

EVALUATION OF SPEAK OUT ANONYMOUS REPORTING TOOL PILOT

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1. EXECUTIVE SUMMARY

In 2019, the Department of Education and Skills published a national policy called **‘Safe, Respectful, Supportive and Positive - Ending Sexual Violence and Harassment in Irish Higher Education.’**¹ This is a comprehensive and progressive policy framework, often referred to as the ‘Consent Framework’ or ESVH Framework, now under the remit of the Higher Education Authority (HEA). The ESVH Framework tasks higher education institutions to develop an easy-to-use system for the disclosure and reporting of incidents of sexual harassment and violence, which is compatible with survivor rights, cognisant of the needs of vulnerable groups, and is underpinned by the confidence of the higher education community and a high level of awareness among both staff and students. Collecting evidence of these type of problem behaviours is an important pillar of the ESVH Framework – it will inform policy within every HEI and it will help specific targeted initiatives to drive and support cultural change. There is an acknowledgement that this type of data can be difficult to collect and reporting tools must be sensitive to the needs of vulnerable groups, while building awareness and confidence across the higher education sector.

International best practice has demonstrated that anonymous reporting tools around sexual misconduct and harassment can help make these issues more visible to decision makers.^{2 3} Anonymous reports can give some therapeutic benefit to people who make reports, along with directing people to suitable support services. Allowing people to disclose incidents in confidence can also be helpful if people feel vulnerable for any reason. Anonymous reporting has also been shown to build a sense of empowerment for people who report negative experiences and can help them believe that negative behaviour will be stopped and the culture will start to change.

Importantly, anonymous reports are designed to work in conjunction with other sources of evidence and data within institutions – informal reports/disclosures, formal reports/complaints and survey data- and together these sources of evidence can build a picture and pattern of problem behaviour within an institution. These reports can also be triangulated with national survey data – such as HEA sexual violence and harassment surveys

¹ Government of Ireland (2019). Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions.

² American College Health Association. (2020). Addressing sexual and relationship violence: A trauma-informed approach. Silver Spring, MD: American College Health Association.

³ Universities UK (2015). Changing the Culture. The report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students. Downloaded from: [Changing the culture \(universitiesuk.ac.uk\)](https://www.universitiesuk.ac.uk/culture).

with students and staff in higher education^{4 5}– and also broader national research on sexual violence and harm such as the National Sexual Violence Survey (2022).⁶

The Speak Out pilot has established an anonymous reporting tool initiative, spearheaded by the representative body of Psychological Counsellors in Higher Education in Ireland (PCHEI), involving 16 higher education institutions and funded by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and the Higher Education Authority (HEA). It has had four key elements: 1. Project Team consisting of PCHEI project lead (PCHEI chair) and part-time administrative lead; 2. Steering Committee with Representative Bodies (IUA, THEA); Staff and Student Representatives, Higher Education Authority (HEA), Clinical Experts (PCHEI), Research Experts (Academics) and NGO's (Dublin Rape Crisis Centre); 3. IT support services (Etain, Deloitte) and 4. Practitioner Group (Bi-weekly meetings with the PCHEI/HR/student welfare/EDI staff who support Speak Out within each Higher Education Institution).

Developing and delivering this anonymous reporting system was expected to help (a) foster a culture of responsibility and support in higher education institutions (b) demonstrate a commitment at all levels to support students and staff led by senior management and campus champions (c) collect institution-based data on sexual assault, harassment, bullying and other problematic behaviours which can provide consistent benchmarking and (d) ensure that support services are visible and accountable, at an institutional, local and national level. Initially, the pilot aimed to provide a transparent and consistent system for addressing student disclosures of sexual harassment, sexual assault and rape but then the scope of the pilot was broadened to include staff as well as students. The scope of reporting categories was also broadened to empower students and staff to disclose incidents of bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault, and rape. Pilot members identified that there was scope to connect broader patterns across these categories and identify the intersectional aspects.

The purpose of this Speak Out pilot evaluation is threefold. First to evaluate the Speak Out pilot against its original aims and deliverables as set up in the original funding proposal. Second to use these findings and discussions to make informed recommendations regarding a sustainable resourcing model and appropriate governance and management structures for the future effectiveness of the Speak Out tool. Third to deliver this report to HEA and PCHEI

⁴HEA (2022): MacNeela, P., Dawson, K., O' Rourke, T., Healy-Cullen, S., Burke, L. & Flack, W.F. Report on the National Survey of Staff Experiences of Sexual Violence and Harassment in Irish HEI's. Higher Education Authority.

⁵HEA (2023): MacNeela, P., Dawson, K., O' Rourke, T., Healy-Cullen, S., Burke, L. & Flack, W.F. (2023). HEA Report on the National Survey of Student Experiences of Sexual Violence and Harassment in Irish Higher Education Institutions. Higher Education Authority.

⁶ Central Statistics Office. (2022) Sexual Violence Survey.

and align the recommendations and next steps with relevant decision makers. Key stakeholders within HEIs, including expert practitioners, statutory bodies, and national sector leadership and representative bodies participated in the evaluation.

Overall, this independent evaluation can conclude that the Speak Out anonymous reporting pilot has made strong progress versus the pilot objectives – in particular the pilot has given all stakeholders strong ‘proof-of-concept’ in designing and delivering a transparent consistent system of anonymous reporting that can be used to record student and staff complaints of sexual assault, harassment, bullying and other problematic behaviours. In developing this system, the Speak Out pilot team effectively worked with the representatives of 16 higher education institutions to collect this data on an institutional level and they have supported each HEI in using the tool and awareness campaigns to help ensure that all support services are visible and accountable. There is a strong sense of pride and shared achievement in pioneering a sector-wide initiative to record and encourage the anonymous reporting of problematic behaviour for students and staff in Irish higher education institutions and to raise awareness of the supports available to those reporting.

At the same time, it was acknowledged that there have been challenges for the Speak Out pilot – particularly in terms of insufficient human resources, managing procurement of IT, managing the service levels and speed of response from the IT supplier and managing the budget and deliverables in terms of the national report. In some sense, these issues can be seen as ‘teething challenges’ and in keeping with the learning ethos of a pilot. However, it also needs to be acknowledged that the Speak Out pilot was originally funded on the basis of 9 higher education institutions but positive momentum led to the inclusion of 16 HEI’s, with additional interest from private colleges. This additional participation in the pilot was a sign of the success of the project but also put a huge strain on the minimal resources that were made available.

There was additional pressure and stress on the Speak Out pilot project, when there was an unexpected take-over of the IT supplier ‘Etain’ by larger IT consultancy ‘Deloitte’ and service levels and speed of response decreased significantly as a result. This change in ownership of ‘Etain’ could not have been anticipated by the Speak Out pilot project team. However, it did create frustration within the team and HEI’s and lose some momentum for the pilot nationally. Both the HEI’s and funding bodies are keen to rectify this quickly in order to effectively deliver on the original aims for the anonymous reporting pilot.

This independent pilot evaluation recommends that the Speak Out anonymous reporting tool is sustained, supported and funded by the Irish higher education sector moving forward. It found that Speak Out has the potential to support the implementation of national policy in a number of areas, including its contribution towards fostering a culture of accountability in which these problematic behaviours are not tolerated, providing tailored sign-posting information on supports to victim - survivors and the production of valuable data to influence policy, resourcing allocation and targeted interventions.

The ESVH Framework has committed to the value of ‘Incident Reporting’ and anonymous reports have an important role to play here, in conjunction with informal and formal reports, and alongside national research surveys with students and staff. The effectiveness of anonymous reports in helping to drive culture change has been endorsed by international best practice, especially in US and UK contexts^{7 8} Structurally, there has been a sense that all Speak Out practitioners and HEI, PCHEI and other members have pulled together and delivered the tool in 16 higher education institutions – but that moving forward, there would be a stronger need for clear governance, oversight and research design. There was a sense from consultations that the Steering Committee must continue to include EDI leaders from every higher education institution, to help ensure that the Speak Out reporting data influences policy and helps identify targeted initiatives to drive culture change. Members of the Steering Committee felt that there could be a separate ‘Expert Advisory Group’ function with clinical, research and data expertise to help optimise and refine the survey design and analysis. The Practitioner Group was broadly positive about being supported and continuing to develop a shared community of practice. Each group would benefit from clear Terms of Reference outlining roles and responsibilities and ways of working.

