



RESEARCH REPORT
Equally Safe on Campus

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EXECUTIVE SUMMARY

The *Equally Safe in Higher Education/Equally Safe in Colleges and Universities* project is the first project in Scotland (and the UK) to investigate the continuum of gender based violence (GBV) in the context of higher education, gathering both quantitative and qualitative data and funded by the Scottish Government Violence Against Women and Girls and Barnahus Justice Unit, Justice Directorate, Criminal Justice Division and the Advanced Learning and Science Directorate, Higher Education and Science departments. Uniquely, this project investigated the experiences of over 2,000 students *and* over 1,100 staff across four Scottish HEIs via a survey and collected information on:

- views on campus safety
- attitudes to, and experiences of, emotional abuse, physical violence, stalking, sexual harassment and sexual violence
- impact of abuse
- report and support pathways for victims/survivors
- the wider culture particularly 'lad culture' and gender inequalities.

A further 91 students and staff who had completed the survey also participated in interviews and/or focus groups: 53 interviews were conducted with staff (14 female and 4 male) and students (23 female, 11 male and 1 Trans) and seven focus groups with students (25 female participants and 13 male).

This report outlines the key findings and makes recommendations for future research.

KEY FINDINGS¹

Campus Safety

Yes I do think it is safe, not many areas that are busy at night, some people might say that makes it less safe. (female student)

97% of staff and 98% of student respondents reported that they felt the campus to be, in general, 'very safe' or 'quite safe'.

- More female staff and female student respondents than male staff and male student respondents reported that they feel unsafe.
- 1 in 5 female student respondents and 1 in 7 male student respondents reported that they feel student accommodation is 'somewhat unsafe' or 'unsafe' at night.

¹ For ease of reading all data are rounded– please see report for full detail.

Experiences of GBV

I've also got different exam rooms now for all of my exams because, although she won't be there, they can't explicitly stop her from coming on to campus. Because exam rooms and times, and locations and everything were all given out before any of this happened, obviously she has access to them. (female student)

In my first year at [university] where I did my undergraduate course I was sexually assaulted, near the end of first year that is my experience. This was in the hall of residence. ... it was with someone that I had met that evening. What had happened was that there was a flat party in a different block and I met him there and went back to his. I did say no and he kept on at me and on at me and I didn't feel I had the choice, like coerced as he constantly pushed and pushed until it happened. (female student)

Experiences of GBV since the age of 16

4.5% of female student respondents, 85% of male student respondents, and 95% of female staff respondents and 89% of male staff respondents reported experiencing at least one form of violence/abuse since the age of 16.

- Over 80% of female student and staff respondents and over 75% of male student and staff respondents reported being subject to emotional, psychological and/or controlling behaviours since the age of 16.
- One third of female student and staff respondents and nearly one half of male student and staff respondents reported being subject to physical violence since the age of 16.
- Over a half of female student and staff respondents, and 4 in 10 male student and staff respondents reported an experience of being stalked since the age of 16.
- Nearly 9 in 10 female student and staff respondent, and just over a half of male student and staff respondents reported being sexually harassed since the age of 16.
- Three-quarters of female student and staff respondents and just over a third of male student and staff respondents reported being subject to sexual violence since the age of 16.

Experiences of GBV in the last 12 months

84.1% of female student respondents and 70% of male student respondents reported experiencing at least one form of GBV in the last 12 months. 61% of female staff respondents and 57% of male staff respondents reported experiencing at least one form of GBV in the last 12 months.

- The majority of all perpetrators were male.
- Of staff respondents who reported experiencing GBV in the past 12 months, one fifth had a perpetrator who was a staff member, and in the majority of cases, they were more senior than the respondent.
- The most common location off campus for staff and student respondents was their own home/someone else's home and recreational venues in the city, e.g. bars, clubs.
- In terms of campus related locations, for student respondents the most common locale reported was streets on or around the university campus (15%) and student accommodation (11%).
- 61% of female student respondents and 55% of male student respondents, and 42% of female staff respondents and 45% of male staff respondents reported experiencing GBV in the last 12 months.
- 9% of female student respondents and 16% of male student respondents, and 2.7% of female staff respondents and 6.4% of male staff respondents reported experiencing physical violence in the last 12 months.
- 29% of female student respondents and 21% of male student respondents, and 16% of female staff respondents, and 13% of male staff respondents reported a stalking experience in the past 12 months.
- 75% of female student respondents and 42% of male student respondents, and 39% of female staff respondents and 22% of male staff respondents reported being subject to sexual harassment in the past 12 months.
- 43% of female student respondents and 24% of male student respondents, and 12% of female staff respondents and 10% of male staff respondents reported experiencing sexual violence in the past 12 months.

Disclosure and Formal Reporting

- Of those who reported experiencing GBV in the past 12 months, 66% of student respondents and 69% of staff respondents told someone about their experience(s).
- Partners, friends and/or family were identified as the most common choice to speak to: 50% of student respondents and 46% of staff respondents.
- Formal reporting was low: of those who experienced GBV in the past 12 months, 2% of student respondents and 5% of staff formally reported their experiences to the police, and 7% of students and 14% of staff formally reported their experiences to the University.
- The majority of student and staff respondents believe more information on formal reporting is needed.
- The majority of student and staff respondents indicated that they were not clear on where and who in their department/school, faculty or in the wider university to contact should they wish to discuss or report an incident of GBV.

Impact

I'm aware of a student I worked with for a number of years [removed] who was involved in a rape trial, and it took a long, long time to come to court; took about eighteen months to come to court. It impacted on her course because the court date kept getting shifted and she was a student on a course where there was placement involved. And when it finally did come to court, it postponed the start of her placement. And also the actual process of the court case was really, really distressing for her. And the result was not proven in the end. So, it really did take up a lot of her emotional time, and did have quite a serious impact on her studies. (female staff)

Of those staff and student respondents who reported experiencing GBV in the past 12 months:

- 37% of student respondents and 26% of staff respondents reported mental health problems as an impact.
- 12% of student respondents and 10% of staff respondents reported that they found it hard to meet submission deadlines and/or saw their productivity suffer.
- 9% of staff respondents reported that their careers were negatively affected.
- 7% of student respondent reported missing deadlines, classes and/or exams.

Cultural Context

I just don't think women are given the opportunities that males are in the university. I do think there's a bit of a lad culture, but I think within the whole sector in general, if you lined up every university's Principal, you would struggle to find the females amongst the group. I just don't feel that females get the same opportunities. I just don't think that's the case. (male staff)

- 60% of student respondents and 45% of staff respondents reported that 'lad culture' exists in their institutions.
- 39% of student respondents 56% of staff respondents reported that 'gender inequality' exists in their institutions.

The following pages report on these data in more depth and offers some commentary and suggestions for wider institutional change in order that our Scottish HEIs are *equally safe* for all.

1: CONTEXT

Gender-Based Violence – the Wider Context

Gender Based Violence (hereafter GBV) affects children, young people and adults, takes multiple forms and occurs in a diverse range of settings – it is predominantly perpetrated by men against women and girls². Globally, 30% of women have experienced physical and/or sexual violence by their intimate partner (WHO, 2013) and up to a third of girls and 17% of boys have been sexually abused and victimised (Barth et al., 2013).

In Scotland, in 2018-19 there were 60,641 reported domestic abuse incidents of which 82% involved a female victim and a male perpetrator (Scottish Government, 2019a). Sexual crimes increased by 22%³ from 11,092 in 2010-11 to 13,547 in 2018-19 – of these 38% were sexual assault and 18% rape/attempted rape (Scottish Government, 2019b). At least 39% of the 13,547 recorded sexual crimes in 2018-19 related to victims under 18 years old. Gender-based violence is correlated with gender and with age; young women are a high risk category for victimisation and young men are over represented as perpetrators – young women and men constitute the predominant Scottish and UK student communities.

The Scottish Government recognises that gender-based violence is both a cause and a consequence of inequality between women and men (Scottish Government, 2018). Gender-based violence can be fatal and injurious and result in physical, sexual and psychological harm, and includes control, coercion or arbitrary deprivation of liberty (Scottish Government, 2018). Gender-based violence can occur in a range of places and context and includes:

- physical, sexual, emotional and psychological abuse;
- sexual harassment, bullying and intimidation in any public or private space, including the workplace;
- commercial sexual exploitation, including prostitution, lap dancing, stripping, pornography and trafficking;
- child sexual abuse, including familial sexual abuse, child sexual exploitation and online abuse;
- ‘honour based’ violence, including dowry related violence, female genital mutilation, forced and child marriages, and ‘honour’ crimes.

² Whilst the Scottish Government use the term ‘violence against women and girls’ rather than ‘gender-based violence’ on guidance from a Steering Group comprising local, national and international experts, statutory services, third sector organisations, and academic specialists in gender-based violence/violence against women, it was agreed that the term ‘gender-based violence’ would be used in this research to indicate that we were exploring the widest range of gendered interpersonal violence that was explicitly gendered but allowed for the consideration of boys and men as victims and women and girls as perpetrators and also incorporated a wide range of gendered violence and abuse relevant to university (student and staff) communities.

³ Recategorizing some crimes as sexual crimes and recording new sexual crimes such as disclosing or threatening to disclose a threatening image, contributed to the increase.

The impact of GBV is multi-faceted and moves through different domains of life, throughout the life-course and across social space. Exposure to all forms of GBV, whether isolated or sustained, can induce a traumatic response and can harm survivors' physical and mental health, and negatively impact their wellbeing and ability to undertake daily tasks, including work or study related activities (Felitti et al., 1998; Perfect et al., 2016; Radford et al, 2013; Scottish Government, 2019c; TUC, 2016; van der Kolk et al., 2005; WHO, 2013).

In addition to the cost of human lives, GBV has an economic cost including, for example, costs for child and adult health care, the criminal justice system, children and women's support services, and lost productivity (Saied-Tessier, 2014; Walby, 2009). The Scottish Government (2018) estimates that £1.6 billion is specifically spent on domestic abuse and £4 billion on wider violence against women and girls each year in Scotland alone.

Gender-Based Violence on Campus

GBV has gained increasing national and international attention in recent years, with the *#MeToo* and *#TimesUp* movements publicly demonstrating the widespread prevalence of sexual violence following the exposure of notable male celebrities, actors and public figures (Boyle, 2020).

The Trade Union Congress (TUC) in collaboration with the Everyday Sexism Project (2016) reported that 52% of their 1,533 women participants reported sexual harassment at work including behaviours such as unwelcome sexual jokes, unwanted touching and unwanted sexual advances. Nine in ten perpetrators were male colleagues, and 22% of perpetrators were direct managers, another manager, or someone with direct authority over the female employee. Zero Tolerance Scotland (2017) undertook research into *Violence and Misogyny in Scotland's Workplaces* including 600 responses, primarily from women in the public sector including universities, colleges, and local and national government agencies. One in 10 women respondents reported mental, physical or sexual abuse including rape or sexual assault at work; over 70% reported experiencing or witnessing sexual harassment.

Recent years have seen a growing evidence base for gender-based violence within higher education contexts, notably in the US, Australia and the UK (HoC, 2020; Phipps and Smith, 2012; USVreact, 2018). A review of 34 US studies looking at sexual violence victimisation on campus found that as many as 34% of women experienced unwanted sexual contact, 32% were sexually coerced and 8% were raped (Fedina, Holmes and Backes, 2018). The most robust study in Australia investigated students' experiences of sexual harassment and sexual assault and included 39 universities and 39,930 students (Australian Human Rights Commission, 2017). During one academic year, 21% experienced sexual harassment and 1.6% were sexually assaulted. Women were three times more likely than men to be sexually assaulted and nearly two times more likely to be sexually harassed.

In the UK context, the 2011 National Union of Students research *Hidden Marks* reported that one in seven of their female student respondents had experienced serious physical or sexual assault; 25% unwanted sexual behaviour; and over two thirds (68%) experienced some kind of verbal or non-verbal harassment in and around their institution. Most perpetrators were male and students from the same institution. In 2018, Revolt Sexual Assault and Student

Room research on sexual violence against students reported 62% of their participants having experienced sexual violence. Similarly, Jones et al.'s (2020) review of 15 studies of GBV on UK campuses found up to 69% of female students and up to 39% of male students had experienced sexual harassment; and up to 34% of female students and up to 17% of male students experienced sexual assault.

Incidences of staff-to-student sexual misconduct have also been exposed. For instance, The Guardian (2017) reported that students had made at least 169 allegations of sexual misconduct against university staff between 2011-12 and 2016-17. NUS (2018) reported that 15.6% of female students and 7% of male students had been touched in an uncomfortable way by a staff member. As with all other studies, the majority of perpetrators were male. The University and College Union (UCU) research found over half of their women participants had experienced sexual harassment with two thirds sexually harassed by a colleague and a quarter by a student (University and College Union, 2016).

