



Burgmann College

Affiliated with The Australian National University

Burgmann College

Whole-of-Organisation

*Approach to Preventing and
Responding to Gender-Based
Violence*

December 2025

Contents

I. Scope and Purpose	3
II. Burgmann College Context and Overview	4
III. Understanding Gender-based Violence	5
IV. Primary Prevention	6
V. Backlash and Resistance Planning	6
VI. Organisational Development	7
VII. Resident Consultation Analysis	8-10
VIII. Whole of organisation Risk Assessment	11-14
IX. Whole of organisation Assessment Recommendations	15-19
Culture & Social Norms	15
Events & Alcohol	16
Residential Structures (Social and Physical)	17
Reporting Pathways	17
Support Pathways	18
Inclusivity	18
Training & Awareness	19
Management & Governance	19
X. Outcomes Framework	20-21
XI. Evidence Base and Literature Review	22-25
XII. Definitions	26

“Prevention is not optional, it’s a core responsibility for every higher education and student accommodation provider.”
-Patty Kinnersly

Foreword

At Burgmann, we often say that our community is our greatest selling point. What makes this College special is not a long history or stunning buildings, but the way our residents and staff come together with genuine care for one another. Every day we see acts of kindness, care, and friendship that remind us why our staff love living in this community.

It is because of this that we must also be honest about the challenges we face. We know from national research and from the experiences shared by our own residents that Gender-Based Violence continues to affect university students across Australia, including within residential colleges. This reality is painful, but it calls us to act not with fear, but with conviction that Burgmann can and must be the gold standard in prevention and support.

Our commitment is simple: Burgmann must be a place where respect is lived every day, where safety is never questioned, and where every resident and staff member can belong. This plan is not about policies alone; it is about shaping the culture of Burgmann to reflect the best of who we are. It is about supporting survivors with compassion, equipping leaders with the skills to respond, and building traditions that unite rather than exclude.

We believe deeply that prevention is not about limiting our community, but about unlocking its full potential. When we create an environment free from Gender-Based Violence, we allow the joy, energy, and creativity of Burgmann to shine even brighter. Together, staff, students, and alumni can carry forward a community that is safe, respectful, and proud to lead the way in this space.

I. Scope and Purpose

Priority	Approach Scope	Implications
Safety and Support	The safety and wellbeing of all residents and staff are paramount. Burgmann commits to creating an environment where survivors are believed, supported, and empowered to make choices about their next steps.	All responses prioritize safety and wellbeing, with survivors believed and empowered. Contracts are reviewed regularly and support is a focus in management.
Addressing drivers	Preventing Gender-based Violence requires tackling the underlying drivers of violence — gender inequality, power imbalances, and harmful social norms — as well as the specific risks within a residential context,	Burgmann actively challenges gender roles, harmful norms, and power imbalance weaving this into activities and daily community life.
Embedding Gender-based Violence within everything we do	Burgmann will deliver a coherent, organisation-wide framework that integrates policy, training, and management systems. All staff and residents will participate in education on respectful relationships, consent, and safety.	A consistent, value driver culture is modelled and reinforced across all levels of the College.
Engaging the whole community	The approach reflects the voices and needs of all members of the College community, especially those disproportionately affected by Gender-based Violence	All community members have a voice, especially those most affected by gender-based violence.

II. Burgmann College Context and Overview

Burgmann College is a single-site residential college located on the Australian National University (ANU) campus in Canberra, ACT. In 2025, the College accommodates approximately 360 residents (current census: 351), all of whom live on site in either the undergraduate building (260) or the Village flats (100).

While serving as a private College Burgmann is embedded within the broader ANU context and works closely with central university services, including ANU Security, Student Safety and Wellbeing, the Respectful Relationships Unit, and the ANU Registrar.

A small professional and residential staff team—including the Principal, Deputy Principal, Dean, administrative and operations staff, housekeeping, contracted maintenance and catering services and a structured Residential Advisor (RA) team—supports the community's day-to-day functioning and response to gender-based violence.

Student Profile

Gender- Among current residents, approximately 59% identify as female, 41% as male, and a small number (around 1%) as another gender.

Domestic and international students: Of residents who reported a country of origin, approximately 87% are domestic (Australia) and 13% are international, drawn from at least 14 different countries, including India, China, New Zealand, the United States, Kenya, the Philippines, Sri Lanka, Austria, Singapore and others.

Geographic and social background: Students come from a mix of metropolitan centres (e.g. Sydney, Melbourne, Canberra and other capital-city suburbs) and regional and rural communities (e.g. Condobolin, Merriwa and other country towns). The majority of our residents come from high socio-economic areas, and a greater majority also come from a background of private schooling.

Fields of Study

- Social sciences, arts and humanities: A large proportion of enrolments include Arts, Politics, Philosophy, Economics and International Relations combinations (around 40–45% of residents have at least one of these fields in their program, noting overlap in double degrees).
- Law: Law is a prominent discipline in the community, with approximately 28% of residents enrolled.
- STEM and health: Around 20–22% of residents are enrolled in Science, Engineering, Computer Science, Health or related programs.
- Flexible double degrees are *strongly represented*, reflecting a high proportion of residents in demanding, prestige pathways.

Organisational Experience

Established leadership structures

A Residential Advisor team and gender/sexuality advocacy roles already receive annual training in first response, boundaries, referral pathways and bystander intervention.

The College has progressively updated community standards, behavioural expectations, and incident-management procedures related to sexual assault, sexual harassment and broader GBV,

Evolving policy and procedures

risk management and reporting

The College is in the process of strengthening digital systems for incident logging, risk assessment and event approval, allowing better visibility of patterns, identification of high-risk environments, and more consistent follow-up.

GBV prevention content is embedded in orientation, leadership training, community education sessions and ongoing campaigns, aiming to normalise respectful relationships, enthusiastic consent, active bystander behaviour and help-seeking.

Education and cultural work

III. Understanding Gender-based Violence

Gender-based violence in tertiary and residential college settings is typically driven by four conditions: violence being condoned or minimised; unequal decision-making power; rigid gender roles and narrow masculinity norms; and male peer cultures that reward dominance. Risk increases with heavy alcohol use that often occurs at university, prior exposure to violence, peak-stress periods in the academic year, resistance to gender equality, and weak accountability or bystander action.

