



Agenda

IDEA Governance Committee (IGC)

MEETING NO.	Meeting 1 2022 (September)
DATE / TIME	Thursday 8 September 2022, 1.00-2.30pm
VENUE	Mills Room, Level 4, Chancellery Building

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Part 1. Welcomes and Procedural Items

1.1 Acknowledgement of Country & Welcome to members

Action required For information For discussion For decision

Sponsor Chair

Purpose To acknowledge the traditional owners of the land the meeting is taking place on, welcome members to the first meeting of the IGC and to note apologies.

Apologies received to-date:

- Prof. Rae Frances (Dean of CASS) - Prof. Helen Keane representing
- Prof. Joan Leach (Chair of Academic Board) - Prof. Tony Connolly representing
- Liza Flanagan (General Manager, CAP)
- Tristan Yip (PARSA Acting President) – Sharrada Segeran representing

1.2 Additional agenda Items

Action required For information For discussion For decision

Sponsor Chair

Purpose For members to raise any additional items for discussion or decision after the existing agenda items, at the end of Part 2.

Part 2. Agenda items

2.1 Terms of Reference

Action required	<input type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Chair		
Purpose	To discuss the role and authority of the IGC, its first priority (the development of an action plan for 2023) and the communication plan with Colleges and Portfolios.		
Background	<p>SMG approved the refreshed IDEA Governance Framework on the 19 May 2022. This included the disestablishment of the previous Oversight Committee and Working Groups, and the establishment of the IGC to oversee the framework on behalf of SMG.</p> <p>The IGC is required to produce an annual Action Plan to guide its work and this meeting will be focused on considering how best to transition activities from the old framework to the new and starting a conversation about the University priorities for 2023.</p>		
Recommendation	To endorse the Terms of Reference.		
Attachments	Attachment A. Terms of Reference		

2.2 Consideration of close-out reports

Action required	<input type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Chair		
Purpose	For the IGC to consider the recommendations made by the close-out reports from the IDEA Oversight Committee, Gender Equity Working Group, Reconciliation Action Plan Working Group, and Disability Access and Inclusion Working Group. Also to consider the outstanding feedback from the IDEA Governance Framework Review that has been marked as for consideration for the incoming IGC.		
Background	The old IDEA Governance Framework committees and working groups were asked to prepare close-out reports in order to capture any work currently underway, and to make recommendations for the future of IDEA-related work, to ensure that these insights and work were not lost.		
Recommendation	That the IGC endorse the following approach: <ul style="list-style-type: none">• The Gender Equity Working Group (GEWG) should continue until the Gender Equity Strategy (currently in development) is complete at the end of 2022. After this time, the GEWG will cease, and the IGC will consider what future approach to gender equity-related work should be taken within the IDEA Governance Framework.• The Disability Access and Inclusion Working Group (DAIWG) should continue for the remaining life of the current Disability Action Plan (DAP). After this time, the DAIWG in its current form will cease, and the IGC will consider what future approach to disability and accessibility-related work should be taken within the IDEA Governance Framework.• The Reconciliation Action Plan Working Group (RAPWG) should continue for the remaining life of the current Reconciliation Action Plan (RAP). After this time, the RAPWG in its current form will cease, and the IGC will consider what future approach to Reconciliation and First Nations-related work should be taken within the IDEA Governance Framework.• The IDEA Oversight Committee (IOC) ceases effective immediately, and is replaced by the IGC.		
Attachments	Attachment B. IDEA Close-out Reports		

2.3 Consideration of IDEA Review Feedback

Action required	<input type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Chair		
Purpose	For the IGC to consider the recommendations made by the close-out reports from the IDEA Oversight Committee, Gender Equity Working Group, Reconciliation Action Plan Working Group, and Disability Access and Inclusion Working Group. Also to consider the outstanding feedback from the IDEA Governance Framework Review that has been marked as for consideration for the incoming IGC.		
Background	The old IDEA Governance Framework committees and working groups were asked to prepare close-out reports in order to capture any work currently underway, and to make recommendations for the future of IDEA-related work, to ensure that these insights and work were not lost.		
Recommendation	That the IGC considers if there are any actions to be taken after considering the outstanding feedback from the IDEA Governance Framework review.		
Attachments	Attachment C. Outstanding IDEA Governance Framework Review feedback		

2.4 Consideration of BIPOC Department Racism Report

Action required	<input checked="" type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Chair		
Purpose	For the Chair to provide an update on the University's response to the ANU BIPOC Department Racism Report that was received by the University in October 2021. The Chair also to provide an update on the University's recent sign-up to the Australian Human Rights Commission (AHRC)'s 'Racism. It Stops With Me.' campaign.		
Background	The ANU BIPOC Department prepared a report on racism at ANU which was delivered in October 2021. The University provided a response in August 2022. One of the outcomes of this response is that ANU would become a signatory to the AHRC's campaign.		
Recommendation	That members note the update, and consider how ANU might like to engage with or promote the AHRC campaign around the University.		
Attachments	Attachment D. Response to the BIPOC Department's Racism Report. BIPOC Department Racism Report (https://anusa.com.au/pageassets/advocacy/bipocdept/BIPOC-RACISM-REPORT-1.pdf) AHRC 'Racism. It Stops With Me.' campaign (https://itstopswithme.humanrights.gov.au/)		

2.5 Gender Equity Strategy Taskforce update

Action required	<input checked="" type="checkbox"/> For information	<input type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Chair		
Purpose	For the Chair to provide an update on the progress of the development of an ANU Gender Equity Strategy.		
Background	A small taskforce was convened under the Gender Equity Working Group to prepare a Gender Equity Strategy to support work in this area for staff and students. A version of the plan will be presented at the October meeting of the IGC for endorsement prior to public consultation.		
Recommendation	That members not this update and request clarification on any matters deemed necessary.		
Attachments	Nil.		

2.6 Mental Health Strategy Review

Action required	<input type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input checked="" type="checkbox"/> For decision
Sponsor	Chair		
Purpose	To discuss and endorse an approach to the review of the ANU Mental Health Strategy.		
Background	In 2021, the Student and University Experience portfolio set out an agenda with Council and SMG (Senior Management Group) to redesign the Mental Health Strategy and create a 'settings-based' wellbeing and social inclusion strategy that is aligned with the approach outlined in Orygen's 2020 AUMHF Report.		
Recommendation	That the IGC endorses the following approach: <ul style="list-style-type: none">• Form a small Taskforce to undertake the review and development of the replacement strategy.• The Taskforce should be guided by the insights from the 2020 Australian Productivity Commission Report into Mental Health and developed based on the 2020 Australian University Mental Health Framework, Orygen Report.		
Attachments	Attachment E. Proposed Approach to Review of Mental Health Strategy		

2.7 Preparing 2023 IGC Action Plan

Action required	<input type="checkbox"/> For information	<input checked="" type="checkbox"/> For discussion	<input type="checkbox"/> For decision
Sponsor	Chair		
Purpose	For the IGC to discuss the approach to and inclusions for the IGC 2023 Action Plan. Members can suggest projects, plans, initiatives, and other ideas that could be integrated into the plan. At the next meeting, members will be asked to review the Plan, as prepared by Equity and Belonging after being informed by this discussion. Once endorsed, the Plan will be sent to SMG for approval, for implementation starting in 2023.		
Background	SMG approved the refreshed proposal for the IDEA Governance Framework in the first half of 2022. As a part of the proposal, the IGC is required to produce an annual Action Plan to guide its work. Equity and Belonging will support the development of this		
Recommendation	That the IGC discuss and agree on the key items for inclusion in the Annual Plan.		
Attachments	Attachment F. Annual Plan Draft (paper to follow)		

Part 3. Other business

Next meeting date: 27 October 2022, 10:30-12:30



Agenda

IDEA Governance Committee (IGC)

MEETING NO. Meeting 2 2022 (October)

DATE / TIME Thursday 27 October 2022, 10.30-12.30pm

VENUE Ross Hohnen Room, Ground Floor, Chancellery Building

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Part 1. Welcomes and Procedural Items

1.1 Acknowledgement of Country & Apologies

Action required For information For discussion For decision

Sponsor Chair

Purpose To acknowledge the traditional owners of the land the meeting is taking place on.

Apologies received to-date:

- Russell Gruen (Dean, CHM)
- Rae Frances (Dean, CASS)
- James Brann (Director, University Experience Division)
- Jennifer Nott (GM, CoS)
- Tristan Yip (PARSA President)

Nominees:

- Leeanne Kelly (for James Brann)

Observers:

- Ben Yates (incoming ANUSA President)
- Jacob de Keijzer (incoming PARSA General Secretary)

1.2 Endorsement of past minutes and actions update

Action required For information For discussion For decision

Sponsor Chair

Purpose For the IGC to endorse the minutes from the last meeting, and note any changes required.

Attachments **Attachment A. IGC Meeting 1 Minutes (September)**

Meeting & Agenda Item Number	Action Item	Who	Date Due
1.2.1	Equity and Belonging to revise IGC Terms of Reference to highlight relationship between the IGC's work and ANU 2025 and circulate out of session.	Equity & Belonging	Complete, no further action required.
1.2.2	Equity and Belonging to notify relevant working groups of arrangements as approved by the IGC before the end of September.	Equity & Belonging	Complete, no further action required.

Meeting & Agenda Item Number	Action Item	Who	Date Due
1.2.4	Equity and Belonging to prepare a draft Terms of Reference for an Anti-Racism Taskforce to be considered at the next meeting.	Equity & Belonging	Complete, for discussion in this meeting.
1.2.6	Equity and Belonging to draft a Terms of Reference and membership for the Mental Health Strategy Review Taskforce for electronic circulation to the IGC.	Equity & Belonging	Complete, no further action required.
1.2.7	Equity and Belonging to update the draft 2023 IGC Action Plan for the next meeting.	Equity & Belonging	Complete, no further action required.
1.2.7	Equity and Belonging to map out a timeline of key 2023 IGC deliverables and dates to ensure clarity in implementation of key activities so workloads can be managed.	Equity & Belonging	Complete, no further action required.
1.2.7	Equity and Belonging to prepare a draft Terms of Reference for an LGBTQIA+-focused group and reflect this work in the draft Action Plan.	Equity & Belonging	Complete, for discussion in this meeting.
1.3.2	Chair and Equity and Belonging to explore options for a student forum to bring together student leaders from ANUSA and PARSA (including Department Officers) with senior Portfolio Officers, before the next meeting.	Equity & Belonging	Complete, for discussion in this meeting.

