



PCHEI
Psychological Counsellors in
Higher Education Ireland

Speak Out

NATIONAL REPORT
OCT '21-OCT '22



BACKGROUND

Speak Out is an online anonymous reporting tool developed by the Psychological Counsellors in Higher Education Ireland (PCHEI). The concept of the tool was adopted in response to the experience of counsellors across the country who found that students were finding it difficult to verbalise their experiences of sexual harassment and violence. Anonymous reporting tools for incidents of sexual harassment and violence can be found across higher education institutions in Europe, the UK, the US, and Australia; a well-established mechanism for providing staff and students with a space to safely disclose their experiences.

PCHEI were in a unique position to develop an anonymous reporting tool due to their therapeutic perspective and insight into the experience of survivors of sexual harassment and violence and decided to build a bespoke anonymous reporting tool which addresses the specific needs of the Irish higher education community. This bespoke tool was developed in consultation with representatives from each participating Higher Education Institution; these representatives include staff from the counselling services and equality, diversity, and inclusion offices. The development was overseen by a steering group with representatives from the Higher Education Authority, Irish Universities Association, Technological Higher Education Authority, Limerick Institute of Technology, Dublin City University, University College Dublin, Active Consent, National Women's Council of Ireland, Dublin Rape Crisis Centre, and the Union of Students in Ireland. Further to this, the questions were reviewed by the Dublin Rape Crisis Centre, National Women's Council, Transgender Equality Network Ireland, Anti-Bullying Centre DCU, and the Association for Higher Education Access & Disability.

Speak Out is completely anonymous and it is not possible to identify any individual that has submitted a report nor is it possible to trace IP addresses. A comprehensive data protection risk assessment informed the development of the tool which has been regularly reviewed and updated, and data sharing agreements were signed with the developers and all implementing institutions. Only a limited number of trained individuals have access to institutional level data. It is not possible for the Speak Out administrator to link any of the aggregated data to specific institutions or individuals. The

tool contains a series of tick-box questions which give the opportunity to those speaking out to provide details of their experience in a safe and anonymous way. A number of the answers provided throughout the tool also include definitions and seek to increase awareness about different forms of behaviour. It is intended that the process of working through the set of questions will help staff and students to come to terms with their experience. Research from UK universities has shown that the provision of an anonymous reporting mechanism has led to an increase in formal reports ('Changing the culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students', 2015). It is an additional benefit of Speak Out that the information provided by those who choose to speak out can help to inform the improvement of both educational initiatives and formal reporting procedures.

BACKGROUND (continued)

This tool has created a space for members of college communities to speak out about their experiences of bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault, and rape. The decision to widen the scope of the behaviours in recognition of the intersectionality of experiences across the Higher Education community. This report focuses on the key issues highlighted by those members of our college communities who have spoken out about their experiences in the first 12 months of the pilot initiative. One aim of this report is to give a voice to this group, to highlight the nuance of their experience, and to drive meaningful change. This report provides a brief insight into the initial aggregated reports made through the Speak Out tool.

The key goals of **Speak Out** are to:

- ▶ Provide a space for staff, students, and visitors to safely speak out about their experiences of harassment, discrimination and assault;
- ▶ Promote the visibility of the support services and other options available to staff, students, and visitors to the institution;
- ▶ Contribute to the sectoral efforts to monitor & report on trends of reported behaviours across HEIs;
- ▶ Ensure policy and procedures are informed by the experiences of HEI communities and are accessible to all members;
- ▶ Inform communications campaigns to positively influence respectful and supportive campus cultures;
- ▶ Develop evidence-informed, customised training programmes informed by analysis of the data reported.

Speak Out was launched in October 2021 by the Minister for Further and Higher Education, Research Innovation and Science, Simon Harris, T.D. It was originally piloted in 18 Higher Education Institutions (this currently represents 15 HEIs following the creation of Atlantic Technological University and Southeast Technological University). University College Dublin (UCD) implements a bespoke but similar anonymous reporting tool called 'Report and Support' that was launched prior to Speak Out in February 2020. A representative from UCD participated in the Speak Out Steering Group and contributed valuable learning from their experience. More details on UCD's Report and Support tool can be found [here](#). National College of Ireland (NCI) adopted Speak Out in 2023. NCI data is not included in the figures detailed within this report.

The Speak Out pilot received financial support from the Department of Education and the Higher Education Authority. The development of Speak Out was influenced and guided by the national policy Framework for preventing and responding to sexual violence and harassment in higher education in Ireland, which was published by the government in April 2019, and is now under the remit of the Higher Education Authority. The Framework, entitled 'Safe, Respectful, Supportive and Positive – Ending Sexual Violence and Harassment in Irish Higher Education Institutions' and often referred to as the 'Framework for Consent' or 'ESVH Framework', can be accessed [here](#). This Framework has guided and directed the work of Higher Education Institutions and includes the following outcomes related to the reporting and reporting of incidents:

- ▶ Institutions shall record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA.
- ▶ HEIs will create an easy-to-use system for students to disclose and report incidents, which would be reflected in a high level of awareness and understanding among both students and staff.
- ▶ The reporting system for students is compatible with complainant/survivor rights, cognisant of the needs of vulnerable groups, and has the confidence of the higher education community.

Speak Out is currently available for staff, students and visitors in the below institutions:

Atlantic Technological University / Dublin City University /
Dundalk Institute of Technology / Dun Laoghaire Institute of
Art and Design Technology / Maynooth University / Munster
Technological University / National College of Art and Design /
National College of Ireland / Royal College of Surgeons Ireland
/ South East Technological University / Trinity College Dublin
/ Technological University Dublin / Technological University of
the Shannon: Midlands Midwest / University College Cork /
University of Galway / University of Limerick

DATA

This report presents highlights from an initial analysis of the aggregated data collected across 18 participating Higher Education Institutions from October 2021 to October 2022.

The data collected through Speak Out in the first 12 months of implementation, portrayed in this report, represents the lived experience of 682 individuals. Every effort has been made to protect the anonymity of these individuals; no data containing fewer than 10 responses will be included. It is further noted that the experience of each individual is valued in this report, regardless of the perceived prevalence of the issue.