Studies on intra-staff experiences of gender-based violence in HE find similar levels of perpetration and higher levels than non-academic workplaces (Henning et al., 2017; Hodgins and McNamara, 2019; Keashley, 2019; Keashly and Neuman, 2010). Gender and power dynamics are flagged as influential with more senior male staff more likely to be perpetrators and junior and female staff more at risk of being targeted (Henning, 2017; Hollis, 2015; Keashley, 2019; Keashley and Neuman, 2010; Wellcome Trust, 2020).

Evidence also indicates that experiencing gender-based violence as a student can impact students' capacity to maintain their grades or continue with their studies (AAU 2017; Carey et al., 2018; Jones et al., 2020; NUS, 2011, 2018, 2019; Potter et al., 2018; Stoner and Cramer, 2017; and the 1752 Group, 2018). The 1752 Group (2018) research on the impact of GBV on early-career and postgraduate researchers found negative impact on the victims' feelings of safety and teaching and career opportunities, financial security and physical and mental health; and negative consequences to institutions in terms of the wider culture (see also Cantalupo and Kidder, 2018; Henning et al., 2017; Hodgins and McNamara, 2019; Hollis, 2015; Page, Bull & Chapman, 2019; Prevost and Hunt, 2018).

Studies indicate that formal reporting of GBV in HE is low (Stoner and Cramer, 2017; Potter et al., 2018). For example, the 2011 NUS research found only 2% of serious sexual assault, 21% of stalking and 17% of serious physical violence being reported with victims preferring to talk to friends (NUS 2011). As with all data on GBV, given the low reporting rates, all data are likely to be underestimates so it is highly probable that prevalence is higher than reported.

Policy Responses to Protecting and Supporting Students

Arguably, the 2016 Universities UK Taskforce *Changing the Culture* report motivated the sector into action (see Bows, Burrell, and Westmarland, 2015; Clark, 2016; Jones and Fenton, 2019; Fenton and Mott, 2015; McCullough, McCarry and Donaldson, 2017; Tune and Little, 2017; Universities UK, 2016a, 2016b; Westmarland, 2017a; The 1752 Group, 2018). Their follow up 2019 report identified positive changes particularly on prevention strategies, bystander training, partnerships with external organisations and importantly, commitment from senior leadership. However, challenges remain, particularly regarding universities'

understanding and acceptance of the scale of the problem, the impact of experiencing GBV, the limitations in their response, and longer term resourcing commitments. UK Research and Innovation (2019) recommends taking a whole institution approach, obtaining commitment from senior leadership, improving response strategies, removing barriers to reporting, and implementing prevention strategies. This also implies considering changes to faculty reward structures, diffusion of power structures, and training academic staff for managing roles. Whilst the Universities UK/Pinsent Masons Guidance (Universities UK, 2016a) updated the Zellick Guidelines, Universities Scotland is currently developing specific guidance for the Scottish context to more closely align to the Scottish legal system and policy framework (Universities UK, 2019).

In Scotland, the progress of universities and colleges to address gender inequality and gender-based violence is monitored by the Scottish Funding Council Outcome Agreements and directly linked to institutional funding. Scottish institutions are required to adopt the *Equally Safe Toolkit* (as developed by the Strathclyde ESHE/ESCU team, see Donaldson et al., 2018; McCarry et al, 2018) or comparable interventions (SFC, 2019). By 2019, 74% of Scottish universities reported implementing the Toolkit or comparable alternatives; 93% reported having established GBV working groups with staff, students and local partners to address GBV; and regional approaches, such as *Fearless Edinburgh* and *Fearless Glasgow* have been developed. However, only 47% of universities reported addressing their procedures for reporting, support and referral; only 32% of universities considered data capturing arrangements; and only 21% of universities intended to develop and publish policies addressing GBV (SFC, 2019).

Setting the Groundwork for a Scottish HEI Evidence Base

This report is a contribution towards understanding the landscape of HE in Scotland. The intention was to conduct the research with all 19 Scottish HE but despite repeated invitations only four institutions participated. We do not claim that these four institutions represent the sector as a whole or speaks for everyone in these institutions but present this report as reflecting the responses of those that took part. Therefore, what is reported provides an understanding of gender-based violence as experienced by participating staff and students from four Scottish HEIs.

2: METHODOLOGY

The research was granted ethical approval by the University of Strathclyde Research Ethics Committee where the research team were based. The research team approached Universities across Scotland with an invitation to participate with our full support and access to all materials. Institutions were asked to identify someone who could act as the ‘point of contact’ for us to work with and implement the research. In total four universities participated in this research project which involved collecting data from university staff and students via an online survey and follow up interviews and focus groups⁴. The number of universities participating would have been higher if not for significant barriers encountered by staff keen to contribute to this research. Some institutions were concerned about the risk to their reputations and would not support any research. Where reputational risk was not a concern, some institutions did not have the necessary resources to implement the research. In other institutions, staff encountered more subversive barriers when ethical boards refused to give approval for this research, diminishing the national and international expertise of those who have conducted this research for decades with highest ethical integrity. Furthermore, ethics boards disregarded evidence demonstrating research on this topic poses little to no risk of harm and in fact, can be cathartic for those who have experienced gender-based violence (e.g. Edwards et al., 2009; Edwards, Gidycz and Desai, 2012; Edwards et al., 2013; Jaffe et al., 2015).

In order to encourage participation, it was agreed that findings would be reported anonymously. Therefore, none of the four participating universities are identified; all survey response figures are aggregates of the four data sets and qualitative data are presented anonymously. Whilst this therefore obscures some of the nuances of the data and whether the institutions are urban, rural, large, small, centralised campus locations or dispersed and so on, it does offer reputational protection to the universities which was expressed as a key factor for their agreed participation. The four universities are spread across Scotland and not located in one particular region.

Dissemination and Recruitment Strategies

Due to differences in time lines, staffing and budgets each university developed their own survey dissemination and interview and focus group recruitment strategy. In order to preserve anonymity of the institution we cannot provide specific university level strategies but the following summaries outlines the processes of each of the four institutions.

In institution one the survey link was sent to all staff (via a central mail list) and to all students (via the Student Union) with a reminder email sent out via the same process. For the

⁴ The team were awarded funding from the Scottish Government (2016-18) during which time the research tools were developed and piloted with support from a Research Advisory Group and project Steering Group comprising local, national and international experts (e.g. Professor Evan Stark, Rutgers University, USA), statutory services (e.g. Police Scotland), third sector organisations (e.g. Glasgow & Clyde Rape Crisis), and academic specialists in gender-based violence/violence against women. The tools were piloted and adapted with the final versions used in this study.

interviews there was a dedicated research email created and located on the survey website inviting potential interview participants to get in touch. The Student Union also sent out an email containing this email address. The focus groups were recruited from student sports clubs and societies. Interviews and focus groups were conducted by a Research Assistant seconded to the project and by the lead researcher on the project. The survey response rate for staff was 17.3% and 2.5% for students.

In the second institution an all staff email with the survey link was sent via central email to all staff and a separate email to all students from student services. Hard copies of the survey were delivered in person and distributed to staff groups who do not use email. Notifications for the survey were then sent out weekly, then monthly then back to weekly via the central staff information list. There were also notices on digital screens as well as posters and fliers on university campus buildings. There was also a notification on the university online teaching platform and app. The dedicated project email address was included at the end of the survey with a message to participants to contact the project to sign up for an interview. The researcher directly contacted the specific student groups to arrange the focus groups. All interviews and focus groups were conducted by the researchers working on the project. The survey response rate was 9% for staff and 5.9% for students.

At institution three all staff and students were invited to participate in an online survey via an email sent from a dedicated project email address. Following the initial invitation, a follow-up reminder was sent after one week and again one week before the survey closed. No qualitative research was conducted. The survey response rate was 12.6% for staff and 1.9% for students.

At the fourth institution an individual email was sent to all members of staff and to all students with details of the project and a link to the questionnaire. Paper copies of the survey were also made to staff members who do not use a computer as part of day to day activities (e.g. cleaning and catering). Survey reminders were distributed via weekly communications with staff and students and the Student Union posted the link on their website. Details of the project were also circulated via the Equality and Diversity Committee. In the email, staff and students were asked if they were also willing to be interviewed and an email address was provided to get in contact. All those who emailed with an interest to be interviewed were then contacted by the researcher on the project who also conducted the interviews (no focus groups were conducted). The response rate was 8.8% for staff and 1.9% for students.

Across the four institutions, the staff and student response rates were lower than desired but still consistent with prior research with this participant group (e.g. Benfield and Szlemko, 2006; Buhi, Clayton and Surrency, 2009; Reyns, Henson and Fisher, 2012) and not unexpected for several reasons. Arguably, the largest contributing factor was survey respondents were not offered incentives to take part in the research. Dissemination strategies are the most effective, particularly for students, when financial compensation is offered (Hunt-White, 2006; Yu et al., 2017) because it is often interpreted as compensation for time and effort or a token of appreciation. Researchers in the United States investigating university student experiences of gender-based violence who used this strategy had an average response rates of 30% (Sutherland, Amar and Laughon, 2013). Another contributing factors is the sender of

the survey recruitment email. All four participating institutions advertised the survey and/or sent emails from central university offices. When researchers in the U.S. contacted potential participants themselves the response rates ranged from 42% to 44% whereas the response rate was 17% when potential participants were contacted by a central university office (Sutherland, Amar and Laughon, 2013).

A third contributing factor was this research was effectively asking staff participants to be whistle-blowers in their own organisation: exposing forms of gender-based violence by colleagues and others. There is very little documentation about staff experiences of sexual harassment in universities because, as Page and colleagues argue (2019: 1313): “[t]here is tension in the fact that although universities specialize in carrying out research, we have not been putting our collective expertise to bear on this issue in our own sector.” Page and colleagues (2019) also emphasise that participants put themselves and their careers at great risk when exposing this type of wrongdoing and thus the staff participants made a positive decision to share their views and experiences of their own institution (it also demonstrated confidence in our data management processes).

The low response rates have important implications for the findings of this study and should be considered when scrutinising the data (please also see the discussion of this in the Limitations of Research, page 52).

Survey Development

The survey was developed by the Strathclyde team following a three year pilot process informed by some of the leading national and international academic experts and practitioners in gender-based violence. The survey comprised five sections on: campus safety; attitudes to, and experiences of, emotional abuse, physical violence, stalking, sexual harassment and sexual violence; impact of abuse; report and support pathways for victims/survivors; as well as broader issues regarding the gendered cultural context of the institution. The section on experiences of emotional abuse, physical violence, stalking, sexual harassment and sexual violence contained 26 questions that were adapted from validated scales measuring: emotional abuse (Murphy and Hoover 1999), physical abuse (Hamby 2014), stalking (Tjaden and Thoennes 1998) sexual harassment and coercion (Fitzgerald and Shullman 1985) and sexual violence (sexual assault and rape) (Koss et al. 2006, 2007). We then created a scale comprising 26 questions, asking respondents to indicate if they had experienced each behaviour in the past 12 months or in their lifetimes since the age of 16. Questions were selected and adapted to reflect both a higher education and a Scottish context, changing for example, language and circumstances for relevancy. Whilst this combination of questions has not been validated they went through a rigorous pilot process and were informed by our expert Research Advisory Group and were tested for internal reliability (Chronbach’s alpha = 0.91). These questions asked respondents about their experiences in the past 12 months and across their adult lifetimes (since age 16) in order to capture experiences that may have occurred whilst at their institution but also to explore the ongoing impact of experiences that have happened prior to them joining their university.

We also included two sets of questions on lad culture and gender inequality. Queries on lad culture were derived from the definition provided by Phipps and Young (2013): as “a ‘pack’ mentality that can be seen in activities such as sport and alcohol consumption, and ‘banter’ that was frequently sexist, misogynist, and homophobic”. Respondents read this definition and then completed four queries exploring views and experiences of lad culture in the university (Cronbach’s alpha = .87). Gender inequality was described in the survey as “where people are treated differently and unequally based on their gender. This might refer to a difference in pay between men and women or an unequal distribution of men and women in different roles or at different levels.” (We deliberately did not state the direction in which this inequality occurs.) Perceptions were measured with five queries asking respondents about their views and experiences of gender inequality and sexism at the university and tested for internal validity (Cronbach’s alpha = .80).