1.3 Additional agenda Items

Action required For information For discussion For decision

Sponsor Chair

Purpose For members to raise any additional items for discussion or decision after the existing agenda items, at the end of Part 2.

Part 2. Agenda items

2.1 Anti-Racism Taskforce

Action required	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For decision
Sponsor	Chair
Purpose	For members to note the proposed Terms of Reference for this group, ask questions about the proposed approach, and endorse the formation of this Taskforce.
Background	After discussion at the previous meeting about forming such a group, the draft Terms of Reference were circulated to members on Friday 7 October. Feedback was received from three parties in relation to membership. The revised Terms of Reference are attached to reflect this feedback.
Recommendation	That members endorse the Terms of Reference.
Attachments	Attachment B. Draft Anti-Racism Taskforce Terms of Reference.

2.2 LGBTQIA+ Taskforce

Action required	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For decision
Sponsor	Chair
Purpose	For members to note the proposed Terms of Reference for this group, ask questions about the proposed approach, and endorse the formation of this Taskforce.
Background	After discussion at the previous meeting of forming such a group, the draft Terms of Reference were circulated to members on Wednesday 5 October. Feedback was received by one party in relation to membership. The revised Terms of Reference are attached to reflect this feedback.
Recommendation	That members endorse the Terms of Reference.
Attachments	Attachment C. Draft LGBTQIA+ Taskforce Terms of Reference.

2.3 Gender Equity Strategy

Action required	<input type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For decision
Sponsor	Chair
Purpose	For members to note the current status of the Gender Equity Strategy, and to provide feedback on version 1.6 of the draft.
Background	<p>The Gender Equity Taskforce has prepared a first draft of the Gender Equity Strategy, informed by writing workshops and focus groups. The Gender Equity Working Group has since provided their feedback. Consultation with key stakeholder has now commenced, and we are seeking feedback from the IGC.</p> <p>After this initial round of consultation it is expected that a second draft will open to University-wide consultation in March 2023 following the return of staff and students to campus after the end of year break.</p>
Recommendation	That members provide feedback on the strategy.
Attachments	Attachment D. Draft Gender Equity Strategy V1.6 Attachment E. Feedback Tracking Spreadsheet

2.4 Student Forum

Action required	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For decision
Sponsor	Chair
Purpose	For members to discuss the proposed Terms of Reference for the Student Forum.

Background	At the last meeting, it was raised that there should be a forum for student leaders to meet with DVC SUE in a discursive environment to talk about IDEA matters. A Terms of Reference and membership for such a forum has now been established and the first meeting is scheduled for 16 November, 3.30-4.30pm. The relationship between the Student Forum and the IGC will be established at the forum.
Recommendation	That members provide feedback on any parts of the Terms of Reference as needed, and endorse this forum to convene.
Attachments	Attachment F. Student Forum Terms of Reference Attachment G. Agenda for First Student Forum

2.5 Mental Health Strategy Review

Action required	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For decision
Sponsor	Chair
Purpose	For the Chair to update members on the progress of the Mental Health Strategy Review.
Background	At the last meeting, members noted and endorsed the Terms of Reference for the Mental Health Strategy Review Taskforce. A Chair has since been approached, and the method for the review is in discussion.
Recommendation	That members note this update.
Attachments	Nil.

Part 3. Other business

Meeting close

Actions recall

Next meeting

Anticipated to be late Nov/early Dec by electronic circulation.

Terms of Reference

IDEA Governance Committee

Objective

1. The IDEA Governance Committee ('the Committee') is responsible for providing executive direction to IDEA-related strategies and initiatives across the University.
2. As the driver for the ANU IDEA Governance Framework ('The Framework') its purpose is to discuss, enable, and facilitate strategies and policy options for consideration by appropriate decision-making forums, particularly the Senior Management Group (SMG).

Authority

3. The Framework and Committee operates under the authority of SMG.

Membership

4. The Committee will consist of:
 - a. Ex officio, the Deputy Vice-Chancellor (Student and University Experience), as Chair
 - b. Ex officio, the Chair of Academic Board
 - c. Ex officio, the Chief Operating Officer
 - d. Ex officio, the Deputy Vice-Chancellor (Academic)
 - e. Ex officio, the Vice-President, First Nations
 - f. Ex officio, the Director, University Experience
 - g. Ex officio, the Head, Equity and Belonging
 - h. Ex officio, the ANUSA President
 - i. Ex officio, the PARSA President

And the following members appointed by the Chair:

- j. One Dean of a STEMM College
 - k. One General Manager of a STEMM College
 - l. One Dean of a HASS College)
 - m. One General Manager of a HASS College
5. The Deputy Chair will be appointed by the Chair from the membership, when the need for one arises.

Roles and Responsibilities

6. To facilitate the Framework, the Committee will:
 - a. Oversee the development of, and reporting against, relevant strategies, as delegated and approved by SMG.
 - b. Consider and address any matters referred to it by SMG, local areas, and the ANU community, that fall within its scope.
 - c. Establish, monitor progress, and evaluate outcomes of initiatives led by the Framework, reporting to SMG at least twice a year.
 - d. Provide an available avenue for consultation and advice on the implications of IDEA-related policies, programs, and services.
 - e. Facilitate information flow across the University and between levels to coordinate action on IDEA-related matters.
 - f. Monitor issues nationally and locally, identifying gaps and opportunities for the University and make recommendations to relevant committees or organisational units as appropriate.
7. Relevant strategies and matters will be areas of strategic impact to the university, such as those pertaining to:
 - a. social inclusion,
 - b. mental health,
 - c. Indigenous and First Nations people,
 - d. people with diverse sexualities and genders or who are marked by discrimination as a result of their gender or sexuality,
 - e. people with disability,
 - f. culturally and linguistically diverse people,
 - g. people of colour,
 - h. people with parental and caring responsibilities,
 - i. people from typically disadvantaged socio-economic backgrounds,
 - j. people marked by age-based discrimination,
 - k. any other group which is historically marginalised or faces structural discrimination that can be addressed from the University's position, and
 - l. others as identified by SMG.
8. The Committee will consider matters using a variety of methods, including an intersectional approach. It will consider matters and form plans that are informed by perspectives from all impacted groups to ensure that solutions are cohesive and consider outcomes for all staff and students.

Responsibilities of Members

9. Members of the Committee are expected to:
 - a. act in the interests of the University as a whole,

- b. contribute the time needed to study and understand the papers provided, and
- c. apply good analytical skills, objectivity and good judgment.

Reporting and Planning

- 10. The Committee will report to SMG, no less than twice per year. Reports will include:
 - a. Status updates on relevant strategies, plans, and initiatives.
 - b. Details of meetings held since the last reporting, including attendance tracking for all members,
 - c. Any other information as requested by SMG
- 11. In the final quarter of each year, the Committee will hold a planning session to map ideas and priorities for the following year. The Committee will prepare an action plan for the following year and identify any working groups which may be needed to enable the plan. This action plan will be submitted for SMG approval before implementation.

Administrative Arrangements

Meetings

- 12. The Committee will meet six times per year on dates determined by the Chair.
- 13. The Chair is required to call a meeting if asked to do so by SMG, and to decide if a meeting is required if requested by another Committee member.
- 14. The Chair convenes and presides at all meetings of the Committee at which they are present.
- 15. The Chair has a deliberative and a casting vote on all matters before a meeting of the Committee.
- 16. When the Chair is unable to preside at a meeting, the Chair can appoint a Deputy Chair from the membership to preside on the Chair's behalf.
- 17. The procedure at meetings of the Committee is determined by the person presiding over the meeting, taking into account the advice of the Committee members.
- 18. Observers may attend meetings with the prior consent of the Chair. Observers will not have voting rights.

Attendance and Quorum

- 19. A quorum consists of at least 50 per cent of Committee members who hold office at the time of the meeting.
- 20. Meetings are held in hybrid mode, with both in-person and online attendance facilitated for accessibility. Members are expected to indicate their mode of attendance in advance of the meeting.

21. A member of the Committee who is unable to attend a meeting of the Committee may nominate an alternate with the prior consent of the Chair.
 - a. Alternates have the same rights and responsibilities as Committee members. An alternate may not be appointed Deputy Chair.
 - b. Should a member wish to send an alternate to multiple meetings, they will need to specify the number of meetings/length of time the alternate is to be in place, when nominating to the Chair.
22. The Chair may request any other ANU employee and/or external party to attend Committee meetings or participate in certain agenda items.

Working Groups

23. The Committee can, with the approval of SMG, establish one or more working groups to help focus action on key priorities.
24. Criteria for the formation of working groups may include, but are not limited to:
 - a. an identified need for specialist experience or surge capacity,
 - b. the identification of an issue that would benefit from a more frequent meeting schedule
 - c. the identification of an issue that would benefit from a more targeted group to address it, or
 - d. other reasoning as provided by the Committee or SMG.
25. Working groups will be established for a maximum of 12-months. Where the function of a working group would benefit from a longer period, the group will be reviewed at the 12-month mark and recommissioned by the Committee where appropriate.

Secretariat and Support

26. The Equity and Belonging team will provide secretariat and administrative support to the Committee.
27. The Equity and Belonging team will provide secretariat and administrative support to the Committee's working groups where appropriate.
28. The Equity and Belonging team will provide subject-matter expertise and facilitate University consultation activities on behalf of the Committee where required.

Draft Anti-Racism Taskforce Terms of Reference

Objective

1. ANU is committed to investing in student and staff wellbeing and building an inclusive community characterised by respect, collaboration, equity, and diversity. Following the ANU BIPOC (Bla(c)k, Indigenous and People of Colour) Department's Racism Report 2021, and the University's support and signing of the Australia Human Rights Commission's 'Racism. It Stops With Me' campaign, the objective of the Taskforce is to explore and consider potential actions and projects that could be undertaken by the IDEA Governance Committee (IGC) in support of anti-racism efforts.

Roles and Responsibilities of the Group

2. The Taskforce responsibilities are to:
 - a. Explore current topics and themes in higher education in relation to anti-racism activities, identifying best-practise, and other guidance available.
 - b. Source and evaluate relevant information pertaining to racism in the University's context, such as work currently underway in relation to this topic, the ANU BIPOC (Bla(c)k, Indigenous and People of Colour) Department's Racism Reports 2021 and 2022, and the Australian Human Rights Commission resources.
 - c. Evaluating potential actions that could be undertaken by the IGC in support of anti-racism efforts for staff and students, as well as opportunities to amplify current work underway where appropriate.
 - d. Prepare and present a report on the recommendations for future work to the IGC by May 2023.
3. The Chair is authorised, where necessary, to take executive action on behalf of the Taskforce between meetings and must report to the Taskforce as soon as practicable on any executive action taken.