It should be noted that the launch of Speak Out in October 2021 coincided with implementation of Covid-19 restrictions. The majority of lectures, classes, and tutorials across Higher Education Institutions were held virtually at that time, while staff were given the option to work from home. It is suspected that Covid-19 restrictions impacted the volume of reports made through Speak Out, however, the detail from the reports made is highly valuable in providing a holistic approach to changing the culture of bullying, harassment, discrimination, and sexual violence across our college communities.

While this report captures a full year of data, it is important to note that many students and staff do not engage in college business during June, July, and August. The impact of this can be seen in Fig 2, as there is a clear drop in the number of reports across these months.

It is crucial that it is understood that the number of reports submitted via Speak Out are not a direct reflection of the prevalence of these behaviours, and that in reality the actual incidence is likely far higher than what is reported here. Many factors intersect to inhibit disclosures, some of which are reflected by the data below, not to mention that members of the college community may be unaware of the existence of Speak Out or the other options available to them. Interestingly, higher levels of reporting have corresponded with awareness raising initiatives in the HEIs.

The data gathered through Speak Out is rich and nuanced. However, to gain a more comprehensive picture, it should be viewed alongside other data sources, such as national survey data and research. It should be noted that, to date, only a limited amount of analysis has been completed and presented here relating to the first 12 months of data generated, due to limited resources. However, it is hoped that valuable lessons can be drawn from the data provided and that further resources will be dedicated to conduct a more in-depth analysis of the available data, which now spans two years of implementation.

TOTAL REPORTS

In the first twelve months since launching Speak Out a total of 682 individuals made anonymous reports to 18 Higher Education Institutions through the tool. Of the 682 individuals, 539 reported on behalf of themselves, while 143 reported on behalf of someone else. The below table gives further detail on these 682 individuals.

Figure 1, Total Number of Reports

	No. of Reports
Staff (Academic, Professional Managerial and Support Staff, Third Party, All Other)	219
Student (Undergraduate, Postgraduate)	407
Other (Visitor, Alumni, Other)	56

Total

682

TIMELINE OF REPORTS

Figure 2 provides a clear picture of the timeline in which reports were made during the first twelve months. There are clear spikes in the number of reports made in both October with 142 and January with 128; the original launch of the tool was in October 2021, while many Higher Education Institutions hosted a “relaunch” of the tool upon the return to college in January 2022. As noted previously, the summer months see a dip in the number of reports made, however, it is noted that there are no months during which no reports were made.

Figure 2:

Timeline Of Reports



Did the incident take place while you were a member of the college?

Figure 3 highlights the answers to the questions “did the incident take place while you were a member of the college”. The vast majority of incidences being reported did occur while the reporter was a member of the college, with a minority of reporters using Speak Out to report historic incidences.

Figure 3, Timeline of Occurrence of Behaviour

Catagory	Yes	No	Prefer not to say
Staff (Academic, Professional Managerial and Support Staff, Third Party, All Other)	121	< 10	< 10
Student (Undergraduate, Postgraduate)	368	27	12
Other (Visitor, Alumni, Other)	18	< 10	< 10
Total	507	< 47	< 32

BEHAVIOURS

Those speaking out were asked “Which of the following best describes the situation you are reporting?”. These individuals were invited to select as many options as they felt related to their experience. Due to the option to select multiple answers, the total sample number of behaviours is greater than the total number of respondents.

- ▶ The 219 Staff reported a total of 364 behaviours.
- ▶ The 407 Students reported a total of 692 behaviours.
- ▶ The 56 Others reported a total of 98 behaviours.

Figure 4:

Which of the following best describes The situation you are reporting?