This evaluation recommends that Speak Out would be structured as a **national consortium model** moving forward, in which each implementing HEI is a member working towards shared objectives, supported by pooled resources. National consortium models have been used positively by the Irish higher education sector before in initiatives like The National Student Survey⁹ and IReL electronic journal project.¹⁰ This national consortium model allows each HEI to be accountable for the operational and awareness aspects of Speak Out, analysis, dissemination and policy implications and the design, resourcing and measurement of targeted initiatives with students and staff at institutional level.

This report recommends the establishment of a **Speak Out National Office** which is appropriately resourced and which can deliver sectoral synergies in terms of trauma-informed design of the tool, procurement and management of IT supplier, stakeholder coordination and management of Speak Out staff, analysis and publication of national report(s) for sector, best practice sharing and support for each HEI and (possibly) development of a national website and national campaigns to drive student and staff awareness of Speak Out. It is critical that this Speak Out National Office is hosted within a specific representative organisation or individual institution where there is strong

⁷ American College Health Association. (2020). Addressing sexual and relationship violence: A trauma-informed approach. Silver Spring, MD: American College Health Association.

⁸ Universities UK (2015). Changing the Culture. The report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students. Downloaded from: [Changing the culture \(universitiesuk.ac.uk\)](https://www.universitiesuk.ac.uk/press-releases/2015/09/23/changing-the-culture).

⁹ [Home | Student Survey](#)

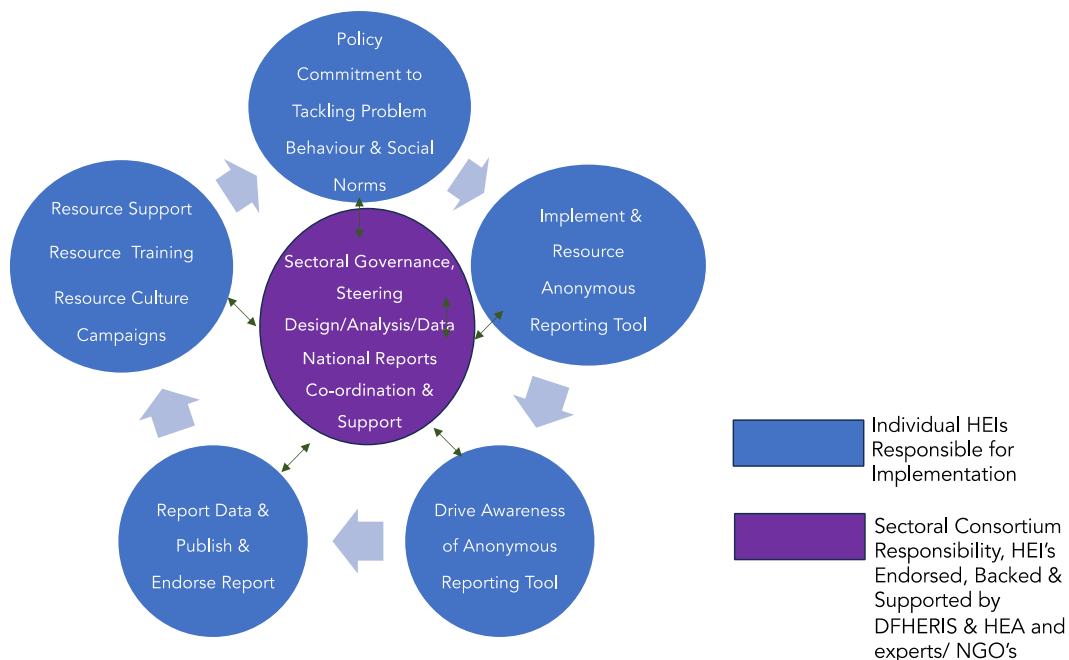
¹⁰ [About IReL – IReL](#)

engagement and accountability from the leadership of that institution. This report recommends an Expert Advisory Group is convened to help guide and integrate the tool design as policy frameworks and research evolve.

Importantly, this report recommends that the Speak Out national consortium has strong binding Governance & Oversight which includes the key ‘project sponsors’ - statutory stakeholders, HEI staff and student representatives and specialist NGO’s. The roles of DFHERIS and HEA as leaders of national policy, funding and regulation of the higher education sector, within the Governance Committee of Speak Out are particularly important, as these roles signal and underwrite the importance of Speak Out within the ESVH Framework and the intention and priority of the whole higher education sector in ending sexual violence, harassment and other problematic behaviours. This sectoral commitment and support will help inform, influence and support each and every HEI decision-maker and leadership group on the value of promoting, publishing and responding to anonymous reporting data as a critical part of shaping and building safe inclusive cultures across the board.

This Speak Out pilot collaborative effort has been a key first step in fostering a culture of responsibility and support in higher education institutions and has demonstrated the commitment within every HEI to support all students and staff, led by senior management and campus champions. The challenge now is to sustain that momentum and commitment behind this important and difficult cultural change.

How ‘Speak Out’ anonymous reporting tool helps accelerate cultural and systems change across Higher Education



2. SPEAK OUT ANONYMOUS REPORTING TOOL PILOT BACKGROUND

In 2019, the Department of Education and Skills published a comprehensive national policy framework for addressing sexual and harassment and violence in higher education; **‘Safe, Respectful, Supportive and Positive – Ending Sexual Violence and Harassment in Irish Higher Education Institutions’**, often referred to as the Consent Framework or ESVH Framework. Implementation of the Framework is supported and monitored by the HEA. It envisions an institutional campus culture which is safe, respectful and supportive, in which institutions fulfil their duty of care to their students and staff, and foster campus cultures that are clear in the condemnation of unwanted and unacceptable behavior. The Framework tasks each higher education institution with recording and reporting statistics on incidents of sexual harassment and violence to the HEA, in addition to the development of an easy- to-use system for the disclosure and reporting of incidents of sexual harassment and violence that is compatible with survivor rights, cognisant of the needs of vulnerable groups, and underpinned by the confidence of the higher education community.

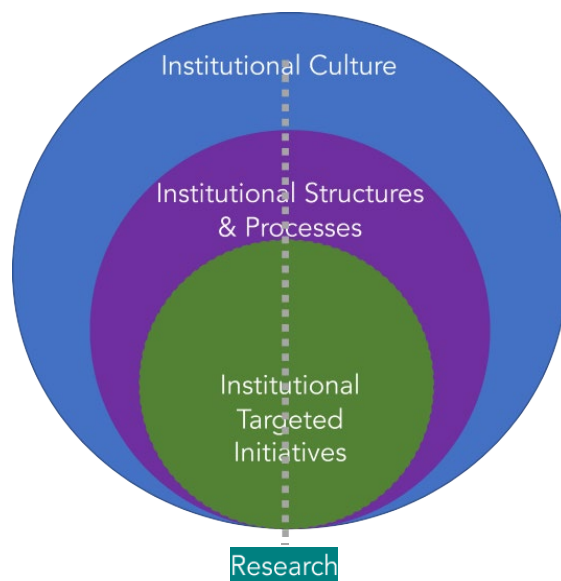
The Speak Out Anonymous Reporting Tool Pilot

- The Speak Out pilot project was led by the Psychological Counsellors of Ireland (PCHEI) with financial support from the Department of Further and Higher Education, Research Innovation and Science (DFHERIS) and the Higher Education Authority (HEA).
- The key elements of the pilot to date have included: (a) Trauma – informed design lens from PCHEI (b) Steering Group (including HEI, HEA, student representative bodies, student service representatives, subject matter experts) (c) Software development specialists – Etain /Deloitte and (d) Practitioner Support Group – facilitated group to support the operational challenges across the institutions.
- 16 higher institutions have participated in the Speak Out pilot to date In parallel, UCD developed a bespoke reporting tool – ‘Report and Support’. There may be additional future interest from Private Colleges who deliver Higher Education to also integrate Speak Out anonymous reporting tool into their student and staff third level experience.
- There was a requirement to evaluate the Speak Out anonymous reporting pilot project, to identify key learnings, strengths, weaknesses, opportunities and threats to date and to make recommendations on how Speak Out can be structured, managed and delivered to support culture change in the higher education sector in Ireland.
- This sector-wide anonymous reporting initiative represents a pioneering approach to underpin culture change in higher education in Ireland and ideally there will be learnings for how to tackle these issues in other countries, regions and sectors across the world.

