Whole-of-Organisation Gender-based Violence Prevention and Response Plan and Outcomes Framework

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

Acknowledgement of Country

Adelaide University respectfully acknowledges the Kaurna, Boandik and Barngarla First Nations Peoples and their Elders past and present, who are the First Nations' Traditional Owners of the lands that are home to our campuses across South Australia. We also acknowledge other First Nations lands across Australia with which we conduct business, their Elders, ancestors, cultures and heritage.

Acknowledgement of victim-survivors

We acknowledge victim-survivors of all forms of Gender-based Violence, including sexual harm. We acknowledge that while Gender-based Violence may be perpetrated or experienced by people of any sex, gender or sexual orientation, it disproportionately affects women, people of the LGBTIQA+ community, including trans and gender diverse people, Aboriginal and Torres Strait Islander people, people from non-western ethnic, cultural and religious backgrounds and people with disability. The University acknowledges that gender inequality contributes to many forms of harm occurring and that power is central to contemporary understandings of violence and abuse. We recognise the courage of those who come forward to report their experiences to the University, and those who have not. We recognise the ongoing courage of those continuing to recover from the impacts of trauma. We acknowledge the important role we have in preventing Gender-based Violence and providing a trauma-informed response to Gender-based Violence when it occurs.

Content warning

This report contains information regarding Gender-based Violence, including sexual harm, which may be distressing. If you or someone you know is impacted by Gender-based Violence and would like to speak to someone about support and reporting options, detailed information can be found here.

Whole-of-Organisation Gender-based Violence Prevention and Response Plan and Outcomes Framework

Provider name:	Adelaide University
Higher Education Principal Executive Officer name and position:	Professor Nicola Phillips, Vice Chancellor and President
Plan period:	1 January 2026 to 31 December 2029

1. Statement of commitment

Adelaide University has been created as the shared vision and enduring legacy of the University of Adelaide and the University of South Australia, commencing operation in 2026. Our vision is to be a leading, contemporary University of global standing. Our values are Trust, Inclusivity, Ambition, Respect and Discovery. Our overarching purpose is to enable individuals and society to become the best they can be, towards a better Australia.

This Whole-of-Organisation Gender-based Violence Prevention and Response Plan (**Plan**) is designed to support us to reach that vision. The University is committed to ensuring that our people have a safe and inclusive environment in which to thrive and achieve their educational, professional and research ambitions.

This Plan builds on the work that has been done over many years in both foundation universities and reflects the ongoing commitment of the foundation universities and Adelaide University to preventing Gender-Based Violence, and, where it does occur, responding in a way that does no further harm and supports the recovery of those impacted.

2. Provider overview

Adelaide University has been created through the merger of the University of Adelaide and the University of South Australia, commencing operations as Adelaide University in January 2026. Adelaide University is projected to become one of Australia's largest and most comprehensive universities. It is expected to educate around 70,000 students each year, including an estimated 16,000–18,000 international students, delivered across an integrated network of metropolitan and regional campuses, supplemented by a large online teaching presence. The new university is anticipated to employ approximately 15,000 staff (including casual staff) across academic, research,

and professional roles. At these numbers, over 4% of the South Australian population would be directly involved with the University.

The concurrence of the timing of the merger, and the implementation of the Code, has created some unique opportunities and challenges for Adelaide University when developing this plan. The University anticipates it will be necessary to review and update this plan in 2026, through deeper consultation with our students and staff.

2.1 Student population

The data below represents the current 2025 headcount at the two foundation universities (University of Adelaide and University of South Australia) and does not reflect a formal projection for Adelaide University. Load planning processes for Adelaide University are ongoing and formal projections will not be available until further into the load planning and budgeting cycle.

In 2025, the foundation universities had approximately 65,000 students (30,687 students in University of Adelaide; 34,523 in University of South Australia).

The student populations included:

- 17,886 international students (11,166, representing 36% of the total student population in University of Adelaide; 6,720 and representing 19% in University of South Australia). These students come from across the world, with the largest cohorts coming from India and China. Growth cohorts include Indonesia, Saudi Arabia, Cambodia, Africa (Kenya, Nigeria) and Bhutan highlighting the varied socio-cultural context of student for Adelaide University.
- 42,946 undergraduate students (18,293 in University of Adelaide; 24,653 in University of South Australia).
- 11,084 Higher Degree by Coursework students (7,045 in University of Adelaide; 4,039 in University of South Australia) and 3,818 Higher Degree by Research (HDR) students (2,630 in University of Adelaide; 1,188 in University of South Australia).
- 9,087 low-SES domestic students (2,788, representing 9% of the total student population in University of Adelaide; 6,299 and representing 18% of the total student population in University of South Australia).
- 830 Aboriginal and/or Torres Strait Islander students (250, representing 0.8% of the total student population in University of Adelaide; 580, representing 1.7% of the total student population in University of South Australia.
- 57,635 students had an in-person study mode (29,412 representing 95% of the total student population in University of Adelaide; 28,223 representing 82% of the total student population in University of South Australia) and 7,759 undertook their study online (1,372 representing 5% of the total student population in University of Adelaide; 6,387 representing 18% of the total student population in University of South Australia).

In 2025, there were 25,319 commencing students across both foundation universities (46% aged under 21 in University of Adelaide; 55% in University of South Australia).

2.2 Staff population

Please note: the data below represents the current staff 2025 headcount at the two foundation universities (University of Adelaide and University of South Australia) as of 31 March 2025 and does not reflect a formal projection for the new Adelaide University.

In 2025, the foundation universities had approximately 7,764 staff not including casual staff or titleholders (4,371 in University of Adelaide; 3,393 in University of South Australia).

The staff populations included:

- 3,439 academic staff (1,924 in University of Adelaide; 1,515 University of South Australia).
- 4,329 professional staff (2,447 in University of Adelaide; 1,882 in University of South Australia).
- 4,786 continuing positions (2,389 in University of Adelaide; 2,397 in University of South Australia) and 2,997 fixed-term positions (1,982 in University of Adelaide; 1,015 in University of South Australia).
- 3,062 male-identifying staff (1,818 in University of Adelaide; 1,244 in University of South Australia) representing 41.4% of the total staff (excluding casuals and titleholders) in University of Adelaide and 36.2% in University of South Australia.
- 4,686 female-identifying staff (2,546 in University of Adelaide; 2,140 in University of South Australia) representing 58.2% of the total staff in University of Adelaide and 63% in University of South Australia.
- 16 staff who identified their gender as other (7 in University of Adelaide; 9 in University of South Australia) representing 0.16% in University of Adelaide and 0.27% in University of South Australia).

In 2025, the foundation universities had approximately 3,700 Titleholders (3,162 in University of Adelaide; 562 in University of South Australia) and 8,015 casual staff (6,182 in University of Adelaide; 1,833 in University of South Australia).

2.3 Campuses

Adelaide University is South Australia's largest university with seven campuses across the state. The Adelaide City Campus is in the heart of the central business district (including eastern and western precincts), while the Magill, Mawson Lakes and Waite campuses are located within the inner suburbs of Adelaide. The Mount Gambier, Roseworthy and Whyalla campuses are set in the regions of South Australia.

Adelaide City Campus

The Adelaide City Campus encompasses precincts at both the east and west ends of the city. Adelaide City Campus - West incorporates a range of modern learning spaces and creative studios. There are social hubs, and sporting facilities including a swimming pool, gym, sport courts and a rock-climbing wall. This precinct is adjacent the city's biomedical precinct. The campus includes facilities for the College of Creative, Arts, Design and Humanities and the College of Health.

Adelaide City Campus - East incorporates a range of historic buildings, and diverse teaching, research and study facilities. The precinct features a range of outdoor spaces, and is adjacent to extensive playing fields, the Botanic Gardens and the River Torrens. This precinct features facilities for the College of Education, Behaviour and Social Sciences, College of Business and Law, College of Engineering and IT, and College of Science.

Magill Campus

Located seven kilometres from the CBD, the Magill Campus includes cutting-edge research laboratories, a dedicated theatre and an industry-standard TV and radio station.

The Magill Campus is the primary teaching location for students studying social work, psychology, communication and media, and teaching.

Mawson Lakes Campus

Located approximately 12 kilometres from the CBD, alongside 114 hectares of wetlands, the Mawson Lakes campus is next to the state's Technology Park, home to several global space, technology and defence companies, many of which have partnered with the University.

Students at Mawson Lakes Campus primarily study engineering, aviation, teaching and computer science.

Mount Gambier Campus

Mount Gambier is approximately 430km from the Adelaide CBD, close to the Victorian border. It is the largest regional centre in South Australia. The campus offers a range of facilities for approximately 400 students studying a range of courses including social work, social science, all levels of teaching, nursing, midwifery. The Mount Gambier Campus offers alternative entry programs such as the Foundations Pathway Program and the Aboriginal and Torres Strait Islander Pathway, reflecting in-demand areas in the region. The Mount Gambier campus is also home to the National Institute for Forest Products Innovation Hub, which is a partnership between UniSA and the state and federal governments, focusing on new research and solutions for the forest industry.

Roseworthy Campus

Situated on 1600 hectares of land, the Roseworthy Campus is located 50 kilometres north of the CBD. The campus is home to the University's animal and veterinary science research and teaching and includes a fully operational livestock farm and the Roseworthy Veterinary Hospital. In addition, the campus features a range of modern agricultural teaching and research facilities, including an aquatic reserve.