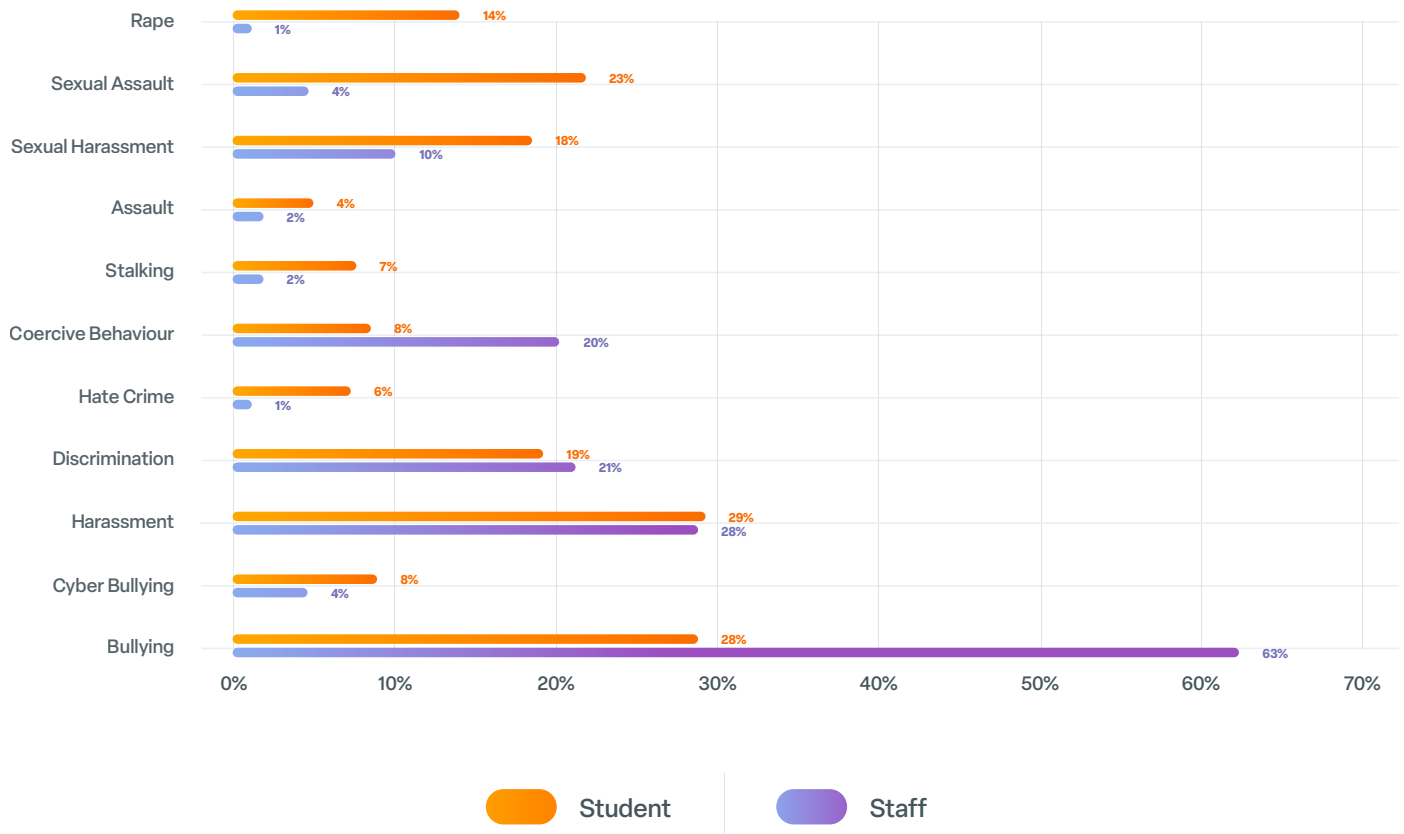


Figure 5, Total Behaviours Experienced

Type of Behaviour	Staff	Student
Bullying	137	114
Cyberbullying	< 10	31
Harassment	61	116
Discrimination	46	77
Hate Crime	<10	25
Coercive Behaviour	44	32
Stalking	< 10	28
Assault	< 10	18
Sexual Harassment	21	72
Sexual Assault	< 10	93
Rape	< 10	59
Other	19	20
Prefer not to say	< 10	< 10

It is recommended that further analysis be carried out on this data to gain a more in depth understanding of the nuanced experienced of these behaviours by those speaking out. The key areas recommended to explore are the intersections of reports including multiple behaviours; the correlation between the behaviours experienced and the demographics of those speaking out, and finally, the correlation across the behaviours with the specific actions utilised by the perpetrator(s). The below list details the behaviours listed, and the definition provided for the behaviour within Speak Out.

BULLYING

Bullying is repeated inappropriate behaviour that undermines your right to dignity at work. It usually takes place over a period of time. It can be done by one or more persons and it is aimed at an individual or a group to make them feel inferior to other people.

CYBERBULLYING

Is when the act of bullying is carried out online, including via text.

HARASSMENT

Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

DISCRIMINATION

Discrimination is defined as occurring where a person is treated less favourably than another person is, has been or would be treated in a comparable situation on any one of the following grounds: age, civil status, disability, family status, gender, membership of the Traveller community, race, religion, sexual orientation, or socio-economic status. Discrimination can be direct or indirect.

HATE CRIME

A hate crime is a prejudice-motivated crime which occurs when a perpetrator targets a victim because of their membership (or perceived membership) of any of the protected grounds; age, civil status, disability, family status, gender, membership of the Traveller community, race, religion, sexual orientation, or socio-economic status.

COERCIVE BEHAVIOUR

This controlling behaviour is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour.

STALKING

Stalking is a pattern of repeated, unwanted behaviour that occurs as a result of fixation. This creates fear, sadness, anxiety and threatens the safety of the other person. Stalking can happen with or without a fear of violence.

ASSAULT

An assault is when someone directly or indirectly applies force to or causes an impact on the body of another, or causes another to believe that they are likely immediately to be subjected to any such force or impact.

SEXUAL HARASSMENT

Sexual harassment includes any act of physical intimacy, request for sexual favours, other act or conduct including spoken words, gestures or the production, display or circulation of written words, picture or other material that is unwelcome and could reasonably be regarded as sexually offensive, humiliating or intimidating.

SEXUAL ASSAULT

Sexual assault includes any sexual touching without consent, fear, or threat of an assault. Aggravated sexual assault includes serious violence or the threat of serious violence or is such as to cause injury, humiliation, or degradation of a grave nature to the person assaulted.

RAPE

Rape is the penetration of the anus, mouth, or vagina, however slight, by a penis or any object held or manipulated by another person, with the absence of consent. The absence of consent includes when a person knows that the other person does not consent or is reckless as to whether they have consented or not.

Those speaking out are also given the option to select “other”, or “prefer not to say” as answers to this question.

LOCATION

Those speaking out were asked “Where did the incident(s) take place?”. Individuals were invited to select multiple answers to this question, as a recognition that they may be reporting a series of related incidences which may have taken place across multiple location. Below details the full list of answers that were provided to those speaking out.