Speak Out pilot objectives (as set down in the pilot proposal in 2019)

- The overall objectives of the Speak Out pilot were to provide a transparent and consistent system for addressing staff and student disclosure of bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault, and rape.
- Developing and delivering this anonymous reporting system was expected to help (a) foster a culture of responsibility and support in higher education institutions (b) demonstrate a commitment at all levels to support students and staff led by senior management and campus champions (c) collect institution-based data on sexual assault, harassment, bullying and other problematic behaviours which can provide consistent benchmarking and (d) ensure that support services are visible and accountable, at an institutional and national level.
- The scope of the pilot was broadened to include staff as well as students and to include complaints of harassment, bullying and discrimination.
- It was intended that the anonymous reporting data would help identify the pattern of incidence within these problematic areas that is occurring and identify vulnerable groups or areas at risk. This aggregated data can also give cultural insight into specific higher education institutions and the whole sector and help guide future policy, target initiatives, research priorities and resource allocation.
- This dataset and database is designed to help institutions to enable the framework and act as a support and guidance for the design and implementation of other activities (e.g., education programmes, training, support services, campaigns, campus infrastructure etc.).
- This reporting tool directs students and staff to tailored relevant support services at an institutional, local and national level as well as providing some therapeutic value in 'safe disclosure' and empowering people to help change the overall culture.
- At a sectoral level, the collection/reporting of this incidence data could ideally help strengthen the ESVH Framework on four key levels: (a) Building Institutional Cultures, (b) Building Institutional Structures and Processes, (c) Informing and Guiding Institutional Initiatives and (d) Enabling Longitudinal and Cross-Sectional Research Inquiries.

National Framework for Ending Sexual Violence & Harassment in Irish Higher Education Institutions (2019) – An Ecological Model



Recording incidents of harassment, assault, rape and bullying is extremely challenging because of deep rooted social norms, power imbalances and vulnerability of specific groups of students and staff can prevent people from disclosing or reporting incidents through informal, formal or police channels.¹¹ HEA survey research with students and staff in 2021 found that many students and staff would tend not to report experiences such as sexual harassment and violence because they feel that ‘they will not be believed by the institution’, ‘they will be blamed for the incident’ and/or ‘there will be retaliation by the perpetrator’. As a result, there is always a large degree of under-reporting with regard to these negative behaviours in organisations and wider society. International best practice recommends that institutions implement anonymous reporting tools to facilitate easier reporting in confidence and to offer students and staff relevant support and advice.

How Speak Out Anonymous Reporting Data works with other Evidence to Drive Culture Change

- Speak Out anonymous reporting data is part of a systemic approach to reporting sexual violence, harassment, bullying and other problematic incidents within the higher education sector in Ireland – including informal & formal reports and other survey data.

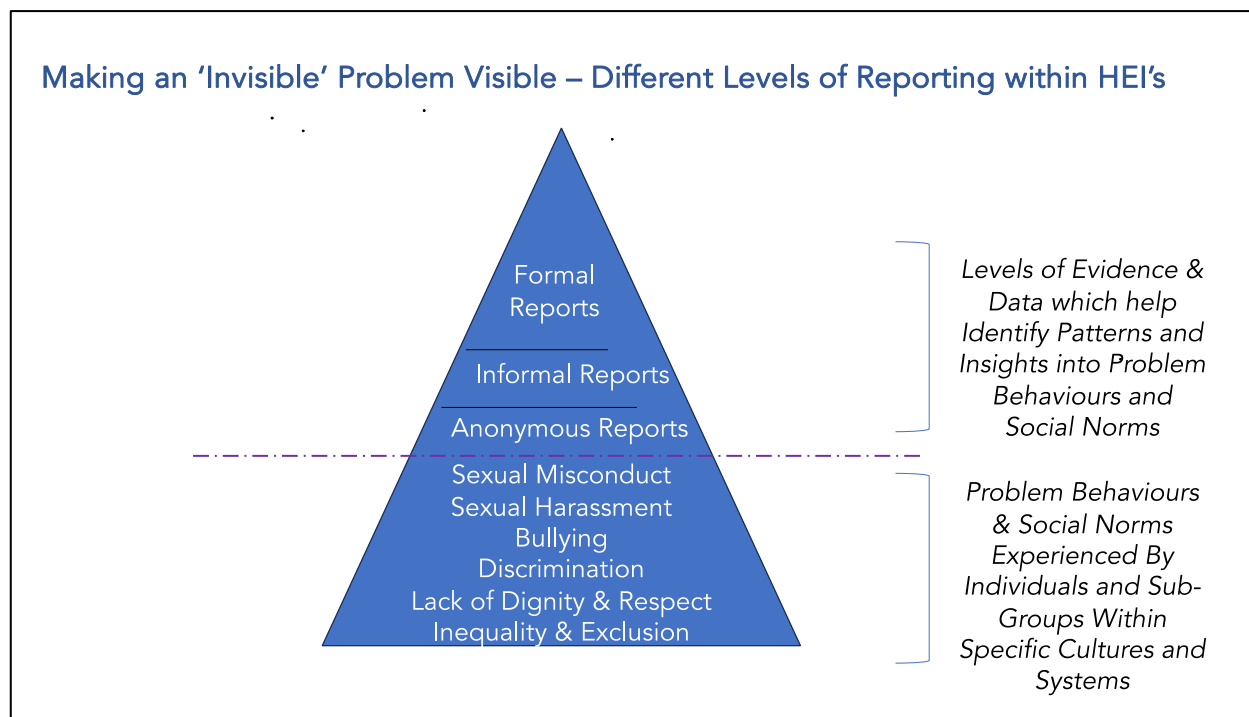
¹¹ O’Connor, P., Hodgins, M., Woods, D. R., Wallwaey, E., Palmen, R., Van Den Brink, M., & Schmidt, E. K. (2021). Organisational characteristics that facilitate gender-based violence and harassment in higher education?. *Administrative sciences*, 11(4), 138.

- The ESVH Framework outlined that ‘Recording of Incidents’ was one of the four key pillars needed to end sexual violence and harassment in Irish higher education institutions, along with Effective Structures, Institutional Policies and Targeted Initiatives.¹²
- Importantly – all of this data is part of sectoral commitment to ‘Make the Invisible Visible – where each of the datasets in these reports can help the Higher Education sector to identify patterns around problem behaviours.
- This data can help us try and build a picture of prevalence around these problem behaviours BUT these reports are NOT a comprehensive picture of the full extent of problematic behaviours in the higher education sector.
- All of these levels of reports with each HEI can be ‘triangulated’ with sectoral surveys done on sexual violence and harassment (for example the HEA surveys done with staff and students in 2021) and also more broadly national surveys on sexual violence (for example Sexual Violence Survey (CSO, 2022)).
- International best practice has demonstrated that anonymous reporting tools around sexual misconduct and harassment can help make these issues more visible to decision makers. Anonymous reports can provide some therapeutic benefit to people who make reports along with directing people to suitable support services.
- Allowing people to report incidents in confidence can also be helpful if people feel vulnerable for any reason. There is international evidence supported by HEA SVH National Staff and Student Surveys with students and staff, that vulnerable groups (in terms of race, class, gender or status) may be more likely to experience abuses of power like sexual assault, harassment and bullying.
- Anonymous reporting has also been shown to build a sense of empowerment for people who report negative experiences and can help them believe that negative behaviour will be stopped and the culture will start to change.¹³
- Importantly, anonymous reports are designed to work in conjunction with other reports within institutions – informal reports, formal reports and other disclosures or insights – and together this evidence can build a picture and pattern of problematic behaviour within an institution.