Specifically, within the context of Burgmann College, further risks are shaped by social status, initiations, resident power gaps, crowded or low-privacy spaces, large social events (especially O-Week and Bush Week), and online channels that enable online or image-based abuse. Women and gender-diverse residents, LGBTQ+ students, Aboriginal and Torres Strait Islander residents, people with disability, and international students may face added barriers to safety and support at Burgmann. The College addresses these risks through clear conduct standards; event and alcohol controls (including sober reps); respectful-relationships and bystander training; leader accountability; safe-transport options; and accessible, trauma-informed reporting and support.

For Burgmann College...

Understanding Gender-based Violence means recognizing:

The Prevalence

ANU's 2023 survey identified that 1 in 5 students in residences reported experiencing sexual harassment. (ANU, 2023)

The Impact

Studies show that survivors in the tertiary education space report significant academic disruption, mental health impacts and social withdrawal (AHRC, 2017)

The Context

Residential colleges are micro-communities with unique power relations, traditions, and cultural expectations. Studies show that residential settings are facing the impacts and prevalence of Gender-based violence more than most (Mackinlay, 2024)

Resident Context

In consultation, residents identified specific Burgmann factors that enhance safety — RA duty rounds, onsite residential staff, leadership presence, common-room hours, and structured first-year check-ins.

They also reported cultural dynamics that can increase discomfort or risk: louder male voices dominating shared spaces and nightlife, and disproportionate pastoral load falling to female+ leaders.

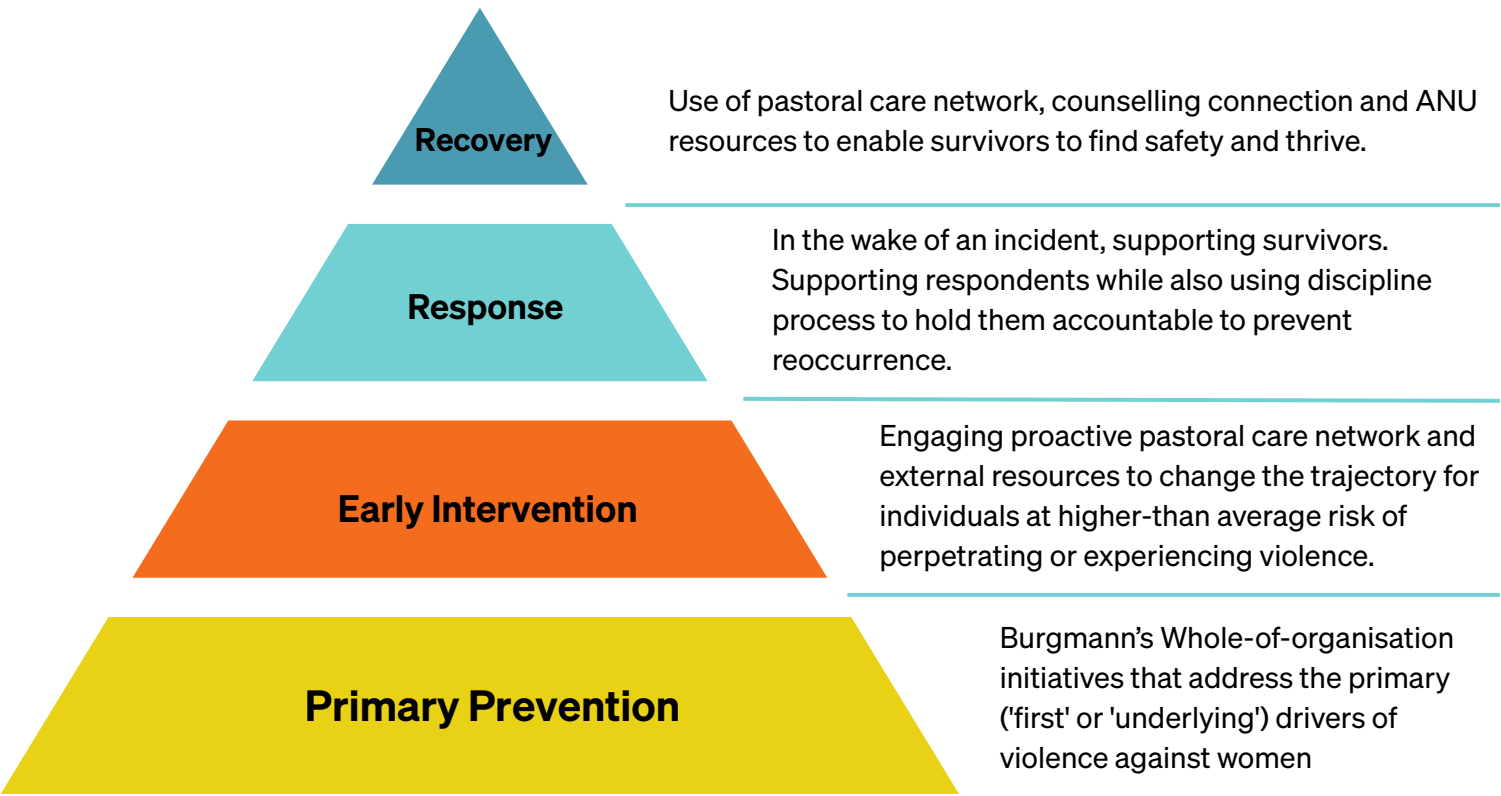
These insights reinforce our focus on gender norms, alcohol culture, and leader capacity, and they justify maintaining a trusted, RA-led after-hours model with clear escalation to staff.

IV. Primary Prevention

Why it Matters - From OurWatch

OurWatch’s change the story framework outlines a primary prevention approach to addressing violence against women. Primary prevention means stopping violence against women from occurring in the first place by addressing its underlying drivers. This requires changing the social conditions that give rise to this violence; reforming the institutions and systems that excuse, justify or even promote such violence; and shifting the power imbalances and social norms, structures and practices that drive and normalise it. Individual behavioural change (to stop people using violence) may be the ultimate aim of prevention activity, but behavioural change cannot be achieved prior to, or in isolation from, broader and deeper change in these underlying drivers of violence, which are embedded within relationships, families, communities, organisations, institutions and society as a whole.