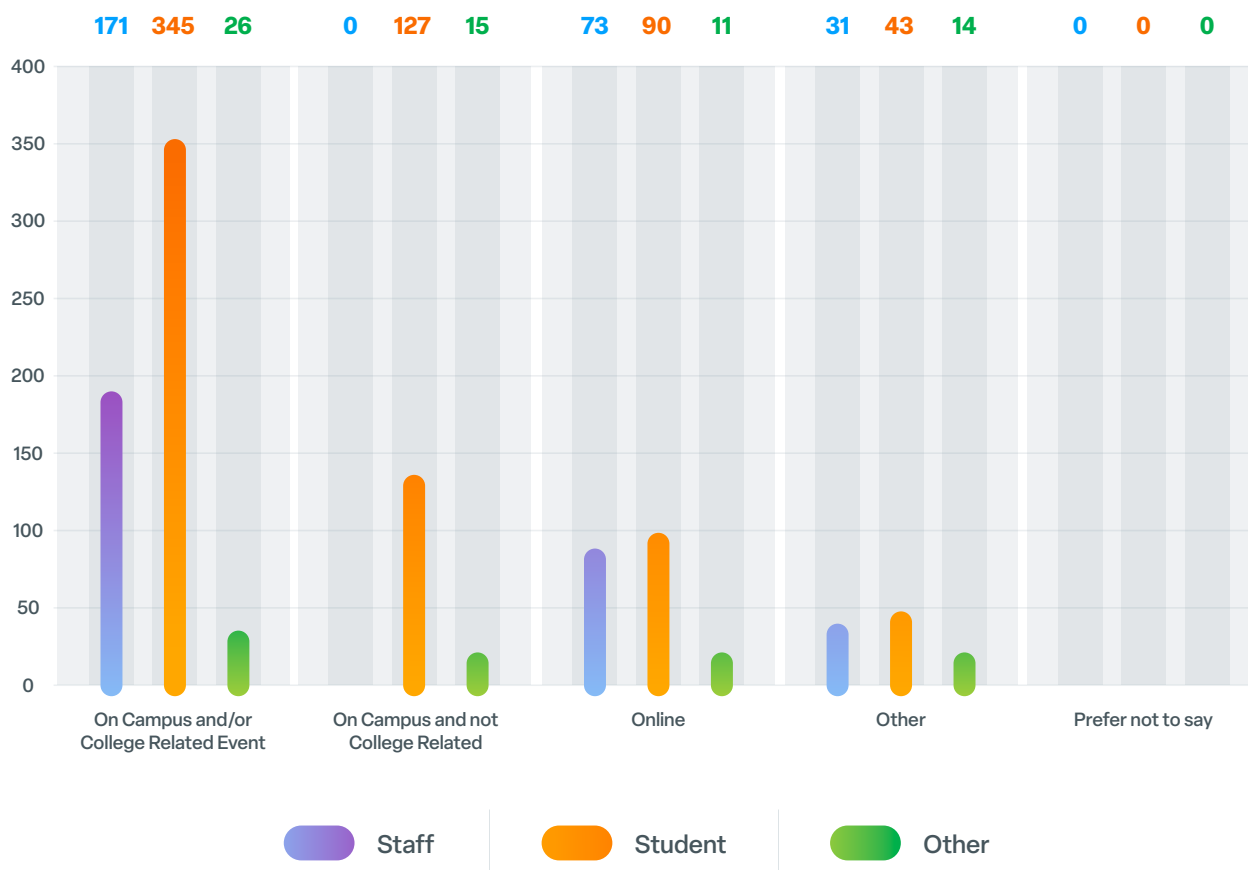
- ▶ On college campus
- ▶ In official college accommodation (Lease signed with Institution)
- ▶ In another college property
- ▶ At an academic event (field trip, conference, etc.)
- ▶ Placement/Rotation
- ▶ Professional Internship
- ▶ At a society/club/SU event
- ▶ RAG week event
- ▶ Orientation event
- ▶ Freshers week event
- ▶ Trip away organised by SU/Club/Society
- ▶ Sports event organised by College
- ▶ Overseas college campus/Erasmus programme
- ▶ Non college related event
- ▶ Non college related accommodation
- ▶ Non college related
- ▶ Online
- ▶ Work-related social setting or event
- ▶ Other
- ▶ Prefer not to say

Figure 6 highlights the locations reported through Speak Out. In order to protect the anonymity of those speaking out, the specific locations were combined in to the categories “On Campus and/or College Related”, “Off Campus and not College Related”, “Online”, “Other”, and “Prefer not to say”. 171 staff and 345 students noted that they experienced the negative behaviour in an “On Campus and/or College Related” location, while 73 staff and 90 students experienced the negative behaviour online. Any category with fewer than 10 answers were not included in this graph.

It is recommended that further analysis be conducted to explore the correlation between the location of the incidence(s) and the behaviour(s) experienced.

Figure 6:

Location



FORMAL REPORTING

Those speaking out were asked “Have you (or the person affected) made a complaint/ report through college policy (This includes both formal and informal procedures, but does not include disclosures to staff)” and “Have you (or the person affected) made a formal report to the Gardaí?”. The graphs below highlight the responses to these questions; clearly showing that the majority of those speaking out have not made formal reports to either the College or the Gardaí.

571 individuals noted that they had not made a formal report to their college, while 660 individuals noted that they had not made a formal report to Gardaí. 104 individuals noted that they had made a formal report to their college; it is important to note that this includes historic reporting and does not represent 104 formal reports being made between October 2021 and October 2022. It is recommended that future analysis explores the correlation between formal reporting and the behaviour experienced.

Figure 7: Formal Reports to College

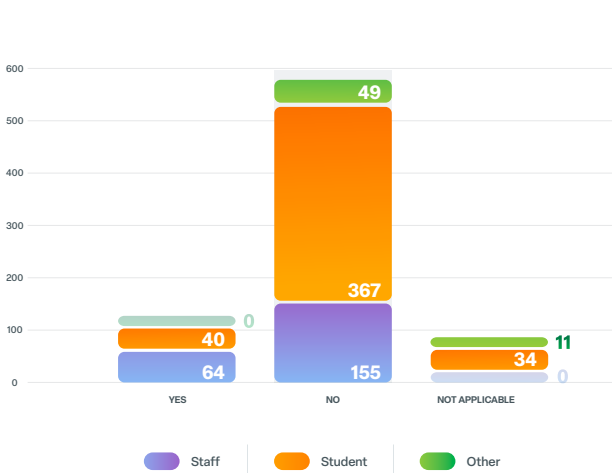
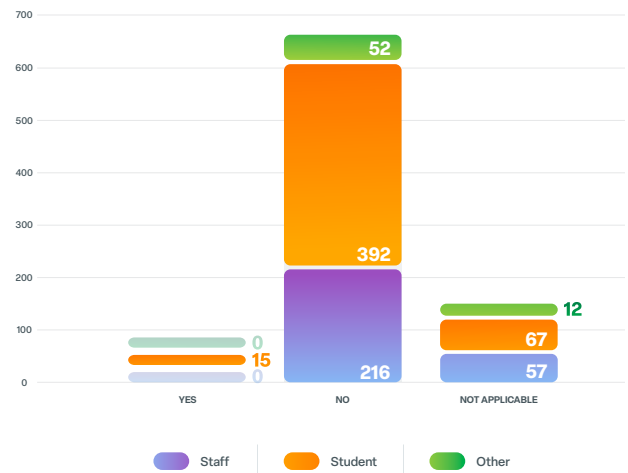


Figure 8: Formal Reports to Gardaí



Those individuals who answered “no” to the above questions were asked to give further details on what impacted this decision. Those who answered “yes” to the above question were also asked to provide further detail on what enabled this decision; in order to protect the anonymity of those who have made formal reports, their answers to this question will not be published in this report.