¹² Government of Ireland (2019). Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions.

¹³ Anvari, F., Wenzel, M., Woodyatt, L., & Haslam, S. A. (2019). The social psychology of whistleblowing: integrated model. *Organizational Psychology Review*, 9(1), 41-67.

- These reports can also be triangulated with other national survey data – such as HEA surveys with students and staff in higher education 14 15– and also broader national research on sexual violence and harm such as the Sexual Violence Survey (2022) recently published by the Central Statistics Office.¹⁶
- These levels of report are shown in the ‘Iceberg’ diagram below:



3. REQUIREMENTS OF THE SPEAK OUT PILOT EVALUATION

- Primary purpose of this review is to **evaluate** the Speak Out pilot project against its original **aims and deliverables** as set out in the original funding proposal.
- To use these findings to develop a report including informed recommendations regarding a sustainable **resourcing** model and appropriate **governance** and **management** structures for the future effectiveness of the Speak Out tool.
- To **deliver this report** to HEA and PCHEI and **align the recommendations** and next steps with relevant decision makers.

¹⁴ HEA (2023): MacNeela, P., Dawson, K., O’ Rourke, T., Healy-Cullen, S., Burke, L. & Flack, W.F. Report on the National Survey of Staff Experiences of Sexual Violence and Harassment in Irish HEI’s. Higher Education Authority

¹⁵ HEA (2023): MacNeela, P., Dawson, K., O’ Rourke, T., Healy-Cullen, S., Burke, L. & Flack, W.F. (2023). HEA Report on the National Survey of Student Experiences of Sexual Violence and Harassment in Irish Higher Education Institutions. Higher Education Authority.

¹⁶ Central Statistics Office. (2022) Sexual Violence Survey.

Specific questions requiring clear, specific recommendations are as follows:

- Evaluate the extent to which the Speak Out pilot project achieved its original aims and objectives – what **significant achievements and lessons** emerged from the pilot? What were the **primary challenges and gaps** (if any)? How is the tool understood and **supporting decision-making** at senior levels in institutions?
- What is the most appropriate **governance and management structure** or model to ensure the successful delivery of Speak Out in the long term? Are responsibilities and decision-making processes clear and effective? How can the strategic development of the tool best be supported?
- What are the **potential funding models** to support the effective and sustainable delivery of the Speak Out tool in the long-term? Which model would be the most appropriate and feasible?
- What are the short and medium-term priorities to support the success of the tool (e.g., development of KPI's, data analysis, improved software and functionality, recruitment etc.)

4. SPEAK OUT PILOT EVALUATION – METHODOLOGY

The overall approach to this evaluation has been iterative. The strategic questions required the input of various stakeholders and experts but also required generating models of governance, management, funding and operation that can ensure Speak Out is sustainable and effective. After exploring these possible models for Speak Out sustainable success, a selection of Decision Makers were then interviewed to ensure the recommended model can have maximum support and impact within all higher education institutions.

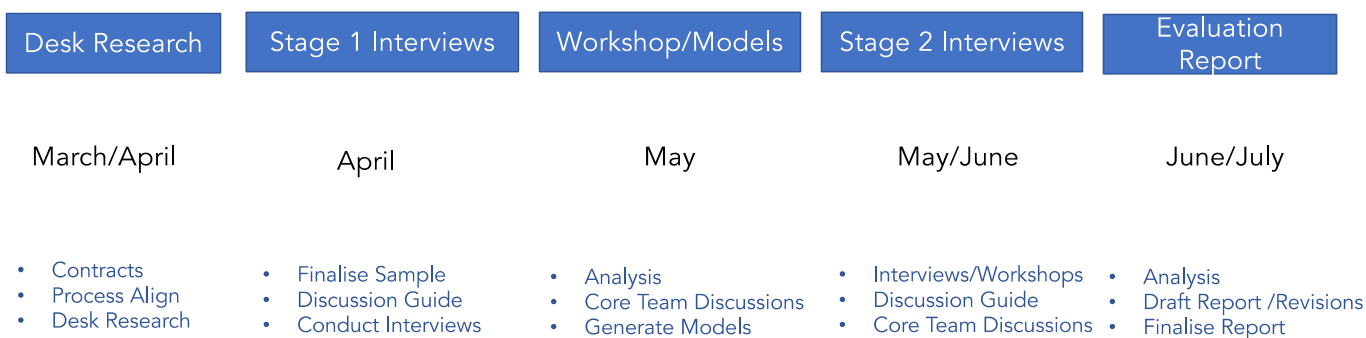
The broad stages of the proposal were as follows:

1. Project Go-Ahead /Contracts/Confidentiality Agreements etc.
2. Review Key Documents (for Speak Out anonymous reporting tool pilot to date)
3. Align on Process (incl. final Interview Samples, Discussion Guides, Key Parameters,) with HEA/PCHEI
4. Stage 1 Interviews with Key Pilot Stakeholders – Steering Group, Design & Operations Leads
5. Analysis /Debrief for Workshop with Core Evaluation Team
6. Generate Possible Models to Explore with Decision Makers
7. Stage 2 Interviews with Decision Makers to investigate and finalise recommended model

8. Draft Final Report to Share with Core & Finalise with HEA. PCHEI & Stakeholders.

The process set down below demonstrated this iterative approach.

Process for Evaluation of 'Speak Out' Anonymous Reporting Tool Pilot



Speak Out Evaluation: Overall Workshop & Interview Sample

- Speak Out Steering Group 1 x Workshop (including HEA rep, THEA rep, DRCC rep, USI rep, Academic Experts)
- Speak Out Practitioner Group 3 x Workshops
- Speak Out Design and Operations Team X 5 Interviews – Project Manager and PCHEI
- HEA – 5 Interviews with Key Stakeholders – EDI, Skills and Enterprise Engagement, Senior Management
- 4 x HEI –EDI representatives
- 1 x UCD interview – Report & Support Project Leader
- 2 x PCHEI Leadership Interviews – Previous Chair of PCHEI, Incoming Chair of PCHEI
- 2 x HEA Key Stakeholder Discussions
- 1 x IUA – Workshops with VP EDI's and IUA Representative
- 1 x THEA -Workshop with VP EDI's and THEA Representative
- 1 x DFHERIS Key Stakeholder Interview – EDI/Consent Framework

Speak Out Evaluation - Rolling Discussion Guide (See Appendix for more detail)

- Your Role/Involvement in Speak Out to Date
- Your view on how it has met goals – Culturally, Structure/Process, Initiatives, Research
- Does it work for students? Does it work for staff? Why? Why Not? / How Better?
- How has Speak Out data informed or interacted with Institutional Decision Making to date?

- Any problems or gaps to date?
- Where does it need to go next? Future members? Steering? Operationally?
- What could trip it up in being successful and sustainable in HEI?
- What would success look like in 5-10 years' time within higher education institutions?
- Are there adjacent models/services/departments which could have synergies?
- How can it have maximum constructive influence at Decision Maker levels?
- Your thoughts on the future model? Governance/ Funding/Staffing/Up-dating?
- Current View/Experience of National Framework
- Where does it fit in Institutional Decision Making /Strategy/Planning?
- Initial observations on Speak Out Pilot
- What works /what doesn't?
- What would you want to see? What would you fear?
- Expose to Future Models of Governance/Funding/Staffing/Updating
- Responses and Reactions
- Final Thoughts on Overall Speak Out and on the National Framework
- Any other ideas /feedback?