Primary Prevention at Burgmann College



A culture of prevention

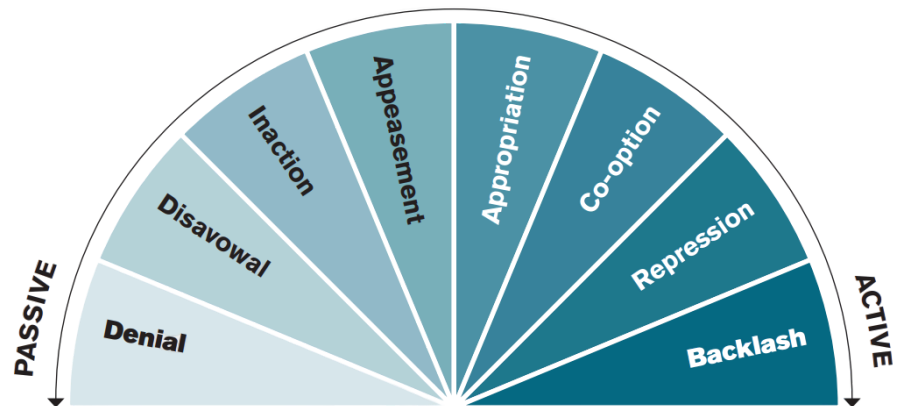
Burgmann College has a culture of prevention that is woven into its leadership, education, and community life. Through the work of College Executive, Residential Advisors, Gender & Sexuality Education Advocates, and the Burgmann Advocacy Network, prevention is embedded at every level of College. Programs like first year check-ins alongside ongoing training, campaigns, and reflective workshops, ensure that residents engage meaningfully with respect, safety, and healthy group behavior. The College’s focus on egalitarianism and shared responsibility replaces outdated traditions with inclusive practices, while strong pastoral care and transparent governance provide residents with the confidence that concerns will be heard and acted on. In this way, Burgmann actively fosters an environment where respect and equity are the norm, and Gender-Based Violence has no place.

V. Backlash and Resistance Planning

The evidence is clear: prevention efforts that challenge entrenched traditions or gendered social norms will often trigger resistance (Our Watch, 2015; Change the Story). At Burgmann College this backlash can sound like:

- “We’re losing our traditions.”
- “This feels too political.”
- “You’re ruining the fun.”

Forms of resistance and backlash to work that aims to prevent violence against women and promote gender equality Image created by Our Watch.



Burgmann’s Approach

- ✓ Anticipate Resistance - Prepare responses grounded in respect, empathy, and evidence.
- ✓ Reframe the Message - Show that Gender-based Violence prevention is not about restriction.
- ✓ Celebrate new traditions that are inclusive, fun, and respectful.
- ✓ Support Change Leaders - Provide pastoral and peer support for residents who face pushback.

VI. Organisational Development

Everyone who works at Burgmann — from catering contractors to the Principal — contributes to the culture our residents experience. That is why all staff will be included in training on respectful relationships, bystander intervention, and trauma-informed responses. We want every staff member to feel confident in supporting residents and to know they are part of the College’s prevention efforts. This whole-of-workforce approach demonstrates to residents that Gender-based Violence prevention is everyone’s responsibility.

The five standards

Commitment- At Burgmann, we show our commitment to gender equality and the prevention of gender-based violence in everything we do. This is not a one-off project but a daily practice, reflected in our leadership, our programs, and our community standards.

Conditions- Our workplace and community policies are shaped through a gender lens to ensure they are equitable and fair. From recruitment to management pathways, we create conditions where everyone has the same opportunities to thrive.

Culture- Burgmann’s culture is our strength. We work to ensure that every resident and staff member feels safe, respected, and confident to call out bias, stereotypes, or harmful behaviour without fear of reprisal. Respect is lived here, not just spoken about.

Support- We listen to, respect, and support anyone who experiences gender-based violence, sexual harassment, or family and domestic violence. Our policies and practices are survivor-centred and trauma-informed, ensuring compassion, choice, and safety at every step.

Core Business- At the heart of Burgmann is our relationship with residents. Promoting gender equality is not separate from College life — it is core to how we engage, how we celebrate traditions, and how we build a community of belonging.

VII. Resident Consultation Data Review

Over the course of September 2025, The college conducted consultation with residents, staff, and external experts on Gender-based Violence. The bulk of the resident consultation was completed with a combination of formal in informal channels.

Resident data has been condensed and discussed below. Resident data and input has also been used to inform the risk assessment and recommendations.

Methods

Burgmann College conducted a mixed-method consultation to capture resident perspectives on gender-based violence, safety, and culture. The process was designed to triangulate insights across multiple data sources:

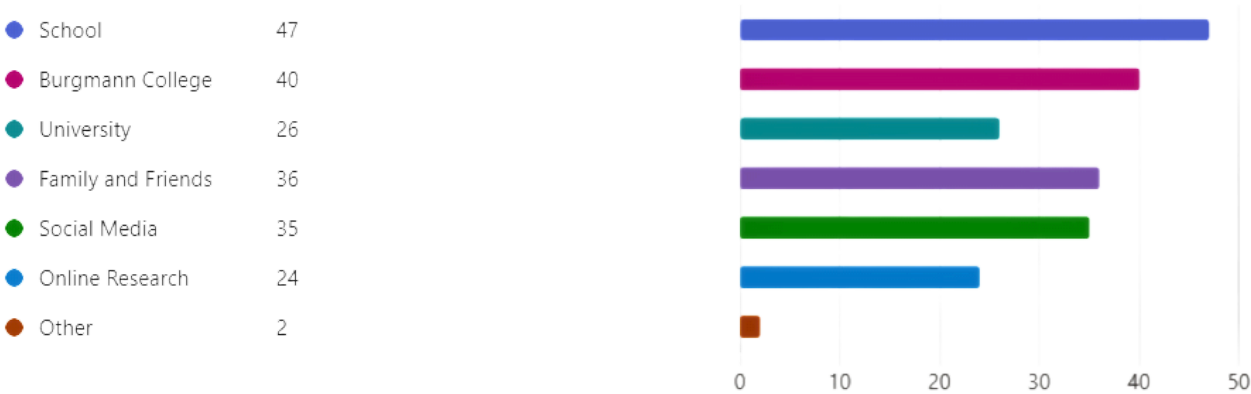
- Large-group discussion: An open session involving 20+ residents providing breadth of perspectives.
- Leadership inputs: Structured reflections from leadership members and student board members.
- Survey instrument: A short anonymous survey capturing quantitative indicators (perceived safety, knowledge of reporting pathways, adequacy of training) and qualitative free-text responses.

