inclusion, and cultural competency. Regular policy reviews and monitoring ensure continuous improvement and alignment with best practice and legislative requirements.
- Policies recognise gender-based violence as a critical safety issue. This is reflected in a commitment to prevention, protection, and support for affected individuals. At the same time, policies include clear disciplinary procedures for perpetrators, ensuring accountability and compliance with legal and ethical standards.
- Gender-based Violence and Sexual Misconduct policies explicitly state that investigations will be carried out in a victim-centred, trauma-informed manner so that investigatory processes do not reinforce inequalities.
- A 'zero tolerance' to hazing is explicitly articulated across the College's suite of policies.
- Risk Assessment/Support Plan emphasise the agency of the discloser to articulate actions taken to ensure safety.
- Policies are designed to ensure stability, consistency, and compliance with best practice standards. While amendments outside formal review cycles require careful consideration, this structured approach guarantees that any changes are thoroughly evaluated, legally sound, and aligned with a commitment to safety, equity, and inclusion. This process reinforces confidence in the integrity and reliability of our policy framework.
- Regular policy awareness sessions are conducted for staff at staff meetings and for the College's students.

Systemic risks

- Residential Agreement does not currently explicitly address gender inequality and other forms of inequality
- Inconsistent application of policies by staff

Barriers	• Policies not applied consistently by staff • Lack of awareness or understanding of policies within the College
Key actions in response	• Review all relevant policies to address GBV explicitly • Ensure disciplinary processes prioritise discloser safety • Include intersectional considerations (LGBTQIA+, disability, cultural diversity) • Publish policies on the College website and in resident handbooks • Review Residency Agreement and include an addition to explicitly address gender inequality, other forms of inequality and a zero tolerance to gender-based violence.
Evidence	• Updated policy documents • Flowcharts of disciplinary processes. Ensure disciplinary processes prioritise discloser safety (e.g. move respondent, not discloser unless discloser wishes this) • Consultation records • Screenshots of published policies online

Sources of information

- Any consultations undertaken in developing policies
- Feedback from staff and residents on the policy as part of managing a disclosure or formal report
- Organisational reviews of policy frameworks.

Management and governance

The Women's College operates as an affiliated residential college within the University of Queensland and is also affiliated with Queensland University of Technology, Griffith University, University of Southern Queensland and Australian Catholic University. The College is governed by a dedicated Council that provides strategic oversight and ensures compliance with legislative and regulatory requirements. The Council comprises 9 members with expertise in education, governance, finance, law, strategy, marketing, property and community engagement, and meets regularly to review policy, risk management, and strategic priorities. Day-to-day operations are managed by the Head of College and CEO, supported by a College Leadership Team responsible for strategic direction, student wellbeing, academic support, financial and operational services, and stakeholder engagement. Governance arrangements are guided by the College's Constitution and Governance Framework, which embed a commitment to gender equality, respect, and safety. These structures ensure accountability, transparency, and alignment with the National Code and best practice in the sector.

Enablers	• The College Leadership Team keeps the Council informed of gender-based violence, and the Council and the Team will be undertaking training as per the requirements of the Code. • The College has diversity in membership of management and across governing body members. • A comprehensive risk management framework exists, and the Risk Register is reviewed regularly. • Student Surveys and Staff Satisfaction Surveys inform decisions of leadership and Council. • Gender-based violence education and prevention work and initiatives are considered an important topic by all management and Council members. • The Council takes gender-based violence seriously, understands its severity and monitors any complaints. An external review of the College's response to a sexual misconduct investigation was instigated by Council. • Resources are regularly allocated to sexual misconduct and now gender-based violence prevention programs and activities. • The appointment of management and governing body members is guided by the College's Constitution and external governance requirements, ensuring transparency, accountability, and compliance with best practice standards. While the College does not have full control over appointments, this process guarantees representation from key stakeholders, including the required UQ representative.
Systemic risks	• Concern with compliance and legal obligations compromising the primacy of trauma-informed principles. • Limited visibility of GBV initiatives in governance agendas and other College documentation.
Barriers	• Keeping governing body and management informed and abreast of current mandatory obligations.
Key actions in response	• Include GBV prevention/information as a regular standing item on the Governance Committee of the Council and Senior Management meeting agendas to monitor early intervention effectiveness - e.g. tracking how quickly concerns are identified and addressed. • Produce and deliver to Council annual reporting on GBV prevention. Annual reports will include recommendations for continuous improvement and track progress against previous key actions. • Conduct governance training on gender equality and GBV
Evidence	• Excerpts of Meeting agendas and minutes • Annual GBV prevention reports • Training attendance records for governance members