5. THE COST/BENEFIT TRADE-OFFS OF ANONYMOUS REPORTS ACROSS ALL MEMBERS OF THE HIGHER EDUCATION SYSTEM

Anonymous reports have value to every member in the system of higher education but it is important to ensure that the benefits of reporting these negative experiences, outweigh the costs and perceived risk of 'exposure' for all members of the system, especially the vulnerable. It is important that all participants in Speak Out feel they can trust the system, trust the data protocols and confidentiality and trust that the data will 'make a difference' and drive positive culture change. There is some therapeutic value for a person in disclosing a negative event or experience especially if they are directed to helpful information and support but this needs to be relevant and accessible for these people. The tool itself needs to be easy to use, accessible 24/7 and have an IT help-desk troubleshooting. There is also a concern amongst the Speak Out pilot members that there is moral responsibility from a HEI to students and staff who make disclosures about problem behaviour – and a sense that we collectively risk a 'secondary injury' to that person if we do not listen to their disclosure and act and change on that basis.

As mentioned earlier in this report, reports that describe traumatic experiences can have costs as well as benefits to every member of the system. Ideally the benefits outweigh the costs – where the students and staff feel (a) some positive emotional closure by disclosing a negative experience (b) feel they can access some/more support and (c) believe they are helping 'make a difference' and helping the overall culture change in a good way. Equally the practitioners and steering groups need to believe there is benefit in collecting these

anonymous reports and that the HEI Leadership will pay attention to these reports and help resource campaigns, initiatives and support services to help people who experience harm and help prevent future harms taking place. For the VP EDI and HEI Leadership, it is important that they believe that collecting these reports and publishing the data is ‘the right thing to do’ and that they will be supported by DFHERIS, HEA and wider society for collecting this data and learning from it.

O’Connor et al. (2021) have explored the organisational characteristics that enable higher educational cultures to ‘remain blind’ to sexual harm, harassment, bullying and other problematic behaviours.¹⁷ They propose that the power dynamics within higher educational institutions can mean there is a ‘covert’ pressure to ‘keep in line’ and stay silent about harm and injustice that is observed or directly experienced. Senge et al. (2015) have proposed that there are ‘visible’ levels of culture change like policy, practices and resources that are necessary for change, but on their own they are not sufficient, unless there are also changes in power and relationship dynamics and the new inclusive mental models about acceptable behaviour within the culture.¹⁸ These less ‘visible’ aspects within a culture can mean that individual students or staff can believe that the costs of ‘reporting’ do not outweigh the benefits.

These same invisible norms around power can also mean that ‘anonymous reporting data’ can be seen as carrying a cost or risk to the HEI reputation in the short-term versus being beneficial to the long terms culture and reputation of the HEI. Fenton et al. 2016 review of bystander evidence for Public Health England, identified an important tension in the success of anonymous reporting tools– in that as third level cultures become more ‘open’ – there is a possibility of a higher level of ‘reported’ incidents , which can in turn create a sense of panic about the reputational ‘risk’ to that organisational entity– so it is very important for all levels of the higher education sector that there is a systemic understanding of the tool and reporting – and how it builds to tackle the reduce the level of sexual misconduct – creating a safer stronger and more inclusive culture.

¹⁷ O’Connor, P., Hodgins, M., Woods, D. R., Wallwaey, E., Palmen, R., Van Den Brink, M., & Schmidt, E. K. (2021). Organisational characteristics that facilitate gender-based violence and harassment in higher education? *Administrative sciences*, 11(4), 138.

¹⁸ Senge, P., Hamilton, H., & Kania, J. (2015). *The Dawn of Systems Leadership*. Stanford Social Innovation Review, Winter 2015.

'Speak Out' Anonymous Reporting Tool – Cost - Benefit Analysis Across the System

	Benefits	Costs
HEA & DFHERIS	Evidence plus Symbolic Commitment to drive sectoral progress on Consent Framework, Racism Framework, Healthy Campus etc.	Ideally sector would drive Speak Out versus central agencies to maximise ownership and accountability?
	Sectoral Data provides pattern for future EDI policies/frameworks	Central ownership of data and data-base may dilute HEI's responsibility?
HEI Leadership Executive Teams	Evidence plus Symbolic Commitment to creating safe inclusive cultures for staff & students	Could highlight a problem in specific HEI and damage HEI reputation in short-term ?
HEI - VP EDI	Evidence on extent and patterns in HEI problem behaviours	Awareness raising can increase reports in short-term- creating HEI anxiety
	Creates case for HEI investment in training, programmes and campaigns and helps track impact (with EDI & Student Survey)	Need to Resource 'Support' to ensure valuing the staff and students who report problem behaviour and experiences
'Speak Out' Steering Group	Sharing Best Practice on reporting data and driving culture change in HEI's and sector	Multiple committees around initiatives/frameworks and reporting– scope to Streamline?
	Shared solidarity and pride across sector	Can we integrate 'Informal' reports, 'Formal' reports into Speak Out data-base – easier to report to HEI and HEA?
'Speak Out' Practitioner Group	Sharing Best Practice on managing Speak Out tool and generating reports /implications	'Empathy jolts' when alerted to a report of sexual harm or harassment – important to know culture is listening/changing
	Shared solidarity and pride across the sector	Need an IT 'Help-Desk' number to call if tech problems?
Staff & Students Who Report to 'Speak-Out'	Some personal 'healing' in reporting, being helped with support services and options hope that the culture will listen, make positive changes and perpetrators will be stopped hurting others	Worries/Uncertainty: ' <i>Is this a 'Black Hole'?</i> ' ' <i>Is anyone listening?</i> ' ' <i>Have I opened a 'can of worms'?</i> ' ' <i>How do I get support?</i> ' <i>Will anything ever really change in this HEI culture- power dynamics?</i>

6. SPEAK OUT ANONYMOUS REPORTING TOOL PILOT EVALUATION – KEY FINDINGS

The Speak Out pilot was largely successful in setting up the four elements within the anonymous reporting pilot – a project team, a steering committee, IT support tool and a practitioner group. It is important to note that this was an innovative new project and a collaborative pilot and required sensitive and empathetic people management skills across the board. These emotional and social skills were strongly embodied in the PCHEI leadership and in the part-time administrative lead. This personal tenacity and commitment is positively acknowledged by stakeholders and collaborators from all sides. In addition, there was a huge focus on trauma-informed design of the tool and the importance of a user-centred design, which had been a key priority stressed within the ESVH Framework. There was a strong sense of pride and achievement within the Steering Committee and the Practitioner Group and people felt they had grown and learned as a result of this pilot and that they were supported well by the Pilot project team. The fact that the membership of the Speak Out pilot grew from 9 to 16 higher education institutions was testament to the potential value that HEI's perceive in adopting the tool to help drive culture change.

Overall, this independent evaluation can conclude that the Speak Out anonymous reporting pilot has made strong progress versus the pilot objectives – in particular the pilot has given all stakeholders strong 'proof-of-concept' in designing and delivering a transparent consistent system of anonymous reporting that can be used to record student and staff experiences of bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault, and rape. In developing this system, the Speak Out pilot team effectively worked with the representatives of 16 higher education institutions to collect this data on an institutional level and they supported each HEI in using the tool and awareness campaigns to help ensure that all support services are visible and accountable. This evaluation has found that Speak Out has the potential to support the implementation of national policy in a number of areas, including its contribution towards fostering a culture of accountability in which these problematic behaviours are not tolerated, providing tailored sign-posting information on supports to victim- survivors and the production of valuable data to influence policy, resourcing allocation and targeted interventions.