This multi-modal design ensured both representativeness and depth, combining statistical patterns with rich qualitative data.

Data and analysis

Percentage of residents that have read the Burgmann College Community Standards document	93%
Percentage of residents that have read the Burgmann College Sexual Harm Response Policy	88%
Percentage of residents that agreed or strongly agreed that there are no events at Burgmann College they feel uncomfortable about	84%
Average rating out of ten, of how safe residents feel at Burgmann College	9.04

Where have you learned about Gender-based Violence?



VII. Resident Consultation Data Review

Policy understanding

How well do you understand the Burgmann College Community Standards?

Very well	50%
Fairly well	44%
Not very well	6%
No understanding	0%

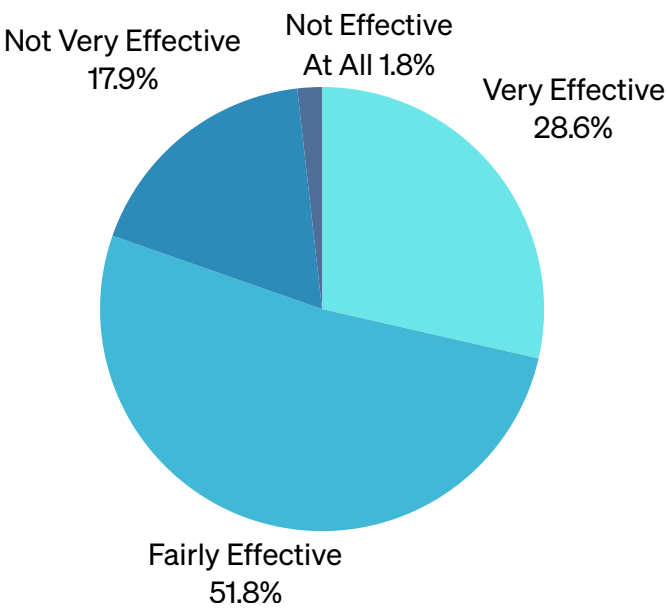
How well do you understand the Burgmann College Sexual Harm Policy?

Very well	49%
Fairly well	47%
Not very well	4%
No understanding	0%

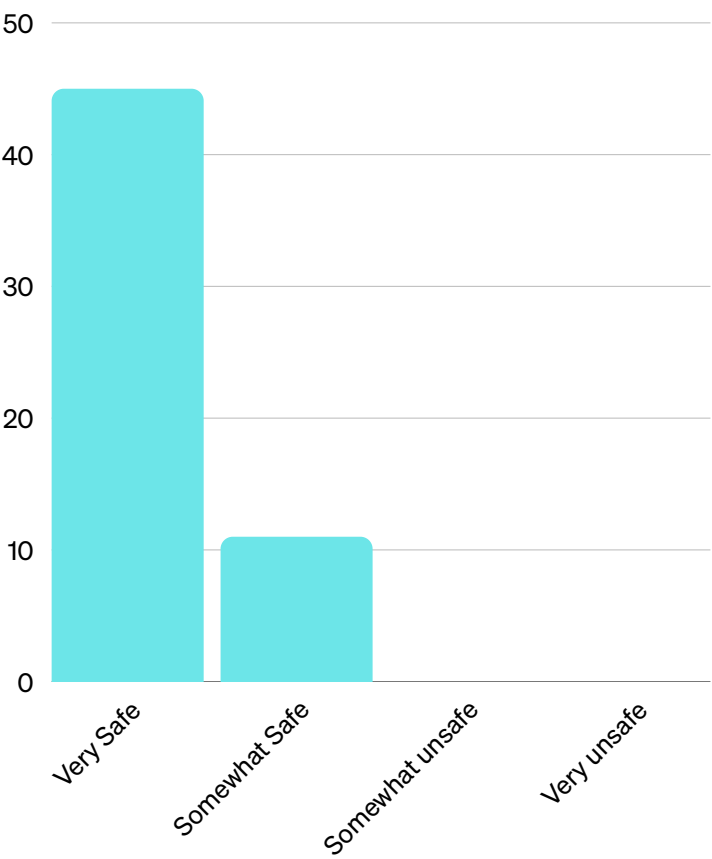
While residents broadly reflected a sound understanding of the policies and procedure, feedback from focus groups outlined that more work would be needed to break them down throughout the year, not just in N and O week. Praise was given to the infographics and posters distributed around the college throughout the year which broke down the policies and their implications for students.

N Week and O Week

Thinking back to N-Week, how effective do you think the College and ANU training was in preparing residents to prevent and respond to Gender-based Violence?



Looking back to your O-Week as a first year at Burgmann College, how safe and comfortable did you feel?



VII. Resident Consultation Data Review

Reporting and Support

If you or a friends experienced Gender-based Violence how confident are you in knowing where and how to report it?

Very confident	59%
Somewhat confident	33%
Not very confident	5%
Not confident at all	0%

Student leaders go out of their way to be inclusive, healthy and safe.

Strongly Agree	64%
Agree	27%
Disagree	4%
Strongly Disagree	4%

Despite this data, residents in consultation described reporting pathways as confusing, infrequently talked about or inaccessible for residents that don’t want to report in person. They suggested QR posters, pinned announcements, explainer videos, and expansion of anonymous reporting beyond gender-based violence.

Safety and After-Hours Support

Quantitative finding: 96% of students rated their overall safety at Burgmann as high (scores 8–10 out of 10), with 37.5% giving the maximum rating of 10.