Waite Campus

Located in the Adelaide foothills, the campus is set on 184 hectares just 7 kilometres from the CBD. The campus is home to several agricultural, horticultural and viticultural industry partners focused on world-class research in a range of areas, including plant biotechnology and natural resource sciences. Waite Campus also features the Waite Arboretum, occupying 27 hectares and containing about 2,500 specimens representing more than 800 plant species. Students primarily study viticulture and oenology, and agricultural sciences.

Whyalla Campus

Situated approximately 380 kilometres from the CBD, the 22-hectare site makes Whyalla Campus the largest regional university campus in South Australia. Students primarily study social work, nursing, and teaching.

Adelaide University Online

Adelaide University Online is available to students from any location, with an estimated 65% of the over 7000 students studying from outside South Australia with higher representation of equity groups. A suite of online undergraduate and postgraduate award programs offer students a high quality and flexible learning experience with the convenience to fit study around life and work. Over 80% of online students are working while studying, with an average age of approximately 35 years.

From health science and psychology to construction management, business and more, the learning experience is created from the latest insights from industry and research, brought together by online learning experts. Students experience a media-rich learning environment with interactive tools and an online learning community. They are supported with 7 days/week academic and student support.

2.4 Student accommodation overview

Adelaide University has a broad range of accommodation options for students, including University-managed accommodation, preferred partner providers and residential colleges.

Adelaide University managed student accommodation

The University directly manages four accommodation properties within the portfolio to accommodate 695 students.

Adelaide University Village is a 405-bed complex in the Adelaide CBD. The room offerings include five-bedroom townhouses, or four-bedroom apartments with shared living spaces and kitchens. Rooms are available with private bathrooms or bathrooms shared with one other student of the same gender.

The Village is conveniently located near Adelaide's Central Market and Chinatown precinct. It has a range of study facilities including a computer room and dedicated bookable study rooms.
The facility offers independent living in a supervised environment and is a preferred choice for a wide array of domestic and international students. University staff are available on site 24 hours a day, seven day a week. Shuttle buses are available to the Adelaide City Campus East and West precincts.

Roseworthy Residential College is a 185-bed facility located on the University's Roseworthy campus, for students studying courses offered by the School of Animal and Veterinary Sciences. It consists of residential halls and furnished houses. Students have access to private bedrooms with shared bathrooms and common areas. Students are provided with evening meals Monday to Friday and cleaning services.

Residential College students have access to study rooms and a computer suite, common kitchens and recreation spaces. Students at Roseworthy Residential College are generally housed together with other students from their year level, with early years students housed in the residential halls and final years students located in the shared houses.

Each year a small number of senior students are selected to be Senior Residents and take on a leadership role in the college. They provide support and guidance to their fellow residents and provide a conduit to University staff and services. Security staff are available 24/7 to support students at the facility.

Mattanya Student Residences consist of 18 beds across four houses owned by the University located in North Adelaide, a 15-minute walk to the Adelaide City Campus East precinct.
This independent living facility offers students an allocated bedroom in a fully furnished dwelling, with access to shared bathroom and common living areas. The facility is available to undergraduate and postgraduate students.

In addition to the four houses allocated to student residents, Mattanya has a three-bedroom house and a one-bedroom unit at the back of the block which is rented to short term academic visitors.

Whyalla Student Village is an 88-bed complex located in Whyalla convenient to the University campus. The eleven, eight-bedroom units offer students a private bedroom with access to a bathroom shared with one other student in the property. A fully furnished kitchen and common living area is available in each unit.

The facilities are available for long term and short-term stays, making the accommodation suitable for students undertaking regional Work Integrated Learning activities as part of their studies.

Affordable Housing program

The Affordable Housing program is designed to provide subsidised accommodation options to assist students from regional, remote and rural areas, including First Nation students, to successfully transition into university life by alleviating the immediate need for them to secure and maintain casual employment to fund their education experience.

The program offers a maximum of twenty-five places and is supported by funding received from the Student Services Amenity Fund (SSAF) with properties acquired through our preferred partner providers and a portfolio of SA Housing units.

Rural Health - Regional Clinical Training and Support Program Location

Adelaide University operate a Regional Clinical Training and Support Program which sees students from city-based health and medical science programs being relocated temporarily to regional and rural locations to undertake Work Integrated Learning activities at Rural Health Clinics across the state. This provides valuable exposure for students to regional health settings.

For the purpose of supporting these placements, the University owns or leases 43 properties across the regions, including in Barossa Valley, Clare Valley and Mid North, Copper Coast and Yorke Peninsula, Eyre Peninsula, Far North, Fleurieu Peninsula, Limestone Coast, Murraylands and Riverland, providing 242 beds for students. These properties are provided to students free of charge for the duration of their regional activity, which is usually from two weeks to 48 weeks, depending on the nature of their activity.

Preferred partner providers

Adelaide Universities preferred partner providers are Scape and Yugo. Both commercial purpose-built student accommodation (PBSA) providers were selected through an Expression of Interest (EOI) process which confirmed their willingness to support the University's ambition to secure access to a larger portfolio of quality student accommodation beds and deliver the University's residential student experience to more students living in off campus student accommodation.

Adelaide University has access to a total of 2,372 beds through its preferred partner provider partnerships, broken down as follows:
- Scape Adelaide University: 699 beds
- Scape Waymouth: 448 beds
- Scape Adelaide Central: 500 beds
- Yugo Adelaide City: 725 beds

These providers also provide accommodation to students of other institutions.

Residential colleges

Adelaide University, via its foundation universities, has enjoyed a long association with the four North Adelaide residential colleges. Historically, the University of Adelaide was formally affiliated with the colleges by university statute. While the statute will not be transitioned to Adelaide University a fit for purpose more contemporary Residential College agreement has been executed between each College and the University.

The North Adelaide residential colleges are:
- St Marks College (245 beds)
- St Ann's College (185 beds)
- Lincoln College (236 beds)
- Aquinas College (172 beds)

While these services are open to students of other institutions, their residents are predominantly students of Adelaide University.

2.5 Foundation universities progress in preventing and responding to GBV

In 2017 and 2018, following the release of Australian Human Rights Commission's *Change the Course Report*, and as part of the Respect Now Always initiative, both foundation universities undertook reviews and implemented changes to seek to strengthen their prevention and response to instances of sexual harm.

University of Adelaide

As a result of a review of its resources and support a new specialist counsellor position was created, providing both trauma-informed counselling for victims of sexual harm, and leading the development and delivery of a range of training offerings to the University community, including on responding to disclosures and bystander action.

In 2022, significant changes were made to the way in which the University addressed concerns of sexual harm. In response to consultation and external recommendations, changes were made to seek to reduce barriers to reporting concerns of sexual harm, improve responses to those reports and strengthen systems, policies and processes. The Integrity Unit was established in late 2022, as a central unit to receive and oversee or manage complaints and concerns of sexual harm, as well as other types of inappropriate behaviours. Simplified reporting pathways were created by having a single unit with expertise and responsibility for these matters, whether involving students or staff. This approach was supported by a single policy and procedure and a single case management system to ensure accurate and comprehensive data was captured.

In 2024, an external review was undertaken of the complaint process established by the Unit, providing largely positive feedback, and identifying some opportunities for continued improvement.

University of South Australia

The findings and recommendations from the review undertaken were consolidated into a Sexual Assault and Sexual Harassment (SASH) Action Plan to guide their implementation in support of a safe and inclusive environment.

Key components of this action plan included establishing specific Sexual Harm Policy and Procedures that implemented trauma-informed response practices and development of a confidential reporting form. Additional resourcing was established, with the creation of specialist roles to support prevention, response and counselling support. A range of training was implemented for staff and students, both on-line in person, including training for a newly created Designated First Responders Network.

In 2024, the University's Sexual Harm Strategic Action Plan was realigned to the Educating to Equality Framework, as well as its broader approach to preventing and managing incidents of sexual harm, which is informed and influenced by the positive duty arising under the *Sex Discrimination Act 1984* (Cth); University sector National Student Safety Survey (NSSS) 2021 results; and Universities Australia Charter on Sexual Harm. This plan embedded a whole-of-organisation approach to prevention and response of sexual harm.

3. Planning, engagement and evidence

Adelaide University has found itself in a unique position as it has developed this Plan concurrent with its preparations to commence operations as a new University. Significant consultation activities have been undertaken to inform the creation of the new University, and the complexity of this environment has reduced the opportunity for the University to undertake substantial engagement on the development of this Plan.

Accordingly, the Plan has been informed by the work undertaken by both foundation universities, particularly since 2017, to respond to and to prevent, sexual harm as set out above, and the ongoing engagement both universities have had with their communities. Further engagement to support the review, implementation and revision of this Plan is anticipated throughout 2026.

The development of the Plan has been led by Professor Peter Høj and Professor David Lloyd in their dual capacities as Co-Vice Chancellors of Adelaide University and Vice Chancellors of the foundation universities. The Executive Director, Integrity Unit, Ms Ashley Hurrell, has been responsible for the development of the detail of the Plan. During the development process Ms Hurrell has presented to, and consulted with, the Vice Chancellors Executive Leadership Group, who approved the approach to

developing the Plan. Ms Hurrell also presented the approach and proposed actions to address the requirements of the National Code to the People Culture and University Community Safety Committee and Adelaide University Transition Council. The development of the Plan has been supported by the Adelaide University Deputy Vice Chancellor Student Experience and Success, Deputy Vice Chancellor People and Culture, Deputy Vice Chancellor Corporate and Executive Director, Integrity Unit, and their respective teams.

