

ID	POSSIBLE ACTION	Working Group
R1	Accountability systems should clearly identify who is responsible for the success of performance measures and there should be consequences for success or failure in achieving them.	1. Accountability, Governance & Data
1.1	<p>Introduce regular public reviews in relation to academic units and professional divisions by the Vice-Chancellor, Provost and relevant senior executives, including consideration of factors such as:</p> <ul style="list-style-type: none"> a) Tracking against KPIs and School/College strategic plans b) Budget performance c) Workload distribution adherence, with particular reference to distribution of service work d) Distribution of administrative support e) HDR students who transfer supervisor, withdraw, and complete f) Disclosures and complaints g) Workers compensation h) Engagement with ANU Focus 	1. Accountability, Governance & Data
1.2	All initiatives should include specific agreed performance measures and implementation timeframes, and the individuals should be accountable for their success.	1. Accountability, Governance & Data
1.3	Consult relevant areas on operationalising of strategic initiatives and ensure performance measures are in alignment with the University's overall values and purposes.	1. Accountability, Governance & Data
1.4	Ensure that at every level there are appropriate consequences for the success or failure to achieve agreed performance measures.	1. Accountability, Governance & Data
R8	Create a single accountability mechanism for strategic oversight of interconnected equity and wellbeing challenges	1. Accountability, Governance & Data
8.2	Through the Community Safety and Wellbeing Committee, provide consistent monitoring of actions and evaluation of major strategic initiatives including the Mental Health and Wellbeing Strategy, the Gender Equity Strategy, the Disability Action Plan and the Sexual Violence Prevention Strategy;	1. Accountability, Governance & Data
8.3	Be accountable to Council on institutional performance against wellbeing metrics and targets	1. Accountability, Governance & Data
8.4	Oversee and report on initiatives such as SAGE Athena Swan, Champions for Change,	1. Accountability, Governance & Data

8.5	Oversee and report on internal initiatives such as complaints and sexual assault/sexual harassment reporting and reporting under the National Code.	1. Accountability, Governance & Data
9.4	Commit to ongoing secure funding for the ANU Gender Institute	1. Accountability, Governance & Data
10.1	Consult with Schools when significant changes to load planning are contemplated	1. Accountability, Governance & Data
10.2	Conduct a comprehensive review of the allocation and performance of service commitments across the Schools and publish the results internally	1. Accountability, Governance & Data
10.3	From the information uncovered under 10.2, circulate information about what various service obligations entail and the time commitment required to competently perform them, to enable	1. Accountability, Governance & Data
R4	Reconsider how support is provided to Aboriginal and Torres Strait Islander students, particularly where study loads or hours complicate access to support through the Tjabal Centre.	2. Aboriginal and Torres Strait Islander Experience
4.1	Consultation with Aboriginal and Torres Strait Islander students and representatives to identify what support they would find most valuable and develop a plan for delivery.	2. Aboriginal and Torres Strait Islander Experience
R6	Introduce an integrated program of targeted skills development that equips academic and professional staff to successfully manage staff, culture and budgets.	3. Leadership & Management Skills
6.1	Use the ANU Focus process to clarify staff management skills and identify training needs, particularly as they relate to gender, bias and discrimination	3. Leadership & Management Skills
6.2	Through ANU Focus, create tailored training responses for individuals and provide time and resources to facilitate participation;	3. Leadership & Management Skills
6.3	Pilot cross-institutional small cohort training in leadership skill development for academics, beginning with Level B staff, enlisting appropriate support to assist in formulating a suitable program including a substantial component addressing tactical skills of management;	3. Leadership & Management Skills
6.5	Pilot a cross-institutional mentoring program for new starters from academic and professional streams	3. Leadership & Management Skills
6.6	Continue the Leadership in Practice program for professional staff and require completion of the program within 2 years of appointment to a supervisory role;	3. Leadership & Management Skills
6.7	Consider adding advanced/refresher modules to the Leadership in Practice program to maintain engagement and further develop targeted skills and cohorts;	3. Leadership & Management Skills