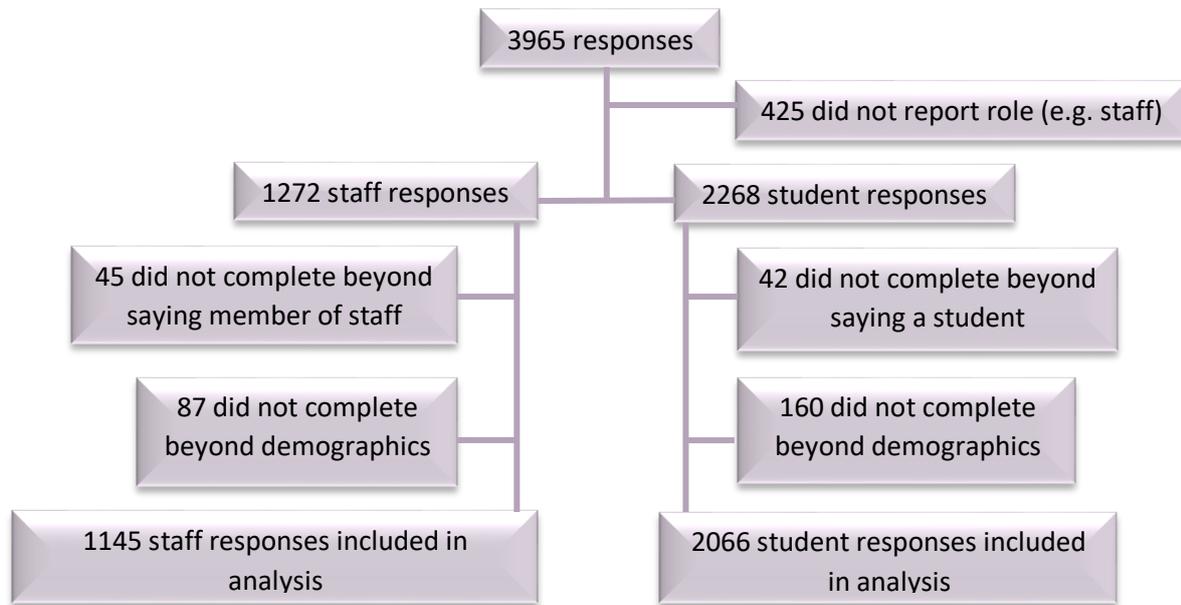
Remit of Report

The data reported here were generated from research undertaken across the four universities between October 2018 and January 2020 (the survey ran for different lengths of time in each institution). In order to preserve anonymity of the participating universities we do not name, describe or disaggregate the data by institution. Whilst three institutions collected qualitative data (two via interviews and focus groups and one via interviews only) only data from two of these institutions were made available for this report. Therefore, whilst we present the qualitative data, as with the survey data, we do not identify which institution it is from. This report is not a technical report presenting findings on the influence of dissemination strategy, non-response bias, item non-response, etc. It focuses on the quantitative survey data from all four universities on perceptions of campus safety, experiences of gender-based violence, disclosure and formal reporting, and university culture. The quantitative analysis is largely descriptive and centres on survey respondents’ experiences of gender-based violence and the qualitative data allows these participants to have a voice.

Survey Respondents

In total, 3,965 people responded to the survey, of which 425 (10.7% of 3965) did not report if they were a member of staff or a student and were excluded from analysis. Out of the 3,540 respondents who described their role, 1,272 (35.9%) were staff members and 2,268 (64.1%) were students (see Figure 1 below).

Figure 1. Participant Tree Diagram



Staff Survey Respondents

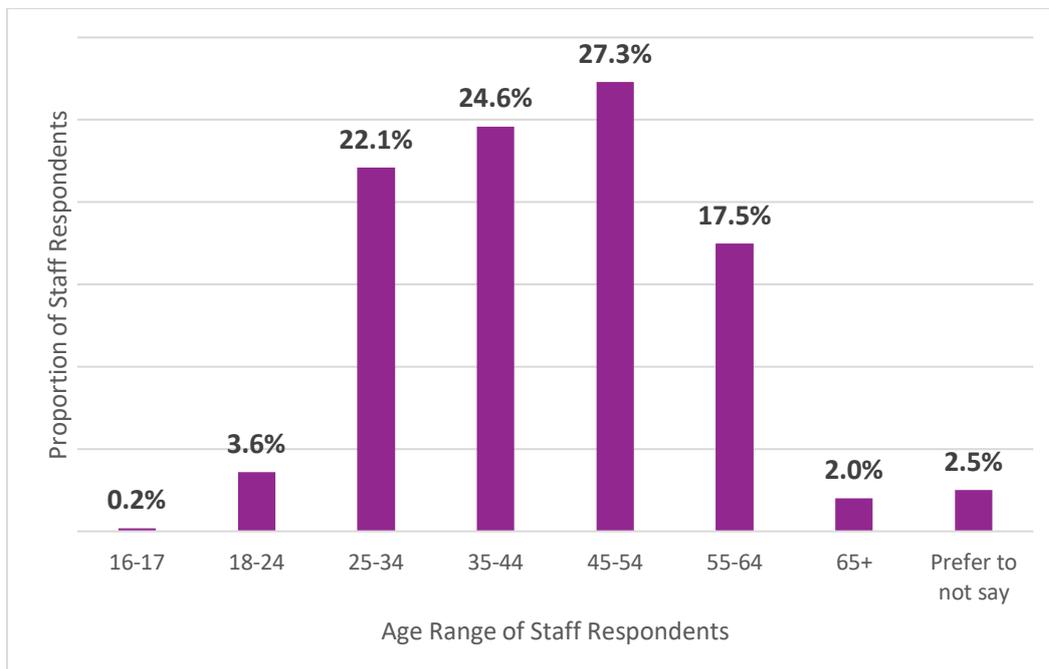
The staff response rate was approximately 11.1% (1272 of 11,496).⁵ Out of the 1272 staff responses, 3.5% (45 of 1272) did not complete the survey beyond reporting they were a member of staff and 6.8% (87 of 1272) did not complete the survey beyond the demographic section. This gives a total of 1145 staff responses (90.0% of 1272), which were used in all subsequent analyses. In terms of gender, the majority of respondents were female. See Table 1.

Table 1. Gender of Staff Respondents

What is your gender	% (number)
Female	66.5% (n=761)
Male	31.2% (n=357)
Trans-female	0.0%(n=0)
Trans-male	0.1% (n=1)
Other	0.4% (n=5)
Prefer not to say	1.8% (n = 21)

As can be seen in Figure 2, most staff respondents were between the age of 25 and 54. Only 3.3% (n=38) identified as BME; 8.3% (n=95) as LGBT+; and 7.2% (n=82) indicated having a disability.

Figure 2. Age of Staff Respondents



Note. Percentages may not sum to 100 due to rounding.

⁵ Due to the Covid-19 pandemic, we were unable to obtain the precise number of staff members for the 2019/2020 academic year. We therefore used a combination of data supplied by the institutions and publicly available online sources to obtain figures for 2018/19 and 2019/20.

The majority of staff respondents worked full-time (83.8%, n=960) and on a permanent contract (80.8%, n=923). Nearly half of the staff sample were represented by administrative and professional staff (46.6%, n=533) and 40.1% were academic staff (n= 459). The remaining 13.3% were represented by operational staff, for example cleaning and security staff (2.5%; n=54), technical staff, for example lab technicians and IT support (6.0%; n=69) and 2.5% (n=29) did not identify with any offered category and chose “other”. One staff member (0.1%) did not answer this query.

Student Survey Respondents

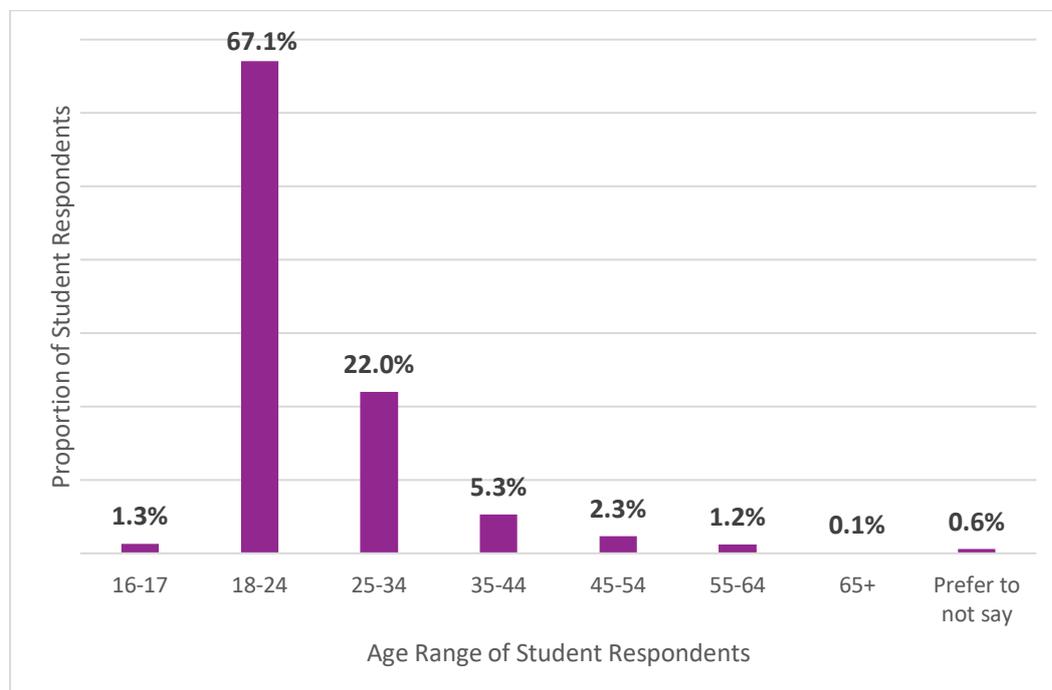
The response rate for students was approximately 3.3% (2268 of 68,705).⁶ Of the 2268 student responses, 1.9% (42 of 2268) did not complete the survey beyond describing their status as a student and 7.1% (160 of 2268) did not complete the survey beyond the demographic section. These student responses were not included in analyses. The total number of student responses included in all analyses was 2066 (91.1% of 2268). The majority were full-time (94.3%, n=1948). In terms of gender, the majority of respondents were female. See Table 2.

Table 2. Gender of Student Respondents

What is your gender?	% (number)
Female	65.4% (n=1352)
Male	31.2% (n=645)
Trans-female	0.3% (n=7)
Trans-male	0.6% (n=16)
Other	1.1% (n=22)
Prefer not to say indicate	1.3% (n=27)

Figure 3 shows that most students were between the ages of 18 and 24. Only 6.2% (n=128) students identified as BME; 18.4% (n=380) as LGBT+; and 9.7% (n=200) indicated having a disability. Students came from all faculties within the Universities.

Figure 3. Age of Student Respondents



Note. Percentages may not sum to 100 due to rounding.

⁶ As above.

Interview and Focus Group Participants

In total 91 students and staff participated in interviews and/or focus groups. There were 53 interviews conducted with staff (14 female and 4 male) and students (23 female, 11 male and 1 Trans) and 7 focus groups with students (25 female participants and 13 male). Qualitative data was collected in three of the four institutions and only that from two of the institutions were made available for this report.

Table 3: Interview and Focus Group Participants by Staff/Student Status and Gender

INTERVIEWS – 53 IN TOTAL		
Interview Participants	Student	Staff
Female	23	14
Male	11	4
Trans	1	-
FOCUS GROUPS – 7 IN TOTAL* (38 PARTICIPANTS)		
Focus Group Participants	Student	Staff
Women	25	-
Men	13	-
*FOCUS GROUP composition	Post-Graduate students (n=4) International students (n=4) Sports group (women) (n=4) Sports group (men) (n=2) UG Student sports group (women) (n=13) UG Student sports group (men) (n=9) LGBTQ (n=2)	

Interview and focus group participants were fully informed on issues of consent and confidentiality, and were requested to complete a consent form before the interview/focus group. It was made clear that participation was voluntary and that they could stop or withdraw at any time without giving a reason and without consequence.

Transcripts were anonymised by removing names and other identifying factors such as subject discipline and specific job role. Whilst the Strathclyde team supplied the research tools, institutions conducted their own interviews/focus groups with trained staff in their own institution (please see above), and adapted the interview schedules to fit their institutional and cultural context. Due to these variations in qualitative data collection, direct comparisons across the institutions cannot be made. Due to the preservation of anonymity, interview and focus participants cannot be identified or attached to a particular institution. However, gender and staff/student differentiations are made.