In forming the Adelaide University structures, systems and processes for preventing and responding to gender-based violence, there has been close engagement with those staff who have been involved in prevention and response work in the foundation universities. Consideration was also given to the external review of the University of Adelaide complaints process undertaken in 2024. The strengths of the existing frameworks have been retained and combined, and opportunities identified to further build on these foundations.

Adelaide University has adopted:
- centralised management of complaints and disclosures in a single unit (the Integrity Unit), led by the Executive Director, Integrity Unit and staffed by professionals with capability in risk assessment and trauma-informed investigations practice, to manage complaints and disclosures from and about staff, students and other members of the University community context.
- implementation of a single complaints management system, providing meaningful, accessible and consistent incident data, and the opportunity for complaints to be raised anonymously while supporting communication with the complainant.
- dedicated staff for prevention work, co-located with response staff to ensure meaningful information sharing and insights into emerging issues.
- required online learning for all staff and all students, via online modules, supplemented with in-person workshops and training to develop capability within key cohorts.
- a single policy and procedure framework to ensure clarity and consistency for those needing to make disclosures and complaints.

With the creation of Adelaide University, there remains many opportunities to further develop prevention and response activities, including embedding trauma-informed practices in teaching and professional service delivery; tailoring our gender-based violence content for students cohorts (including online, graduate research, international and regional students) and for staff and students with increased vulnerability including First Nations, those with disability, LGBTIQA+ .

3.1 Data analysis, systemic risks, enablers and barriers

In preparing the Plan, consideration has been given to the data available from the two foundation universities to understand the experiences of our staff and students, as well as to other sources of evidence and data including *Help-Seeking After Intimate Partner or Sexual Violence: Exploring the Experiences of International Student Women in Australia* and the report of the South Australin Royal Commission into Domestic, Family and Sexual Violence, published in August 2025.

Key learnings from this data, together with identification of systemic risks, enablers and barriers, has identified the following insights.

Community context

As has been demonstrated through the National Student Safety Surveys and internal reporting data, students and staff within the University are impacted both by gender-based violence incidents within the university community, and also those occurring outside the university context.

While the foundation universities have had systems for providing wellbeing, academic and workplace supports for individuals impacted by gender-based violence in their private lives, Adelaide University recognises the need to further strengthen our systems and processes.

As a substantial employer and the largest University in South Australia, Adelaide University anticipates that many of our staff and students will have family or personal connections within the University. Opportunities for individuals to choose employment within higher education, away from a perpetrator have been narrowed by the merger. The University will ensure it can provide support to individuals including, but not limited to:

- Support to remove access to personal information, including residential addresses and office locations, from system users where required to ensure safety; and
- Support to appropriately implement intervention orders where both parties have a role within the University community.

As part of this commitment, the University will seek to engage with the South Australian government response to the Royal Commission into Domestic, Family and Sexual Violence, including through exploring shared risk assessment frameworks that may support more streamlined response across community services, police, health services, as well as from the University. The University will also seek opportunities to collaborate on activities designed to raise awareness of, and prevent, intimate partner violence amongst young people. We will aim to work with community services to strengthen the understanding of the context and support young people may need when experiencing intimate partner violence, including as international students.

Graduate research students

As a research-intensive university, Adelaide University is expected to have a high number of (approximately 3,800) graduate research students (students completing Masters or PhD qualifications by research). Adelaide University's ambition is to deliver an unparalleled graduate research experience through personalised support and development opportunities[1].
The nature of these students' study and the power dynamics with supervisors and other members of the academic community create a unique set of vulnerabilities, barriers to reporting concerns, and complexities in providing appropriate outcomes when inappropriate behaviour is identified. As noted in a recent research report from the Australian Human Rights Institute and the Gender Violence Research Network and University of New South Wales[2], instances of sexual harm and other inappropriate behaviours by supervisors towards Higher Degree by Research (HDR) students, while not high, can have a profound and lasting impact, and can derail their candidature[3].

These issues can also be particularly complex to address. Graduate research students are often reluctant to raise concerns where there are limited options for alternative supervisors in their area of study, the alleged perpetrator holds (or is perceived to hold) significant influence in their broader field of study, their research project is tied to grant funding secured by their supervisor and/or their visa conditions do not allow for a change to their research project. Even where alternative supervision can be arranged, graduate research students seeking to publish research completed with a former supervisor will need to comply with policies and procedures regarding the attribution of authors, requiring them to re-engage (even via an intermediary) with their alleged perpetrator.

Adelaide University will seek to address these issues through a range of approaches, which continues to build on work previously undertaken in the foundation universities:

- Setting clear behavioural expectations for supervisors through our Code of Conduct, supervision policies and procedures, and training.
- Communicating these behavioural expectations to graduate research students through Respectful Relationships in Research training and other communication channels.

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[1] Adelaide University Research Strategy pg 16
[2] Understanding university responses to HDR candidate-supervisor relationship challenges (Phase 2) | Australian Human Rights Institute

[3] HDR Project - Revised Report _ Final _ 0.pdf pg 74

- Ensuring that key staff supporting graduate research students, including those in the Adelaide University Graduate School and the Colleges, are provided training on responding to disclosures.
- Strengthening peer networks and enhancing training opportunities for graduate research students to undertake training on responding to disclosures, noting that research indicates students are likely to seek support through peer networks first.
- Ensuring clear and accessible pathways are available for students to raise disclosures and that they are provided with supportive responses that are tailored to their unique needs.
- Ensuring there are appropriate mechanisms in place to limit supervision activities, for example by removing individuals from the supervisor register where there is evidence of conduct inconsistent with the expected supervisory behaviours.
- Ensuring College Pro Vice Chancellors, College Deans and Deans of Schools are provided with training and support on addressing inappropriate behaviours.
- Making the University's Employee Assistance Programme available to graduate research students, as well as its student counselling service, to ensure that there are wellbeing support options available to these students that suit their needs and preferences.

The Integrity Unit and the Adelaide University Graduate School will collaborate to develop and implement these actions.

International students

International education is South Australia's leading export, contributing over $3 billion to the state's economy[4]. In recent years, the largest cohorts of international students have been from India and China, followed by Vietnam. Emerging growth areas include Indonesia, South Korea, Taiwan, Cambodia, Saudi Arabia, United Arab Emirates and Bhutan.

The International students' sexual and intimate partner Violence Experiences Study (INVEST) was the first comprehensive national study of the sexual violence and intimate partner violence experiences of women international students in Australia[5]. The study found that over half of those surveyed responded experiencing either sexual violence since arriving in Australia or intimate partner violence in the last 12 months[6]. The study further showed that housing insecurity, financial insecurity and low social support were all factors that increased the likelihood of experiencing forced or coerced sex and intimate partner violence.

INVEST has produced the Preventing and addressing sexual and/or intimate partner violence against women international students - Practice Guide for delivering a whole-of-community response (the Guide). The Guide includes actions for the tertiary institutions, government and community organisations.

In 2026, the University will work with international students within our community, and the dedicated International Student Support team to co-design tailored, culturally sensitive training specific to the two top countries of origin of Adelaide University international students. The training will be designed to support students to recognise inappropriate relationship behaviours, and to build awareness of university and community services and supports. Delivery of this training through a peer-led approach will be explored. Additionally, training will be provided to student leaders as part of the Global Mates training program before start of each semester to empower them in disseminating information to their peers. Development of in-language resources will also form part of the project. Opportunities to partner with state government (including StudyAdelaide, which provides information and guidance for international students studying in South Australia), community

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[4] ttps://www.premier.sa.gov.au/media-releases/news-archive/premier-leads-delegation-to-worlds-fastest-growing-major-economy#:~:text=International%20education%20is%20South%20Australia's,than%2055%2C000%20international%20students%20enrolled.
[5] Preventing and addressing sexual and/or intimate partner violence against women international students - Practice guide for delivering a whole-of-community response pg 2
[6] ibid, pg 3

services, SAPOL, the broader tertiary sector and student accommodation providers will also be explored.

Opportunities to expand this work to co-design with international students' cultural awareness training for University staff will also be explored.

Work Integrated Learning

Adelaide University's Strategic Ambition and Direction 2024-2034 sets out the vision for the Adelaide University curriculum, including the intention to ensure it is purposely built for student success, rich in modality and scope, developed in partnership and integrated with industry and practitioners and build to produce career-ready employable graduates from all walks of life[7].
As part of reaching this vision, the University has embedded Work Integrated Learning (WIL) opportunities for all students into our courses.

WIL activities pose some challenges for the University in considering how we both prevent and respond to gender-based violence in these settings. Students can be at risk of experiencing gender-based violence from staff at the host organisation, clients or patients, or other students. Knowing how to raise concerns about the behaviour they have experienced can be confusing in this context, and coordinating appropriate responses to incidents can be challenging due to the matrix of roles and responsibilities at play across the University and host organisation.

WIL activities are diverse, and host organisations reflect this diversity. From large hospitals to small businesses, the ways of working within these host organisations, their level of sophistication in responding to workplace issues and the capacity to find alternative opportunities for students can be varied.

Students in some industries report increased barriers to reporting, particularly where a host organisation is a large or dominant employer in their industry and/or placements are particularly competitive. Students can feel pressure to make the activity work, and fear being seen as a troublemaker. The University of Adelaide conducted a survey of students in the Faculty of Health and Medical Sciences in 2025 to better understand preferred reporting channels and barriers to reporting. There are further opportunities to respond to these findings and strengthen reporting systems.

Adelaide University is committed to reducing these barriers to reporting and ensuring the safety of students undertaking WIL activities.