Qualitative finding: Residents consistently credited RA duty rounds, onsite staff, and leadership visibility for this strong sense of safety.

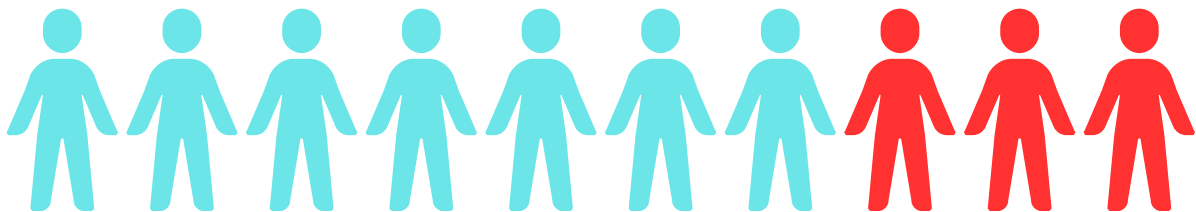
Safety and After-Hours Support

Quantitative finding: When rating culture and norms, 98% agreed or strongly agreed that Burgmann’s culture is “healthy, affirming, and safe.” However, free-text responses revealed concerns about male voices dominating communal spaces.

Qualitative finding: Residents requested specific interventions such as male ally reflection sessions and better distribution of RA workload in pastoral care.

Events and Alcohol

30% of residents surveyed disagreed or strongly disagreed to the comment that “Events at college are as attractive to someone who chooses to drink alcohol as someone who does not drink alcohol.”



Students highlighted the need for earlier and more engaging sober options, with examples such as bowling, lawn activations, and paintball. Tokenistic movie or games nights were criticised.

Risk Matrix

Likelihood	Amost Certain	Medium	High	Very High	Very High
	Likely	Low	Medium	High	Very High
	Possible	Very Low	Low	Medium	High
	Unlikely	Very Low	Very Low	Low	Medium
		Minimal	Moderate	Major	Severe

Impact of potential outcome

Minimal Impact	A situation that causes minimal harm or disruption, with impacts easily corrected through routine processes.
Moderate Impact	An incident, misstep, or gap that causes noticeable harm or operational interruption, but can be resolved through internal processes with limited escalation.
Major Impact	An incident or failure that results in serious harm or significant disruption, requiring formal intervention, investigation, or external oversight.
Severe Impact	An incident or management failure that results in catastrophic harm, serious safety breaches, or systemic failure, creating long-term individual, organizational, or legal consequences.

VIII. Whole of organisation Assessment

Domain	Potential Risks	Current Risk Rate	Current Controls	Gaps	Risk Rating After Closing Gaps
Culture & Social Norms	Gender stereotypes. Hazing traditions and peer pressure. Normalizing harmful behavior. Male residents dominating spaces and conversations. Culture around alcohol at college.	Possible Major potential outcome Moderate Risk	Community Standards. Leadership training. Active Resident Association involvement in College. GSEA initiatives in college. Community standards explained in N Week.	Lack of understanding of Hazing definitions. Stigma of sharing things with admin being negative. Most training only provided to leaders. Limited campaigns around calling out mates, and normalizing behavior.	Possible Moderate potential outcome Low Risk
Events & Alcohol	Alcohol-fueled Gender-based violence. Unsafe environments at parties. Offsite events in Canberra. Sober options for events.	Almost certain Major potential outcome Very High Risk	Event approval system. Sober rep program. Walking parties for offsite. Admin briefings with event organisers. ANU alcohol policy.	Inconsistent Sober Rep training and utilization. Lack of training for event organizers. Limited oversight of external events. Tokenistic sober events.	Possible Major potential outcome Moderate Risk
Residential Structures	Power imbalances between senior/junior residents. Literal physical structure of rooms. Gender balance at College. Social spaces reinforcing inherent structures.	Likely Major potential outcome MediumRisk	RA training and check-ins with residents. Informal mentor experiences. CCTV installation and regular access from admin. Rooms locked up over RA Duty rounds.	Lack of training beyond first year. Events that use 'tradition' as a backboard. Limited training of RA's as facilitators for tams.	Unlikely Moderate potential outcome Very Low Risk

Domain	Potential Risks	Current Risk Rating	Current Controls	Gaps	Risk Rating After Closing Gaps
Reporting Pathways	Survivors not knowing where/how to report. Fear of reprisal from processes. Confidentiality breaches. Limited understanding of policies and procedures. Confusion between ANU and Burgmann pathways. Residents now knowing what happens once a report/disclosure is made.	Likely Severe potential outcome Very High Risk	Responding to disclosure training for RAs. Disclosure tools widely advertised. ANU Respectful Relationships collaboration. Burgmann Support options document widely distributed. 24/7 staffing model for senior back-up staff. Affiliate statute that clearly states reporting requirements to ANU.	Lack of anonymous reporting mechanism for residents. Currently residents need to report in-person. Previous lack of understanding around policies and procedures. Limited case management software for college leadership. Data collection and reporting to ANU is limited.	Possible Moderate potential outcome Low Risk
Support Pathways	Inconsistent follow up and case management. Breaches of confidentiality following a report. Secondary harm to friends and peers. Burnout and harm to Residential Advisors. Cultural and identity barriers.	Possible Severe potential outcome High Risk	Residential Advisor model, including after-hours model. Residential staffing model. Referral pathways including ANU and EAP. Bystander intervention training. Peer support networks/roles.	Lack of follow up mechanisms for other residents (not survivor). Lack of knowledge or access to internal counselling options. Limited ongoing advertisement for support pathways.	Possible Major potential outcome Medium Risk