6.8	Provide opportunities for professional staff who are in junior or specialist (non-supervisory) roles to participate in leadership training beyond LinkedIn Learning	3. Leadership & Management Skills
13.4	Assess relevant individuals' competence to support a research team and provide a safe training environment for students and junior researchers.	3. Leadership & Management Skills
R5	Provide additional support to international students, particularly HDR students	4. Workplace Culture
5.1	Consultation with international students and representatives to identify what support they would find most valuable and develop a plan for delivery	4. Workplace Culture
13.2	Include completion of the Rights, Relationships & Respect@Work module in all performance agreements in ANU Focus;	4. Workplace Culture
6.9	Hold an EOI process for staff to register interest in cross-institutional work opportunities such as Tiger Teams as a qualified candidate or as a development opportunity.	4. Workplace Culture
R10	Service commitments and administrative support should be allocated fairly and transparently	4. Workplace Culture
10.4	Conduct a comprehensive review of the allocation of administrative support across the Schools and publish the results internally	4. Workplace Culture
10.5	Hold School Directors accountable for fairly distributed allocations of service and administrative support, and for enforcing compliance with service obligations	4. Workplace Culture
10.6	Hold School Directors accountable for circulating explicit statements of the baseline collegial participation expected of all academic staff, e.g. an expectation of regular attendance at School seminars	4. Workplace Culture
10.7	Hold staff accountable for attending to the service duties assigned to them individually	4. Workplace Culture
10.8	Adjust workload models to reward inclusive leadership	4. Workplace Culture
R11	Increase satisfaction with academic supervision by improving supervision panels and practices.	4. Workplace Culture
11.1	Take additional steps to avoid the practice of spouses or others with close personal relationships being on the same supervisory panel.	4. Workplace Culture
11.2	Include a member from outside the University on supervision panels	4. Workplace Culture

11.3	Mandate supervisors and research students complete the Rights, Relationships and Respect in Research module	4. Workplace Culture
11.4	Provide Mental Health First Aid training for HDR supervisors	4. Workplace Culture
11.5	Include an Honours cohort representative in JCSMR staff representation and student groups	4. Workplace Culture
11.6	Provide an anonymous pathway for students to disclose issues with supervision	4. Workplace Culture
11.7	Introduce tiered limits for the number of students supervised so that previous successful supervision is a prerequisite for a higher number of students	4. Workplace Culture
6.4	Make confidential advice about integrity questions other than research integrity questions available to all staff;	5. Wellbeing & Mental Health
9.2	Consider policies related to leave and attendance for students with dependants.	5. Wellbeing & Mental Health
9.3	Consider and respond to the recommendations in the Caring for Carers report	5. Wellbeing & Mental Health
R13	Increase transparency and accountability of performance on key IDEA objectives and build a strong culture of accepting and acting on results	5. Wellbeing & Mental Health
13.1	Publish deidentified information at School level on key diversity and equity objectives, disclosures and complaints;	5. Wellbeing & Mental Health
14.4	Incorporate the Rights, Relationships & Respect in Research into HDR milestones	5. Wellbeing & Mental Health
14.5	Require all HDR supervisors to complete the learning module on Rights, Relationships & Respect in Research to achieve reaccreditation;	5. Wellbeing & Mental Health
17.4	Provide clear information about expectations and rights to clinical program students	5. Wellbeing & Mental Health
R14	Adopt a whole-of-organisation approach to community safety	6. Complaint handling
14.1	Adopt an intersectional approach to all disclosures and complaints	6. Complaint handling

14.2	Continue to meaningfully involve students in the development of the University's approach to management of disclosures and complaints	6. Complaint handling
14.3	Develop a single community safety landing page which provides information about policies, disclosure pathways and support options for staff and students	6. Complaint handling
14.6	Consider creating mandatory reporting obligations that require staff to report inappropriate conduct by staff towards students or other staff and ensure that reporting mechanisms are consistent with a trauma informed and person-centred approach;	6. Complaint handling
14.7	Welcome and publicly commit to compliance with the National Higher Education Code to Prevent and Respond to Gender-Based Violence	6. Complaint handling
14.8	Commit to annual publication of de-identified statistics about disclosures and complaints	6. Complaint handling
R15	Adopt a co-ordinated case management approach to disclosures and complaints which delivers actionable institutional intelligence	6. Complaint handling
15.1	Ensure comprehensive and appropriate access to the University's case management system so information about all disclosures and complaints is captured, including a. Residential colleges b. ANUSA Student Assistance Team c. Offices of the Vice-Chancellor, Provost, DVC Academic and Registrar d. Harmful behaviour disclosures by staff and students e. Medical School anonymous reporting portal f. Medical School Professional Behaviour Committee	6. Complaint handling
15.2	Identify individuals of concern and systemic issues surfaced by disclosures and complaints and develop a robust pathway to track and address individuals of concern and systemic issues	6. Complaint handling
15.3	Strengthen capacity to provide a range of alternative dispute resolution mechanisms through the Dean of Students and People & Culture in appropriate cases.	6. Complaint handling
R16	Improve transparency and consistency of complaint investigations and outcomes	6. Complaint handling
16.1	Conduct an assessment of complaint handling processes using the Commonwealth Ombudsman's Self-Assessment Tool for Complaint Handling Agencies	6. Complaint handling
16.2	Invest in additional staff investigative capacity to improve handling of serious complaints.	6. Complaint handling