Sources of information

- the College's Constitution and related establishing legislation
- Terms of Reference of the governing body and membership details/requirements

Community engagement

The Women's College maintains strong connections with feeder schools, particularly those in regional Queensland, to promote pathways for young women into higher education and residential life. These relationships include information sessions, and visits involve discussion of the College's commitment to safety, respect, and gender equality. The College also engages actively with local community organisations to foster an inclusive environment and ensure alignment with community expectations. Alumnae play a vital role in shaping and sustaining the College's culture through mentoring programs, fundraising initiatives, and participation in governance and advisory committees. Their involvement reinforces positive traditions and provides continuity of values across generations.

Enablers

- Partnerships with UQ Respect and Ally Network – who advocate for understanding and education in gender-based violence. Collaborating on initiatives that foster a safe, inclusive environment and educate students on respect and equality
- Engagement with Brisbane City Council – Supporting community-driven programs and events that promote diversity and inclusion
- Donor Program – Funding scholarships and bursaries through the the College Alumnae Giving Circle to increase access and equity for women and underrepresented groups
- Annual Guest Speaker Events – Hosting events such as International Women's Day in partnership with other women's colleges to celebrate and advocate for gender equality
- Reconciliation and Cultural Awareness Initiatives – Organising events like the Women's Health Q&A Dinner, Pride Formal Dinner, and Reconciliation Week Formal Dinners to promote inclusion and cultural respect
- Student-Staff Partnerships Research Projects – Collaborating on research that advances understanding of diversity and inclusion within the College community
- Inter-College Queer Collective – Providing a platform for LGBTQIA+ students to connect and advocate for equality across colleges
- Student Exchange with the College Sydney – Strengthening networks and sharing best practices for gender equality and inclusion
- Voices of Influence Podcast & Alumnae Perspectives Video Series – Amplifying diverse voices and experiences to inspire current students and promote inclusive leadership
- Helen McBride Annual Lecture
- Thought leadership and networking opportunities focused on gender equity
- Women's Industry Night and Women of the World Networking Series
- Career Mentoring Program – Connecting students with alumnae and professionals who champion diversity and inclusion in their fields
- Women of the World Networking Series Dinners
- Role modelling and mentorship through the above engagement positively influences the culture of the College
- Fundraising for scholarships - Long Lunch → increases sense of pride and belonging for alumnae and current residents involved
- Guest speakers often champion diversity and gender equality – actively sought to promote diverse perspectives
- Recruitment strategy designed to attract and select a diverse student body - different cultural backgrounds, school systems (e.g. Independent, State, Catholic), regional/rural and remote students, interstate or international
- Values of College well understood/supported by community and alumnae

Systemic risks

- Not a consistent standard of education on gender equality, respect, diversity and inclusion among residents and associates - some students arrive with problematic and challenging personal beliefs

Barriers	• Some groups unintentionally excluded from attending College as some areas inaccessible for recruitment (e.g. students in very remote areas) • Limited human resources for recruitment outreach - small Student Services team
Key actions in response	• Developing a Community Engagement policy promoting respectful culture • Formalising expectations of Mentors and Mentees in Career Mentoring program via Mentoring Agreement • Include GBV and safety messaging in recruitment presentations • Create Alumnae ambassadors promoting GBV prevention and create a feedback loop from alumnae and community partners to inform future engagement strategies
Evidence	• Marketing materials showing GBV messaging

Sources of information

- Alumnae events calendar – formal dinner calendar with diverse speakers noted
- Informal and formal arrangements with our community stakeholder
- 'Rules of engagement' regarding alumnae