VIII. Whole of organisation Assessment

Domain	Potential Risks	Current Risk Rating	Current Controls	Gaps	Risk Rating After Closing Gaps
Inclusivity	Barriers for women, First Nations residents, CALD communities, LGBTQIA+, and people with disability. International students receiving less support in Canberra community. Accessibility issues .	Possible Major potential impact Medium risk	Leadership portfolios of inclusion and diversity. Occasional partnership with Tjabal and other centers. Consistent awareness weeks and events throughout the year.	Lack of training around cultural diversity. limited communication modes for Gender-based violence. No translated options of policies and procedures.	Possible Minimal potential impact Very Low risk
Training & Awareness	Inconsistent engagement in training. One-off sessions losing impact. Staff not feeling well informed or trained. Groups of residents not engaging in training. Training content not being practical for residents.	Possible Moderate potential impact High Risk	Burgmann College Leadership training twice per year. N week for new residents. Peer-led training by GSEAs and other groups. Some professional development of senior student-facing staff. External organisations engaged for training.	No scaffolded tiered training across 1 st 2 nd and 3 rd year. Lack of male-specific training focuses. Lack of training follow up for residents arriving outside of normal periods. No online/on-demand training. No uniform staff training.	Unlikely Minimal potential impact Low Risk
Management & Governance	Perceived lack of accountability in Gender-based Violence responses. Residents unclear of management and governance processes. Lack of communication with staff outside of management. Insufficient policies.	Unlikely Major potential impact High Risk	Regular reporting to ANU and Board of Management. Policy review cycles with student consultation. Risk and Audit committee. Principal, Deputy and Dean actively engaged in training and review processes.	Staff turnover and lack of staff training. Outdated systems. No consistent reporting system to the ANU. No external review of policies and procedures. No Council training. Limited staffing	Unlikely Minimal potential impact Low Risk

IX. Whole of organisation Assessment Recommendations

Culture & Social Norms

Recommendation	Timeline
Develop and deliver a compulsory session for the whole community (not only leaders) focusing on hazing prevention, healthy peer culture, and positive rites of passage. Include interactive scenarios, testimonies, and case studies.	To be trialed for N Week 2026.
Working with the Student Leaders including the Cultural Change Working Group, create multi-channel campaigns (posters, videos, digital comms, events) addressing issues such as harmful jokes, respectful partying, male voice dominance in spaces, and inclusivity.	Commencing O Week 2026
Embed reflections of culture and social norms around Gender-based Violence within resident surveys for data and management.	Trialed in mid-year survey 2026
Ensure all policies, approaches and systems are reviewed and created in collaboration with residents.	New policies to be reviewed yearly.
Develop and deliver facilitation training for all tam and floor discussions that focuses on inclusive group management. This should include techniques such as rotating facilitators, time-boxed speaking, and active listening to ensure a diversity of voices are heard.	Trialed in November RA training.
Introduce small-group reflection sessions for male residents, supported by GSEAs and RA's to strengthen male allyship in gender-based violence prevention. Sessions should explore themes such as positive masculinity, bystander action, and "making space" for other voices in community settings.	trialed end of term 1 2026
On decisions of culture and social progression moving forward, consult and work with a diverse breadth and depth of voices from the college community, including Residential Advisors and BRA representatives.	Ongoing

IX. Whole of organisation Assessment **Recommendations**

Events & Alcohol

Recommendation	Timeline
Create a formalized training program and register of Sober Reps for Burgmann college events, including training around bystander intervention and alcohol. Burgmann College bar staff to be included. This will moves sober reps from tokenistic to professionalized roles.	To be trialed for O Week 2026.
Create ongoing online training modules for residents covering drug and alcohol safety, harm minimization, nightlife safety, and peer support. These will be scaffolded and evidence-based,	Trialing towards the middle of semester 1 2026
Provide formalized training to all Burgmann College event chairs in running safe and inclusive events, with a focus on Gender-based violence and alcohol. As part of this process, also work with key leaders and students to develop a safe event checklist.	Commence January 2026
Using modern online mechanism (Elker) to actively track and monitor all alcohol related incidents, concerns and near misses at the college for improvement of practice and safety.	trialed over 2026
Develop a calendar of sober events with genuine appeal, such as bowling, paintball, and front-lawn festivals. These events should run at prime times, not as afterthoughts, and include engaging activities that attract both drinkers and non-drinkers. By elevating sober programming, Burgmann will make social life more inclusive and reduce reliance on alcohol for participation.	trialed over 2026

IX. Whole of organisation Assessment **Recommendations**

Residential Structures (Social and Physical)

Recommendation	Timeline
Work with Residential Advisors to ensure there is a structure and procedure for Tams that promotes equity and allows all voices to be heard. To be developed in collaboration with past residential advisors.	Tried beginning of 2026
Require all leadership role applicants to be endorsed by and have a conversation with the college principal.	Being trialed 2025
Require all residential advisors to disclose past and existing relationships with residents, and provide conflict of interest training within existing RA training modules.	Starting November 2025
Require all 'out of season' transfers in to complete the full new resident training modules within two weeks of arriving.	Beginning January 2026

Reporting Pathways

Recommendation	Timeline
Partnering with Elker, create, advertise and maintain an anonymous reporting mechanism for Gender-based violence as well as other issues. Promotion should include posters, QR codes, and digital campaigns to ensure awareness.	Trial beginning end of 2025
Create and trial comprehensive flow charts and other advertising to explain and guide Burgmann and ANU disclosure and reporting pathways.	Developed over the course of 2026
Provide comprehensive training to all residential management staff that work on-call in managing disclosures and developing risk assessments and support plans.	Commence January 2026
Commence monthly statics and demographical data reports to the universities residential experience division to ensure transparency and collaboration.	trialed over 2026

IX. Whole of organisation Assessment **Reccomendations**

Management & Governance

Recommendation	Timeline
Include all Gender-based violence statistics and key concerns in Burgmann College Risk and Audit committee papers.	Commencing March 2026
Deliver Monthly report to Council and community with disclosure data, response rates, and progress.	February 2026
College management to complete yearly professional development on Gender-based violence prevention from external expert organisations.	Starting November 2025
Management to conduct year level town-halls throughout the year to provide input and feedback on management practice.	Beginning January 2026
Create professional development opportunity to train Burgmann College Board of Management in gender-based violence prevention.	Over the course of 2026

Inclusivity

Recommendation	Timeline
Develop accessible reporting guides online, with translated options making available through multiple channels including online and in-person.	Over the course of 2026
Creation of additional advocacy roles including cultural diversity, Aboriginal and Torres Strait Islander, and Regional Rural and Remote.	Commencing November 2025
Embed first nations' perspective of gender-based violence into leadership training modules with support from the ANU.	Starting January 2026
Collect data from mid-year survey and case management/reporting software that includes diversity and extensive demographic data.	Trial over 2026

IX. Whole of organisation Assessment **Recommendations**

Support pathways

Recommendation

Timeline

Redevelop Burgmann College support options resource to also include suggestions for psychological support and general practitioners. Ensure these are developed with consultation from diverse communities, considering LGBTIQ+ identifying and culturally diverse residents.