3: CAMPUS SAFETY

Respondents were asked how safe they felt on campus in general, and in 20 specific locations on and around campus. The tables in Appendix A indicate the differences between staff and students, and between genders. Whilst this section will comment on some of the notable findings, please see Appendix A for a full list of responses.

It should be noted that these questions about safety did not specify what it was asking respondents they felt safe from, and there is a wide range of things that might make students feel unsafe that are unrelated to gender-based violence, such as dangerous traffic, groups of men, or people who appear intoxicated. Additionally, the questions asked about respondents' personal perception of safety, not about their experiences, so could be influenced by media or messaging about safety related issues or their perception of safety for other particular groups regardless of whether they personally feel or have felt unsafe in any of the places.

The results make it clear that most students feel safe on and around campus most of the time. There are some differences between men and women, in particular women were more likely to report perceiving some spaces as unsafe.

Yes I do think it is safe, not many areas that are busy at night, some people might say that makes it less safe. (female student)

97.3% of staff and 97.6% of student respondents reported that they felt the campus to be, in general, 'very safe' or 'quite safe'.

Nearly all staff and student respondents reported that they felt 'very safe' or 'quite safe' in the library during the day (98.9% staff; 98.8% students) and when engaging with online teaching spaces (99.1% staff; 98.0% students).

Some respondents reported that they felt campus is somewhat unsafe or unsafe in the evening or when dark, particularly female respondents in both the student and staff categories: 24.8% of female staff compared 13.6% of male staff ($\chi^2 = 15.95, p < .001$), 28.0% of female students compared to 15.3% of male students ($\chi^2 = 35.11, p < .001$).

While only 2.7% of male student respondents reported that they felt somewhat unsafe or unsafe in the library at night, 6.8% of female student respondents reported the same ($\chi^2 = 12.57, p < .001$).

Both staff and student respondents reported they felt somewhat unsafe or unsafe on streets surrounding the campuses and travelling to and from the university after dark.

While nearly one-fifth (18.6%) of male student respondents reported that they felt somewhat unsafe or unsafe on streets around the campuses at night, over one-third (34.5%) of female students reported that they felt the same, $\chi^2 = 49.94, p < .001$.

Nearly one in five (18.4%) female staff respondents and over one in ten male staff respondents (11.4%) reported they felt somewhat unsafe or unsafe when travelling to and from the university after dark ($\chi^2 = 7.77, p = .005$).

33.8% of female student respondents reported that they felt somewhat unsafe or unsafe when travelling to and from the university after dark in comparison to 17.3% of male student respondents ($\chi^2 = 54.03, p < .001$).

So, it's not my personal experience, but I've had two friends who have been followed by some older men from uni to their accommodation. (female student)

Student respondents highlighted student accommodation as being problematic, as 20.6% of female students and 14.1% of male students reported that they felt student accommodation was somewhat unsafe or unsafe at night, ($\chi^2 = 6.37, p = .012$).

4: EXPERIENCES of EMOTIONAL ABUSE, PHYSICAL VIOLENCE, STALKING, SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The survey asked staff and student respondents about experiences of emotional abuse, physical violence, stalking, sexual harassment and sexual violence. The survey focused on university staff and students' experiences of these forms of gendered interpersonal violence/abuse in any public or private space, including the workplace.

There were 26 statements on emotional abuse, physical violence, stalking, sexual harassment and sexual violence (see Appendices B and C). The statements were grouped so that in total there were 11 questions on emotional, psychological and controlling behaviour, physical violence and stalking; and 15 on sexualised abuse and violence.

All these statements required a 'yes' or 'no' response and do not measure how often respondents experienced the behaviours or their severity – only whether or not they have experienced them at least once.

QUESTION	<p><i>This section asks about a range of personal experiences that may have happened to you in the past 12 months AND at anytime and anywhere in your adult life (i.e. since the age of 16). These questions refer to both face-to-face and/or online behaviours. Some of the questions explore sensitive issues but please be reminded that the survey is anonymous and confidential. Please indicate if someone has</i></p>
<i>emotional, psychological & controlling behaviour</i>	<p>Behaved in a jealous or controlling way (e.g. restricted what you could do, who you could see, what you could wear, what you could spend).</p> <p>Made negative, patronising or belittling comments to ‘put you down’.</p> <p>Checked up on your whereabouts by asking you, your friends/family or using social media.</p> <p>Tried to stop you from coming into your workplace/university or from doing work/studies.</p>
<i>physical violence</i>	Threatened or tried to physically hurt you.
<i>stalking</i>	Actually physically hurt you.
	Followed or watched you in person or online in a way that caused fear/alarm/distress.
	Stood outside, or turned up at, your home, university or other place where you were in a way that caused fear/alarm/distress.
	Sent you unwanted letters, emails, texts, calls or social media messaged in a way that caused fear/alarm/distress.
	Tried to communicate with you in other unwanted ways that caused fear/alarm/distress.
	Vandalised or took your property or something important to you in a way that caused fear/alarm/distress.
<i>sexual harassment</i>	Wolf-whistled or cat-called you.
	Made unwanted sexual remarks about you or to you.
	Asked you unwanted questions about your sexuality.
	Tried to draw you into a discussion if sexual matters.
	Stared, leered or ogled at you in a way that made you uncomfortable.
<i>sexual violence</i>	Touched you in a way that made you uncomfortable.
	Made unwanted attempts to, or actually did, grope or kiss you.
	Treated or implied better treatment for being sexually cooperative.
	Pressured, criticised, or got angry with you to do something sexual that you didn’t want to.
	Offered or given you money to do something sexual.
	Made you do something sexual when you were drunk or ‘out of it’.
	Used force, or threat of force, to make you do something sexual you didn’t want to.
	Made you look at or act out pornographic material that you didn’t want to.
	Took or shared nude or sexual image pictures or videos of you without your permission.
	Did any of these sexual behaviours involve penetration with a penis, a finger or other object.

Respondents were asked to indicate whether they had experienced the behaviour/s in the past 12 months and in their lifetime (since age 16).

These two time frames were agreed by the research Advisory Group after lengthy discussion because experiences of abuse/violence across the lifetime, from age 16, recognises that those who experience abuse may suffer adverse impacts across their life experiences including for example in their workplace/place of study. Whilst, for example, a woman may be a victim of domestic abuse at home, this may impact her ability to perform her job if, for example, the abuser prevents her from attending the workplace or sabotages her work. Colleagues from Glasgow and Clyde Rape Crisis recounted how students would seek support and disclose the ways in which the impact of the assault affected their studies including missing assessment deadlines or being unable to attend classes, and the university being unaware of the reasons why. Therefore, the 'lifetime' time period captures the impact of violence/abuse that may have happened off campus, and before joining the institution, but may still impact the victim/survivor whilst affiliated to the institution. The 'past 12 months' was used as a proxy for affiliation to the university however this is quite imprecise as the survey ran for several months, so the 'past 12 months' will be a slightly different time period for respondents depending on when they completed it. Also, some students and staff may not have been with the institution for a full 12 months so comparison across time period is not possible. However, the experiences reported during the last 12 months provide a snapshot of staff and student experiences covering at least some of the time affiliated to their institution. Capturing 'lifetime, since age 16' and 'past 12 months' allows for an understanding of the full impact of these forms of gendered interpersonal violence/abuse in the immediate and longer term.

The term 'perpetrator' is used to describe the person responsible for the violence/abuse towards the participant.

Experiences of emotional abuse, physical violence, stalking, sexual harassment and sexual violence

In the past 12 months, six in ten staff (59.8%; 624 of 1043) and 80% of student (79.7%; 1382 of 1733) respondents reported having experienced at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence. Among staff: 61.4% of female (430 of 703) and 56.6% of male (181 of 320) respondents reported experiencing at least one form in the past 12 months. Among students, 84.1% of female respondents (973 of 1157) and 69.6% of male student respondents (360 of 517) reported experiencing at least one form in the last 12 months, $\chi^2 = 46.09, p < .001$.

Some of these ones, looking down the list [GBV experiences], you probably got more discussion out of the group of females. But that's just the fact that naturally they're probably going to be more boys do it to girls, and that's why they'll have more examples than we can give you. Not saying that's right, but that's just the way it is.
(male student)

When looking at lifetime since age 16, experiences, the vast majority of all staff (93.3%; 985 of 1056) and student (91.6%; 1602 of 1748) respondents reported having experienced at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence since aged 16. Among staff, 95.1% (676 of 711) of female respondents and 88.9% (289 of 325) of male respondents reported having experienced at least one form since aged 16, $\chi^2 = 13.23, p < .001$. Among students, 94.5% of female respondents (1109 of 1174) and 84.9% of male respondents (438 of 516) reported experiencing at least one form since aged 16, $\chi^2 = 42.47, p < .001$.

It is important to recognise that this captures everyone who has indicated they have experienced at least one of the 26 forms of emotional abuse, physical violence, stalking, sexual harassment or sexual violence on at least one occasion. It does not capture frequency or severity.

To get more snapshot data, we explored past 12-month experiences in more detail.

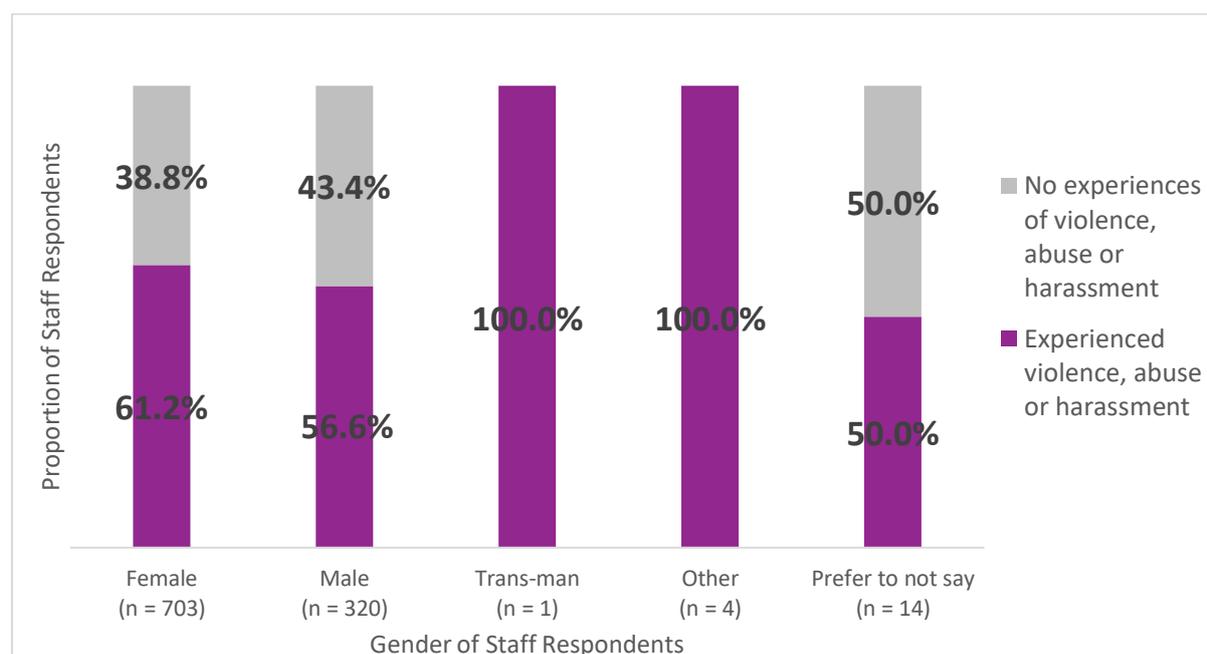
Staff Experiences in Previous 12 Months

Of staff respondents who reported having experiencing at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months: 69.0%

(n=430) were female, 29.1% (n = 181) were male, 1.1% (n = 7) did not indicate their gender, 0.6% (n=4) described their gender as 'Other,' and 0.2% (n = 1) identified as a trans-man.⁷

Gender of respondents who experienced at least one form of violence, abuse or harassment in the previous 12 months can be examined according to gender identities. For example, out of all female staff respondents, 61.2% (430 of 703) experienced at least one form. Further information can be seen in Figure 4.

Figure 4. Gender of staff respondents who reported experiencing at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence in previous 12 months



Staff respondents who reported experiencing at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months: 20.7% (129 of 624) had perpetrators who were university staff and 9.8% (61 of 563) had perpetrators who were university students.

Where the perpetrator was affiliated to the university, in the majority of reported cases (69.0%; 89 of 129) they were more senior than the respondent.

The majority of staff respondents reported the perpetrator was a man. See Table 3 and 4.