Key activities to assist in strengthening our risk management in these settings include:
- We will have agreements in place with WIL providers that set out expectations regarding acceptable behaviour and appropriate responses to concerns.
- Providing guidance to students prior to their attendance on unacceptable behaviours and reporting pathways if they experience concerns, including the option to raise concerns as a disclosure.
- Ensuring staff involved in coordinating WIL activities are provided with specialist training on responding to disclosures and risk assessment.
- Developing tailored communications, guidance and support for different WIL activity and setting types.

4. Approach

Adelaide University has developed a comprehensive, whole-of-organisation approach to preventing, and responding to, gender-based violence, which is outlined below with reference to the seven Standards set out in the Code.

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[7] [AU Strategic Ambition and Direction 2024-34.pdf](#) pg 5

4.1 Accountable leadership and governance

From the outset of planning for the organisational and governance structures of Adelaide University, the importance of strong leadership and governance has been recognised.

The organisational structure has recognised the importance of dedicated, specialist resourcing to support the management of gender-based violence prevention and response. This has resulted in the establishment of the Integrity Unit. The Unit is led by the Executive Director, who reports to the Deputy Vice Chancellor Corporate, providing independence from Student Experience and Success, and People and Culture functions, and enabling the Unit to respond to issues wherever they may occur across the institution.

The Vice Chancellor is personally committed to ensuring Adelaide University is a distinctively people-centred institution, with a culture which sets a modern benchmark for integrity, conduct and trust. This personal commitment will be reflected in video messages to the University at the outset of each year, setting the "tone from the top". The Vice Chancellor's Executive will receive regular reporting to ensure senior leaders have visibility and oversight of emerging issues and prevention activities.

In early 2026, a steering committee accountable to the Vice Chancellor and led by the Deputy Vice Chancellor People and Culture, with membership from across relevant portfolios, will be established to guide the implementation of the Plan and to oversee the University's prevention and response activities, including through regular reporting on deidentified incident data, training delivery, prevention activities and other projects and initiatives.

The University's Transition Council has established a People, Culture and University Community Safety Committee, which has responsibility within its Terms of Reference for oversight of matters relating to student and staff safety and wellbeing. The Committee will receive quarterly reports including deidentified incident data and reports on the progress of the implementation of the Plan. In 2026, the University will undertake further consultation with its community on the Plan, and will undertake a review and update of the plan by 1 July 2026. This will enable staff and students the opportunity to engage with the Plan outside of the merger context and to provide more fulsome input on its design.

4.2 Safe environments and systems

As part of the establishment of Adelaide University, a full policy suite has been developed. The University's primary policy in this space is its Gender-based Violence and Sexual Harm Policy. In drafting this policy, consideration was given to the language of the Code, and the language that was familiar within the foundation universities. To support the transition from the terms "sexual misconduct" and "sexual harm" in the foundation universities, it was determined that the language adopted for this policy iteration should be "gender-based violence and sexual harm". The new policy was developed and approved in 2025, incorporating the requirements of the Code.

This Policy is supported by a detailed Gender-based Violence and Sexual Harm Response Procedure (the Procedure). The Procedure sets out the way in the University receives, assesses and manages disclosures and formal reports of gender-based violence and sexual harm, whether they involve staff or students.

Behavioural requirements for students are set out in the Student Code of Conduct. Staff behavioural expectations are currently established through the applicable foundation university Enterprise Agreement. Adelaide University is currently negotiating a new enterprise agreement, and when established, a Staff Code of Conduct will be implemented. Expectations are that staff and students demonstrate respectful behaviour and do not engage in conduct that constitutes Gender-based Violence, including sexual harm.

Where matters raised under the Procedure involve misconduct by a student, the Student Misconduct Policy and its supporting Procedure will have application. Staff Misconduct will be addressed in

accordance with relevant provisions of the applicable Enterprise Agreement. Adelaide University has reached agreement with the NTEU on key matters through a Heads of Agreement (HoA). This important step will serve as a framework to underpin conclusion of negotiations on the inaugural Adelaide University Enterprise Agreement in the first three months of 2026. Once the new Enterprise Agreement is established, a single procedure for managing staff misconduct will be implemented.

The University's Safe Environments for Children and Vulnerable People Policy sets out the steps the University will take to ensure the safety of young people, including compliance with Working with Children Check obligations, and mandatory reporting requirements.

The University's Conflict of Interest Policy and Relationships with Students Procedure sets out the requirements for staff to declare any personal association with a student that might give rise to a conflict of interest, including any intimate relationship between a staff member in student accommodation and a resident. The Conflict of Interest Policy has been scoped to ensure that students in the position of Senior Resident within University owned accommodation are encompassed in the obligation to declare intimate relationships with another resident. The Relationships with Students Procedure aims to ensure that staff have clear guidance on the expectations for them to maintain appropriate professional boundaries with students, and of the steps that must be taken where they have a pre-existing close personal association with a student of the University.

To assist our community in finding information, resources and reporting channels, these policies are supported by readily accessible online content. For staff this information is located in the Staff Portal under the banner "Speak Up" together with reporting options for other types of concerns and inappropriate behaviour.

For students, a Respect at Adelaide website hub has been developed, which provides information on supports, reporting options and campus security and safety information.

In 2026, the University will seek to implement appropriate policies and procedures in relation to the recruitment and engagement of staff to reflect the requirements of the Code set out in in 2.1(g). The University is collaborating with other universities within the Group of Eight to develop a proposed framework for implementing this provision. In developing this framework, consideration has been given to:
- the stage within the recruitment and engagement process where the declaration should be sought;
- the form of the declaration;
- the process by which declarations should be assessed, including identifying the appropriate capabilities of the individuals involved in this assessment;
- how the process can be designed to mitigate the risk of retraumatising individuals, including those who have had false allegations raised against them.

4.3 Knowledge and Capability

The University has developed a comprehensive Gender-based Violence Knowledge and Capability Plan to guide the development and delivery of training, workshops, prevention initiatives and communications for staff and students (Appendix A).

This plan has been informed by the previous knowledge, training and communication initiatives of both foundation universities and builds on the strength and opportunities identified through reviewing those activities.

Students

In 2023, the University of Adelaide, University of South Australia and Flinders University collaborated to establish a state-based approach to delivering online consent and respectful relationships education to students. Led by sexual harm specialists from each university, an online

learning module titled Consent and Respectful Relationships was scoped from Victoria University and licenced and customised by each institution in collaboration with students to provide accessible information relevant to the South Australian context.

To drive participation in the training, both foundation universities sought to incentivise completion for students. Promotion of the module through prevention and communication activities including during orientation was undertaken. In 2024, the University of Adelaide introduced an auto-enrolment feed for commencing students, which resulted in increased completion rates, with over 20,000 students having completed the online learning since the modules' introduction.

For 2026 Adelaide University is updating its online student module. Key elements of the previous model have been retained – including a focus on understanding consent and healthy relationships which is content viewed as valuable by students, and by seeking to maintain consistency with Flinders University, mandatory completion for all students and a ensuring a trauma-informed exemption process is readily available.

The online student learning module will cover foundational understandings of gender-based violence, ethical bystander action, and consent and healthy relationships. In 2026, all students will be enrolled in the module as part of their commencement with Adelaide University, and incentives for completion will be explored. Further work will be undertaken in 2026 to scope opportunities to monitor and enforce completion of the module by students, for example through implementation of system access limitations where the module is not completed within the required timeframe.

A range of in person workshops will be available to students to build on the foundations of the online learning module. These offerings have been redeveloped based on past successful initiatives including MATE Bystander Training and Recognise and Respond to Disclosures of Sexual Harm training. These updated training suites will include tailored offerings for students in the University's student accommodation, and students in leadership positions including those in Senior Resident roles, members of the Adelaide University Student Association Student Representative Council, student club leaders, and international student peer-mentors (known as Global Mates).

Staff

Both foundation universities have delivered mandatory online training and in-person training for a number of years. This training has aimed to support staff members understanding of sexual harm, responding to disclosures of sexual assault and harassment and understanding of power dynamics. A refreshed online learning module forms part of all staff members onboarding to Adelaide University from 2026. The module has been carefully designed to seek to connect staff to a shared purpose of building a safe and respectful community where gender-based violence is called out and not tolerated.

A suite of additional training is being developed to meet the expected knowledge and capability needs of staff, maintaining important elements for Adelaide University including dedicated training for supervisors of graduate research students and comprehensive training for staff in identified roles.

Staff in identified roles, who may receive disclosures of gender-based violence from students or colleagues, will be trained in providing compassionate, trauma-informed responses as part of the inaugural Respect Network for Adelaide University. This network will build upon learnings from the Sexual Assault and Sexual Harassment Information Network at the University of Adelaide and the First Responder Network at the University of South Australia. Training for the network will be delivered through in-person workshops to those in identified roles, to form a network of contact points, providing a conduit for those raising concerns to specialist staff in the Integrity Unit.

Communication and prevention initiatives
Adelaide University has a dedicated Prevention Coordinator within the Integrity Unit to support evidence-based prevention communications and campaigns for students, which will be developed in alignment with the activities of the Health and Wellbeing Promotion team within the Student

Wellbeing and Safety sub-functional area and utilising the expertise of the University's Specialist Student Counselling and support functions to ensure the activities are tailored for First Nation's students, students with disability and international students.

The Prevention Communication and Campaigns Plan, which forms part of the broader Knowledge and Capability Plan, articulates Adelaide University's approach to prevention activities for 2026.