Trial beginning end of 2025

Develop and commence comprehensive training and follow-up with all male+ residential advisors to help even out the pastoral care load across the team, and provide more support to residents overall. This should involve consultation from past male+ residential advisors.

Developed over the course of 2026

Engage Elker and Starrez to develop comprehensive case management systems that ensure consistent follow up from incidents. Case management systems should also be developed on a framework of also providing support to bystanders, supporters and other involved residents.

Commence January 2026

Training & Awareness

Recommendation

Timeline

Development and integration of 'Burgmann Learning' an online learning management tool available to staff and residents.

Trial starting November 2025

Working with ANU and external organisations to develop and deliver a robust staff training module around disclosures, bystander intervention and respectful working relationships.

Trial January 2026

Through a multi-modal approach create an ongoing learning regiment for all residents that encompasses consent, Gender-based Violence, alcohol and peer support.

Commence January 2026

Complete a full training and awareness survey and assessment to monitor effectiveness of training modules in line with the Code.

Completed end of 2026 to review over 2027

Work with industry experts to develop a comprehensive and ongoing training regime for all Burgmann College staff around gender-based violence, responding to disclosures and respectful workplaces.

Final modules and reviews done end of 2026

X. Outcomes Framework

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence	Governance structures ensure clear oversight, accountability, and consistent application of GBV policies and procedures.	Governance roles and responsibilities are clearly defined and enacted.	<i>Quarterly GBV implementation reports tabled with Board/Risk & Audit, with actions completed on schedule.</i>
		GBV policies and procedures undergo annual review and improvement.	Annual policy audit completed, with documented updates made based on consultation and Code requirements.
		Whole-of-organisation consultation informs decisions and improvements.	Consultation records demonstrate implemented changes resulting from staff, RA, and resident feedback.
	All areas of the College work collectively and consistently to prevent and respond to GBV.	All relevant staff and student leaders complete required GBV training.	Training register shows 100% completion by all relevant roles.
Environments are safe, and systems continuously improve to prevent and respond to gender-based violence	Environmental and event-related risks are identified, managed, and minimised.	All events undergo a risk assessment that considers GBV prior to approval.	Event approval records show 100% of events have completed and approved risk assessments.
		The college has adequate CCTV systems.	CCTV system and cameras are audited monthly.
		Escalation pathways are consistently applied in incident response.	Incident logs confirm escalation steps were followed for all GBV-related matters.
	Systems and processes improve in response to incidents and resident feedback.	Post-incident reviews are used to identify and implement system improvements.	Documented reviews show recommended improvements implemented within the same semester.
Build knowledge and capability to safely and effectively prevent and respond to gender-based violence	Staff, RAs, and leaders have the knowledge and skills to prevent and respond to GBV.	GBV training is delivered in alignment with the Code.	Training attendance and competency assessments show all participants met required standards.
		Training increases confidence and capability.	Post-training evaluations shows an increase in confidence in responding safely.
		GBV training is delivered in alignment with the Code.	All residents to complete mandatory training.
	Residents have an understanding of the drivers of GBV and how to escalate matters.	Training increases confidence and knowledge on how to report.	Increased use of Elker reporting mechanisms.

X. Outcomes Framework

Responses and support services are safe and person-centred	Responses follow clear, consistent, trauma-informed pathways.	Response pathways are consistently applied.	Case notes show adherence to required response steps in all disclosures.
		Residents are provided with full, clear support options.	Case notes show support options provided in 100% of disclosures.
		Residents feel heard, believed, and supported during and after disclosures.	Resident mid-year survey shows positive scores in support-related questions.
		Communication and documentation reflect trauma-informed practice.	case notes shows appropriate, person-centred language in all reviewed files.
Gender-based violence responses are safe and timely	Responses are prompt, structured, and aligned with risk levels.	Responses to disclosures are timely.	Time between disclosure and initial risk assessment is no more than 48 hours.
		High-risk matters are escalated immediately and appropriately.	100% of high-risk cases show recorded escalation within timeframes.
		After-hours response processes function consistently.	RA Duty Logs show that all calls are answered and correct escalation is taken
		Residents are aware of reporting options and processes.	Mid-year survey indicates 100% of residents know to contact the Duty RA.
Use evidence to approach, measure change and contribute to the national evidence-base	High-quality data is collected to inform decision-making and meet Code obligations.	Incident and training data is captured consistently.	GBV data is tabled quarterly at Risk & Audit Meetings.
		Trend analysis informs improvements.	Annual updates to training and policy demonstrate data-driven changes.
		Participation in sector and national Code reporting requirements.	All required datasets submitted each year to the University.
		Evidence informs new initiatives or targeted interventions.	Evidence-based initiatives or campaigns are implemented.
Student accommodation is safe for all students and staff	Residents feel safe and understand behavioural expectations.	Behavioural expectations are clearly communicated and understood through the Community Standards.	Mid-year survey shows increased understanding of Community Standards.
		Residents feel safe in rooms, corridors, bathrooms, and shared spaces.	Mid-year survey shows high levels of perceived safety across all living spaces.

XI. Evidence Base and Literature Review

Gender-based violence is widely recognised as a critical issue across the tertiary space, and residential colleges have consistently been identified as sites of heightened risk. The Australian Human Rights Commission's *Change the Course* report (2017) revealed that more than half of university students had experienced sexual harassment, with residential settings highlighted as environments where these harms are particularly concentrated. More recent sector-wide surveys confirm that rates of harassment and assault remain unacceptably high and that residential students are disproportionately impacted (Universities Australia, 2021). The recommendations outlined in this approach, which address cultural practices, reporting systems, support, and governance, are therefore clearly grounded in an evidence base that situates residential colleges at the centre of the national conversation on primary prevention.