Authority

4. The IGC, through the authority of the DVC SUE (Student and University Experience), authorises the Taskforce, within the scope of its role and responsibilities, to:
 - a. obtain any information it needs from any ANU employee and/or external party (subject to their legal obligation to protect information);
 - b. request the attendance of any ANU staff at meetings;
 - c. discuss any matters with external parties (subject to confidentiality considerations); and
 - d. obtain external professional advice, as considered necessary to meet its responsibilities, at the University's expense.

Composition and Tenure

5. The Taskforce will consist of:
 - a. One senior member of staff (Chair)
 - b. Head, Equity and Belonging
 - c. Director, University Experience (or nominee)
 - d. One Associate Dean IDEA

- e. Chief People Officer (or nominee)
 - f. The ANU BIPOC Department Officer
 - g. One postgraduate student with professional and/or lived experience relevant to anti-racism work
 - h. One staff member with professional and/or lived experience relevant to anti-racism work
6. The Chair will be responsible for reporting to the IGC on behalf of the Taskforce.
 7. Taskforce members will be appointed until May 2023, after which point the Taskforce will cease.
 8. An appointed member may resign from the Taskforce in writing to the Chair.
 9. The DVC (SUE) will have regard to the University's objectives relating to the short timeline for the development of this work in filling any vacant positions on the Taskforce.

Responsibilities of Members

10. Members of the Taskforce are expected to understand and observe the legal requirements of the Australian National University Act 1991, the Public Governance, Performance and Accountability Act 2013 and University legislation.
11. Members are also expected to:
 - a. act in the interests of the collective ANU community (staff and students), and University as a whole;
 - b. contribute the time needed to study and understand the papers provided;
 - c. contribute to the research and writing required to achieve the necessary outputs by the deadline, and
 - d. apply good analytical skills, objectivity, and good judgment, always abiding by all relevant ANU policies, procedures, and codes of conduct.

Reporting

12. The Taskforce, with leadership from the Chair, will provide updates to the IDEA Governance Committee (IGC) on its operation and activities as relevant.

Administrative Arrangements

Meetings and Planning

13. The Taskforce will meet monthly on dates determined by the Chair.
14. The Chair convenes and presides at all meetings of the Taskforce at which they are present.
15. The Taskforce operates on a consensus basis and where a vote is necessary, this will be facilitated by the Chair. Where a deciding vote is necessary this will be undertaken by the Chair.
16. The procedure at meetings of the Taskforce is determined by the person presiding over the meeting, taking account of the advice of the Taskforce members.

Attendance at Meetings and Quorums

17. A quorum consists of at least 50 per cent of Taskforce members.
18. Meetings are held either in person or online, at the discretion of the Chair. Hybrid participation will be facilitated where appropriate.
19. Members who cannot attend a meeting cannot send an alternate as their membership is specific to their experience and background.

20. The Chair may request any other ANU employee and/or external party to attend Taskforce meetings or participate in certain agenda items.
21. Observer status will be facilitated where appropriate.

Secretariat

22. Secretariat support will be provided by the Equity and Belonging Team.
23. The Taskforce Secretary will ensure the outcomes of the meetings are recorded and circulated when they are approved by the Chair.
24. Meetings will not be minuted due to the short turnaround times between meetings and the action focus of the Taskforce.

IDEA Governance Framework – Working Group Close-out Reports

This paper is an aggregate of all the close out reports from the old IDEA Governance Framework working groups:

- the IDEA Oversight Committee (IOC),
- Reconciliation Action Plan Working Group (RAPWG),
- Disability Access and Inclusion Working Group (DAIWG),
- Gender Equity Working Group (GEWG), and
- Respectful Relationships Working Group (RRWG).

They have been prepared by the Chairs and members of these groups for the IGC’s consideration, to aid in the transition to the new IDEA Governance Framework and to inform the development of the IGC’s Action Plan for 2023.

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IDEA Close-out Report: IDEA Oversight Committee

IDEA Working Group Name	IDEA Oversight Committee
Working Group Chair	Ian Anderson
Report Author	Susannah French (Equity & Belonging)
Date of Report	2 September 2022

Objectives

Under the previous IDEA Governance Framework, the IDEA Oversight Committee (IOC) reviewed, approved and made recommendations to the Vice-Chancellor on matters relating to the institutional effort to achieving inclusion, diversity, equity and accessibility (IDEA) within ANU as part of the former ANU IDEA Governance Framework.

This report aims to collect all work currently underway in relation to the IOC, as well as recommendations for the future of the IDEA Governance Framework for the consideration of the IDEA Governance Committee (IGC).

Current Initiatives

There were no initiatives currently underway that aren't already reported in the other close out reports.

Planned Initiatives

There were no initiatives planned beyond July 2022 that aren't already reported in the other close out reports.

Recommendations

The IOC requests that the IGC consider the following recommendations:

1. That any reports received by the IGC are taken as read and not repeated in a presentation, in order to maximise time for discussion.
2. Ensure that there is a reasonable alignment of meeting dates for the IGC and relevant working groups to ensure clear, consistent and timely communication of progress.

Some members also wished to highlight the need to:

1. Seek understanding of the challenges faced by early and mid-career academics.

-
2. Create a safe space for spouses of new ANU staff and students (from overseas) to meet and build support networks.

IDEA Close-out Report: RAP Working Group

IDEA Working Group Name	RAP Working Group
Working Group Chair	Prof Brian Schmidt, Vice-Chancellor
Report Author	Margaret Murphy, Head of Equity and Belonging
Date of Report	1 August 2022

Objectives

The objective of the Working Group is to provide advice to the Vice-Chancellor and drive the strategic development, implementation of actions and the reporting cycle of the University's Reconciliation Action Plan (RAP) as part of ANU's commitment to Indigenous Australians.

The Group's responsibilities are:

- a) To share ideas, initiatives and activities to promote reconciliation and the implementation of the RAP across the University and beyond.
- b) Provide a forum to facilitate information flow and discussion on the RAP within the University and between senior executive officers and the wider University community.
- c) Provide feedback and advice on the implications of policies, programs and services relating to the RAP.
- d) To assist the Secretariat to prepare reports on progress in implementing the University's Reconciliation Action Plan, including reporting to the IDEA Oversight Committee and the University Council.

Current & Planned Initiatives

All the current and planned initiatives of the Group can be found in the University's [Reconciliation Action Plan](#).

Of the 48 deliverable items, 48% are complete and 42% are expected to be completed by the end of the year. The remaining 10% were significantly impacted by COVID and staff resources. While progress is expected by the end of the year, these items may need to carry over into the next RAP.

These items are:

- Develop a University-wide engagement plan for Aboriginal and Torres Strait Islander communities – First Nations Portfolio (item 1.3)
- Develop an Aboriginal and Torres Strait Islander education strategy for the University – First Nations and Academic Portfolios (item 5.1)
- Develop an Aboriginal and Torres Strait Islander research strategy for the University – First Nations and Research Portfolios (item 5.2)
- Develop and implement a cultural learning strategy for staff – Services and First Nations Portfolios (item 6.2)
- Develop a cultural protocol document, and associated training, for the University – Services and First Nations Portfolios (item 7.2)

Recommendations

Reconciliation Australia requires the University to have an institutional committee dedicated to the oversight of the RAP. Therefore, we recommend this group continue in some form. Specifically we recommend that:

- 1) The current working group continue as is for the duration of the current RAP to provide continuity and to utilise the experience of members in preparing the next RAP. The current RAP finishes on the 31 Dec 2022, and the new RAP should be ready for Council approval in Q1 of 2023, assuming timely feedback from Reconciliation Australia.
- 1) A new RAP working group/taskforce be established to oversee the new RAP when it is launched, but with revised membership and terms of reference that reflect the new IDEA governance arrangements.

IDEA Close-out Report: Gender Equity Working Group

IDEA Working Group Name	Gender Equity Working Group
Working Group Chair	Ian Anderson
Report Author	Susannah French (Equity & Belonging)
Date of Report	2 September 2022

Objectives

The objective of the Working Group is to assist with strategic development of gender equity and the implementation of associated actions. The work of the Gender Equity Working group was part of the University’s commitment to the creation of an inclusive, diverse, equitable and accessible study, work and living environment.

Current Initiatives

The Working Group is currently awaiting the result of Professor Lisa Kewley’s **Gender Forward Modelling Project**, on academic staff by School/College/University. Professor Kewley has advised that School-specific reports are being shared with Schools as they are available. To date, eight Schools are still to receive their reports. When all School reports are available a comprehensive report will be provided to the DVC (SUE), the DVC (R&I) and the VC.

The Working Group established a **Gender Equity Plan Taskforce** to assist with strategic development of a Gender Equity Plan for the University. The Taskforce has been collecting inputs and is now drafting a strategy to socialise with key stakeholders before opening up for University-wide consultation.

Planned Initiatives

- Gender affirmation: informal discussions have started in terms of scoping what could be possible in this space at ANU. The future committee might like to consider its role in this conversation.
- SAGE Athena Awan: planning to apply for a Institutional Silver Award as to start once the Gender Equity Strategy was finalised. The deadline for achieving Silver is 2027, but the ANU needs to achieve five Cygnet Awards before then. These Cygnet awards must each demonstrate the progress made on one key priority for the University, at least 1 organisation-wide AND at least 1 organisational sub-unit with a specific challenge.

Recommendations

The Gender Equity Working Group requests that the IGC consider the following recommendations in relation to the University's ongoing commitment to improving gender equity at the ANU, and endorse the following:

1. That the Gender Equity Working Group continues until the final Gender Equity Strategy has been submitted to the IGC for endorsement.
- 2.
3. That the Gender Equity Plan Taskforce continues until it has submitted its final recommendations to the Working Group.
4. When the Working Group and Taskforce ceases, the need for a new group to oversee the implementation of the strategy should be assessed.
5. The IGC continues to hear perspectives from people with diverse genders and sexualities, CALD people, Indigenous people, people with caregiving responsibilities, and other groups who experience diverse and challenging barriers to gender equity.