Activities will build upon successful projects from foundation universities, including:
- The You Belong campaign – utilising prominent visuals, co-designed with students to recognise diversity and intersectionality to create a sense of belonging.
- Sexual health campaign SEXtember – challenging stigma through education, this campaign has leveraged partnerships with universities around Australia to deliver a collaborative suite of campaigns, activities and events to promote pleasure, consent and safe and respectful relationships.
- Respect Month – provides an important opportunity to highlight respect, partnering with students to create activities and events in line with student need.
- Pride and ALLY Networks and events – provides staff and students with space to connect, celebrate diversity to create a safe and inclusive learning and work environment.
- The Men's Table – a pilot program focused on supporting male identifying students to connect to address isolation and loneliness.

4.4 Safety and Support

The University's responses, practices and support services have been designed to be safe, person-centred and consistent with trauma-informed practices.

Anyone making a disclosure or formal report to the University will be supported by the Integrity Unit, who will implement a support plan with the individual, reflecting the requirements of section 4.6 of the Code. In addition, where a respondent is notified of a disclosure or formal report, they will also be supported by the Integrity Unit and a support plan developed. Support will be provided to the respondent and complainant by different staff within the Integrity Unit.

Students involved in disclosures or reports, will have access to the University's student counselling service, which employs two specialist counsellors whose work is primarily focussed on gender-based violence and sexual harm, as well as having a broad range of capability and expertise across its workforce in sexual violence, domestic and family violence, and trauma-informed practice. Staff in the counselling service have expertise in providing support to students from a diverse range of backgrounds, including the LGBTIQA+ community, culturally and linguistically diverse communities, individuals with disability and First Nations students.

Staff and Graduate Research Students within the University can access wellbeing support via the University's free, confidential Employee Assistance Programme, which has a diverse range of providers available to provide support to staff. This includes Higher Degree Research coursework students who can choose between wellbeing support via the student counselling services and/or EAP provider.

Staff within the Integrity Unit involved in the University's response activities will have access to clinical supervision with an appropriately qualified external provider to support their wellbeing. In 2026, the University will explore further options to ensure enhanced access to specialist wellbeing support for staff reporting gender-based violence and staff involved as witnesses, support persons or decision-makers in relation to gender-based violence investigations.

Risk assessment and safety plan frameworks will be utilised and documented by staff in the Integrity Unit, or, in the case of students making a disclosure to the counselling service who do not wish to be identified to the Integrity Unit, by Counselling. In 2026, the Integrity Unit will explore opportunities to develop tailored risk assessment guidance for specific settings and types of matters – for example,

those in student accommodation, Work Integrated Learning, involving graduate research students and matters involving domestic and family violence.

4.5 Safe Processes

The University has established phone, email, online and in person channels for individuals wishing to make a disclosure or formal report. The online reporting system allows individuals to report anonymously, or to provide as much identifying information as they wish to give. Individuals reporting anonymously can communicate with staff managing their report through the online portal.

The University has a "no wrong door" approach to receiving reports of gender-based violence, with processes in place to ensure that, where a report is raised with another area or individual within the university, they transfer that information to the Integrity Unit. To the extent possible individuals will not need to repeat their concerns.

The University's policies and procedures provide pathways for matters to be addressed through both agreed resolution pathways or through disciplinary processes (which generally involve formal investigation).

The University acknowledges the expectations within the Code that processes should be designed to ensure matters can be finalised within 45 business days, including disciplinary process. The University has sought to implement procedures that will enable this and will continue to monitor how resourcing and processes can be optimised to enable these timeframes to be consistently met.
To the extent possible, the University will endeavour to ensure its Enterprise Agreement enables these timeframes to be met for matters involving staff misconduct, however it notes the constraints of Enterprise Bargaining Agreements in this specific domain.

Further details of the University's response processes are set out in the Gender-based Violence and Sexual Harm Response Procedure.

4.6 Data, evidence and impact

The University has sought to implement several mechanisms to ensure that data is captured and is readily reportable, as required by the Code.

The University has developed a module within the Service Now platform that supports the case management and high-level data capture for disclosures and formal reports. This platform has a level of integration with the University's staff and student profile information, enabling demographic data to be drawn from these systems.

The University is also embedding a process of using an additional system of data capture, including a detailed data sheet to capture the specific information required under 6.12 and 6.13 of the Code. Detailed run sheets will be documented to support the collection of data showing key milestones in the management of each disclosure or formal report to enable monitoring of compliance with procedures. It is intended that, over time, further data capture will be built into the Service Now system to further streamline these processes.

Project management strategies are being utilised to monitor the implementation of this Plan, and records of all activities associated with its implementation will be made.

The University has engaged a fixed-term project manager to support the initial implementation of this Plan and expects to determine in early 2026 what additional ongoing staffing resources will be required. It is anticipated this will include a dedicated role to support the data, reporting and evaluation requirements of the Code.

4.7 Safe Student Accommodation

The University is updating its training and information for students in University-managed Student Accommodation to ensure that clear behavioural expectations are set, and that information about reporting pathways and available support is readily available.

The University is also taking steps to support the implementation of the requirement to declare intimate relationships with residents for student accommodation staff. The University's Roseworthy College appoints a small number of students into the role of Senior Resident each year. These students are now required to make this declaration.

The Village is implementing a Student Ambassador program from 2026. This program will involve a small number of students who will contribute to activities designed to enhance students' sense of community and connection within the Village. These students are expected to be required to make similar declarations as Senior Residents subject to further assessment of their volunteer role in the Village residential student community.

The University's Integrity Unit is supporting the implementation of this requirement with the Student Accommodation leadership and assessing the appropriate process for seeking and assessing these declarations to ensure that the information is obtained and managed safely and respectfully, and that appropriate conflict of interest management strategies are implemented that maintain the confidentiality of all parties, including those residents who may not be aware that a disclosure has been made about them.

The University has long standing, strong relationships with the North Adelaide residential colleges and is working collaboratively with them on the implementation of the Code requirements in their settings. As the settings house both Adelaide University students and students of other institutions, there is increased complexity in communicating with students in these settings about the University's services, and in coordinating response to incidents with the colleges where students of more than one institution are involved. An Accommodation Working Group has been established to bring together representatives of the university, these colleges and our preferred-partner providers to share information and learnings and identify opportunities for further collaboration. The University has requested that the residential colleges and our preferred-partner providers prepare and provide to us their Prevention and Response Plans by 31 January 2026. Agreements with the preferred partner providers sets Adelaide University's expectations for them.

5. Whole-of-Organisation Gender-based Violence Prevention and Response Plan

Standard 1: Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence

Action	Responsible	Timeline	Resources/Evidence
Design and seek Vice Chancellor and AU Council approval for a GBV governance and reporting framework ensuring both executive leadership oversight and governing body oversight of the implementation of the Plan and of deidentified incident data. Note: In line with the development of Adelaide University, a People Culture and University Community Safety Committee of Council has been established with responsibility for matters relating to safety and wellbeing.	Adelaide University Council and Vice Chancellor	30 March 2026	• Terms of Reference of the People, Culture and University Community Safety Committee • GBV Governance and Reporting Framework
Undertake and present a review of organisational Gender-Based Violence (GBV) risk, assessing its inclusion in the Enterprise Risk Register, compliance with relevant legal and regulatory obligations, and alignment with the University's strategic objectives.	Executive Director, Integrity Unit	1 July 2026	• Audit and Risk Committee consideration and oversight formally evidenced through Committee minutes
Allocate funding for training, support, and prevention; establish an annual GBV planning cycle in alignment with budget cycles to ensure sufficient resourcing.	Deputy Vice Chancellor, Corporate and Executive Director, Integrity Unit	30 March 2026	• Budget reflects dedicated resources
Establish appropriate leadership oversight for ensuring compliance with the Code, through the establishment of a Steering Committee led by the Deputy Vice Chancellor People and Culture with membership from Deputy Vice Chancellor Student Experience and Success, accountable to the Vice Chancellor.	Executive Director, Integrity Unit	30 March 2026	• Steering Committee established • Terms of Reference developed • Meeting cycle established • Standing agenda developed
Ensure that when appointing members to the Adelaide University Council, expertise in student and staff safety and wellbeing is reflected in the Council membership.	Adelaide University Council	In place	• The Terms of Reference for the selection committee that will appoint members to the permanent Council under the Act reflect this requirement; the skills matrix of the Council and the Council Handbook

Action	Responsible	Timeline	Resources/Evidence
Establish a Whole-of-Organisation Gender Equity Action Plan. In line with advice from the Workplace Gender Equality Agency (WGEA), in 2026 the University will be focussed on the collection of baseline data, in order to set appropriate Gender-Equity Targets and inform a workforce Gender Equality Action Plan in in early 2027. As part of the development of this plan, additional work will be undertaken to expand the scope beyond the workforce, to ensure a whole-of-organisation plan is developed.	Deputy Vice Chancellor, People and Culture	1 July 2027	• Organisational gender equality reports • Gender-equity targets established • Gender Equality Action Plan prepared
Consult with the University community on the Plan, ensuring that the views of those who are disproportionately affected by Gender-based Violence are considered, and update the Plan as appropriate.	Executive Director, Integrity Unit	1 July 2026	• Consultation has been undertaken including the opportunity to provide input through workshops and written submissions • Feedback gathered has been considered and addressed through collaboration • Updated Plan has been approved by the Vice Chancellor and governing body and submitted to the Department
Undertake a resourcing assessment and ensure that appropriate staffing and other resources are available to support the implementation of the Plan.	Deputy Vice Chancellor, Corporate	1 March 2026 and ongoing	• Assessment completed and resources allocated.