⁷ One staff respondent who experienced GBV in the past 12 months did not answer this question. Percentages are calculated according to answers provided by staff respondents.

Table 3. Gender of the person/people responsible, as reported by staff respondents who experienced in the previous 12 months at least one form of emotional abuse, physical violence, or stalking.

	All Respondents ^B (n = 602)	Female (n = 418)	Male (n = 174)
Men only	39.7% (n = 239)	47.1% (n = 197)	23.6% (n = 41)
Mostly men	21.8% (n = 131)	23.7% (n = 99)	17.8% (n = 31)
Men and women	28.9% (n = 174)	21.5% (n = 90)	45.4% (n = 79)
Mostly women	3.7% (n = 22)	3.6% (n = 15)	3.4% (n = 6)
Women only	6.0% (n = 36)	4.1% (n = 17)	9.8% (n = 17)

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

Table 4. Gender of the person/people responsible, as reported by staff respondents who experienced in the previous 12 months at least one form of sexual harassment or sexual violence.

	All Respondents ^B (n = 544)	Female (n = 406)	Male (n = 129)
Men only	66.4% (n = 361)	81.5% (n = 331)	20.2% (n = 26)
Mostly men	13.8% (n = 75)	14.0% (n = 57)	14.0% (n = 18)
Men and women	11.2% (n = 61)	4.2% (n = 17)	31.0% (n = 40)
Mostly women	3.7% (n = 20)	0% (n = 0)	15.5% (n = 20)
Women only	5.0% (n = 27)	0.2% (n = 1)	19.4% (n = 25)

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

Staff reported experiences occurred off campus and on campus.

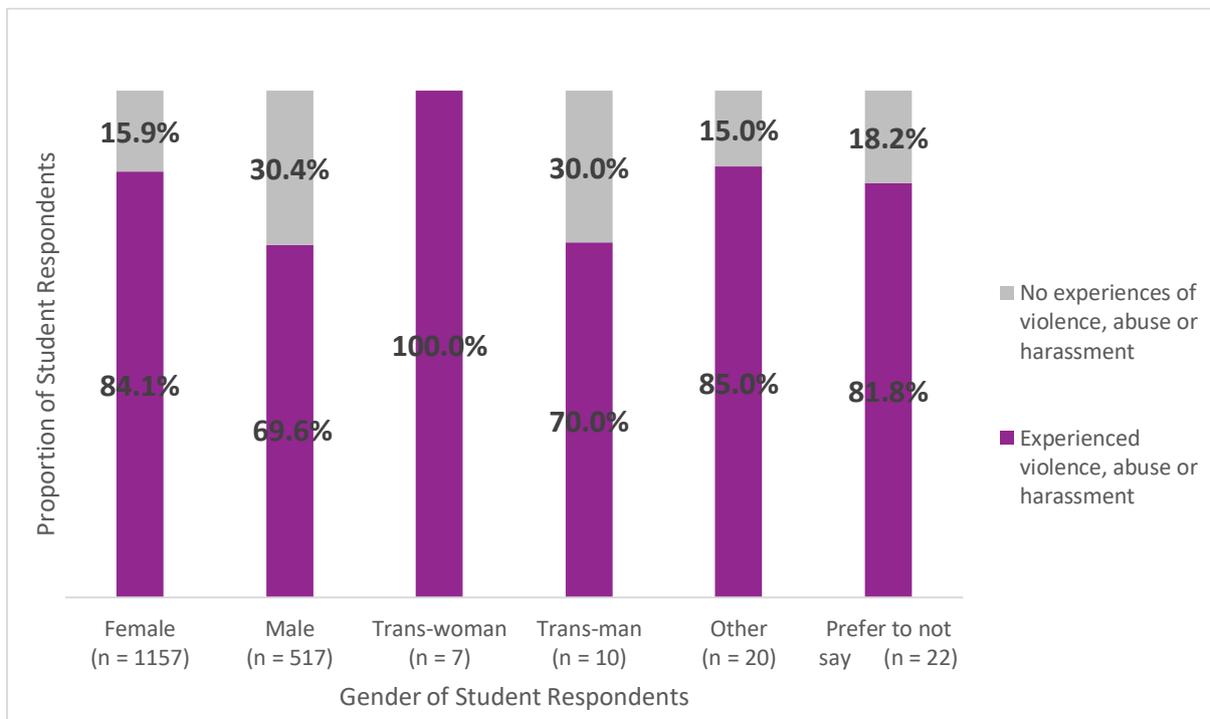
- Locations of abuse if happened off campus:
 - 35.1% own home or someone else's home
 - 32.5% recreational venue in city (e.g. bar/pub/nightclub)
 - 8.8% travelling to and from the university
- Location of abuse if happened on campus:
 - 14.6% (91 of 624) in staff office/meeting room/other private space
 - 3.8% (24 of 624) in other non-specified places on campus
 - 3.7% (23 of 624) in campus recreational venues
 - 3.2% (20 of 624) in outside space on campus
 - 2.4% (15 of 624) in seminar, tutorial room, and similar teaching spaces
 - 0.8% (5 of 624) in Lecture theatre/auditorium /other large teaching spaces.

Student Experiences in Previous 12 Months

Student respondents who reported experiencing at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months: 70.4% (n = 973) were female, 26.0% (n = 360) were male, 1.3% (n = 18) did not indicate their gender, 1.2% (n = 17) described their gender as ‘Other,’ 0.5% (n=7) were trans-women, and 0.5% (n = 7) were trans-men.

Out of all female student respondents, 84.1% (973 of 1157) experienced at least one form. Further information on the proportion of each gender who experienced at least one form of violence, abuse or harassment can be seen in Figure 5..

Figure 5. Gender of student respondents who reported experiencing at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence in previous 12 months



The majority of student respondents reported the perpetrator was a man. See Tables 5 and 6.

Table 5. Gender of the person/people responsible, as reported by student respondents who experienced in the previous 12 months at least one form of emotional abuse, physical violence, or stalking.

	All Respondents ^B (n = 1301)	Female (n = 911)	Male (n = 341)
Men only	31.4% (n = 408)	36.9% (n = 336)	19.1% (n = 65)
Mostly men	25.1% (n = 327)	28.6% (n = 261)	16.7% (n = 57)
Men and women	31.4% (n = 408)	25.5% (n = 232)	45.2% (n = 154)
Mostly women	6.8% (n = 88)	5.6% (n = 51)	9.1% (n = 31)
Women only	5.4% (n = 70)	3.4% (n = 31)	10.0% (n = 34)

^B Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

Table 6. Gender of the person/people responsible, as reported by staff respondents who experienced in the previous 12 months at least one form of sexual harassment or sexual violence.

	All Respondents ^B (n = 1206)	Female (n = 901)	Male (n = 261)
Men only	64.8% (n = 782)	80.5% (n = 725)	15.3% (n = 40)
Mostly men	14.4% (n = 174)	15.9% (n = 143)	9.6% (n = 25)
Men and women	11.1% (n = 134)	2.8% (n = 25)	36.4% (n = 95)
Mostly women	4.1% (n = 49)	0.4% (n = 4)	15.7% (n = 41)
Women only	5.6% (n = 67)	0.4% (n = 4)	23.0% (n = 60)

^B Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

Students reported they experienced violence, abuse or harassment off and on campus.

- Location of abuse if happened off campus:
 - 45.9% (634 of 1382) recreational venue in city (e.g. bar/pub/nightclub)
 - 37.9% (524 of 1382) own home or someone else's home
 - 19.5% (269 of 1382) social media space
- Location of abuse if happened on campus:
 - 14.7% (203 of 1382) streets on or around campus
 - 11.0% (152 of 1382) in student accommodation
 - 6.2% (86 of 1328) in campus recreational venues
 - 4.5% (62 of 1382) in outside spaces on campus
 - 4.1% (530 of 1382) in other non-specified places on campus
 - 2.5% (34 of 1328) in seminar, tutorial room, similar teaching
 - 2.1% (29 of 1382) in the library
 - 2.0% (27 of 1382) in lecture theatre/auditorium /other large teaching spaces
 - 1.7% (24 of 1382) in staff office/meeting room/other private space.

Of those female student respondents who reported experiencing at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence violence/abuse in the past 12 months, 45.9% (634 of 1382) experienced it in recreational venues, such as bars or clubs, in the university's local city/town centre. Of these respondents, 69.9% (343 of 491) reported receiving unwanted sexual remarks, 77.9% (381 of 489) were ogled in a way that made them feel uncomfortable, 54.0% (264 of 489) had been touched in a way that made them feel uncomfortable and 44.5% (217 of 488) had unwanted attempts to kiss or grope them.

The next sections addresses the specific experiences of emotional abuse, physical violence, stalking, sexual harassment or sexual violence.

Emotional and Controlling Behaviours

One of [my friends] has to send a photo of her outfit to her boyfriend of every outfit she wears before she goes out. One time she wore a top without a bra, it wasn't really an issue that we thought, but he got really angry with her, they had a big argument when she got home. (Female student)

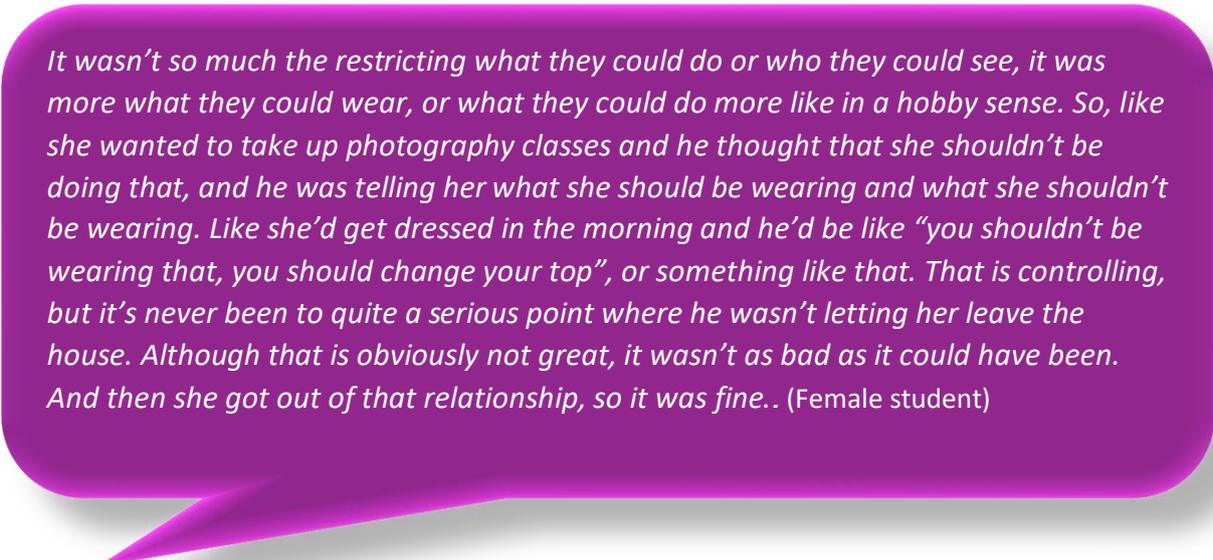
In order to capture experiences of emotional and controlling behaviour respondents were asked four questions.

<i>Please indicate if someone has:</i>	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
<i>Behaved in a jealous or controlling way (e.g. restricted what you could do, who you could see, what you could wear, what you could spend).</i>				
<i>Made negative, patronising or belittling comments to 'put you down'.</i>				
<i>Checked up on your whereabouts by asking you, your friends/family or using social media.</i>				
<i>Tried to stop you from coming into your workplace/university or from doing work/studies.</i>				

Over three-quarters of all staff respondents (81.7%; 868 of 1062) reported having experienced at least one form of emotional or controlling behaviour in their lifetime (since age 16): 82.7% female respondents (590 of 713) and 79.5% male respondents (260 of 327). Overall, 81.9% of student respondents (1445 of 1764) reported experiencing at least one form: 84.5% females (996 of 1179) and 74.9% males (394 of 526), $\chi^2 = 22.13, p < .001$.

... one of [friends] has actually said she would always be scared to ever break up with her boyfriend because he has nudes of her. So, she's scared of what he could do if they ever split up. And he's actually one of the controlling ones about what she wears and has her send the pictures and things. (Female student)

In the past 12 months, 43.0% (455 of 1059) of staff respondents reported experiencing at least one form of emotional or controlling behaviour: 41.8% female respondents (297 of 711) and 45.4% male respondents (148 of 326) and 59.6% of student respondents (1052 of 1765): 61.1% female (719 of 1177) and 55.1% male (291 of 528), $\chi^2 = 5.39$, $p = .020$.