At the same time, it was acknowledged that there have been challenges for the Speak Out pilot particularly in terms of insufficient human resources, managing procurement of IT, managing the service levels and speed of response from the IT supplier and managing the budget and deliverables in terms of the national report. The dedicated administrative lead was only a half- time role and this time allocation was insufficient to meet the demands and opportunities of the project. This administrative lead worked tirelessly and 'punched above

their weight' because they were so personally invested in the project but they were still constrained in what they could achieve without sufficient time or authority and once they left the project, there was limited human resource to drive it forward and complete the National Report. Many of these issues can be seen as 'teething challenges' and in keeping with the learning ethos of a pilot. However, it will be important to address them in governing, structuring, financial oversight and resourcing the project moving forward.

It must also be acknowledged that the Speak Out pilot was originally funded on the basis of 9 higher education institutions but positive momentum led to the inclusion of 16 HEI's, with additional interest from private colleges. There was additional strain and stress on the Speak Out pilot project, when there was an unexpected take-over of the IT supplier 'Etain' by larger IT consultancy 'Deloitte' and service levels and speed of response decreased significantly as a result. This change in ownership of 'Etain' could not have been anticipated by the Speak Out pilot project team. However, it did create frustration within the team and HEIs and lose some momentum for the pilot nationally. Both the HEIs and funding bodies are keen to rectify this quickly in order to effectively deliver on the original aims for the anonymous reporting pilot.

Structurally, there was a sense that all pilot members had pulled together and delivered the tool in 16 higher education institutions – but that moving forward, there would be a stronger need for clearer governance and oversight. There is an acknowledgement that culture change is difficult and many of the power imbalances, intersectional vulnerabilities and 'covert' barriers to reporting require interconnected credible leadership from the top down.¹⁹ There is a need for clear Terms of Reference for all involved in Speak Out moving forward – it is very important that Speak Out is not a 'tick-box' exercise and the evidence from Speak Out is helping to shape on-going policy in HEI's and helping to identify targeted initiatives to drive culture change. There is a need for a Speak Out National Office – which includes a full time Project Manager, who is resourced, supported and empowered - to create shared resources and support the Higher Education Institutions to drive culture change for all students and staff.

There was a sense from consultations that there needs to be continued involvement from EDI leaders (with formal and clear terms of reference) from higher education institutions as well as policymakers, sector bodies, representative bodies and NGOs. The evaluation suggests that this could be achieved through a strong linkage with the HEA National Committee for Equality, Diversity and Inclusion. Members of the existing Steering Committee felt that there could be a separate 'Expert Advisory Group' function with clinical, sexual violence, research and data expertise to help optimise and refine the survey design and analysis (as there are more

¹⁹ O'Connor, P., Hodgins, M., Woods, D. R., Wallwaey, E., Palmen, R., Van Den Brink, M., & Schmidt, E. K. (2021). Organisational characteristics that facilitate gender-based violence and harassment in higher education? *Administrative sciences*, 11(4), 138.

initiatives and more research, there is a constant need to manage the need for evidence with the emotional and practical needs of participants). The roles of DFHERIS and HEA as leaders of national policy and regulators of the higher education sector within the Governance Committee of Speak Out are particularly important, as these roles signal and underwrite the importance of Speak Out within the ESVH Framework and the intention and priority of the whole higher education sector in ending sexual violence and harassment. This sectoral commitment, support will help inform, influence and support each and every HEI decision-maker and leadership group on the value of promoting, publishing and responding to anonymous reporting data as a critical part of shaping and building safe inclusive cultures across the board.

SWOT Analysis Based on Workshops /Interviews with Key Stakeholders

STRENGTHS

- The vast majority of stakeholders and pilot participants are extremely positive about the Speak Out anonymous reporting tool pilot in Irish higher education. People are proud of the founders within PCHEI, the HEI's and the HEA for having the collective vision, courage and tenacity to make Speak Out a reality in the whole sector.
- There is a sense that the reports are already highlighting and confirming previous HEA and HEI research studies on the 'intersectional' issues for staff and students that can arise from power imbalances in gender, class and race.
- The Speak Out tool is providing a valuable service for students and staff who have experience sexual harm, harassment and/or bullying – disclosing these negative events anonymously gives some therapeutic value to people while helping direct them to support services. There is also a sense of empowerment in helping the overall culture change and preventing future harmful events.
- Speak Out pilot has also fostered a sense of collaboration, solidarity and learning across all the HEIs who have participated and this is valued and valuable for all concerned.
- There is acknowledgment that collecting this data will provide evidence and patterns that can produce a case for investment in campaigns, training and support services within HEIs.
- The part-time administrative lead and other pilot members 'punched above their weight' due to massive personal commitment to the project.

- The part-time administrative lead was seen as ‘glue’ who really held people and project teams together and kept everyone on a common path.

WEAKNESSES

- There has been insufficient oversight and governance to really ensure that every HEI is committed to changing policy and resourcing Speak Out and learning from the data and acting in line.
- There have been insufficient human resources in the Speak Out project team to deliver on all the technical, capability, communications and reporting needs- especially as the budget was designed for 9 HEIs and the eventual group has been 16 HEIs and the true cost was underestimated.
- Insufficient project management capacity has led to delays in certain key deliverables as well as gaps in financial project management and budget alignment.
- There is frustration and anxiety within HEIs that the national report and publication of aggregated data has been delayed, which in turn is delaying the HEI individual reports and actions. The national report was initially delayed due to IT supplier service delays and was compounded by a lack of human resources).
- There is a need to upgrade the technical functionality of the ‘dashboard’ and interface of Speak Out – both nationally and for each HEI to allow speed and standardised data and reports to be produced and shared.
- There have been ‘teething problems’ in terms of procurement and issues/ changes within the IT provider which have led to additional stress and delays.
- Different levels of technical fluency in practitioners has led to operational hand-holding and lengthy meetings.

OPPORTUNITIES

- The aggregated data from Speak Out tool can provide guidance around national policy and resourcing decisions to support enhanced and evidence -informed implementation of the ESVH Framework.
- Speak Out as an exemplar for how a national higher education innovation can tangibly help provide evidence and impetus for culture change.

- Speak Out ‘trauma -informed approach’ has been hugely positive as all stakeholders at all levels have felt more secure that the design of the tool is sensitive to people who will use it to make disclosures and get support.
- Speak Out data can act as stimulus for pioneering new insights and research within Ireland and globally.
- Speak Out database can be expanded to incorporate data related to other reports (Informal and Formal reports) which can be automated in dashboards at a HEI level and provide more efficiency and standardisation across the sector.
- Speak Out can evolve and change as EDI and Healthy Campus frameworks are introduced and allow streamlined data to integrate initiatives.
- Speak Out can be the inspiration, example and model for other sectors in Ireland – possibly rolled out and integrated into hospitals, army, police and civil/public service.
- In terms of governance, steering, expert advisory and practitioner groups, there may be synergies with other ESVH Framework policies, structures and projects.

THREATS

- The major risk for Speak Out would be insufficient sectoral governance which in turn could lead to under-resourcing and fragmentation.
- It is very important that Speak Out is not seen as ‘tokenism’ or as ‘black hole’ where reports are made but nothing changes. If students and staff believe that Speak Out is just a ‘PR stunt’, there will be reputational damage for the HEI, the people who previously made reports will feel betrayed and let down and individual students and staff may be less included to make reports or seek support in the future.
- Speak Out needs to be constantly resourced in terms of operations, awareness, support services and Leadership priorities – otherwise it is just a ‘zombie-tool’ which has no currency, value or legitimacy in terms of HEI decision-making, policies, targeted initiatives and resourcing.
- The IT supplier for Speak Out needs to be reliable and responsive to the Speak Out project management and HEI’s – otherwise there is a risk that momentum will be lost and trust eroded across the system.