IDEA Close-out Report: Disability Access and Inclusion Working Group

IDEA Working Group Name	Disability Access and Inclusion Working Group
Working Group Chair	Mr Mark Mulligan
Report Author	Bianca Culyer
Date of Report	June 2022

(Attachments referenced in this report have been included in a compressed/zipped folder circulated with IGC meeting papers)

Objectives

As defined in the Disability Access and Inclusion Working Group (DAISWG) reviewed Terms of Reference, the purpose of the DAIWG is to improve the experience of staff, students and visitors with access needs at the ANU by:

- Overseeing the strategic development, implementation of actions and ongoing evaluation of the ANU Disability Action Plan, and to
- Highlight additional access barriers and alternative best practices in accessibility which can be incorporated into existing actions or documented for inclusion in the University's future Disability Action Plans.

The ANU Disability Action Plan 2020 – 2024 (DAP) was tabled at the IDEA Governance Committee in February 2020, endorsed by the SMG in August 2020 and lodged with the Australian Human Rights Commission in 2020. This endorsement followed a year of University wide consultation and five drafts of the plan. Prior to this work, the ANU had not had a DAP since 2012.

The DAIWG commenced a review of the original Terms of Reference in November 2021, and the new Terms of Reference is attached.

Attachment 1 ANU Disability Action Plan

Attachment 2 Disability Access and Inclusion Terms of Reference

Current Initiatives

The ANU DAP comprises of five key focus areas:

- Policy and Planning
- Education Provider of Choice
- Employer of Choice
- Built Environment
- Digital Environment

Within the five focus areas, the DAP has;

- 16 clear objectives, and

- 68 defined actions, each with measureable outcomes, designated responsible authorities and nominal timeframes for completion.

Progress has been evaluated quarterly at DAIWG meetings using the DAP Matrix which is attached for reference.

The progress of the ANU DAP is measureable through the University's participation in the Australian Network on Disability's self-evaluation Index of Access and Inclusion. The DAIWG has co-ordinated the University's submission to the Index over the past two years. In 2020, the DAIWG submitted a response using the self-assessment tool, received AND's comprehensive independent assessment to achieve a baseline assessment score and participated in AND's Australia wide benchmarking exercise.

In 2021, the DAIWG again completed the AND self-assessment and showed a marked improvement across 10 key response areas.

Attachment 3 DAIWG Q2-2022 Matrix Report

Attachment 4 Australian Network Disability Evaluation Report

Attachment 5 Australian Network on Disability

Planned Initiatives

The original ANU DAP 2020-2024 provided a clear plan of objectives, actions, responsible actioning and approval authority and required outcome measures for each of the DAP Actions, which was entirely appropriate pre-hail, pre-fires and pre-covid.

The lockdowns resulted in immediate changes to work practices and culture, which have ultimately benefited many staff with disability, given flexible working arrangements are the mostly commonly requested work place adjustment. The rapid changeover of the ANU digital environment to enable staff to work at home for example, has reduced the impact of caused by access issues in the built environment. Other positive access outcomes include the development of online and dual delivery education systems, which create significant access advantages for people with disability.

In other respects, staff and resources intended to support DAP initiatives have been needed elsewhere and this resulted for example, in delays to audit campus facilities and improve access to the built environment.

The DAIWG is approximately two years into the four-year plan, after a delay of 6 months in employing the Disability Access Plan Implementation Officer.

The DAIWG have begun a review of the ANU DAP which aim to maintain the rigour and intent of the original plan, while adapting to new and changed administrative arrangements following divisional restructure. It is envisaged this review will provide an opportunity to review the priorities that have changed, post Covid and also ensure that Actions which have not been advanced given the redirection of resources are revisited.

DAIWG's review will additionally look to the feedback received during the IDEA review to ensure that the committee sub-structures currently used, are achieving the required outcomes.

It is anticipated that the next 18 months will be spent completing the remaining aspects of the DAP with the final year used to evaluate and develop the next DAP. The current review will additionally seek to gain additional information to be used in future Disability Action Plans.

The DAIWG Q2-2022 Matrix provides an accurate indication of the progress so far, and actions remaining to be undertaken.

Recommendations

It is requested that the IGC consider the following recommendations in relation to the University's ongoing commitment to improving access at the ANU, and endorse the following:

1. Accept the revised DAIWG Terms of Reference (reviewed in Q2 2022).
2. Endorse the Disability Access and Inclusion Working Group's continued role during, and following the transition to the new IDEA Governance Structure, in accordance with the revised terms of reference.
3. That the DAIWG continue to implement and review the ANU Disability Action Plan 2020 – 2024.
4. That the ANU will permanently maintain a DAIWG and a Disability Action Plan in accordance with the ANU Disability Policy, and in voluntary compliance with the Disability Discrimination Act 1992.
5. That the ANU will embed the objectives of the Disability Action Plan, in subsequent planning processes.

IDEA Close-out Report: Respectful Relationships Working Group

Working Group Chair	Professor Tony Foley
Date of Report	July 2022

Focus

The Respectful Relationships Working Group (the RRWG) predates the original conception of the IDEA framework. The RRWG has always been intended to perform a foundational role in the ANU's response to the Change the Course Report 2017 so as to drive the University's initiatives to a sexual violence free campus. The continuing need for this role is evident from the results of the 2021 National Student Safety Survey disclosing the prevalence of sexual assault and sexual harassment on our campus

As accepted in the IDEA Framework review, matters pertaining to sexual assault and sexual harassment sit better in an alternative governance format, outside of any new framework.

The focus of this report is therefore to recommend the format of an alternative governance structure with a similar but stronger remit as the RRWG to advance the Working Group's core role and function:

- To provide the university with strategic direction in its Sexual Assault and Sexual Harassment response.
- To be the preliminary accountability body to monitor the University's Sexual Assault and Sexual Harassment response in specific and targeted ways.
- To have operational understanding as to the university's initiatives across colleges and directorates in its sexual assault and sexual harassment response.

Recommended future governance structure

The RRWG recommendations for a future governance structure:

1) An Accountability Body – the ANU Council Student Safety and Wellbeing Committee

The ANU Council establish a Student Safety and Wellbeing Committee (suggested title) with the specific objective of providing advice to Council on the effectiveness of the University's Sexual Assault and Sexual Harassment response consistent with the University's pursuit of a sexual violence free campus as a key goal in its ANU 2025 Strategic Plan.

This is the recommended *oversight body*. It should include these features:

Status

The new body should operate as a University Council committee at the level of similar to Audit & Risk and Finance. It should retain an ongoing existence as a long term Standing Committee of

Council. As a Standing Committee it will have power to provide official recommendations to the Council.

Chair and External Membership

The committee should be chaired by an eminent external appointee expert in the area. Its membership should include internal and external experts. A student representative should sit as a member of the selection committee for the selection and appointment of its chair and external members.

Student Membership and Input

The value of student feedback is paramount to the effective functioning of the university's response at the oversight level. Student user feedback in the design of initiatives and interventions has been most valuable in the RRWG's work. A level of student representation which captures multiple student voices, including those from residential colleges is therefore crucial.

2) A Representative Body – the Sexual Violence Prevention Forum

The Australian National University establish a Sexual Violence Prevention Forum (suggested title) as a whole of university committee with the objective of providing operational direction on its Sexual Assault and Sexual Harassment response. This council should provide operational oversight to the implementation of the Student Safety and Wellbeing plan.

This is the recommended *operational group*. It should include these features:

Chair and Membership

The council should be chaired at the Deputy Vice Chancellor level.

Direct engagement with the Vice Chancellor

The Vice-Chancellor's personal commitment has been reflected in the direct line of reporting from the RRWG through its chair and student representatives. This measure of direct access has been crucial to its influence on moving the agenda in this area forward. Some form of similar direct engagement should continue. **A commitment by the Vice Chancellor to attend up to three of the group's meeting per year would be welcomed.**

Interaction with key operational units

One key purpose of the RRWG was to provide oversight of ANU's sexual violence response and prevention strategies and this needs to continue. This has meant direct interaction with key ANU units – such the Dean of Students, the Respectful Relationship Unit, ANU Counselling and Student Safety and Wellbeing – responsible for operationalising the strategy. The RRU is integral in creating and gaining traction for cultural change. The Dean of Students, ANU Counselling and the Student Safety and Wellbeing group are each integral to responding in a trauma informed way to disclosures of sexual assault and harassment. Residential halls and staff in those halls are also essential given many of those disclosures come from residences. This direct reporting line with key operational units should continue.

Student Membership and Input

The value of student user feedback and its influence in the design of initiatives and interventions has been most valuable in the RRWG structure. The current representation is three ANUSA office holders, three PARSA representatives together with the Inter Halls Council Chair. Opportunities for input from similar diverse student representatives is paramount to the effective functioning of the university's response at the operational level and this level of representation should continue.

Action plans and resourcing

Creating Cultural Change Action Plans is a key action of the Sexual Violence Prevention Strategy. Adequate resourcing must be in place to drive and lead the work on developing, reporting and managing the action plans at College and Division level. The council should be a site for reports from operational units tasked with the response to sexual violence on campus.

This new governance structure should be in place by end of July 2022 to ensure continuity. The council should report up to the ANU Council accountability committee.

Current RRWG Initiatives

1. *Broken Promises & Too Little, Too Late monitoring* – reporting by ANUSA, PARSA and the ANU Women's Department on progress on their critique of the university's pace of response against the *Sexual Violence Prevention Strategy* objectives. This is a standing agenda item for the RRWG and the practice should be continued.
2. *College and Division reporting progress against the Sexual Violence Prevention Strategy objectives* – the RRWG has developed a process to encourage reporting from college and division level by providing a template to report progress. This is a standing agenda item for the RRWG. The template should be refined and the practice continued, particularly as individual colleges develop their cultural change action local plans.

Ongoing RRWG Initiatives

The RRWG has provided an oversight function aimed at initiatives and activities designed to change a culture that facilitates or condones a sexual violence culture on campus. Oversight of such activities and initiatives including the following should continue:

Sexual violence prevention awareness and education

Raising awareness of sexual violence on campus and providing educational programs across campus to address it are crucial. The ACT Victims of Crime Commissioner Heidi Yates said at the time of International Womens' Day 2022

We have to see significant investment in respectful relationship and related education at every age and in every part of the community to achieve the cultural change that will lead to safer relationships.

Raising awareness requires strong representatives at college and division level who have the confidence and agency to talk about sexual violence prevention. In the academic stream such advocacy is needed to influence College Executives and their IDEA Committees and to work with College Deans and others on actions to support sexual violence prevention. There are barriers to prioritising action in support of sexual violence prevention, alongside other important areas of equity, diversity and inclusivity. It is important to acknowledge that with finite time and resources

it will take a sustained institutional effort to keep sexual violence prevention at the top of the agenda alongside Indigenous reconciliation, gender and sexuality equity, ethnic diversity and disability access.