It wasn't so much the restricting what they could do or who they could see, it was more what they could wear, or what they could do more like in a hobby sense. So, like she wanted to take up photography classes and he thought that she shouldn't be doing that, and he was telling her what she should be wearing and what she shouldn't be wearing. Like she'd get dressed in the morning and he'd be like "you shouldn't be wearing that, you should change your top", or something like that. That is controlling, but it's never been to quite a serious point where he wasn't letting her leave the house. Although that is obviously not great, it wasn't as bad as it could have been. And then she got out of that relationship, so it was fine.. (Female student)

The interview data strongly indicated that controlling behaviour in relationships was a particularly problem for young female students in heterosexual relationships. This suggests that more needs to be done to educate young men about healthy relationships at a younger age before they enter these relationships. This has been documented by McCarry and colleagues in their ground breaking 2009 research in partnership with the NSPCC (see Barter et al, 2009).

Physical Violence

I had an emotionally and physically abusive boyfriend, he would strangle me. ... I was at University but my then boyfriend wasn't and this was ongoing behaviour from him for a while, at least two years and the behaviours were much worse towards the end. (female student)

In order to capture experiences of physical violence, two questions were asked:

<i>Please indicate if someone has:</i>	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
<i>Threatened or tried to physically hurt you.</i>				
<i>Actually physically hurt you.</i>				

More than four in ten staff respondents (43.2%; 457 of 1057) reported experiencing at least one form of physical violence since the age of 16: 54.9% of male staff respondents (179 of 326) and 37.1% of female staff respondents (264 of 711), $\chi^2 = 28.87$, $p < .001$. Nearly four in ten student respondents (38.7%; 683 of 1763) reported experiencing physical violence: 33.7% of females (397 of 1179) and 47.6% of males (250 of 525), $\chi^2 = 30.0$, $p < .001$. This is the only form of violence/abuse in which male staff and male student respondents reported higher levels than females and this gender difference is statistically significant.

In terms of the past 12 months, 4.5% of staff respondents (48 of 1059) reported experiencing at least one form of physical violence – 6.4% of male staff (21 of 326) compared to 2.7% of female staff (19 of 711), $\chi^2 = 8.56$, $p = .003$. And 11.6% of student respondents (205 of 1762) reported experiencing at least one form of physical violence: 15.9% of male student respondents (84 of 529) and 9.4% of female student respondents (110 of 1173), $\chi^2 = 15.26$, $p < .001$.

In particular, male staff respondents and male student respondents were statistically significantly more likely to report having been threatened with physical violence in the previous 12 months. While only 2.5% of female staff respondents (18 of 711) reported being threatened, 5.8% of male staff respondents (19 of 326) reported that they were, $\chi^2 = 7.06$, $p = .080$. And 15.7% of male student respondents (83 of 529) reported being threatened compared to 8.8% of female student respondents reporting this (103 of 1172), $\chi^2 = 17.83$, $p < .001$.

Stalking

I've also got different exam rooms now for all of my exams because, although she [female student who is stalking her] won't be there, they can't explicitly stop her from coming on to campus. Because exam rooms and times, and locations and everything were all given out before any of this happened, obviously she has access to them.
(female student)

In order to capture experiences of behaviours that may be associated with a risk of being stalked, respondents were asked four questions.

<i>Please indicate if someone has:</i>	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
<i>Followed or watched you in person or online in a way that caused fear/alarm/distress.</i>				
<i>Stood outside, or turned up at, your home, university or other place where you were in a way that caused fear/alarm/distress.</i>				
<i>Sent you unwanted letters, emails, texts, calls or social media messaged in a way that caused fear/alarm/distress.</i>				
<i>Tried to communicate with you in other unwanted ways that caused fear/alarm/distress.</i>				
<i>Vandalised or took your property or something important to you in a way that caused fear/alarm/distress.</i>				

More than half of staff respondents (53.7%; 570 of 1062)– 57.0% of female (407 of 714) and 46.0% male respondents (150 of 326) – reported experiencing at least one of the behaviours that may be associated with a risk of being stalked at least once since the age of 16, $\chi^2 = 10.87$, $p = .001$. Over one half of student respondents (52.9%; 933 of 1763) reported having experienced this: with significantly more female respondents (56.3%; 663 of 1178) reporting than male student respondents (43.0%; 226 of 526) reporting they were stalked, $\chi^2 = 25.84$, $p < .001$.

Yeah, this one particular guy - it was in a [place on campus]. He was saying things like, "oh I've seen you around here a lot. What is it you study?" I was like, "oh I study [name]." He was like, "yeah, I see you reading that kind of stuff all the time when you're in here." Making me feel like I've been watched for ages. I've never seen this guy before. I don't know who he is. Then, instantly he wants to add me on Facebook and I'm like, there's no other computers free. I can't go anywhere. I've got to be here for hours. He wants to add me on Facebook and - yeah, it's just a bit creepy. (female student)

In the past 12 months, 15.0% of staff respondents (159 of 1059) reported experiencing at least one of the behaviours that may be associated with a risk of being stalked: 15.8% of female staff respondents (112 of 711) and 12.6% of male staff (41 of 326). And 22.8% of student respondents (471 of 1764) reported experiencing at least one form of stalking: 28.6% of female student respondents (336 of 1174) compared to 20.9% of male (111 of 530), $\chi^2 = 11.12$, $p = .001$.

Sexual Harassment

We had a thoroughly hideous event last year in our school which resulted in the dismissal of a member of staff. And it was a student who was being harassed by a member of staff. She had been groped by the member of staff, he had foolishly bought her presents, he had more or less implied that if she was nice to him she would get a better mark. And it wasn't reported to me initially but I know the people it was reported to and the impact it had on them. I came in later into the process and was dealing with the student, and I'm still appalled by the impact that it had on his student, and the impact it has clearly had on the student's mental health. (female staff)

In order to capture experiences of sexual harassment respondents were asked five questions:

<i>Please indicate if someone has:</i>	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
<i>Wolf-whistled or cat-called you.</i>				
<i>Made unwanted sexual remarks about you or to you.</i>				
<i>Asked you unwanted questions about your sexuality.</i>				
<i>Tried to draw you into a discussion of sexual matters.</i>				
<i>Stared, leered or ogled at you in a way that made you uncomfortable.</i>				

Eight in ten staff respondents (80.1%; 823 of 1028) reported experiencing at least one form of sexual harassment since the age of 16. Nine in ten female staff (90.7%; 634 of 699) reported being sexually harassed and over one half of men (55.9%; 175 of 313), $\chi^2 = 163.18, p < .001$. More than three-quarters of student respondents (79.0%; 1320 of 1670) reported being sexually harassed, with nine in ten female students (88.4%; 994 of 1124) and 56.4% of male students (277 of 491), $\chi^2 = 208.99, p < .001$.

In the past 12 months, one-third of staff respondents (33.8%; 347 of 1027) reported experiencing at least one form of sexual harassment. Nearly four in ten female staff respondents (38.6%; 270 of 699) and more than one in five male staff respondents (22.4%; 70 of 312) reported experiencing sexual harassment, $\chi^2 = 25.34, p < .001$. Additionally, 67.7% of students (180 of 266) reported experiencing at least one form of sexual harassment: female students were statistically significantly more likely to experience it than male students – 74.7% (148 of 198) compared to 41.8% (23 of 55), $\chi^2 = 21.31, p < .001$.

There were further statistically significant differences between female and male respondents. Among staff respondents, 20.7% (144 of 696) of female respondents reported being subject to wolf-whistling or cat-calling compared to 4.2% of male respondents (13 of 312), $\chi^2 = 44.73$, $p < .001$. One in four (25.1%; 175 of 698) female staff respondents reported being leered at compared to 6.7% (21 of 312) of male staff respondents, $\chi^2 = 29.14$, $p < .001$.

Among student respondents, 52.8% (598 of 1125) of female respondents reported experiencing wolf-whistling or cat-calling compared to 6.5% (32 of 493) of male respondents, $\chi^2 = 309.90$, $p < .001$. And 49.4% (556 of 1125) of female respondents reported being subject to unwanted sexual remarks compared to 15.4% (76 of 493) of male respondents, $\chi^2 = 166.54$, $p < .001$. Furthermore, over half of female student respondents (56.7%; 636 of 1122) reported being leered at compared to 14.2% (70 of 493) of male student respondents, $\chi^2 = 251.26$, $p < .001$.

Overall, sexual harassment was reported as a particular problem for female staff and student respondents.

Sexual Violence

In my first year at [university] where I did my undergraduate course I was sexually assaulted, near the end of first year that is my experience. This was in the hall of residence. ... it was with someone that I had met that evening. What had happened was that there was a flat party in a different block and I met him there and went back to his. I did say no and he kept on at me and on at me and I didn't feel I had the choice, like coerced as he constantly pushed and pushed until it happened. (female staff)

In order to capture experiences of sexual harassment respondents were asked ten questions:

<i>Please indicate if someone has:</i>	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
<i>Touched you in a way that made you uncomfortable.</i>				
<i>Made unwanted attempts to, or actually did, grope or kiss you.</i>				
<i>Treated or implied better treatment for being sexually cooperative.</i>				
<i>Pressured, criticised, or got angry with you to do something sexual that you didn't want to.</i>				
<i>Offered or given you money to do something sexual.</i>				
<i>Made you do something sexual when you were drunk or 'out of it'.</i>				
<i>Used force, or threat of force, to make you do something sexual you didn't want to.</i>				
<i>Made you look at or act out pornographic material that you didn't want to.</i>				
<i>Took or shared nude or sexual image pictures or videos of you without your permission.</i>				
<i>Did any of these sexual behaviours involve penetration with a penis, a finger or other object.</i>				

Six in ten staff respondents (62.3%; 641 of 1029) reported experiencing at least one form of sexual violence since the age of 16: nearly three-quarters of women (74.3%; 520 of 700) and 35.5% (107 of 313) of men, $\chi^2 = 138.78, p < .001$. Nearly two-thirds of student respondents (65.6%; 1096 of 1670) reported experiencing sexual violence: 75.0% of females (844 of 1126) and 42.3% of males (207 of 489), $\chi^2 = 159.67, p < .001$.

In the past 12 months, 11.7% of staff respondents (120 of 1025) reported experiencing at least one form of sexual violence: 12.1% of female staff (84 of 697) and 9.9% of male staff (31

of 312). And over one-third (37.6%; 627 of 1668) of student respondents reported experiencing at least one form of sexual violence: 43.2% (484 of 1120) of female student respondents and 24.2% (119 of 492) of male student respondents, $\chi^2 = 52.86, p < .001$.

There were additional statistically significant gender differences between female and male student respondents. For example, 35.4% (397 of 1120) of female student respondents reported being touched in a way that made them feel uncomfortable compared to 14.6% of male student respondents reporting this (72 of 493), $\chi^2 = 72.10, p < .001$. More than one in eight (13.2%) female student respondents (148 of 1120) reported being pressured into doing something sexual, compared to 5.5% of male student respondents reporting this (27 of 493), $\chi^2 = 21.19, p < .001$. And, 9.4% of female student respondents (105 of 1118) reported were made to do something sexual when drunk, compared to 3.9% of male student respondents reporting this (19 of 493), $\chi^2 = 14.77, p < .001$. Furthermore, 28.3% of female student respondents (294 of 1118) reported experiencing unwanted attempts to kiss or grope them whereas only 12.4% of male student respondents reported this (61 of 493), $\chi^2 = 38.61, p < .001$.

But, yes, it is a big worry to me that if I was to ever bring it up [rape by a male colleague] or complain about it, or any issue like that, that it could have a huge impact on my career. (female staff)

Nearly two in ten female staff respondents (18.5%; 129 of 697) and 3.5% (11 of 313) of male staff respondents reported being penetrated with a penis, a finger or other object, since the age of 16, $\chi^2 = 40.67, p < .001$. Out of all staff respondents, 13.9% (143 of 1026) reported this and out of all the student respondents, 18.9% (315 of 1669) reported this since the age of 16. Significantly more female student respondents (24.7%; 278 of 1124) than male student respondents 5.5% (27 of 490) reported this since the age of 16, $\chi^2 = 82.27, p < .001$.