Figures 9 and 10 highlight the responses given to the questions “What impacted your (or the person affected’s) decision not to make a complaint/report through college policy at this time?” and “What impacted your (or the person affected’s) decision not to report to the Gardaí at this time?”. Those speaking out were invited to select as many answers which felt relevant to their experience.

Figure 9, Reasons not Reported to the College (n=571)

Not Reported to the College		
Knowledge of College Policy/Procedures	Staff	Student
I didn't realise it was an option	16	86
I do not have time to make a complaint	<10	14
I don't know how to make a complaint	13	87
I cannot prove the behaviour took place	40	120
I don't want the involvement of the Gardaí or the courts	<10	65
Institutional Trust	Staff	Student
I fear that nothing would be done if I make a complaint	77	165
I feel it's not serious enough to make a complaint	16	83
I reported to someone in the college and they didn't take it seriously	30	24
I want to make the college aware of the incident but don't want to come forward or pursue it formally	40	91
I was dissuaded from making a complaint	13	19
I have concerns it might affect my college results	<10	48
I have concerns it might affect my current/future career	69	62
I am worried about being called a troublemaker	60	69
Relationship with the perpetrator(s)	Staff	Student
I don't to get the other person(s) in trouble	<10	<10
I don't want to damage my relationship with the perpetrator(s)	22	24
I'm worried the perpetrator(s) would retaliate	<10	<10
Public Perception	Staff	Student
I don't want anyone to know it took place	<10	30
I fear that it will become public knowledge	16	58
I'm worried there would be repercussions in my social circle	12	65
Personal Impact	Staff	Student
I want to move on from it	25	90
I'm not ready to make a report	<10	25
I handled it myself	<10	11
I feel embarrassed or ashamed	14	81
I feel partly to blame for what happened	<10	54
I'm worried I won't be believed	23	92
Making a complaint would have a negative effect on my health	27	36
Other	Staff	Student
The person affected did not want to report it themselves	<10	24
Other	15	62
I don't know	<10	<10
Prefer not to say	<10	<10

Figure 10, Reasons not Reported to the Gardaí (n=660)

Not Reported to the Gardaí		
Knowledge of Legislation/Legal System	Staff	Student
I didn't realise it was an option	22	30
I do not have time to make a complaint	<10	18
I don't know how to make a complaint	<10	14
I cannot prove the behaviour took place	26	107
Trust in the Legal System	Staff	Student
I fear that nothing would be done if I make a complaint	26	102
I feel it's not serious enough to make a complaint	30	100
I reported to someone in the college and they didn't take it seriously	10	13
I was dissuaded from making a complaint	<10	10
I have concerns it might affect my college results	<10	22
I have concerns it might affect my current/future career	28	30
Relationship with Perpetrator(s)	Staff	Student
I don't to get the other person(s) in trouble	<10	28
I don't want to damage my relationship with the perpetrator(s)	<10	<10
I'm worried the perpetrator(s) would retaliate	25	50
Public Perception	Staff	Student
I don't want the involvement of the Gardaí or the courts	22	81
I'm worried there would be repercussions in my social circle	<10	30
I'm worried I won't be believed	<10	54
I am worried about being called a troublemaker	22	30
I don't want anyone to know it took place	<10	27
I fear that it will become public knowledge	<10	47
Personal Impact	Staff	Student
I feel embarrassed or ashamed	<10	62
I feel partly to blame for what happened	<10	29
I handled it myself	15	<10
I want to move on from it	15	46
I'm not ready to make a report	<10	18
Making a complaint would have a negative effect on my health	<10	28
Other	Staff	Student
The person affected did not want to report it themselves	<10	23
Other	45	48
I don't know	<10	10
Prefer not to say	<10	<10

Figures 11, Most Common Reasons not Reported to College

Reasons not Reported to College	Staff (n=155)	Student (n=367)
I fear that nothing would be done if I make a complaint	77	165
I cannot prove the behaviour took place	40	120
I want to make the college aware of the incident but don't want to come forward or pursue it formally	40	91
I'm worried I won't be believed	23	92
I have concerns it might affect my current/future career	69	62

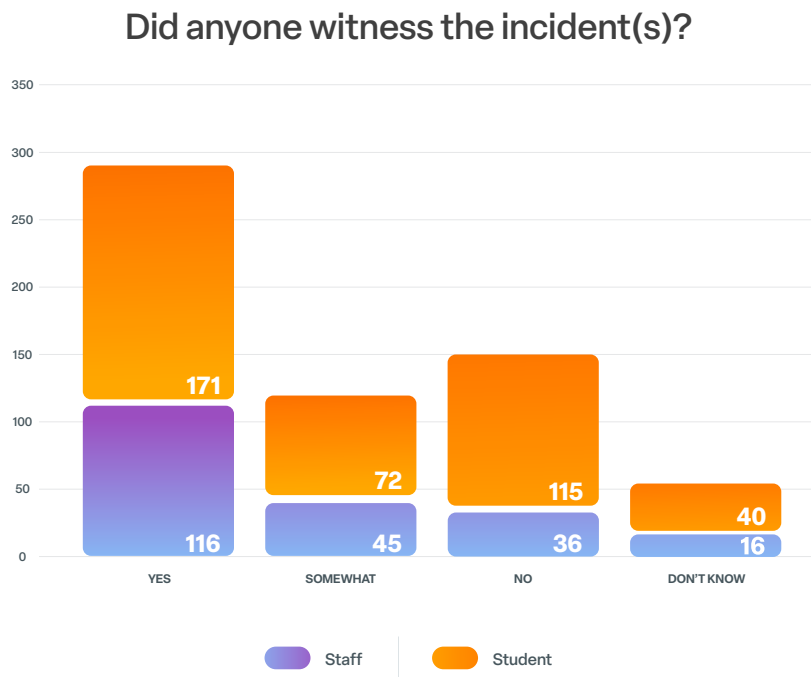
Figure 12, Most Common Reasons not Reported to Gardaí