Standard 2: Environments are safe, and systems continuously improve to prevent and respond to gender-based violence

Action	Responsible	Timeline	Resources and evidence
Compliance with Working with Children Check requirements is monitored through a monthly audit program.	Deputy Vice Chancellor People and Culture	In place	• Safety of Children and Vulnerable People Policy • Monthly audit reports
As part of the engagement process, ask prospective members of the Adelaide University Council whether they have been investigated for an allegation of Gender-based Violence or determined to have engaged in conduct that constitutes Gender-based Violence.	Adelaide University Council	In place	• Terms of Reference for the selection committee that will appoint members to the permanent Council under the Act reflect this requirement
As part of the engagement process, ask prospective employees whether they have been investigated for an allegation of Gender-based Violence or determined to have engaged in conduct that constitutes Gender-based Violence.	Deputy Vice Chancellor People and Culture	1 July 2026	• Policies updated to reflect requirement • Procedure in place reflecting requirement • Systems designed to ensure declaration is made and assessed prior to offer of employment • Assessment protocol developed and implemented • Data of declarations made collected
Review promotion, recognition and reward policies to ensure that consideration is given to any substantiated allegation of Gender-based Violence relating to the individual's employment.	Deputy Vice Chancellor People and Culture	1 July 2026	• Policies and procedures updated
Review the University's standard contracts to ensure that the University has sufficient control to address any material risk arising in relation to an individual performing work at or with the University via a contractual arrangement, where the individual is investigated for, or determined to have engaged in, Gender-based Violence	General Counsel	30 March 2026	• Standard contract terms updated

Action	Responsible	Timeline	Resources and evidence
Ensure appropriate precautionary measures and accommodations are available that are adequately meeting the needs of staff and students.	Executive Director, Integrity Unit in consultation with Student Experience and Success and People Advisory and Wellbeing	1 July 2026	• Staff interim measures protocol developed • Student interim measures protocol developed • Gender-based Violence and Sexual Harm Policy reviewed and updated as required
Increase awareness and understanding of, and compliance with, Adelaide University's Conflict of Interest Policy and associated Relationships with Students Procedure.	Deputy Vice Chancellor, People and Culture; Deputy Vice Chancellor, Student Experience and Success and Executive Director, Integrity Unit	31 January 2026	• All staff communication sent reminding staff of the obligation to declare and manage conflicts of interest and communicating about the Relationships with Students Procedure • Communication sent to staff in Student Accommodation explaining the obligations to declare any intimate relationships with students, as well as any other conflicts of interest
Develop and implement campaign to raise awareness and increase understanding of Gender-based Violence, the University's policy settings and reporting channels.	Executive Director, Integrity Unit	30 April 2026	• A significant amount of information is being distributed to staff and students as part of standing up the new Adelaide University • While information will be actively promoted from 5 January 2026, a specific Respect at AU campaign will be delivered during April to highlight the work being done to address the requirements of the National Code, including raising awareness of the Gender-based Violence and Sexual Harm Policy, associated Procedure, and reporting channels

Action	Responsible	Timeline	Resources and evidence
Develop resources to support understanding of GBV complaint pathways and provide in relevant languages.	Executive Director, Integrity Unit	1 July 2026	• Expanded website content, providing information about reporting channels, complaint pathways and interim measures • Translated resources in key languages available
Undertake a comprehensive review of the Gender-based Violence and Sexual Harm Policy and the Gender-based violence and Sexual Harm Response Procedure through engagement and collaboration with employees and students.	Executive Director, Integrity Unit	1 July 2028	• Updated policy and procedure. • Records of outcome of consultation process
Embed a process to undertake a gender impact assessment for all University policies.	Executive Director, Organisational Capability	1 October 2026	• Gender impact assessment protocol developed
Prohibit the use of Non-disclosure Agreements unless requested by a Discloser.	Executive Director, Integrity Unit	In place	• Gender-based Violence and Sexual Harm Policy
Develop a family and domestic violence support resource, that provides guidance to managers, staff and students on steps the University can take to support individuals experiencing domestic and family violence, including: • securing personal information held in University systems; • a quick guide on updating passwords and systems access; • the types of workplace or academic accommodations available; • links to relevant community services; • guidance on accessing and implementing intervention orders and support available from the University to undertake safety planning.	Executive Director, Integrity Unit	1 October 2026	• Guide developed and distributed

Action	Responsible	Timeline	Resources and evidence
Monitor campus security incidents for systemic risk and take action to address. Build collaborative relationship with SAPOL to support management of campus safety.	Manager, Security and Executive Director, Integrity Unit	In place and ongoing	• Security incident reports relevant to GBV and physical safety on campus are shared with the Integrity Unit • Regular meetings are held with SAPOL attendance to discuss campus security
Monitor disclosures and formal reports for emerging GBV risks and respond with targeted actions.	Executive Director, Integrity Unit	In place and ongoing	• Deidentified reports of disclosures and formal reports are prepared quarterly, including analysis for emerging patterns and trends
Roll-out the Safe Zone app for us all students and staff at Adelaide University.	Chief Property Officer and Executive Director, Integrity Unit	1 January 2026	• Availability of the Safe Zone app to all staff and students and promotion via the Adelaide University website and email communications

Standard 3: Build knowledge and capability to safely and effectively prevent and respond to gender-based violence

Action	Responsible	Timeline	Resources and evidence
Develop and implement a Gender-based Violence Knowledge and Capability Plan that ensures the relevant learning outcomes are met for students, leadership, staff, students in leadership positions and other roles as appropriate, and that the expectations of the Code are met.	Executive Director, Integrity Unit	Plan has been developed, to be reviewed by 31 October each year	• Gender-based Violence Knowledge and Capability Plan • Training materials • Records of completed activities
Codesign with international students culturally appropriate training in line with the recommendations of the *Preventing and addressing sexual and/or intimate partner violence against women international students - Practice Guide for delivering a whole-of-community response*. Opportunities to collaborate with Study Adelaide, accommodation providers and community organisations to be explored.	Executive Director, Integrity Unit, Deputy Vice Chancellor Student Experience and Success	31 January 2026	• Co-designed training developed • Recommendations regarding suitability of a peer-led delivery model made • Co-designed support resources developed
Gender-based Violence online learning module mandated for completion by all staff, including as part of induction for new staff.	Deputy Vice Chancellor, People and Culture	5 January 2026	• Staff online learning module • Completion reports
Establish a Respect Network of staff in identified roles, who may receive disclosures of gender-based violence from students or colleagues, who will receive initial and ongoing training in providing compassionate, trauma-informed responses.	Executive Director, Integrity Unit	5 January 2026	• Respect Network established • Promotion of the Network to students and staff
Provide trauma-informed practice training to staff responsible for GBV response.	Executive Director, Integrity Unit	Annually	• Training Register

Action	Responsible	Timeline	Resources and evidence
Online student learning module "Respect at AU" delivered - designed to increase students' knowledge and understanding of gender-based violence at scale. Module aligned to the learning outcomes of the Code and designed to be engaging and relevant for a student audience. The module is customised to the Adelaide University context and will provide tailored content for International and Domestic students.	Executive Director, Integrity Unit, Deputy Vice Chancellor, Student Experience and Success	16 February 2026	• Module content • Completion records
Implement the Prevention Communications and Campaign Plan as detailed in the Gender-based Violence Knowledge and Capability Plan.	Executive Director, Integrity Unit, Deputy Vice Chancellor, People and Culture, Deputy Vice Chancellor, Student Experience and Success	Across 2026	• Gender-based Violence Knowledge and Capability Plan • Communications • Engagement data
Evaluate the Prevention Communications and Campaign Plan as detailed in the Gender-based Violence Knowledge and Capability Plan and update for delivery in 2027.	Executive Director, Integrity Unit	December 2026	• Evaluation
Undertake a comprehensive evaluation of the online student learning module Respect at AU and implement further customisations and updates in alignment with this feedback.	Executive Director, Integrity Unit, Deputy Vice Chancellor, Student Experience and Success	November 2026	• Completion rates • Completion records • Effectiveness of incentives provided • Feedback records • Evaluation report

Action	Responsible	Timeline	Resources and evidence
Develop a policy on mandatory learning for students and scope a systems solution to introduce a Negative Service Indicator (NSI) consequence to students for non-completion of the online Gender-based Violence student module.	Deputy Vice Chancellor, Student Experience and Success	January 2027	• Mandatory learning policy developed and considered by Academic Board • Systems solution developed and implemented
Develop and implement a GBV Monitoring and Evaluation Framework for education and training activities.	Executive Director, Integrity Unit	1 July 2026	• Framework established and implemented
Establish a panel of external providers with relevant capability and expertise in undertaking risk assessments and/or investigations to provide additional capability where internal capacity is not available.	Executive Director, Integrity Unit	1 July 2026	• Panel established, contracts in place
As vacant positions are identified, review and update position descriptions for roles in Integrity Unit to reflect required knowledge and capability.	Executive Director, Integrity Unit	As required	• Updated position descriptions
Develop an internal training plan to capture specialist training requirements for staff within the Integrity Unit, including: • Cultural Awareness training • Gender-based Violence training • Trauma-Informed Practice training • Trauma-Informed Practice and Procedural Fairness training • Aboriginal and Torres Strait Islander cultural awareness training Having regard to existing skills and capability, prioritise and schedule the required training.	Executive Director, Integrity Unit	1 July 2026	• Training plan developed