[ex-boyfriend] would make it clear that I was a sexual object to him, so would belittle me in terms of... how do I put this? Just express that I was just there for his satisfaction. And put himself on me in sexual ways even though I clearly said no. But that was like three years ago now, so doesn't have anything to do with uni... I did end the relationship, because my mum told me to, but not for the right reasons. So, I told her we had sex, and I didn't tell her the full like "he made me", so she thought I was in the wrong for doing it, because I was so young. And so she told me to end the relationship because I was too young to be in a relationship. That's when I ended it. (female student)

Regarding the past 12 months, 0.8% of staff respondents (8 of 1024) reported being penetrated with a penis, a finger or other object : 0.1% of female staff (1 of 696) and 1.6% of male staff respondents (5 of 312), $\chi^2 = 7.75, p = .012$. And 7.2% of student respondents (119 of 1664) reported being penetrated with a penis, a finger or other object : 8.8% of female students (98 of 1116) and 3.3% of males (15 of 492), $\chi^2 = 15.85, p < .001$.

5: DISCLOSING and REPORTING

I have had a lot of students over the years have come to me with similar things. And what I've always said to them is "I apologise on behalf of the university for this happening, but there's nothing I can do to move it forward unless you make an official complaint." And almost universally what the students say to me is "I can't do that because I may end up having to work with it." I'm not speaking about the same person again, this is a general thing. "I may have to end up working with this person further on in my studies." But also more, and the two reasons are: "I've got more on my plate than I need with my studies", and that becomes a main thing. And "I don't need the stress." And it's almost a universal opinion. So, as an institution I don't think we're as bad as the tone of this comes across, but there is a significant issue there, and having a route where people can actually whistle-blow, if you like, but it not adversely affect the person who is blowing the whistle. So, probably one of the reasons I wanted to contribute to this is I think this is a significant weakness in this institution. I could give you quite readily four dozen names of people who could have put in a complaint but didn't. And it's only more recently that people have taken a bit more responsibility because the students now see themselves, and quite rightly, as our customers, and we have got obligations towards them. Whereas the relationship used to be completely different. It was almost like they were lucky to be here, and now it's like we're lucky to have them here. It's a much different landscape now. (male staff)

After asking about experiences of emotional abuse, physical violence, stalking, sexual harassment and sexual violence there were a number of questions related to disclosing and reporting these experiences. Reporting refers to more formalised procedures such as reporting to the university or the police for example, whereas disclosing describes someone speaking informally to another person. This can also be a university employee as well as a friend or family member, for example.

Whilst this section reports on disclosures and reporting, the nature of the survey structure means that it is not possible to disaggregate by individual episode. The findings below reflect the responses of only staff and students who indicated they experienced at least one form of emotional abuse, physical violence, sexual harassment or sexual violence in the past 12 months.

Disclosure

Of those survey respondents who indicated they experienced at least one form of emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months, approximately two-thirds told someone about their experience: 69.0% (154 of 496) of staff respondents and 66.2% (379 of 1120) of student respondents.

Disclosures were made to a variety of people (see Appendix D Table 1) with partners, friends and/or family being the most common choice for all respondents to speak to: 50.4% of student respondents (57.0% female / 31.7% male) and 45.8% of staff respondents (51.4% female / 34.8% male).

Where a staff member indicated that they disclosed to another staff member, there was a pattern in that more spoke to female staff than male staff: 15.1% of staff respondents (94 of 624) spoke to a female staff member compared to 8.2% who spoke to a male staff member (51 of 624).

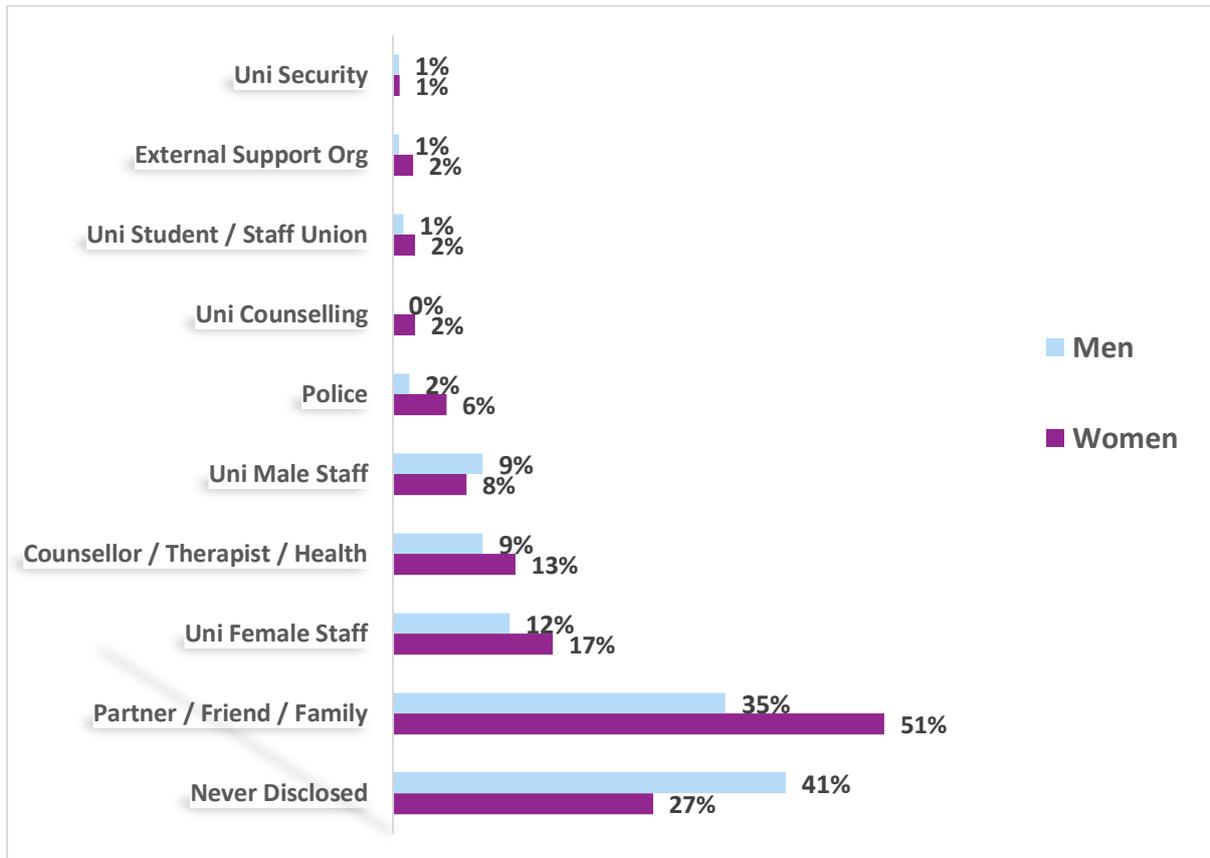
Respondents endorsed various reasons for disclosing their experiences (see Appendix D Table 2) with the most common reason for telling someone was to 'talk it through with someone/get support' (45.6% of staff and 33.2% of student respondents).

There was also a high rate of non-disclosure, for example, 27.2% of female staff (95 of 349) and 29.2% of female student (239 of 819) respondents indicated they never told anyone (see Table 6). The figures are even higher for the men with 41.1% of male staff (58 of 141) and 49.4% of male student respondents (129 of 261) indicating they did not tell anyone.

Respondents had various reasons for non-disclosure. 35.3% of staff (220 of 624) and 44.4% of student (614 of 1382) respondents indicated that they did not disclose because they did not think it was serious enough or did not need support; and one in four (24.7%; 154 of 624) staff respondents and 27.4% of student respondents (378 of 1382) indicated that they did not disclose because they felt embarrassed, ashamed or that they might be stigmatised. Crucially, 21.0% of staff respondents (131 of 624) and nearly one quarter (22.8%; 315 of 1382) of student respondents indicated they had concerns about whether they would be blamed, believed or taken seriously (see Appendix D Table 3).

Use of universities' counselling and security services was low (see Table 6). Only 4.4% of staff (9 of 206) and only 5.8% of students (12 of 226) who have experienced emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months indicated that they used university counselling services.

Figure 6. Disclosures by staff who experienced emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the previous 12 months



Formal Reporting

So, when I saw - went to the website, the concerned link, and I put in my complaint, and this was around evening, and the next morning I got a call from the university, which I think was very prompt and I was happy with that. But the same procedure happened so many times, every time, a different person would call me up or send me an email, and I would have to repeat the entire thing again. I must have repeated the entire story at least eight times to different people. Then, I had a meeting with them in person. So, I told them the same story in person this time. ... Then, every week, every week or every 10 days or so, I would get an email from them saying that "we apologise that it's taking so long, but we're consulting with our colleagues. Some of us are on a vacation right now, so it's taking longer than usual." ... So, it took a really, really long time for the entire - just to come up with a decision. (female student)

Formal reporting to the police was low. Of all respondents who experienced emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months, only 4.6% of staff (29 of 624) and 2.4% of student respondents (33 of 1382) made a report to the police (see Appendix D Table 1). Formal reporting to the university was higher: 13.9% of staff respondents (23 of 166) and 6.5% of student respondents (22 of 336) made a formal report to the university where they worked or studied.

I didn't report it [sexual harassment by male colleague] as such, because I didn't know where you might report that kind of thing. I mentioned it in my department afterwards, but I don't think there was a lot of fuss made about it. (female student)

Out of the 23 staff who made a formal report to the university, twelve indicated the outcome as negative; for five it led to both positive and negative outcomes; four indicated the outcome was neither positive nor negative; and for two it resulted in a positive outcome. Out of the 22 students who made a formal report to the university, seven described the outcome as negative; for seven it led to both positive and negative outcomes; four described the outcome as neither positive nor negative; and for four it resulted in a positive change.

I had an experience last year with a student where they touched me inappropriately. I reported them. But it was dragged out for a very long time. That was a wee bit unsettling ... It was resolved, ish. The outcome was just - there was no real outcome. But luckily ... the course tried to ensure that I wasn't around this person quite a bit. So from that perspective they listened to me and listened to my concerns and stuff and took steps to ensure that I didn't feel uncomfortable. But it didn't stop the general uncomfortableness. [...] my friends actually encouraged me to report it because it was affecting my being in - I wasn't enjoying being in uni anymore ... I reported it to one of the lecturers at the time. She was awfully - she was absolutely wonderful and she later put it up the chain. ... Also, off the back of that, he then reported me, apparently, because I was intimidating him and making him feel uncomfortable. So that was very hard to deal with, again. That was me pulled in by the head of [subject] again, and now this was put to me. Which was really difficult. I just was like at a point, "come on." ... Because I just thought "how dare you." It's just complete role reversal. (female student)

In terms of understanding the process of reporting to universities, three-quarters of staff (75.9%) respondents and eight in ten student (80.5%) respondents indicated that more information on reporting is needed (see Appendix D Table 4).

It's quite clear, the guidelines with certain things, like attendance with certain courses, exam rules, regulations, plagiarism. But things like that [GBV] aren't focused on quite as much, the rules and regulations of human resource stuff, almost. I feel it's more just the academic rules that are focused on. (female student)

I suppose the only thing that I'm a bit concerned about is whether the students are aware of the reporting processes. (female staff)

6: IMPACT

Experiencing emotional abuse, physical violence, stalking, sexual harassment or sexual violence can impact victims/survivors in myriad ways that can endure over the lifetime. In order to get a sense of this, respondents were asked about the impact these experiences have had on their lives and in what ways.

Of the staff and students who reported experiencing emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the previous 12 months and answered the query on the extent of impact, 7.8% of staff (39 of 498) and 8.7% of students (97 of 1115) reported they were severely impacted. Female staff respondents reported more severe impact ($M = 2.93$, $SD = 1.07$) than male staff respondents ($M = 2.23$, $SD = 1.16$), $t(238.291) = 6.23$, $p < .001$. The same pattern occurred for student respondents in which female students reported the impact as more severe ($M = 2.94$, $SD = 1.06$) than male students ($M = 2.10$, $SD = 1.14$), $t(411.787) = 10.47$, $p < .001$.

I'm aware of a student I worked with for a number of years [removed] who was involved in a rape trial, and it took a long, long time to come to court; took about eighteen months to come to court. It impacted on her course because the court date kept getting shifted and she was a student on a course where there was placement involved. And when it finally did come to court, it postponed the start of her placement. And also the actual process of the court case was really, really distressing for her. And the result was not proven in the end. So, it really did take up a lot of her emotional time, and did have quite a serious impact on her studies. (female staff)

Impact on Mental Health

Of those respondents who reported experiencing emotional abuse, physical violence, stalking, sexual harassment or sexual violence in the past 12 months, 26.4% of staff (165 of 624) and 36.6% of student respondents (506 of 1382) reported mental health problems as a consequence (see Appendix E). Significantly more female student respondents (41.2%; 401 of 973) than male student respondents (21.1%; 76 of 360) reported their mental health was impacted, $\chi^2 = 42.21$, $p < .001$.