Many staff and students remain uncomfortable talking about the topic of sexual violence in the workplace. Embracing a positive learning culture will increase the likelihood that executives and managers will gain confidence to engage with initiatives to eradicate sexual violence.

This makes education crucial. **The university must ensure awareness building and training for staff and students on consent/disclosures/bystander continues.** This raises the question as to whether such training should be mandatory. The University has invested time and care into workplace health and safety and understanding sexual violence and its prevention deserves equal training investment. This suggests mandatory training may be a necessary step in creating a violence free environment. **As an initial step, consideration should be given to the training being mandatory for those in management and supervisory roles.** There will be limited scope for an increase in the understanding of sexual violence, much less meaningful action to prevent it, if university leaders are not provided with a baseline level of training.

Fostering a respectful relationships culture in residential colleges and halls

It is imperative that steps to develop and normalise a respectful relationships culture in residential colleges continue. The NSSS 2021 results disclose a worrying prevalence of sexual assault and sexual harassment in ANU residences. **The development and implementation of cultural change plans in each hall to eradicate a condoning culture should continue.** The plans should be reviewed by the ANU Council accountability body.

The university's reporting and disclosure obligations

It is essential that the university continue its recent practice of publicly reporting sexual violence disclosures, reports and Discipline Rule proceedings. **Results should be reported at least on an annual basis.** The report should disclose data collection details and provide evidence of trends.

The Respectful Relationships Unit

The existence and role of the Respectful Relationships Unit as a standalone unit should continue and be adequately funded. The RRU needs strong advocacy and support to keep its primary prevention focus squarely on the agenda. This means supporting it in developing and delivering evidence-informed programs.

The first of such programs is its *Sexual Violence Prevention Education Program* aimed at all commencing residential students. The RRU's primary prevention focus seeks to support protective behaviours and foster non-violence social norms. Up till now interventions implemented as one-off, stand-alone activities have been shown to be largely ineffective at changing attitudes and behaviours. Instead the SVPEP a blended learning program beginning with a compulsory e-module, followed by guided face-to-face multi sessions on consent and sexuality and then by additional targeted initiatives. The program can fill the current gap in relation to an evidence-based and effective primary prevention approach and should be supported.

The second is its Prevention Toolkit aimed at staff and students who have taken up representative positions in the area of sexual violence prevention, and staff in key leadership roles. This toolkit is

a support resource designed to help users tackle existing cultural action plans or gender equity strategies and to help build awareness and knowledge. It is not designed to create experts but to provide practical examples of what collective action on the prevention of sexual violence might look like. The program is designed so that the RRU is always there to assist and should be supported.

The ongoing governance framework must support the RRU in these and its other initiatives.

Facilitating ongoing dialogue for a sexual violence-free campus

It is imperative that the university commit to regular and ongoing consultation with staff and student groups to work towards a sexual violence-free campus. The WG notes in this regard the Director, University Experience is tasked with engaging in consultation with student groups to implement the Student Safety and Wellbeing Plan throughout 2022 and 2023. Consultation in this form is welcomed and should be supported and continued.

Members of the WG endorsed this report at its final meeting on 13 July 2022 and recommended copies be sent to the IDEA Governance Committee and the new Student Safety and Wellbeing Committee of ANU Council for consideration. The Director, University Experience did not endorse the recommendation for a representative body.

Draft LGBTQIA+ Taskforce Terms of Reference

Objective

1. ANU is committed to investing in student and staff wellbeing and building an inclusive community characterised by respect, collaboration, equity and diversity. The objective of this Taskforce is to explore and consider potential actions and projects that could be undertaken by the IDEA Governance Committee (IGC) in support of LGBTQIA+ inclusion, equity, and belonging for staff and students.

Roles and Responsibilities of the Group

2. The Taskforce responsibilities are to:
 - a. Explore current topics and themes in higher education in relation to LGBTQIA+ support activities, identifying best-practise, and other guidance available.
 - b. Consider current work underway in support of LGBTQIA+ inclusion and belonging, including how to amplify such work where appropriate.
 - c. Evaluating potential actions that could be undertaken by the IGC in support of LGBTQIA+ staff and students.
 - d. Prepare and present a report on the recommendations for future work to the IGC by Nov 2023.
3. The Chair is authorised, where necessary, to take executive action on behalf of the Taskforce between meetings and must report to the Taskforce as soon as practicable on any executive action taken.

Authority

4. The IGC, through the authority of the DVC SUE, authorises the Taskforce, within the scope of its role and responsibilities, to:
 - a. Obtain any information it needs from any ANU employee and/or external party (subject to their legal obligation to protect information);
 - b. Request the attendance of any ANU staff at meetings;
 - c. Discuss any matters with external parties (subject to confidentiality considerations); and
 - d. Obtain external professional advice, as considered necessary to meet its responsibilities, at the University's expense.

Composition and Tenure

5. The Taskforce will consist of:
 - a. Associate Dean IDEA (as Chair)
 - b. Head, Equity and Belonging
 - c. Manager, Respectful Relationships Unit
 - d. An academic staff member with a research interest in LGBTQIA+ matters
 - e. The ANU Queer* Department Officer
 - f. A staff member who identifies with the LGBTQIA+ community
 - g. A postgraduate student who identifies with the LGBTQIA+ community
6. The Chair will be responsible for reporting to the IGC on behalf of the Taskforce.

7. Taskforce members will be appointed until November 2023, after which point the Taskforce will cease.
8. An appointed member may resign from the Taskforce in writing to the Chair.
9. The DVC (SUE) will have regard to the University's objectives relating to the short timeline for the development of this work in filling any vacant positions on the Taskforce.

Responsibilities of Members

10. Members of the Taskforce are expected to understand and observe the legal requirements of the Australian National University Act 1991, the Public Governance, Performance and Accountability Act 2013 and University legislation.
11. Members are also expected to:
 - a. act in the interests of the collective ANU community (staff and students), and University as a whole;
 - b. contribute the time needed to study and understand the papers provided;
 - c. contribute to the research and writing required to achieve the necessary outputs by the deadline, and
 - d. apply good analytical skills, objectivity, and good judgment, always abiding by all relevant ANU policies, procedures, and codes of conduct.

Reporting

12. The Taskforce, with leadership from the Chair, will provide updates to the IDEA Governance Committee (IGC) on its operation and activities as relevant.

Administrative Arrangements

Meetings and Planning

13. The Taskforce will meet monthly on dates determined by the Chair.
14. The Chair convenes and presides at all meetings of the Taskforce at which they are present.
15. The Taskforce operates on a consensus basis and where a vote is necessary, this will be facilitated by the Chair. Where a deciding vote is necessary this will be undertaken by the Chair.
16. The procedure at meetings of the Taskforce is determined by the person presiding over the meeting, taking account of the advice of the Taskforce members.

Attendance at Meetings and Quorums

17. A quorum consists of at least 50 per cent of Taskforce members w.
18. Meetings are held either in person or online, at the discretion of the Chair. Hybrid participation will be facilitated where appropriate.
19. Members who cannot attend a meeting cannot send an alternate as their membership is specific to their experience and background.
20. The Chair may request any other ANU employee and/or external party to attend Taskforce meetings or participate in certain agenda items.
21. Observer status will be facilitated where appropriate.

Secretariat

22. Secretariat support will be provided by the Equity and Belonging Team.
23. The Taskforce Secretary will ensure the outcomes of the meetings are recorded and circulated when they are approved by the Chair.
24. Meetings will not be minuted due to the short turnaround times between meetings and the action focus of the taskforce.

Proposed Review of the ANU Mental Health Strategy

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Overview

The Australian National University (ANU) has made a commitment to diversity and inclusion as a part of the ANU Strategic Plan 2021-2025 (ANU 2025). Pillar 4 of ANU 2025 states the University’s intention to become a ‘standard-bearer for equity and inclusion’.

In 2021, the Student and University Experience portfolio set out an agenda with Council and Senior Management Group (SMG) to redesign the University’s Mental Health Strategy and establish a ‘settings-based’ wellbeing and social inclusion strategy that is aligned with the approach outlined in Orygen’s 2020 AUMHF Report.

The purpose of this paper is to propose to propose a way forward to addressing this item for consideration by the IDEA Governance Committee.

Background

In 2016, ANU’s Mental Health Strategy was established to recognise the increasing need for an institutional approach to mental health. The Strategy provides guidance and a set of actions for implementation to support the mental well-being of students and staff. The strategy is made up of 8 guiding principles- three concerning students and five addressing staff.

The ANU’s Mental Health Strategy (2016) acknowledges the importance of student and staff mental wellbeing. The philosophical components guiding these principles are specifically mentioned in the 2020 Productivity Commission Report (p.273 Vol2 Australian Productivity Commission into Mental Health, 2020), but in light of more

comprehensive reports specific to mental health in the Higher Education sector, the ANU Mental Health Strategy needs further work.

Since 2016, further research and developments have taken place in the areas of Wellbeing and Inclusion in the higher education sector. Three influential reports have been released since the formulation of the 2016 ANU Mental Health Strategy. These reports highlight and comprehensively address the current trends and strategies that focus on the issue of mental health in university settings, bringing the topic to the forefront as a national and university governance concern (Vernon, Modecki and Austin, 2022). These reports are the;

- [2017 Orygen's report, "Under the radar: the mental health of Australian university students"](#)
- [2020 Productivity Commission Inquiry Report on Mental Health](#)
- [2020 Orygen's Australian University Mental Health framework \(AUMHF\)](#).

These reports have drawn attention to the growing prevalence of mental health issues amongst the student population and highlight a correlation to the wellbeing of university staff (academic and professional), (Orygen, 2020). The area of student and staff mental health was already an area of concern before COVID – 19. The short and long-term consequences of the pandemic have added a layer of complexity in the mental health space for university populations (Universities Australia, 2021). Recent studies of Australian university students have reported significant increases of psychological stress compared to pre COVID studies (Vernon, Modecki and Austin, 2022). This has added to the sense of urgency to develop an effective wellbeing and inclusion strategy that is current and unique to the ANU.

Recommendations from these reports contain a common theme of an integrated, proactive, and holistic approach based on extensive stakeholder consultation terming it as a 'settings-based' approach (Orygen, 2020).

Settings-based Approach

A settings-based approach to student and staff wellbeing and social inclusion is designed to embed strategies and approaches informed by best practice within all facets of the University. It is a coordinated and proactive approach that recognises the responsibility and contribution of the whole University community to focus resources on the prevention, promotion and targeted intervention when addressing wellbeing and social inclusion issues for both staff and students (Orygen, 2020).