Standard 4: Responses and support services are safe and person-centred

Action	Responsible	Timeline	Resources and evidence
Engage an external provider to undertake a review of the support services offered by the Integrity Unit to ensure they are safe, person-centred and consistent with trauma-informed practice.	Deputy Vice Chancellor, Corporate	TBC 2027	• Review report received
Make available resources or guides for staff and for students that set out the available support services, including reasonable academic adjustments available.	Executive Director, Integrity Unit	1 July 2026	• Resource developed and made available
Ensure comprehensive, accessible information is available about the University's policies, processes, internal and external supports and reporting channels. Provide translated resources as appropriate.	Executive Director, Integrity Unit	1 July 2026	• Respect at AU website • Staff Portal
Develop and implement a gender-based violence risk assessment template and supporting framework.	Executive Director, Integrity Unit	1 April 2026	• Risk assessment template • Risk assessment protocol
Develop and implement tailored gender-based violence risk assessment templates for: • Graduate research students • Students undertaking Work Integrated Learning activities • Students residing in Student Accommodation • Staff and students experiencing domestic and family violence.	Executive Director, Integrity Unit	1 October 2026	• Risk assessment templates
Develop and implement template Discloser Support Plans suitable for student disclosers and staff disclosers.	Executive Director, Integrity Unit	1 April 2026	• Discloser Support Plan templates
Develop and implement template Respondent Support Plans suitable for student respondents and staff respondents.	Executive Director, Integrity Unit	1 April 2026	• Respondent Support Plan templates

Action	Responsible	Timeline	Resources and evidence
Review the organisational structure, roles and responsibilities of staff within the Integrity Unit to ensure that the structure is appropriate to support delivery of the support requirements of the Code.	Executive Director, Integrity Unit	1 July 2026	• Ways of working documented
Review feedback and evaluations regarding the University's Employee Assistance Program to ensure the expected standard of service is being provided.	Director, Wellbeing and Safety	December 2026	• Evaluation reports
Review student feedback regarding Student Counselling Support and identify and address any gaps.	Director, Student Wellbeing and Safety	Annually – November	• Feedback surveys
Explore opportunities to provide enhanced wellbeing support for staff involved in gender-based violence investigations (whether as complainant, respondent, support person or decision maker), for example through engaging a specialist provider to provide counselling support as required.	Executive Director, Integrity Unit and Director, Wellbeing and Safety	1 October 2026	• Recommendation presented to Steering Committee

Standard 5: Gender-based violence responses are safe and timely

Action	Responsible	Timeline	Resources and evidence
Develop and implement Integrity Unit Practice Guidelines including a case running sheet and checklist to ensure a consistent approach to managing files is implemented that include: • Assessing risk and reviewing the risk assessment • Communicating and updating parties on the progress of the case • Developing and implementing support plans for parties to the case • Progressing key actions in the case in line with procedural timeframes.	Executive Director, Integrity Unit	1 April 2026	• Integrity Unit Practice Guidelines • Running sheet template • Integrity Unit GBV Checklist
Seek external review by a provider with specialist capability in trauma-informed practice of the Integrity Unit Practice Guidelines and implement recommended changes.	Executive Director, Integrity Unit	1 July 2026	• Feedback received from provider • Integrity Unit Practice Guidelines updated
Establish multi-modal reporting via an online reporting portal that supports communication with anonymous reporters and enables identified reports to be received. Email, phone and in person reporting options to be made available and all reporting channels to be referenced in communications.	Executive Director, Integrity Unit	In place	• Respect at AU website • Integrity Unit Staff Portal page • External website • Anonymous Reporting Centre
Establish multiple pathways to manage disclosures.	Executive Director, Integrity Unit	In place	• Gender-based Violence Response Procedure
Undertake investigations and disciplinary processes in line with the requirements of the Code, as reflected in the University's Gender-based Violence Response Procedure.	Executive Director, Integrity Unit	In place	• Gender-based Violence Response Procedure
Seek to negotiate disciplinary processes within the Enterprise Agreement that support the finalisation of formal reports within 45 business days.	Deputy Vice Chancellor, People and Culture	Pending Enterprise Bargaining timeframes	• Adelaide University Enterprise Agreement

Action	Responsible	Timeline	Resources and evidence
Provide quarterly reports to the Steering Committee and the People, Culture and University Community Safety Committee regarding deidentified complaints and disclosures, including: • number of anonymous reports • timeframes to complete matters • analysis of reasons for delay • disciplinary outcomes.	Executive Director, Integrity Unit	Quarterly from March 2026	• Quarterly reports • Minutes of committee meetings
Develop and seek legal guidance regarding templates for communicating outcomes to complainants and respondents, including notice of appeal and outcome of appeal.	General Council and Executive Director, Integrity Unit	1 April 2026	• Outcome templates

Standard 6: Use evidence to approach, measure change and contribute to the national evidence-base

Action	Responsible	Timeline	Resources and evidence
Establish an interim system using a highly customisable tool (such as Excel or Smartsheet) to capture case data in-line with the requirements of the Code.	Executive Director, Integrity Unit	1 February 2026	• Case data template • Running sheet template
Train staff in data recording requirements.	Executive Director, Integrity Unit	15 February 2026	• Training records • Data audit
Undertake further development of the ServiceNow case management system to embed enhanced data capture.	Deputy Vice Chancellor, Corporate	1 July 2027	• Updated case management system in place • ServiceNow data reports
Provide quarterly reports to the Steering Committee and the People, Culture and University Community Safety Committee that reflect analysis of the data, trends and opportunities for improvement.	Executive Director, Integrity Unit	Quarterly from October 2026	• Quarterly reports • Minutes of committee meetings
Develop and implement a GBV Monitoring and Evaluation Framework aligned to the Outcomes Framework and the requirements of the Code.	Executive Director, Integrity Unit	1 July 2026	• GBV Monitoring and Evaluation Framework
Actively promote the National Student Safety Survey (NSSS) to students to increase completion rates.	Executive Director, Integrity Unit	March – June 2026	• AU NSSS completion rates
Prepare and submit annual reports in line with the requirements of the Code and the Department.	Executive Director, Integrity Unit	30 June 2027 and annually	• Annual data report
Prepare and publish an annual report outlining the activities undertaken by the University to prevent and respond to Gender-based Violence, and to implement this Plan, as well as deidentified data.	Executive Director, Integrity Unit	1 October 2027 and annually	• Annual GBV report

Standard 7: Student accommodation is safe for all students and staff

Action	Responsible	Timeline	Resources
Develop processes to ensure that in the course of engaging Student Accommodation Staff (as defined by the Code), declarations about prior gender-based violence allegations are obtained and considered and declarations regarding intimate personal relationships with residents are obtained and actioned as appropriate.	Deputy Vice Chancellor, Student Experience and Success	1 July 2026	• Roseworthy Senior Resident application and appointment process documentation • The Village Ambassadors application and appointment process documentation
Deliver in-person training to residents of The Village and Roseworthy College, that is tailored to their setting.	Executive Director, Integrity Unit and Director, Accommodation Services	27 March 2026	• Training materials • Attendance records
Deliver training to all Regional Health Placement students in university owned or leased accommodation with training tailored to their setting.	Executive Director, Integrity Unit and Director, Accommodation Services	1 March 2026 and ongoing	• Training materials • Attendance records
Prepare and distribute on arrival to residents of Mattanya, Whyalla Student Village and affordable housing tailored information sheets setting out information tailored to their setting including in relation to behavioural expectations and reporting pathways.	Executive Director, Integrity Unit and Director, Accommodation Services	1 March 2026 and ongoing	• Information sheets
Engage an external provider to deliver training to staff within the Accommodation Services team (including staff at Roseworthy College and The Village) on prevention, responding to disclosures, and undertaking risk assessments.	Director, Accommodation Services and Executive Director, Integrity Unit	1 March 2026	• Training materials • Attendance records
Review standard agreements with residents to ensure that pathways are available to legally relocate the resident where it is determined via a risk assessment that relocation of the respondent to alternative accommodation is required to protect the safety of the disclosure and other residents.	Director, Accommodation Services	1 March 2026	• Residential agreements

Action	Responsible	Timeline	Resources and evidence
Develop a disclosure response protocol for Adelaide University accommodation that ensures immediate assessment of risk where required, and the rapid development of support plans, including where incidents arise out of business hours.	Executive Director, Integrity Unit and Director, Accommodation Services	1 March 2026	• Accommodation response protocol
Require affiliated accommodation providers to provide the University with a Whole-of-Organisation Prevention and Response Plan in line with the requirements of the Code.	Director, Accommodation Services	31 January 2026	• Correspondence to affiliated providers
Maintain the affiliated Student Accommodation Working Group to support the implementation of the requirements of the Code across affiliated accommodation services.	Director, Accommodation Services	In place and continuing	• Minutes of meetings