The research is clear that the drivers of gender-based violence are cultural and structural rather than individual. Our Watch's national framework *Change the Story* (2015; 2022) identifies four key drivers: condoning of violence, gender inequality in decision-making, rigid gender stereotypes, and male peer relationships that emphasize aggression or dominance. These drivers are inherently present in residential settings, where group living, social hierarchies, and traditions intensify peer pressure and can normalise harmful behaviour. Studies of Australian and international residential colleges repeatedly show that hyper-masculinity, hierarchical traditions, and social norms can and will lead to harassment and gender-based violence (Boswell & Spade, 1996; Flood, 2007). Our findings and recommendations outlined here focus on reshaping group norms and fostering inclusive cultures, are thus strongly supported by the literature.

Alcohol and event culture are also consistently associated with increased risk. Research shows that alcohol misuse is one of the most significant contributing factors to sexual assault and harassment in residential settings (Abbey, 2002; Kypri et al., 2009). Australian evidence further highlights Orientation Weeks as a particularly dangerous time, with spikes in reported assaults linked to hazing and initiation practices (Funnell & Hush, 2018). While our consultation identified a positive association with Burgmann College O week, residents have identified the need for safer, more inclusive event structures and the importance of reducing reliance on alcohol as a focal point for event participation. The recommendations, including reforms to Sober Rep systems, training for event organisers, and the embedding of alcohol-free alternatives, are consistent with the literature that positions protective event structures and sober formats as critical harm-prevention strategies (Our Watch, 2015; Universities Australia, 2021).

The evidence also underscores the importance of clear, accessible, and survivor-centred reporting pathways. The AHRC (2017) and subsequent research highlight that survivors are far more likely to disclose informally to friends or peers than to engage in formal reporting processes, citing barriers such as stigma, fear of reprisal, and lack of clarity. Fileborn (2017) and Quadara, Salmon, & Fisher (2018) show that trauma-informed, flexible, and multi-modal reporting systems increase trust and reporting rates. Resident consultation echoed these findings, with calls for anonymous mechanisms, clearer guidance on how to navigate Burgmann and ANU systems, and more consistent staff responses. The recommendations already outlined to improve reporting pathways, strengthen survivor choice, and integrate anonymous digital tools sit squarely within what the literature identifies as best practice.

XI. Evidence Base and Literature Review

Support pathways are another critical focus of the field of research. Survivors consistently identify timely access to counselling and professional support as a decisive factor in recovery, yet barriers remain for international students, culturally diverse residents, and those with limited financial means (Forbes-Mewett & McCulloch, 2015). Research also shows that secondary survivors—friends, peers, and student leaders who receive disclosures—experience vicarious trauma. (Quadara et al., 2018). Recommendations such as creating referral guides for local GPs and psychologists, reconsidering our internal counselling model, and formalising follow-up procedures for secondary residents are therefore supported by a strong evidence base which emphasises the importance of case management and accessibility.

Inclusivity is increasingly recognised in the research as essential to effective primary prevention. The AHRC (2017) and NUS (2018) highlight that LGBTQIA+ students, First Nations peoples, international students, and students with disability are disproportionately affected by harassment and violence. Crenshaw's (1991) theory of intersectionality can be used as a framework for understanding how overlapping identities compound barriers to support. Consultation findings at Burgmann reinforce these patterns, showing both strengths in LGBTQIA+ inclusion and ongoing gaps for international and culturally diverse residents. The recommendations to embed inclusive practice into policy, continue creating and supporting equity-focused leadership roles, and produce more accessible resources are directly supported by this literature and this best practice for the industry. This is reinforced by the ANU's statistics that 40% of the student population is made up of international students (Australian National University, 2025)

Finally, the importance of governance and accountability is repeatedly underscored in the higher education literature. Keeling and Hersh (2011) warn that without independent oversight and transparent reporting, institutional responses risk being reduced to reputation management rather than genuine change and care. Universities UK (2019) and Universities Australia (2021) likewise express the need for regular reporting, visible leadership commitments, and integration of gender-based violence prevention into risk and audit framework. Ongoing review of policies, procedures and approaches is a key step here. Consultation at Burgmann revealed residents' desire for clearer accountability and greater visibility of management action. The recommendations such as a stronger reporting software and case management system, comprehensive staff training and regular policy review are validated by best-practice literature as mechanisms for embedding change and sustaining momentum.

Taken together, the research evidence strongly affirms the assessments, risks, and recommendations outlined throughout this whole of organisation approach. From reshaping cultural norms to reforming event structures, clarifying reporting systems, expanding support pathways, embedding inclusivity, and strengthening policies, Burgmann College's approach reflects best-practice insights from the Australian and international literature. In doing so, the College not only aligns itself with the requirements of the National Code but also positions itself at the forefront of sector-wide cultural reform being led at this time.

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XII. Definitions

Gender-based Violence	The safety and wellbeing of all residents and staff are paramount. Burgmann commits to creating an environment where survivors are believed, supported, and empowered to make choices about their next steps.
Sexual Harassment	Unwelcome sexual conduct that makes a person feel offended, humiliated, or intimidated, and that a reasonable person would anticipate as offensive.
Consent	Free, voluntary, and informed agreement to engage in sexual activity. Consent must be active, mutual, and can be withdrawn at any time. Silence or lack of resistance is not consent.
Primary Prevention	Actions taken before violence occurs that address underlying drivers of gender inequality and seek to stop violence before it starts.
Survivor-Centred Approach	A model of response that prioritises the safety, agency, and choices of the person affected by violence.
Disclosure	When a person shares information about an incident without seeking action taken necessarily.
Formal Report	A structured, official notification of an incident that triggers an organisational or disciplinary process
Hazing	Initiation rituals, tasks, or behaviours that humiliate, degrade, or endanger individuals as a condition of belonging to a group. Hazing can be psychological, physical, or sexual in nature
Elker	An anonymous digital reporting platform used by universities and colleges to allow students and staff to confidentially disclose incidents of harm, such as gender-based violence, harassment, bullying, or other safety concerns.



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