In addition to the approaches and recommendations proposed by the Commission and Orygen, there are three major factors to be considered as guiding the strategic direction for student and staff wellbeing and social inclusion at ANU;

1. The predominant demographic of the student population that attend Higher Education settings are students aged between 17 and 24. This age group falls in the category of the population where it is recognised as the peak onset of mental health issues (Duffy, Saunders, Malhi, Patten, Cipriani, McNevin, et al. 2019).
2. The work, research, and study culture at universities are found to be inherently competitive. This is further exacerbated due to increasingly fiscal and

compliance restraints as well as growing productivity expectations for staff (Whitsed, Girardi, 2022).

3. Availability of applicable data is limited and it is recognised as a higher education sector issue (Vernon, Modecki and Austin, 2022). Meaningful data would assist the Wellbeing and Social Inclusion Strategy in recognising patterns of students and staff that may inform preventative measures as well as informing and evaluating the impact of implemented strategies the University may undertake (Orygen, 2020).

The revised Strategy will take a ‘settings-based’ approach to analysing data and tackling barriers to wellbeing and social inclusion. Settings-based approaches to health promotion involves shifting the focus of mental health strategy towards a holistic vision of health and wellbeing that is determined by an interaction of individual, social, organisational and environmental factors. Further to reviewing risk factors in different university settings, the Strategy will consider stakeholder cohorts at high risk of mental ill-health, i.e., international students, people who identify as LGBTQIA+, people from low socio-economic backgrounds, and students who are from regional areas. The Strategy will be developed to reduce barriers to social inclusion for targeted groups of individuals at higher risk of experiencing intersecting forms of marginalisation or disadvantages.

State of wellbeing strategies in the Group of Eight

The Group of Eight (Go8) universities have taken a variety of approaches to supporting wellbeing of their communities. Among the selected universities, six universities have a strategy dedicated to mental health or mental wellbeing. While some universities develop their wellbeing initiatives as a part of their five-year strategic plans, the use of setting-based approaches is embedded in their policies and procedures. The Go8 universities recognise the complexity of university settings and emphasise the need to tailor assistance to the needs of a diverse cohort of students and staff.

The University of Sydney and the University of New South Wales (UNSW Sydney) took similar approaches to establishing mental health strategies. Both universities underwent a university-wide review of their student mental health and wellbeing practices in consultation with the university communities, with the UNSW extending the consultation to external consultants. Key themes shared by the reviews include a whole-of-university approach to wellbeing, settings-based approaches, empirical data analysis and development of an accepting community culture.

The reviews were designed to examine multilayered barriers in the university contexts and explore the corresponding support that would contribute to student and staff wellbeing. Furthering an in-depth analysis to stressors, the resulting Mental Health and Wellbeing strategies place extra focus on initiatives that help early prevention and early detection of mental ill-health. They also share a few practices and strategies that align with the recommendations raised in [the 2019 Australian Productivity Commission Report into Mental Health](#) and [the 2020 AUMHF](#) by Orygen (More detail of the guiding principles are found in [Annex 2](#)):

- Equipping student-facing staff with extra trainings on student mental health support
- A triage response to help-seeking individuals for mental health distress

- Better connecting internal health services with external service providers
- Optimising the curriculum environments to student wellbeing

More detailed information about the approaches Go8 take on mental health and wellbeing can be found in [Annex 1](#).

Proposed way forward

Establish a Review Taskforce

It is proposed that the IGC resolves to form a Taskforce to review the University's Mental Health Strategy and develop its replacement. The Taskforce should be guided by the insights from the 2020 Australian Productivity Commission Report into Mental Health and developed based on the 2020 Australian University Mental Health Framework, Orygen Report.

The Taskforce will identify about five strategic objectives to wellbeing and social inclusion that are of the greatest interests and/or opportunity for reform at ANU over the next three years. It will do this by reviewing the current state of the University's mental health, wellbeing and social inclusion activities, breaking down the interrelated risk factors that may influence a staff or student's wellbeing at ANU. The review will involve consultation with the broader ANU community to collaboratively explore opportunities for improvement based on staff and student experiences.

It is recognised that the new Strategy will be designed to provide a high-level framework for addressing wellbeing promotion at the University, taking a settings-based approach as described above. Prioritisation will take into consideration the scale of the identified barriers and the feasibility of addressing the remedial actions within the timeframe.

Within each objective, actions for implementation and targets will be identified to address the risk factors to mental health and wellbeing. The actions will offer a pathway to achieving the targets. Actions and targets can be University-wide or to a particular part of the University. Each action will have the responsible College/Portfolio clearly identified and will be critical in the development of the Strategy.

Methodology

The following method is proposed as a pathway for developing a new strategy focused on the wellbeing and social inclusion of our staff and students:

1. A Wellbeing and Social Inclusion Strategy Taskforce (WSIST) be established by October 2022 under the leadership of the Deputy Vice-Chancellor (Student and University Experience).
2. The Taskforce will review the existing Mental Health Strategy, draft a replacement and manage a University-wide consultation by the end of 2022, supported by the Equity and Belonging team.
3. The Taskforce will consider all relevant reports concerning student and staff wellbeing, including the:
 - existing Mental Health Strategy (2016)
 - [Student Safety & Wellbeing Plan \(2022\)](#),

- Psychological Safety in the Workplace Project (2021-2022),
 - Disability Action Plan (2020-2024),
 - Reconciliation Action Plan (2021-2022),
 - Sexual Violence Prevention Strategy (2019-2026),
 - Records from the Healthy University Strategy Working Group (2019)
4. The Taskforce will also consult with students and staff to identify barriers to wellbeing promotion and opportunities for improvement.
 5. The Taskforce will identify any further information required for consideration in the process of preparing the WSIS in pursuit of an evidence-based approach.
 6. The Taskforce will prepare a first draft WSI Strategy that is shaped around five to ten key priorities to enhancing wellbeing, identified by the group.
 7. The Taskforce will put the draft WSI Strategy out for university-wide consultation before the end of the year, consider all feedback, finalise the draft WSI Strategy and submit to the IGC and the Deputy Vice-Chancellor (Student and University Experience) for endorsement and onward transmission to the Senior Management Group (SMG) for consideration.
 8. It is envisioned that the Taskforce will disband by the end of 2022. A new group may be formed to monitor and drive the implementation of the WSIS in 2023.

Taskforce Terms and Reference & Memberships

As mentioned in the methodology section above, the WSIST will be the driver of the development of the new Strategy. This section details the particulars of how such a group will be constituted, meet, and report.

The Taskforce will be governed by a Terms of Reference: a draft for these terms can be found in Annex 3.

It is proposed that the Taskforce consist of the following eight members:

- Chair: DVC SUE
- ex officio, the Director of University Experience
- ex officio, the Director of Human Resources or nominee
- ex officio, a Planning and Performance Measurement Division representative
- ex officio, Centre for Mental Health Research representative
- ex officio, the Head of Equity and Belonging
- ex officio, the Manager of the Respectful Relationships Unit or Counselling Services
- A coursework student
- A research student

Members will be identified with regards to the diversity of both their role/position function and lived experience, as well as capacity. Lived experience refers to the distinct personal knowledge, stories, and encounters that a person holds as a result of their multifaceted identity, values, and engagement with society. In this context, it especially refers to the experiences of traditionally marginalised groups, and how bringing these experiences to the fore in committee discussions adds great value and representation to planning and decisions. All nominees will therefore require the agreement of the Chair, to ensure the diversity of the membership is appropriately maintained.

The Taskforce will meet once per month.

The Taskforce will report to the IGC at each of the IGC meetings.

Meetings will be action driven and convened for the purpose of progressing work on the plan: the smaller size of the group will be conducive to this.

The Taskforce may choose to convene online or in person. Members will be expected to progress actions on the plan in between meetings, and to actively contribute to writing and editing tasks.

Secretariat and administrative support will be provided to the group by the Equity and Belonging team, including management of the consultation process, liaison with key stakeholders and provision of research and materials for consideration by the WSIG as necessary.

Annex 1: Summary of Go8 approaches to wellbeing and social inclusion

University of New South Wales (Sydney)

In 2018, UNSW conducted a deep dive review of student mental health and wellbeing, with the guidance of external constants and extensive consultation with students, staff, other universities and external service providers. The review resulted in the Wellbeing Strategy and Plan 2019 and the subsequent Student Mental Health & Wellbeing Strategy, with key themes include:

- Whole-of-university approach
- Whole-of-person approach
- Equity, diversity and inclusion
- Meaningful collaboration and co-design
- Empirical evidence and meaningful data
- Safe and accepting community culture
- Continuous evaluation and improvement
- Provide a physical environment

Specifically, the Healthy Universities Initiatives (HUI) project was created to further the existing practices on promoting Wellbeing, with extra focus placed on equipping student-facing staff with ability to support student mental health. The areas of focus are as follow:

- Whole-of-university approaches to wellbeing
- Provide academics with in-curricular resources and training to support student self-management, academic success and wellbeing
- Academic and professional staff success and wellbeing
- High Degree Research students making successful transition to graduate employment
- Physical environments that support wellbeing
- Data gathering and the utilisation of evidence-based strategies

The Policy and Procedure on Curricular Approaches to Student Wellbeing, Academic and Career Success and the according Guidelines was created in support of the 'whole-of-university approaches to wellbeing' initiative. Currently, early adopters are testing the procedures in their Faculties/Schools.

Other wellbeing and inclusion initiatives include:

- The 'Mental Health Connect' – a triage response team who are the first port of call for students to determine the most appropriate support based upon particular circumstances
- UNSW Diversity Champions – inaugural appointments of individuals who work closely with the Division of Equity Diversity & Inclusion to champion key portfolio areas of inclusion and diversity
- The Women's Leadership Knowledge Hub – providing access to training and research opportunities
- Various networks – Cultural Diversity, Disability, Gender Equity, LGGBTIQ+ and Parents & Families

University of Sydney

In 2014, the Healthy Sydney University worked in consultation with students and staff across the community to implement healthy practices and build healthy places. The Healthy Sydney University Mental Wellbeing working group, made up of staff and student stakeholders, analysed the published evidence on population or settings-based approaches to mental health promotion.