6. Outcomes Framework

Standard	Outcome	Sub-outcomes	Indicators	Measures
Accountable leadership and governance	Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence	GBV governance and reporting structures are clear, effective, operational, and meet the requirements of the National Code	Governance framework for GBV is established and operational (including cross-portfolio Steering Committee)	AU Council approval of the GBV governance and reporting framework Steering Committee meeting dates, agenda and minutes documented
		GBV is formally recognised by AU and managed as an enterprise risk	A review and presentation of organisational Gender-based Violence risk is undertaken to assess its inclusion in the Enterprise Risk Register, compliance with relevant legal and regulatory obligations.	AU Council approval to include GBV as an enterprise risk Audit and Risk Committee consideration and oversight evidenced through Committee minutes
		GBV is embedded as a priority within planning and budgeting processes	GBV is recognised within the AU Strategic Plan; funding is allocated for GBV initiatives	Budget allocation for GBV training, support, response and prevention activities; annual planning cycle established
Safe environments and systems	Environments are safe, and systems continuously improve to prevent and respond to gender-based violence	Campus environments are regularly assessed and improved to minimise GBV risks	Campuses are regularly assessed for GBV risks	% of campuses assessed annually; number of risk mitigation actions implemented
		Systems and processes are in place to monitor and address emerging GBV risks	Existence of monitoring systems; incident reports and data analysis	Number of emerging risks identified; number of actions taken in response
		AU policies are aligned with the National Code, and policy gaps are identified and addressed	Completion of policy review and gap analysis	Number of policies reviewed; number of gaps identified and addressed
		Gender-based Violence and Sexual Harm Policy and Gender-based Violence and Sexual Harm Response Procedure is easily accessible to everyone	Policy and Procedure is publicly available and published on the AU website, Staff Portal and Respect at AU website	% of staff/students aware of the Policy and Procedure as assessed via survey

			Policy and Procedure is promoted in line with the GBV Communications Plan	
		Agreements with Work Integrated Learning host organisations detail behavioural expectations and appropriate responses to concerns	Comprehensive information on reporting and support options is provided to students prior to undertaking a WIL activity Regular analysis of reporting data to monitor for systemic risks in host organisations	Feedback obtained from students in progress meetings during WIL activities; Number of GBV reports received from WIL activities; Trends in data to support early identification of issue trends in WIL activities; Agreements with WIL host organisations
Knowledge and capability	Build knowledge and capability to safely and effectively prevent and respond to gender-based violence	Regular training and education programs are delivered to all staff and students in line with requirements under the National Code	Results of pre- and post-training assessments; survey participation and feedback scores	% of staff/students completing training; improvement in assessment scores
		Training and education programs are developed through collaboration and engagement with GBV SMEs, students, staff, those who have lived experience of GBV, and those who are disproportionately affected by GBV	Extent of collaboration and engagement in the development of GBV training and education programs	Number of GBV SMEs, students, staff, and people with lived experience or from disproportionately affected groups involved in program development; Participant feedback scores on the inclusivity and relevance of the developed programs; existence of formal mechanisms for ongoing stakeholder engagement in program development
		Training and resources are accessible to all, including international students, those with disabilities, and those from diverse backgrounds	Uptake of training opportunities by staff and students from a range of backgrounds	% participation by target groups; feedback from participants from a range of backgrounds

		Prevention communication is delivered across study, work, living, and social environments	Reach and effectiveness of prevention communication cross all university environments	Diversity of communication channels used to deliver messaging; frequency of communication campaigns; stakeholder feedback on prevention messaging
		GBV prevention and response knowledge is integrated into staff induction and professional development programs	Inclusion of GBV content in induction and professional development materials	% of induction programs including GBV content; feedback from new staff
		Formal reports, investigations, and disciplinary proceedings are managed by staff with demonstrated expertise in gender-based violence, trauma-informed and person-centred approaches, cultural competency, and procedural fairness	Evidence of staff knowledge of GBV, trauma-informed and person-centred approaches	Training records
		Risk assessments under the National Code are conducted by staff with expertise in GBV and cultural competency, ensuring assessments are evidence-based, and responsive to diverse cohorts	Evidence that risk assessments consider cultural sensitivities; Instances where external experts were engaged due to internal capability gaps	Number of instances when externals were engaged to conduct risk assessments; checklists show inclusion/consideration of specific cohort considerations
		Staff responsible for responding to GBV disclosures and reports, and staff and students in leadership positions, receive trauma-informed practice training	Number of staff and students completing trauma-informed practice training	% of relevant staff and students trained; frequency of refresher training; self-report knowledge increase; number of referrals from Respect Network to Integrity Unit
Safety and support	Responses and support services are	Case management is provided, supported by trauma-informed guidelines and support plans	Number of cases managed; existence of trauma-informed guidelines and support plans	% of cases managed according to guidelines; survivor satisfaction rates

		Trust and help-seeking behaviours are increased through awareness campaigns and visible messaging by senior leaders	Number of campaigns conducted; participation rates; changes in help-seeking behaviour	% increase in help-seeking; campaign reach and engagement metrics
	safe and person-centred			
		Response and triage protocols are developed and promoted	Existence and dissemination of response and triage protocols	% of staff aware of protocols; protocol usage rates
Safe processes	Gender-based violence responses are safe and timely	Inclusive and culturally safe practice is implemented	Feedback from diverse communities; review of practices for inclusivity	% of positive feedback; number of inclusivity reviews conducted
		Reporting channels are accessible (including to anonymous reporters), trauma-informed in design, and multi-modal reporting options are available	Number and types of reporting channels available; usage statistics	% of reports received via different channels; user satisfaction with reporting process
		Timely and trauma-informed response processes are in place	Response time metrics; staff training records	Average response time; % of staff trained in trauma-informed response
		Multiple pathways are available to manage disclosures in line with requirements under the National Code	Pathways available	Number of disclosures managed via the different pathways
		Investigations are managed through fair, trauma-informed, and transparent processes that prioritise the safety and wellbeing of all parties, respect the views and rights of Disclosers, and ensure procedural fairness throughout the investigation	Adherence to investigation processes for GBV disclosures and formal reports	Stakeholder satisfaction with the investigation process; number of complaints related to the investigation processes
		GBV response processes are regularly reviewed for best practice and legal requirements	Frequency and outcomes of process reviews; compliance reports	Number of reviews conducted; compliance rate with legal requirements

Data, evidence, and impact	Use evidence to approach, measure change and contribute to the national evidence base	Staff are trained in data recording requirements	Training attendance records; staff competency assessments	% of staff trained; accuracy of data recording
		Data on reports, disclosures, and outcomes is used to identify trends and areas for improvement	Number of reports/disclosures; trend analysis reports	Number of improvements implemented based on data; frequency of trend analysis
		A GBV Evaluation Framework has been developed and is aligned to the Outcomes Framework	Completion and implementation of a GBV Evaluation Framework	Date of framework implementation; frequency of evaluation cycles
		Compliance with national reporting requirements is maintained	Submission of required reports; confirmation of compliance	% of reports submitted on time; compliance confirmation received
		Continuous improvement is driven by audits and reviews of response processes	Audit completion rates; documented improvements	% of audits completed; number of improvements documented
		Adelaide University facilitates and promotes delivery of the National Student Safety Survey (NSSS)	Survey completion rates; NSSS Safety Report	Reported prevalence of GBV in AU; % of students with knowledge of reporting and support options at AU
Safe student accommodation	Student accommodation is safe for all students and staff	Student accommodation providers work with the university to ensure safe living environments that adhere to the requirements specified by the National Code	Number of collaborative initiatives; safety assessments conducted	% of accommodation providers participating; number of safety assessments completed
		Information sharing protocols are established between accommodation providers and the university to ensure the university can comply with the requirements of the National Code	Existence and use of information sharing protocols	Number of protocols established; frequency of information sharing
		Less prevalence of GBV incidents within student accommodation settings	Reduction in reported incidents; number of GBV reports/disclosures occurring in student accommodation	% reduction in incidents year-on-year; number of disclosures managed

7. Gender Equality Action Plan/s

On 4 September 2025 Adelaide University via the Co-Vice Chancellor's and Deputy Vice Chancellor - People and Culture received confirmation from the Workplace Gender Equality Agency (WGEA) that the institution successfully registered for Gender Equity Reporting.

On 16 September 2025 Adelaide University received advice from WGEA that due to the institutions circumstance as a new distinct ABN from our foundation institutions, and status as a Designated Relevant Employer (DRE) employing over 500 employees Adelaide University will be required to:

- submit a report to WGEA for the first time in 2026
- required to set gender equity targets in the 2027 reporting period, allowing for the 2026 report to serve as our 'baseline year' for data.

As a result of the timeline attached to these requirements Adelaide University will not have gender equity targets in place in 2026. Establishing baseline data with WGEA enables Adelaide University to confirm alignment between a future Gender Equality Action Plan and our workforce composition, policy settings, and governing legislation.

As of November 2025, a proposed governance framework proposal is under consideration. This framework includes gender equity as a key focus and steps out the vision of implementing a strategic steering committee.

Included in the proposal are provisions for an employee network, and working groups focused on tactical delivery of Adelaide University's ambitions related to inclusion and gender equity. The timeline for approval of this proposal and appointment of Senior Staff sponsors for this work is unconfirmed and is expected in Q1 2026. The implementation of the governance framework and establishing the groups and committees associated is a large project with deliverables that may meet the thresholds of a plan.

As of November 2025, work remains underway to ensure that foundation University initiatives are maintained and brought together. Presently it is confirmed that Adelaide University will have a Women's Professional Development Network (WPDN), LGBTIQA+ Ally network and a PRIDE Network, Adelaide University will have a membership with SAGE and Diversity Council Australia. In 2025 Adelaide University was the 'diamond' sponsor for the Adelaide International Women's Day Breakfast, supporting opportunities for both foundation university community members to engage with by attending or watching the live stream, and having a visible leadership presence and commitment to the event.

The work to ensure that foundation institution initiatives are maintained into the launch of Adelaide University is ongoing and as these initiatives are confirmed and funded opportunity to establish a formal Gender Equity Action Plan will be tracked.

Further enquiries