- Awareness will remain important as new staff and students join each year so it is important that campaigns are continually resourced to help people understand that Speak Out exists and that there are institutional and national support services available for everyone.
- It is important to ensure that there are sufficient support and counselling services to help students and staff who make disclosures – there would need to be ‘surge capacity’ built into the HEI’s support services – otherwise we risk being negligent of responsibility to vulnerable people.
- Speak Out can only be effective if people are aware they can use it and if people trust that using it will help them and ultimately help others and the whole culture – it is seen as a waste of time and energy, the positive momentum for culture change will back-fire.
- Speak Out needs to be streamlined and integrated into other reporting functions and frameworks – otherwise there can be ‘Reporting Fatigue’ and inefficiencies.

‘Speak Out’ Anonymous Reporting Tool Pilot – SWOT Analysis

STRENGTHS

- Strong collaborative sectoral initiative to produce data/evidence to drive Culture Change
- Shared Pride and Ownership within PCHEI, Steering, Practitioners & HEA
- ‘Speak- Out’ data will highlight ‘intersectional’ issues across the sector
- ‘Speak Out’ produces ‘best practice’ learning

OPPORTUNITIES

- ‘Speak Out’ = Ireland as global leader/innovator
- ‘Speak – Out’ data provokes sectoral research
- ‘Speak Out’ data-base integrates all ‘reports’
- ‘Speak Out’ underpins all Higher Education- EDI/Racism/Healthy Campus- Culture Change
- Ripple Effects /Adoption Other Sectors – e.g Health, Police, Army, Public & Civil Service

WEAKNESSES

- Delay on National Report- HEI frustration /anxiety
- Practitioner ‘distress’ //empathy jolts’ re. ‘anonymous harms’
- IT provider slow responses - needs better self-service
- ‘Speak Out’ tool needs automated HEI report template
- Some teething problems in IT procurement
- Some teething problems in practitioner data-base skills
- Seek efficiencies in Governance, Steering , Operations

THREATS

- ‘Speak Out’ as tokenism; without decision-maker buy-in
- ‘Speak Out’ under-resourced and/or under-supported at a (a) sectoral and (b) HEI level
- Low Awareness of ‘Speak-Out’ for new students & staff
- Lack of Trust in ‘Speak –Out’ within HEI community
- ‘Speak Out’ disconnected from other sectoral initiatives new EDI frameworks or regulator/Athena Swan reporting?

7. RECOMMENDATIONS FOR THE SPEAK OUT ANONYMOUS REPORTING TOOL MOVING FORWARD

1. This independent pilot evaluation recommends that the Speak Out anonymous reporting tool is endorsed, sustained, supported and funded by the Irish higher education sector moving forward.

- Speak Out anonymous reporting pilot has made strong progress versus the pilot objectives – in particular the pilot has given all stakeholders strong ‘proof-of-concept’ in designing and delivering a transparent consistent system of anonymous reporting that can be used to record student and staff complaints of bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault, and rape, and signpost relevant supports.
- The challenge now is to sustain that momentum and commitment behind this important and difficult cultural change within every Irish higher education institution which will take time, energy, policy, plans and resources across the board.
- There is also opportunity to ensure that Speak Out is streamlined with future national policy or initiatives from the ESVH Framework and ensure that intersectional issues are highlighted and tackled in an effective and efficient manner and with clear compelling evidence -based culture change.

2. This evaluation recommends that it is critical for the sustainable impact of Speak Out anonymous reporting tool that there is strong clear leadership and guidance through a Governance & Oversight Committee which includes policymakers, representative sectoral bodies, staff and student representatives and NGOs.

- The difficult and challenging nature of Speak Out within long term cultural change across the Irish Higher Education sector requires strong binding Governance & Oversight which includes the key ‘project sponsors’ - statutory stakeholders, HEI staff and student representatives and specialist NGO’s.
- The roles of DFHERIS and HEA as leaders of national policy, funding and regulation of the higher education sector, within the Governance Committee of Speak Out are particularly important, as these roles signal and underwrite the importance of Speak Out within the ESVH Framework and the intention and priority of the whole higher education sector in ending sexual violence, harassment and other problematic behaviours.
- This sectoral commitment and support will help inform, influence and support each and every HEI decision-maker and leadership group on the value of promoting, publishing and responding to anonymous reporting data as a critical part of shaping and building safe inclusive cultures across the board.

3. This evaluation recommends that Speak Out would be structured as a national consortium model moving forward.

- A national consortium model provides a framework which allows sectoral governance and oversight, along with steering from every HEI member and practitioner groups within each HEI- which then ensures there is responsibility and accountability within each HEI, overseen and under-written by national policy and sectoral regulation from DFHERIS and the HEA.
- These national consortium models have been used positively by the Irish higher education sector before in initiatives like The National Student Survey²⁰ and IReL electronic journal project.²¹
- This national consortium model can allow for the provision of clear Terms of Reference for all levels within the consortium and ensure all levels are accountable in implementing Speak Out and using the evidence generated to inform policy and identify targeted initiatives to drive safe inclusive culture change for all students and staff in Irish higher education.
- Ultimately each HEI will be responsible and accountable for changing the culture within each HEI – as this plays out with the ‘duty of care’ of each HEI with staff and students within that HEI community. However, there is also a role for the sector to work collaboratively as HEI members alongside policymakers and sponsors (DFHERIS, HEA) and with expert advisors like PCHEI, Rape Crisis NGO’s and Academic Research Specialists.

Speak Out - Recommended Structure – National Consortium Model

It is recommended that Speak Out would use a national consortium model to get the benefit of synergies, cost savings and shared learnings across the sector, while empowering each HEI to drive culture change for students and staff and building sectoral solidarity around meaningful goals.

²⁰ [Home | Student Survey](#)

²¹ [About IReL – IReL](#)

Recommended National Consortium Structure(s): Speak Out* Anonymous Reporting Tool



4. This evaluation recommends that a 'Speak Out National Office' is established and housed in a representative body or individual institution – where there is strong ownership and accountability at that body's or institution's leadership level.

- This type of national 'Office' has been successful within Irish higher education consortia shared structures such as the IReL national consortium around electronic journals. In these cases, it has been very important that the host institution for the 'National Office' is committed to the project at an institutional leadership level.
- The Speak Out National Office can help deliver sectoral synergies in terms of trauma-informed design of the tool, procurement and management of IT supplier, stakeholder engagement and management of Speak Out project manager, coordinating the analysis and publication of national report(s) for sector, best practice sharing and support for each HEI and (possibly) development of a national website and national campaigns to drive student and staff awareness of Speak Out.
- The Speak Out National Office would require a full time Project Manager who is resourced, empowered and supported to deliver shared resources for the sector but also to leverage the sectoral governance and steering membership to drive forward on culture change around safe and inclusive cultures for every student and staff member. (More details on the roles and responsibilities included in Appendix C).

5. This evaluation recommends that there is Steering function of Speak Out via the National EDI Committee – which is connected to the overall leadership of the ESVH Framework - and a separate Expert Advisory Group which can help on the survey design, analytics and data protocols around the tool.

- This Speak Out pilot collaborative effort has been a key first step in fostering a culture of responsibility and support in higher education institutions and has demonstrated the commitment within every HEI to support all students and staff, led by senior management and campus champions.
- It is important for individual EDI champions within institutions to continue to get the benefits of mutual support, shared best practice and solidarity in bringing the evidence from Speak Out to the attention of decision makers and using that evidence to shape policy and implement targeted initiatives.
- A specialist Expert Advisory Group to help guide and integrate the tool survey design as policy frameworks and research evolve and ensure that a trauma-informed lens is central to all questions and responses with people who have suffered harm or injustice as the cultural context evolves and changes.