Areas of interests are as follows:

- University-level policies
- Built environment
- Social marketing
- Curriculum-based strategies
- Life skills and physical activity programs
- eHealth technology
- Reducing the consumption of alcohol, tobacco and other drugs

Building on the research and insights through the foundational framework of the Healthy Sydney University, The Student Mental Wellbeing Strategy has been developed in 2020 under the oversight of the DVC Education Portfolio. The implementation of the strategy is guided by an Advisory Group, consisting of students, staff and experts in mental wellbeing under the authority of Pro VC (Student Life).

The core framework in the strategy draws on the following key themes:

- Mental wellbeing embedded in all aspects of university life
- Inclusive and supportive campus culture and environment
- Mental wellbeing practices promoted throughout the student experience
- A proactive approach to student needs and integrated delivery of care
- Individual progress planning and crisis intervention
- Research, innovation and evidence-based practice

Other Wellbeing and Social Inclusion initiatives include:

- The Disability Inclusion Action Plan 2019-2024
- The Disability at Work Network
- The Intensive 10-month Program, a University-wide targeted effort to support culturally diverse women employed at the university
- The Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019-2021, that enhances workforce diversity through recruitment, retention and career development
- The Staff Mosaic Network
- Pride Network

University of Queensland (UQ)

The Mental Health Strategy 2018-2020 takes a strengths-based approach and focuses on raising awareness, building capacity and promoting mental health for the UQ community. The Strategy was developed in consultation with UQ staff and students and

draws upon international best-practice. Monitored by the Mental Health Task Force, the implementation plan focuses on the following six areas:

- Embedding mental health as a key priority in decision-making
- Including mental health in the sociocultural activities and environments of the University
- Improving the mental health awareness, knowledge, and skills of the community
- Improving University capacity for early recognition of students requiring support
- Providing coordinated and timely access to UQ mental health services
- Developing and communicating a clear crisis management response

Social inclusion initiatives occur in the following programs:

UQ Disability Inclusion Group (DIG) is a group led by people with disabilities that provides a consultative mechanism for developing and implementing disability initiatives across UQ including policy and programs. With active participation of persons with disabilities, DIG contributed to Australian Human Rights Commission's Disability Action Plan Guide 2021 and is currently working on a new UQ disability action plan.

The Mental Health Champions are trained UQ students and staff members who can provide support and referral information about mental health and wellbeing. The objective is to create a culture that promotes and encourages a respectful, destigmatising and supportive approach to the proactive management of mental health and wellbeing. The Mental Health Champions also update the University about potential barriers or ways to benefit mental health and wellbeing.

UQ also has a Health Promotion Project for Culturally and Linguistically Diverse Communities 'UQ Wellbeing', which is stemmed from the goals of the Student Life Plan 2018-2021. The project aims to increase the overall health and wellbeing of students from Culturally and Linguistically Diverse backgrounds by working in partnership with a student advisory group. UQ Wellbeing has four areas of focus:

- Mental Health
- Healthy Relationships and Reproductive Health
- Nutrition and Physical Health
- Community and Cultural Connections

Other initiatives of social inclusion include:

- Senate Committee for Equity, Diversity and Inclusion that is UQ's primary committee related to equity, diversity and inclusion and reports to the UQ Senate;
- UQ Cultural Inclusion Council that provides a consultative mechanism for developing and implementing inclusion initiatives focused on culturally and linguistically diverse staff;
- The Aboriginal and Torres Strait Islander Employment Strategy 2019-2022;
- Supporting the 'Racism. It Stops With Me' campaign;
- A best-practice Disability Action Plan that provides an operational framework to ensure an accessible environment for people with all abilities;
- The UQ Ally Action Committee that provides strategic oversight of UQ Ally Action Plan 2019-2022;

- The UQ Ally Network that provides a visible network of well-informed staff who create a safe, welcoming and inclusive space for gender and sexuality diverse people in the community.

University of Adelaide

In 2020, the Student Life Wellbeing team conducted a consultation process with student and staff representatives to understand the specific mental health and wellbeing needs of the University, which results in the Student Mental Health and Wellbeing Strategy 2021-2024. This project is under the oversight of the Office of Academic and Student Engagement. In 2021, the Team is developing an action plan in consultation with targeted student groups and staff to turn the Strategy into actions. The Strategy identifies five key action areas include:

- University culture
- Learning experience
- Community awareness
- Capacity building
- Service delivery and response

Community participation in wellbeing projects takes place in several ways. The Student Wellbeing operations Group coordinates, plans and shares information regarding student focused wellbeing initiatives, which consists of staff and student representatives. Another one is through Wellbeing Warriors, which is a volunteering programme that supports student health and wellbeing through organising various events.

Other wellbeing and inclusion initiatives are embodied through the following:

- The Dornwell Framework 2020-2022 – the Staff Gender Equity Strategy
- The Disability Inclusion Action Plan 2020-2024
- Yangadlitya – The Reconciliation Action Plan

University of Melbourne

Partnering with Queensland University of Technology and La Trobe University, University of Melbourne developed a whole-of-institution Framework for Enhancing Student Mental Wellbeing. The project offers a suite of resources designed to assist university educators to develop policies, curriculum and teaching and learning environments that better support student mental health.

A Disability, Accessibility and Inclusion Policy is currently under development (as of 9 Feb 2022) considering the Diversity and Inclusion Policy Review in late 2019. The objectives of the policy are to provide for an inclusive and accessible environment and to affirm the University's commitment to being a place for all community members. The Policy will ultimately supplement other actions identified in the University's Diversity and Inclusion Strategy.

The Health Promotion Program operates to improve and support students' health and wellbeing by leading evidence-based campaigns on campus that help students aware of the wellbeing supports and services available at the University. The Program is run by a group of students and staff who work towards delivering support for positive student wellbeing.

Other social inclusion practices include:

- [The Mental Health Advisory Group](#)
- [The Diversity and Inclusion Sub Committee](#), with the oversight of [the Diversity and Inclusion Strategy](#) and reporting to the University Executive;
- [Equity Innovation Grants](#), funding to encourage initiatives focusing on low-SES student entry and retention, success and completion;
- [Melbourne Social Equity Institute](#), bringing together researchers to address disadvantages across social life;
- [Indigenous Staff Network Steering Committee](#), establishing and maintaining a networking platform that connects Indigenous Staff across the University;

Monash University

The Diversity and Inclusion Framework, under the oversight of the Vice-Chancellor, aligns with the University's *Impact 2030*. It aims to foster safe communities that celebrate diversity and respect for difference. The Strategy underpins six areas of focus with an action plan each, including:

- [Aboriginal and Torres Strait Islander Staff and Students Action Plan](#)
- [Staff and Students from Culturally and Linguistically Diverse Backgrounds Action Plan](#)
- [Staff and Students of Diverse Genders, Sexes and Sexualities Action Plan](#)
- [Staff and Students with Disability, Ongoing Medical or Mental Health Condition Action Plan](#)
- [Gender Equality and Gender Equity Action Plan](#)
- [Students from Low Socio-Economic Backgrounds Action Plan](#)

Furthering to the *Staff and Students with Disability, Ongoing Medical or Mental Health Condition Action Plan*, [The Mental Health and Wellbeing Strategy](#) is developed and sponsored by the University's Pro VC, Provost and Executive Director, Campus Community Division. It sets out the strategic goals of advancing mental health and wellbeing. The Strategy is supported by the [Mental Health Policy](#) and the [Mental Health Procedure](#) that aim to promote a culture of positive mental health outcomes.

Other Social Inclusion initiatives include:

- [Monash Aboriginal and Torres Strait Islander Framework 2019-2030](#);
- [Master of Indigenous Business Leadership](#) program that cultivating the next generation of Indigenous business leaders;
- Increased the number of Humanitarian Scholarships offered, with 56 students from asylum seeking backgrounds receiving a scholarship in 2020;
- [Ally Network](#) membership increased to 869 registered staff, with the network expanded to students in 2021;
- Monash Intercultural Lab, supporting the implementation of the University's Intercultural Competence strategy;

University of Western Australia

At the time of writing (as of 15 Feb 2022), an Inclusion and Diversity policy is currently under development. Guided by the University's [Strategic Plan 2020-2025](#), a number of

policies inform the provision of services and bring particular attention to the diversity and inclusion, including:

- The Inclusion and Diversity Committee, which is an advisory committee to the VC
- The Disability Access and Inclusion Plan, developed and implemented by the Disability Access and Inclusion Working Group
- The Mental Health Policy, that expresses the University's commitment to remove barriers to students' full participation in the academic life and workplace
- The LGBTI Inclusion Plan

Other wellbeing and inclusion initiatives include the following:

- The Language and Cultural Exchange Program
- Recognition of the need for cultural and religious leave for staff
- The Diverse Sexualities and Genders Policy
- The Transgender Policy

Annex 2: Summary of the Six Principles Underpinning the 2020 Orygen Australian University Mental Health Framework

Principle 1: The student experience is enhanced through mental health and wellbeing approaches that are informed by students' needs, perspectives and the reality of their experiences

- Information is actively sought from students about their needs and perspectives of their mental health and wellbeing, and is used to inform actions.
- Mental health and wellbeing initiatives and services are co-designed with students, including students with a lived experience of mental ill-health.
- Mental health and wellbeing initiatives and services are reviewed and evaluated in partnership with students.
- Students are active in peer support roles to share experiences, facilitate access to supports and increase connections within their university.
- Groups of students at greater risk of mental health and wellbeing issues are engaged in co-designing tailored approaches that address their specific needs in regards to mental health, wellbeing and the impact on ongoing educational engagement

Principle 2: All members of the university community contribute to learning environments that enhance student mental health and wellbeing

- Leaders prioritise mental health and wellbeing, embedding it within the core business of the university.
- Whole of university mental health strategies are coordinated and integrated across all business areas.
- Good mental health and wellbeing is recognised as part of teaching and learning, with student-centred, course-specific support integrated into teaching and learning activities.
- Policies, processes and supports are coordinated to reduce undesirable effects on mental health and wellbeing and support student success.
- Strategies to support early help-seeking are incorporated to support ongoing engagement with learning.
- Staff in student-facing roles are supported to know what to do, within the scope of their role, to assist students with mental health and wellbeing.
- A mentally healthy workplace is maintained by complementary student and staff wellbeing initiatives.

Principle 3: Mentally healthy university communities encourage participation; foster a diverse, inclusive environment; promote connectedness; and support academic and personal achievement

- Supportive university communities that enhance student connectedness and facilitate participation in university life.
- Diverse student cultures and identities are valued and visible across the university community.
- Students are connected to programs that build holistic wellbeing – physical, social, mental and spiritual wellbeing.