16.3	Ensure relevant staff have access to prompt specialist external legal advice in areas of rapid change, particularly employment law.	6. Complaint handling
16.4	Establish an independent ANU Ombudsman office to act as a central, independent complaints handling body for both students and staff	6. Complaint handling
16.5	Require the ANU Ombudsman to report directly to the Vice-Chancellor or the Provost	6. Complaint handling
16.6	Appoint the ANU Ombudsman to an ongoing position to maintain independence	6. Complaint handling
16.7	Provide capacity for community members to obtain advice through the ANU Ombudsman about how to register or manage disclosures and complaints	6. Complaint handling
16.8	Make confidential integrity advice (other than research integrity advice) available to all staff;	6. Complaint handling
16.9	Commit to benchmarked timeframes for the investigation and resolution of complaints.	6. Complaint handling
16.10	Publish an annual public report containing de-identified information about complaints by staff and students including the nature and number of complaints, time to resolution, determinations, penalties imposed, and actions taken by the University.	6. Complaint handling
16.11	Analyse trends across disclosures and complaints, evaluate the effectiveness of interventions, and report publicly	6. Complaint handling
16.12	Reject non-disclosure agreements or similar instruments except at the request of a complainant	6. Complaint handling
R7	Review academic performance measurement to ensure unbiased assessment and compliance with ANU policies and procedures and relevant laws	7. Bias & Discrimination
7.1	Assess the Research Performance Dashboard to assess its alignment with the ANU Gender Equity Strategy and ANU Policies and Procedures, in particular Gender Equity Strategy Action Item 1.4: Work with Colleges and Portfolios to develop and use workload models and performance appraisal processes that account for gender equity matters, including recording and appraisal of part-time workloads, in accordance with the ANU Enterprise Agreement, and Gender Equity Strategy Action Item 1.5: Produce guidance and training for managers and supervisors regarding skills for the development and implementation of appropriate gender inclusive practices;	7. Bias & Discrimination

7.2	Assess the Dashboard in view of the Academic Promotions Procedure and the Guideline on Assessing achievement relative to opportunity;	7. Bias & Discrimination
7.3	Consider the approach identified in the forthcoming paper on academic performance measurement from former Chief Scientist Cathy Foley .	7. Bias & Discrimination
R9	Make structural adjustments to help prevent bias	7. Bias & Discrimination
9.1	Provide skills training to supervisors to enable them to manage the needs of students and staff during their pregnancy and return to University;	7. Bias & Discrimination
R12	Require and enforce compliance with fair recruitment practices	7. Bias & Discrimination
12.1	Consider bringing all recruitment within a central function	7. Bias & Discrimination
12.2	Establish transparency benchmarks for recruitment	7. Bias & Discrimination
12.3	Review shortlisting practices and provide guidance and training to ensure practices are consistent and appropriate	7. Bias & Discrimination
12.4	Any restriction of the applicant pool should be uncommon and the justification for the existence and type of restriction should be recorded and reported on	7. Bias & Discrimination
12.5	ANU should identify a pool of qualified and appropriate people outside the University to sit on selection panels and provide an external perspective	7. Bias & Discrimination
12.6	All members of selection panels should be required to shortlist applicants	7. Bias & Discrimination
12.7	Interviews should not take place until shortlists reflect a 50:50 balance of employable candidates	7. Bias & Discrimination
12.8	Selection panel reports should include an explicit assessment of shortlisted candidates against the selection criteria	7. Bias & Discrimination
12.9	Given the significant changes required to implement this report's recommendations, future Director level positions should be externally advertised, and panels should include external members.	7. Bias & Discrimination
13.3	Cease non-competitive ongoing appointments to positions with supervisory responsibilities;	7. Bias & Discrimination

R17	Consider re-establishing Psychology as an independent research school within the College of Science	Dean CoSM
17.1	Re-establish Psychology as an independent School within the College of Science	Dean CoSM
17.2	Institute transparent, competitive leadership selection processes	Dean CoSM
17.3	Implement a rotating leadership model where senior staff serve a 2-3 year appointment as a service to the School and discipline before returning to research	Dean CoSM
R2	Ensure accountability by having an external reviewer monitor progress on these recommendations at 9 and 18 months and provide a report to Council and the University community on actions taken, structural issues addressed, and accountability measures enforced.	VC
R3	The University acknowledges that it has not always adequately responded when harm has been caused and commits to responding more appropriately.	VC
8.1	Create a Community Safety and Wellbeing Committee in place of the current Student Safety and Wellbeing Committee of the ANU Council, with secretariat and governance support provided by CGRO and subject matter expertise and reporting delegation through Inclusive and Respectful Communities (DVCA) and People & Culture (CPO).	VC