Speak Out – National Consortium Model – Roles, Membership and Responsibilities

Recommended Consortium Structure(s) for Speak Out

Consortium Structures	Key Participants	Key Responsibilities
Governance Committee*	DFHERIS, HEA, IUA, THEA, USI, Small Colleges Rep, etc.	Connecting Policy, Practice and Resources to drive Culture Change
Steering via National EDI Committee	HEI Members – VP EDI's or equivalent	Sharing Best Practice and Overcoming Barriers to Culture Change in each HEI
Expert Advisory Group*	PCHEI, Rape Crisis NGO's, Research Specialists on Sexual Harm/Harassment/Bullying etc.	Specialist group to review the reporting tool and national data and revise/update
Practitioner Group*	PCHEI, HR, Student Welfare, IT etc.	Operational best practice in capturing /reporting data and delivering support
Speak Out Office (Hosted)	Full Time Project Manager Research Analytics Procurement/Financial Oversight Data Protection Protocols	Co-ordinating Consortium versus KPI's National Report/ Recommendation Managing Procurement/IT supplier (HEI outreach & campaign development)

* N.B – Some of these 'Speak Out' structures might be delivered by existing/parallel structures /groups within National EDI Committee or ESHTTE Practitioner Network as an additional Term of Reference for those groups?

In light of the findings and having reviewed best practice in other contexts and in higher education, the recommendation would be for roles and responsibilities to be split out as follows. The Speak Out office would be hosted in one institution or representative body and would be resourced by a full-time project manager at a minimum, along with capability for data analytics, procurement, financial oversight and data protection protocols.

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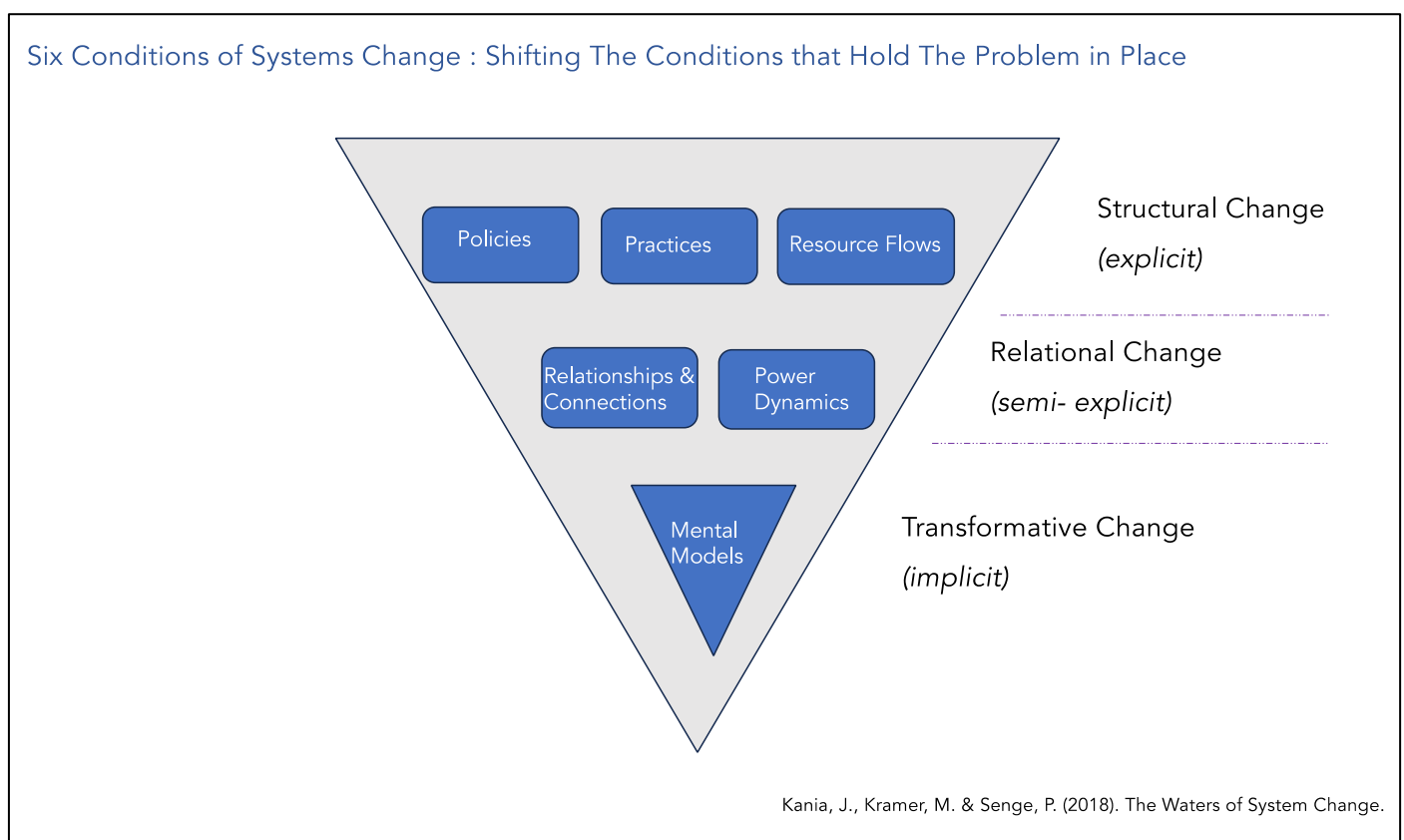
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Appendix 2 – Six Conditions of Culture Change- Interconnected & Interdependent

In order to successfully drive culture change, it is important to ensure that **structural change** (policies, practices, resources) and working in concert with **relational change** (power relations and dynamics between different social hierarchies and professional hierarchies) underpinned by **transformative change** in collective mental models.

These levels of change require time and sustained investment to truly change the culture. Other levels of societal and sectoral change also drive this culture change – including campaigns like ‘Unmute consent’ and initiatives like ‘Active consent’ and ‘Bystander programme’ as part of the broader DFHERIS/HEA/Sector ‘ESVH Framework’.



Six Conditions of Systems Change : Shifting Conditions that Hold The Problem in Place

SYSTEMS CHANGE CONDITIONS – DEFINITIONS

Policies: Government, institutional and organizational rules, regulations and priorities that guide the entity's own and others' actions.

Practices: Espoused activities of institutions, coalitions, networks, and other entities targeted to improving social and environmental progress. Also, within the entity, the procedures, guidelines or informal shared habits that comprise their work.

Resource Flows: How money, people, knowledge, information and other assets such as infrastructure are allocated and distributed.

Relationships & Connections: Quality of connections and communication occurring among actors in the system, especially among those with differing histories and viewpoints.

Power Dynamics: The distribution of decision-making power, authority and both formal and informal influence among individuals and organisations.

Mental Models: Habits of thought- deeply held beliefs and assumptions and ways of operating that influence how we think, what we do and how we talk.

Kania, J., Kramer, M. & Senge, P. (2018). The Waters of System Change.

“For a norm to be perpetuated, it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it”. (Berkowitz, 2003, p.261).

Appendix 3 - Responsibilities of Full Time Speak Out Project Manager

- Facilitation of stakeholder coordination and engagement and the collaborative development and delivery of a comprehensive project workplan on time and on budget to a high standard.
- Implement the learning and recommendations from this evaluation.
- Report to the Governance Committee on a regular basis.
- Monitor and manage the performance of Speak Out, including monitoring of expenditure against an agreed project budget and performance indicators, and addressing emerging issues in a timely manner in consultation with key stakeholders.
- Representing Speak Out and disseminating learning and best practice at events and through various relevant fora, nationally and internationally.
- Dealing with senior stakeholders, funders and sponsors and co-ordinating needs, deliverables and budgets.
- Negotiating, procuring and managing IT provider and evolving the IT brief for the tool, data and database as needs evolve.
- Negotiating with potential future members of Speak Out within the sector, including private colleges etc and potentially outside the sector (health, defence etc).
- Developing sectoral campaigns (TBC) that can be used within every HEI.
- Analysing and providing the national Reports annually or bi-annually.
- Understanding wider connected policies and frameworks within the HEI's.
- Supporting the Practitioner Group and identifying and supporting their training needs.
- Out-reach clinics/visits to every HEI member to ensure that every HEI is getting maximum insight and input from Speak Out Office with every HEI.