- Communication about mental health and wellbeing builds understanding, increases awareness and helps to break down stigma and discrimination.
- Students are supported to develop mental health and wellbeing-related skills and competencies that prepare them for learning, future careers and life.
- University-specific risk factors that contribute to poor mental health and wellbeing, and physical and psychological safety are recognised and addressed. Physical and digital spaces in the university environment enhance mental health and wellbeing.

Principle 4: The response to mental health and wellbeing is strengthened through collaboration and coordinated actions

- Partnerships between universities and the mental health sector facilitate a joined-up approach to student mental health and wellbeing.
- Expertise within the university is used to guide university responses and facilitate a consistent experience for students.
- Collaboration across the university sector to share resources, expertise and good practice, and to speed potential advances.
- The mental health sector actively collaborating with universities, utilising their expertise in research and translation, and insights about their communities to help inform mental health and wellbeing sector planning and service provision.
- Universities are supported to consider the impact of the social determinants of mental health that are relevant to student learning.

Principle 5: Students are able to access appropriate, effective, timely services and supports to meet their mental health and wellbeing needs

- Students are supported to navigate mental health services.
- Services and supports are appropriate and accessible for the student population.
- Integrated services help students access the right kind of supports when needed.
- A range of targeted strategies and outreach programs support early detection and intervention for students experiencing mental health issues.
- Digital approaches are incorporated as part of actions to support student mental health and wellbeing.
- A continuum of supports and services are available to meet students' needs.
- Services and supports respond to complexities among specific cohorts of students at increased risk of mental ill-health.
- Clear plans and processes are in place to support a coordinated response in the event of a crisis.

Principle 6: Continuous improvement and innovation is informed by evidence and helps build an understanding of what works for student mental health and wellbeing

- Strategies to support student mental health and wellbeing are planned, implemented, evaluated and outcomes are shared.
- Approaches to student mental health and wellbeing are informed by a range of accessible data sources including (but not limited to) information related to mental health, wellbeing, mental ill-health, students lived experiences, stories of hope and recovery, student perceptions, impact of initiatives and services, challenge or stress points for individuals and systems, and implementation of this framework.
- Evidence related to student mental health and wellbeing is readily shared and easily discoverable.
- Universities and the mental health sector work together to share insights, increase understanding and minimise gaps for students based on evidence.
- Student mental health and wellbeing research is supported to create and disseminate the next generation of ideas and innovations.

Annex 3: Mental health and Social Inclusion Taskforce

Terms of Reference

Introduction

1. This Terms of Reference sets out the Mental Health and Social Inclusion Strategy Taskforce (the 'Taskforce') objective, authority, composition and tenure, roles and responsibilities, reporting and administrative arrangements, as it sits under the oversight of the Deputy Vice-Chancellor (Student and University Experience).

Objective

2. The ANU is committed to investing in student and staff wellbeing and building an inclusive community characterised by respect, collaboration, equity and diversity. The objective of the Taskforce is to assist with strategic development of the Wellbeing and Social Inclusion Strategy as part of the University's commitment to the creation of an inclusive, diverse, equitable and accessible study, work and living environment.

Roles and Responsibilities of the Group

3. The Taskforce responsibilities are to revise the current ANU Mental Health Strategy 2016 and draft a new Mental Health and Social Inclusion Strategy for the University
4. Coordinate university-wide consultation, and address all feedback on the Strategy
3. Submit a final draft plan to the IGC for endorsement.
4. The Chair is authorised, where necessary, to take executive action on behalf of the Taskforce between meetings and must report to the Group as soon as practicable on any executive action taken.

Authority

5. The IDEA Governance Committee, through the authority of the DVC SUE, authorises the Taskforce, within the scope of its role and responsibilities, to:
 - obtain any information it needs from any ANU employee and/or external party (subject to their legal obligation to protect information);
 - request the attendance of any ANU staff at Sub-Group meetings;
 - discuss any matters with external parties (subject to confidentiality considerations); and
 - obtain external professional advice, as considered necessary to meet its responsibilities, at the University's expense.

Composition and Tenure

6. The Taskforce will consist of:

- Chair: DVC SUE
 - ex officio, the Director of University Experience
 - ex officio, the Director of Human Resources or nominee
 - ex officio, a Planning and Performance Measurement Division representative
 - ex officio, Centre for Mental Health Research representative
 - ex officio, the Head of Equity and Belonging
 - ex officio, the Manager of the Respectful Relationships Unit or Counselling Services
 - A coursework student
 - A research student
7. The Chair will be responsible for reporting to the DVC(SUE) on behalf of the Taskforce.
 8. Taskforce Members will be appointed until [insert date], after which point the Taskforce will cease.
 9. An appointed member may resign from the Taskforce in writing to the Chair.
 10. The Chair will have regard to the University's objectives relating to the short timeline for the development of the Wellbeing and Social Inclusion Strategy and the need for both continuity and regular renewal, in filling positions on the Taskforce.

Responsibilities of Members

11. Members of the Taskforce are expected to understand and observe the legal requirements of the Australian National University Act 1991, the Public Governance, Performance and Accountability Act 2013 and University legislation.
12. Members are also expected to:
 - act in the interests of the University as a whole;
 - provide two-way information flow on Wellbeing and Social Inclusion initiatives and actions from their work areas and across the University;
 - contribute the time needed to study and understand the papers provided; and
 - apply good analytical skills, objectivity and good judgment.

Reporting

13. The Taskforce, with leadership from the Chair, will provide reports to the IDEA Governance Committee (IGC) on its operation and activities. The report should

include a summary of the on-going work and status of the Wellbeing and Social Inclusion Strategy.

Administrative Arrangements

Meetings and Planning

14. The Taskforce will meet [insert frequency] on dates determined by the Chair.
15. A forward meeting plan, including meeting dates, location and agenda items, is determined by the Chair. The forward meeting plan covers all its responsibilities, as detailed in this Terms of Reference.
16. The Chair convenes and presides at all meetings of the Taskforce at which they are present. The Taskforce operates on a consensus basis and where a vote is necessary, this will be facilitated by the Chair. Where a deciding vote is necessary this will be undertaken by the Chair.
17. The procedure at meetings of the Taskforce is determined by the person presiding over the meeting, taking account of the advice of the Taskforce members.

Attendance at Meetings and Quorums

18. A quorum consists of at least 50 per cent of Taskforce members who hold office for the time being.
19. Meetings are held either in person or online, at the discretion of the Chair. Hybrid participation will be facilitated where appropriate.
20. A member of the Taskforce who is unable to attend a meeting of the Taskforce is to nominate an alternate with the prior consent of the Chair.
21. Alternates have the same rights and responsibilities as Taskforce members.
22. The Chair may request any other ANU employee and/or external party to attend Taskforce meetings or participate in certain agenda items.
23. Observer status will be facilitated where appropriate.

Secretariat

24. The Taskforce Chair will nominate secretariat support to the Sub-Group.
25. The nominated secretariat will ensure the outcomes of the meetings are recorded and maintained. They must be approved by the Chair and circulated to each member of the Taskforce.

Draft 2022/23 Action Plan- IDEA Governance Committee

Objective	Action	Responsibility	Deadline	Dependencies
<i>E.g., A broad focus for the IGC. Any objective may have multiple actions, deadlines and responsible entities.</i>	<i>E.g., Steps and concrete actions to be completed in support of an objective.</i>	<i>E.g., a specific committee/working group/taskforce or a specific Portfolio/College.</i>	<i>E.g., month and year</i>	
1 Establish an ANU Gender Equity Strategy.	1.1 Develop an ANU Gender Equity Strategy. This involves research, drafting, and consultation with relevant business owners, interest groups and the whole of University.	Gender Equity Plan Taskforce (reporting to a refreshed Gender Equity Working Group)	April 2023	This strategy will underpin the University's SAGE Athena Swan accreditation progress. As such, the Strategy must be complete by May 2023 as to reduce impact on the Athena Swan accreditation timeline.
	1.2 Implementation of the SMG approved ANU Gender Equity Strategy.	As identified in the Strategy's action plan.	As identified in the Strategy's action plan.	
	1.3 Monitor the ANU Gender Equity Strategy.	Equity and Belonging	Bi-annual progress reports to the IGC for the duration of the strategy.	
2 Review the ANU Mental Health Strategy.	2.1 Review the ANU Mental Health Strategy and develop a replacement.	Mental Health Review Taskforce (new, to report to IGC)	July 2023	The review and redevelopment of the Mental Health Strategy will be guided by recent work from Orygen (University Mental Health Framework) and the Productivity Commission (Mental Health Inquiry).
	2.2 Implementation of the SMG approved new approach.	As identified in the new approach	As identified in the new approach.	
	2.3 Monitor the new approach.	Equity and Belonging	Bi-annual progress reports to the IGC for the duration of the strategy.	

3	Drive a conversation about anti-racism activities, promoting cultural diversity and belonging at ANU.	3.1	Convene a Taskforce to identify opportunities to advance anti-racism work and celebrate culture diversity at ANU.	Anti-Racism Taskforce (new, to report to IGC)	May 2023	The University has become a signatory of the Australian Human Rights Commission's ‘Racism, it stops with me’ campaign . This will inform, and will be part of, our actions in this space.
		3.2	Implement the Taskforce recommendations endorsed by IGC/approved by SMG.	As identified in the recommendations	As identified in the recommendations.	
		3.3	Promote and engage with the AHRC ‘Racism, it stops with me’ campaign.	Colleges, Equity and Belonging, and ACE	Ongoing	
4	Undertake a mid-plan review of the ANU Disability Action Plan.	4.1	Review the current Disability Action Plan and identify a pathway to completion.	A refreshed Disability Access and Inclusion Working Group (reporting to IGC)	December 2022	This plan is part of the University’s engagement with the Australian Human Rights Commission and Australian Network on Disability.
		4.1	Monitor the implementation of the approved revised plan.	All relevant business units, and Equity and Belonging	Bi-annual progress reports to the IGC for the duration of the strategy.	
5	Develop a new ANU Reconciliation Action Plan (RAP).	5.1	Wrap up the current RAP and develop the next Innovate RAP.	RAP Working Group (existing, to report to IGC)	March 2023	This plan is part of the University’s commitment to Reconciliation Australia.
		5.2	Monitor the implementation of the Council approved new RAP.	Refreshed RAP Working Group (to commence with the new RAP)	Bi-annual progress reports to the IGC for the duration of the strategy.	
6	Action Planning Cycle.	6.1	Bi-annual review of the 2023 Action Plan.	IGC	May and Oct 2023	
		6.2	Develop the 2024 Action Plan.	IGC	Nov 2023	