Reasons not Reported to Gardaí	Staff (n=216)	Student (n=392)
I feel it's not serious enough to make a complaint	30	100
I cannot prove the behaviour took place	26	107
I fear that nothing would be done if I make a complaint	26	102
I don't want the involvement of the Gardaí or the courts	22	81
Other	45	48
I have concerns it might affect my current/future career	28	30

WITNESSES TO THE INCIDENT(S)

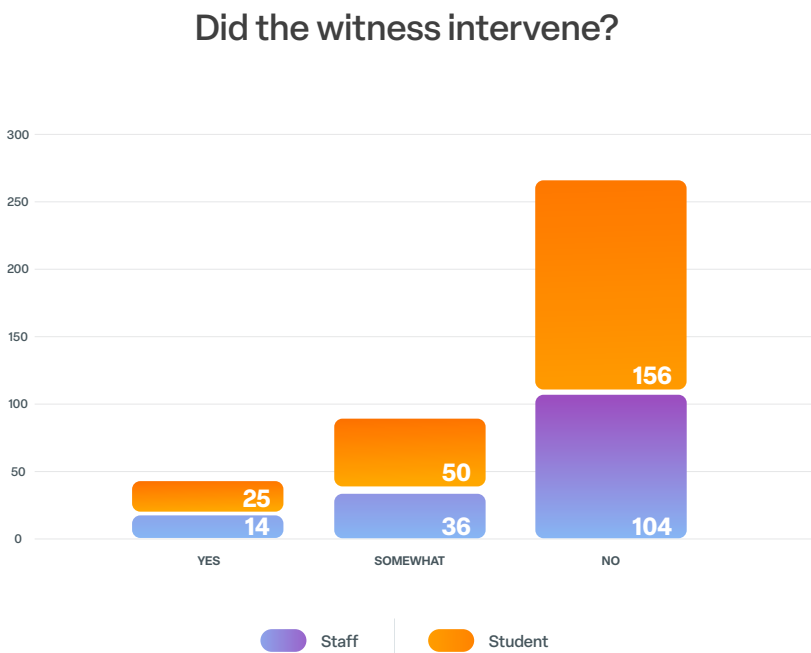
Figures 13 and 14 highlight the prevalence of others having witnessed, and of those who answered “yes” or “somewhat” were subsequently asked if the witness(es) had intervened in, the incidence(s) being reported. Of the 429 individuals who noted that someone witnessed, to some degree, the incidence they were reporting, 273 individuals noted that the witness(es) did not intervene. This clearly highlights the need to implement bystander intervention training across higher education.

Figure 13:



Note the responses in “prefer not to say” have been removed as there were fewer than 10 responses in each category.

Figure 14:



Note the responses in “prefer not to say” and “Don’t Know” have been removed as there were fewer than 10 responses in each category.

SEEKING SUPPORT

Figures 15 and 16 highlight the responses of those who have sought support, and those who have not sought support yet. The percentages below are taken from the total number of reports from each cohort; 219 Staff, 407 Students, and 56 Other. The question allowed for multi-select answers, and as such the number of reports of seeking support are greater than the total number of individuals who spoke out. The answers have been separated in to two categories, those who have sought support and those who have not sought support. The breakdown of the number of responses in these categories is detailed below:

HAVE SOUGHT SUPPORT

- ▶ 219 staff reported seeking support in 259 ways.
- ▶ 407 students reported seeking support in 415 ways.
- ▶ 56 others reported seeking support in 43 ways.
- ▶ The total 682 individuals reported seeking support in 717 ways.

HAVE NOT SOUGHT SUPPORT

- ▶ 219 staff reported not seeking support in 94 ways.
- ▶ 407 students reported not seeking support in 190 ways.
- ▶ 56 others reported not seeking support in 30 ways.
- ▶ The total 682 individuals reported not seeking support in 314 ways.

Of the 682 individuals who spoke out, 305 noted that they have sought support from friends and/or family members. 23% of the 407 students who spoke out have sought support from the Student Counselling Service, while 16% of the 219 staff sought support from the Employee Assistance Programme. 7% of those who spoke out noted that they have not yet sought support, but “having been made aware of the supports available through this tool I will seek support soon”.

SEEKING SUPPORT

Figure 15:

Have Sought Support

Staff n = 219
 Student n = 407
 Other n = 56

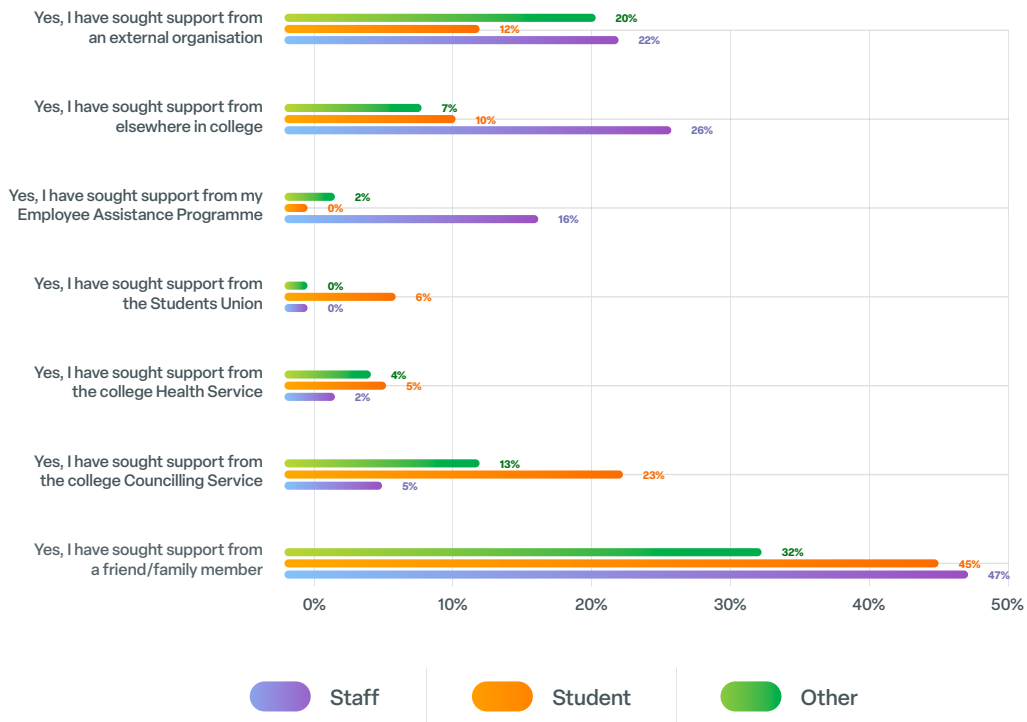
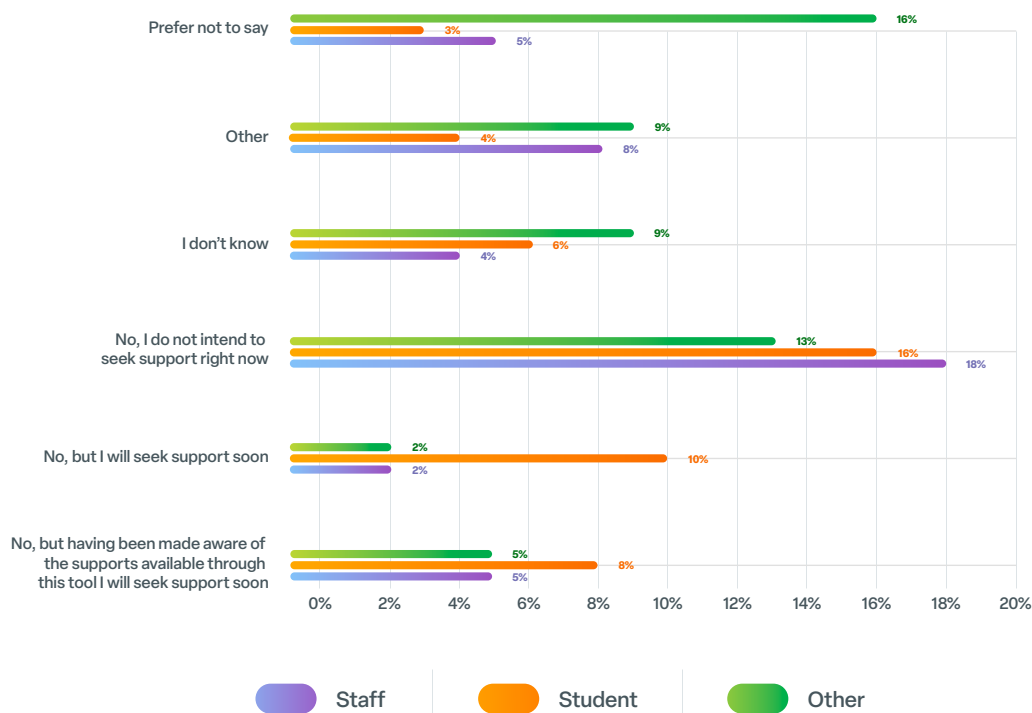


Figure 16:

Have Not Sought Support

Staff n = 219
 Student n = 407
 Other n = 56



GENDER BREAKDOWN

Figures 16 and 17 highlight the gender breakdown of those who have spoken out; any categories containing fewer than 10 responses have been removed and marked as zero. The list of options provided has been condensed in the below figure to protect the anonymity of those speaking out. The categories Gender Fluid, Gender Non-Conforming/Queer, Non-Binary, Trans-Female, Trans-Male, and Other are collated within the category “Trans/Non-Binary” in Figure 16.

It is important to note that Figures 16 and 17 do not represent prevalence in gendered experiences; it represents the gendered breakdown of those speaking out through this tool. Further analysis should be conducted on the correlation of gender identity and types of behaviour conducted, alongside analysis of the full range of demographics collected through Speak Out.

GENDER BREAKDOWN

Figure 16:

Gender Identity

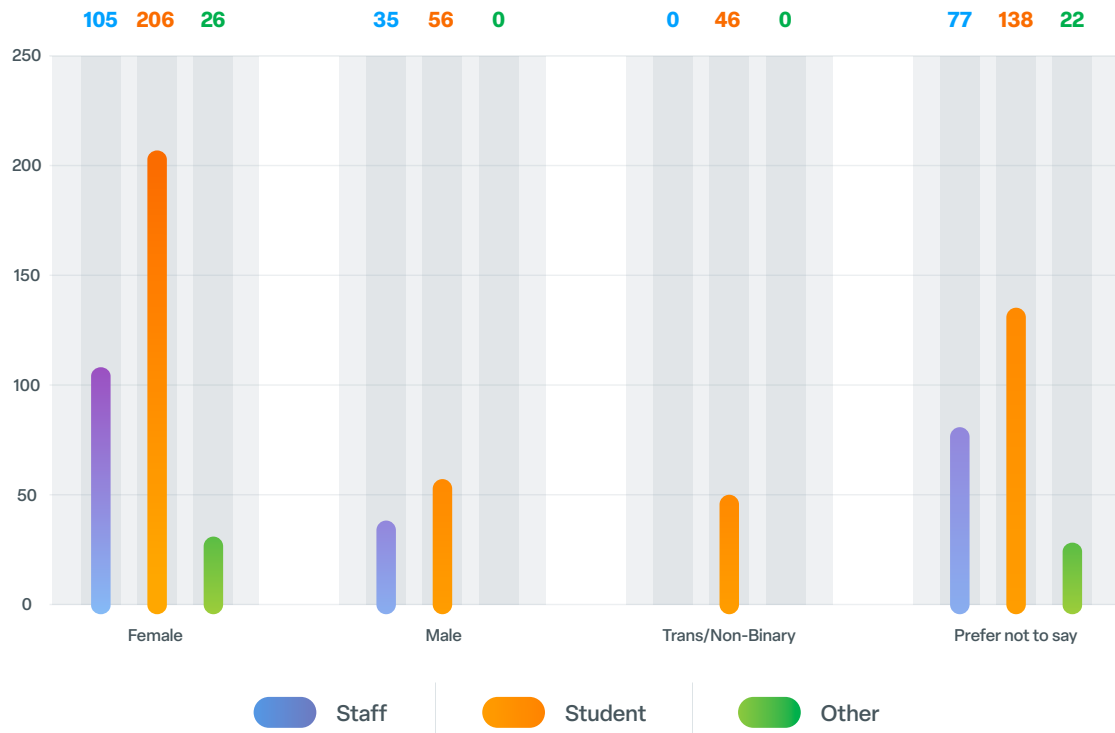
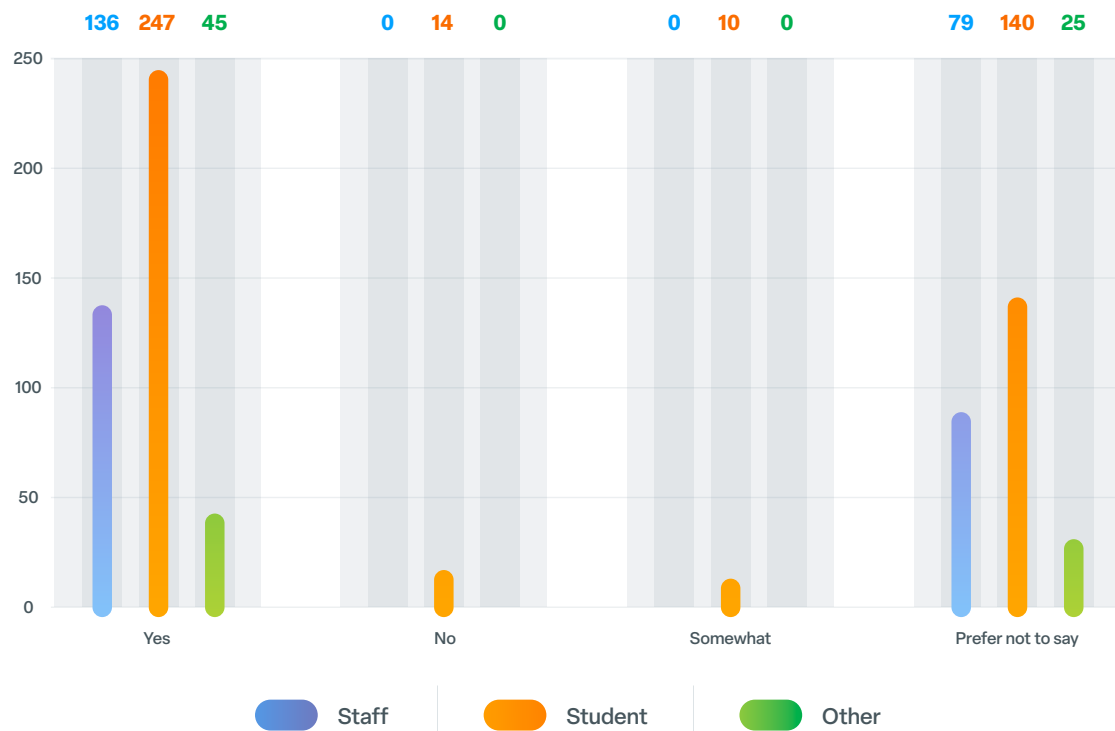


Figure 17:

Is your Gender the same as the Sex that was Assigned at Birth



NEXT STEPS

Speak Out will continue to be available to all staff, students, and visitors across participating Higher Education Institutions. A focus of Speak Out for HEIs in the academic year 2023/2024 should be to further raise awareness and promote Speak Out across our college communities, as it is crucial to increase awareness and trust among all those who may wish to avail of it, in particular those considered most at risk or vulnerable and those that may have less access to information.

It is hoped that this initial high-level analysis demonstrates the usefulness of the data generated by Speak Out to further our understanding of the behaviours concerns, how best to effectively address them and how to support those affected. In addition, tracking responses over time may assist in understanding changes occurring. It is highly recommended that further in-depth analysis be conducted of the data collected through Speak Out in order to realise the full potential and value of the data to inform policy and practice. Specific recommendations for further analysis have been made throughout the report. It is imperative that dedicated resources be allocated to conduct this analysis and to act on the lessons emerging.

The analysis of the data, thus far, has highlighted that the language within the tool may be impeding the nuance of certain experiences and that improvements and refinements to the tool would be beneficial. It is recommended that an evaluation of the language, terminology, and scope of both the questions and answers within the tool be conducted, in order for potential changes be implemented to make Speak Out as accessible as possible.

While the funding for this project was provided by the Higher Education Authority in support the implementation of the ESVH Framework, it is imperative that we recognise the breath of experiences being reported through Speak Out. It is recommended that further analysis be conducted to better understand the experience of those who have been subjected to multiple forms of negative behaviours. Further to this, it is recognised that many of the most marginalised members of our communities often experience the greatest barriers in reporting their experiences. Speak Out is grateful for the trust that these individuals have placed in the tool; it is hoped that the treatment of the data collected may encourage those who do not yet feel that they have access to reporting procedures.

In order to maintain and increase the trust of the staff and students of our higher education institutions, it is imperative that action is taken to visibly respond to the data emerging and to create a culture of respect in which negative behaviours will not be tolerated. There is, in particular, a strong ethical imperative to support those affected by negative behaviours that have courageously spoken out.

BIBLIOGRAPHY

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