We had a thoroughly hideous event last year in our school which resulted in the dismissal of a member of staff. And it was a student who was being harassed by a member of staff. She had been groped by the member of staff, he had foolishly bought her presents, he had more or less implied that if she was nice to him she would get a better mark. And it wasn't reported to me initially but I know the people it was reported to and the impact it had on them. I came in later into the process and was dealing with the student, and I'm still appalled by the impact that it had on his student, and the impact it has clearly had on the student's mental health. The fact that for something that was supposed to be confidential, there were people in other schools who knew about it because they were friends with the perpetrator. (female staff)

Impact on Work and Studies

Experiences of emotional abuse, physical violence, stalking, sexual harassment or sexual violence were reported to negatively impact both education and employment, principally in terms of a loss of motivation and ability to concentrate. Of those respondents who reported experiencing violence, abuse or harassment in the past 12 months, 9.8% of staff respondents (9.3% female: 40 of 430; and 9.9% male: 18 of 181) and 12.4% of student respondents (13.6% female: 132 of 973; and 8.6% male: 31 of 360) reported finding it hard to keep deadlines and/or saw their productivity suffer. Among staff respondents, 10.2% female (44 of 430) and 7.2% male (13 of 181) reported that their careers were affected negatively. Among student respondents, 7.2% (99 of 1382) reported missing deadlines, classes and/or exams – 7.8% female (75 of 973) and 4.4% male (16 of 360), $\chi^2 = 4.64$, $p = .031$.

Impact on Personal Relationships

Experiencing emotional abuse, physical violence, stalking, sexual harassment or sexual violence also impacts personal relationships. Among respondents who reported an experience in the previous 12 months, 35.7% of female students (347 of 973), 24.0% of female staff (103 of 403), 20.6% of male students (74 of 360), and 14.4% male staff (26 of 181) reported that it negatively affected personal relationships.

7: CULTURAL CONTEXT

I just don't think women are given the opportunities that males are in the university. I do think there's a bit of a lad culture, but I think within the whole sector in general, if you lined up every university's Principal, you would struggle to find the females amongst the group. I just don't feel that females get the same opportunities. I just don't think that's the case. (male staff)

Sexist and misogynist attitudes and 'traditional' views of gender roles are linked to acceptance and perpetration of gender-based violence. The survey wanted to gauge a sense of the wider cultural context of the institution, therefore questions on 'Lad Culture' aimed at the student experience, and on the wider culture aimed at the staff experience, were included.

The National Union of Students (2012) describe Lad Culture as a group or 'pack' mentality residing in activities such as sport and heavy alcohol consumption, and 'banter'/talk which is often sexist, misogynist and homophobic (Phipps and Young, 2015) and this definition was shared with respondents:

These questions ask about 'Lad Culture', which is defined by the National Union of Students (2012) as a group or 'pack' mentality residing in activities such as sport and heavy alcohol consumption, and 'banter'/talk which is often sexist, misogynist and homophobic. 'Lad Culture' could also refer to an environment in which there is general and/or institutional sexism. At the [name] University...

	Yes	No	Don't know
<i>...do you think 'Lad Culture' exists?</i>			
<i>...have you seen any evidence of 'Lad Culture'?</i>			
<i>...have you experienced 'Lad Culture'?</i>			
<i>...do you think 'Lad Culture' is a problem?</i>			

Gender inequality is where people are treated differently, and unequally, based on their gender. This might refer to a difference in pay between men and women or an unequal distribution of men and women in different roles and/or at different levels and this was described to respondents as:

These final questions ask about gender inequality, which is when people are treated differently and unequally based on their gender. This might refer to a difference in pay between women and men or an unequal distribution of women and men in different roles or at different levels.

	At the [name] University ...		
	Yes	No	Don't know
<i>...do you think there is gender inequality?</i>			
<i>...have you seen people being treated unequally because of their gender?</i>			
<i>...have you heard about people being treated unequally because of their gender?</i>			
<i>...have you ever been treated unequally because of your gender?</i>			
<i>...do you think there is sexism?</i>			

Perceptions of 'Lad Culture'

Staff respondents (44.5%; 435 of 978) and student respondents (59.9%; 966 of 1612) reported that they believed 'lad culture' exists at university. Moreover, 31.7% of staff respondents (310 of 979) and 43.8% of student respondents (705 of 1611) reported that they had personally experienced 'lad culture' at university (see Appendix F Table 1).

Just the sort of boys that think with the mentality of 'boys will be boys', that they can get away with doing what they like. Very misogynistic. Getting into the more sociology side, but a more hegemonic masculinity. Just being a lad's lad, and not having a lot of respect for women in general. (female student)

[lad culture]'s a very group-based behaviour. You wouldn't find a single lad on his own behaving the way that he would in a big group. So, I think it's something about when they band together and they're all probably drunk, that's when it comes out. (female student)

Gender Inequality in the Institution

Overall, staff respondents reported being more aware than student respondents of gender inequality at universities (see Appendix F Table 2). For example, 55.8% (481 of 862) staff respondents reported that gender inequality exists at the universities compared to 39.3% of student respondents (524 of 1334). Additionally, women are more likely than men to report recognising gender inequality. Significantly more female staff respondents (52.8%, 344 of 651) than male staff respondents (41.9%, 122 of 291) reported knowing of someone who was treated unequally because of their gender.

I saw male members of staff being promoted, many of them being promoted, to professor long before I was. And my profile has been way stronger, and continues to be way stronger than every one of them. ... And even up to quite recently, not so much this round of promotions, but I know on the previous round of leadership promotions, every single person that my colleague faced in the panels was male. So, we're not doing it right. (female staff)

I think there are some inequalities. If you look at the higher positions within university, it is male-based, whereas the lower down you go, the more females you have. So, distribution is not entirely equal. (male staff)

I work with a lot of academics and researchers and there is a pattern. You can see that the female researchers don't get the same opportunities. [...] I think the female researchers struggle more than the men to get the open-ended contracts, to get the research funding is obviously something that's mainly outside, externally-granted. But it seems much harder for them to get a foot in the door and keep it there. I think there tends to be a bit of a lack of respect amongst as well. I can see the university wants to make strides, but you sometimes wonder, does it want to, or does it just want to be seen to be doing the right thing? (female staff)

8: DISCUSSION⁸

The *Equally Safe in Higher Education/Equally Safe in Colleges and Universities* project was the most robust project study conducted in the Scottish Higher Education context, due in large part to the survey which captured a continuum of gender-based violence (GBV) behaviours, specifically emotional abuse, physical violence, stalking, sexual harassment and sexual violence. Whereas most work in the UK has focused on sexual violence and stalking (Jones et al., 2020), this project was developed from the understanding that there are a spectrum of GBV behaviours that may cause harm (Kelly, 1988). This is the first project in Scotland (and the UK) to investigate this continuum in the context of higher education.

Staff and Student Respondents' Experiences of Gender-based Violence

Unfortunately, the findings have made it clear that staff and students respondents experienced a range of forms of GBV since the age of 16 and in the previous 12 months. Nine of ten students and nine of ten staff who completed the survey reported experiencing at least one form since the age of 16. The most common form experienced by female staff and student survey respondents was sexual harassment (90% of staff and 90% of students) followed by sexual violence (75% of staff and 75% of students). We could identify only one UK study by Stenning, Mitra-Kahn and Gunby (2012) that also used the same time frame to look at students' experiences of GBV. Eighty percent of female survey respondents in this study reported they experienced sexual harassment. The differences between this study and our project could be attributed to different methodologies or to recent movements such as *#MeToo* and *#TimesUp* creating more awareness and encouragement to report these behaviours.

The most common form of gender-based violence experienced by male staff and students since the age of 16 differed from female staff and students, with 80% of male staff respondents and 75% of male student respondents reporting experiences of emotional and controlling behaviours. The next most common form reported by male respondents was sexual harassment (56% of staff and 56% of student respondents) followed by physical violence (55% of staff and 48% of student respondents). As far as we are aware, these findings are the first to describe the experiences of UK male staff and student survey respondents and thus we offer them as initial benchmark for future research. University stakeholders should take into considerations these findings on lifetime experiences of GBV, as these historic experiences can impact studies and work.

Younger age is a risk factor for experiencing GBV so it is not surprising that more student survey respondents than staff survey respondents reported experiencing at least one form of GBV in the previous 12 months: approximately 80% of students and 60% of staff. While these prevalence findings are higher than found by others (see the Context section of this report on

⁸ Percentages in this section have been rounded to make it easier to read.

page 7), previous studies examined one form of GBV. This project captures multiple forms, providing respondents with more behaviours to report.

The most common form of GBV experienced by student respondents in the previous 12 months was sexual harassment (68% of students). The overall prevalence found in this project is consistent with the pivotal work conducted by the NUS in 2011. Additional similarities to previous work (e.g. EUSA, 2014; NUS, 2011) can be found when investigating types of sexually harassing behaviours. Sexual comments and sexual noises were two of the most common types reported by student respondents (39% and 38%, respectively). The next most common form of GBV reported by student respondents was emotional abuse (60% of students). Though not as prevalent among staff respondents, sexual harassment (34% of staff) and emotional abuse (43% of staff) were also the most common forms of GBV reported.

If survey respondents indicated they experienced GBV in the previous 12 months, they were asked to identify the location. More staff and student respondents reported their experiences took place off campus, specifically their own home/someone else's home (35% of staff and 38% of students) or a recreational venue in the city (33% of staff and 46% of students), than on campus. Again, this finding is consistent with previous UK studies (Jones et al., 2020). The most frequently mentioned location for on campus experiences for staff respondents was staff office/meeting room/other private space (15%) and for student respondents was streets on or around the campus (15%). Even though the most common location reported was off campus, we agree with Towl (2016b) that universities have civic and educational duties of care to help students achieve their educational potential by responding to harms incurred no matter where the violence and abuse takes place.

Taking these findings together, Scotland is not dissimilar to the rest of the UK which also reflects patterns across Europe and beyond, specifically the USA and Australia.

Disclosure and Formal Reporting

Two-thirds of student respondents (66.2%) and nearly seven in ten staff respondents (69.0%) who experienced at least one form of GBV in the previous 12 months told someone about it. The most common source of support for respondents to speak to was partner, families or friends (50% of students and 46% of staff). Proportions of respondents disclosing, as well as the primary source of support, was in line with other studies conducted in the UK on university students (e.g. EUSA, 2014; NUS 2011; QUB, 2016; Stenning et al., 2012) and on the general UK population (CSEW, 2021).

Only a small proportion of student respondents (7%) and staff respondents (14%) formally reported their experiences to their university. The finding on student formal reporting is lower than those described in the NUS (2011) study, in which 21% of female students who experienced stalking made a formal report and 17% of female students who experienced serious physical violence made a formal report. Over three-quarters of staff and students respondents indicated more information on reporting is needed, which suggests universities could increase formal reporting by creating greater awareness of procedures.

Impact

It comes as no surprise that staff and student respondents reported that their experiences of GBV in the previous 12 months impacted their mental health (26% of staff and 37% of students), particularly when considering the large amount of evidence documenting the short term and long term mental health impacts of GBV (Felitti et al., 1998; Perfect et al., 2016; Radford et al, 2013; Scottish Government, 2019c; TUC, 2016; van der Kolk et al., 2005; WHO, 2013).

Cultural Context

This project looked at ‘lad culture’ and gender inequality to get a better understanding of aspects of university culture which have been shown to scaffold gender-based violence. (See the Context section on page 7). Six in ten student respondents and nearly half of staff respondents (45%) reported that ‘lad culture’ exists in their institution. The increasing number of women working and studying in universities gives some indication universities have moved forward to address gender inequality. However, as can be seen in this report, this should not be taken to mean women have equal experiences. Over half of staff respondents (56%) think gender inequality exists at their institution and nearly half (49%) have heard of others at their institutions who were treated unequally because of their gender.

Limitations of Research

Though this project is the most robust piece of evidence to date on the Scotland’s Higher Education sector capturing multiple forms of gender-based violence, there are several limitations that must be considered. First and foremost is the response rates within and across the four participating universities. As a reminder to the reader, the overall response rates were 11.1% for staff and 3.3% for students. These rates limit the extent to which findings can be concluded as representative of the HE sector in Scotland and thus support the need for additional research that investigates strategies that have been effective elsewhere. (See the Survey Dissemination section on page 11 for a discussion of strategies.) Nonetheless, the findings are consistent with previous studies of gender-based violence in Scotland (e.g. Zero Tolerance Scotland, 2017) and international studies of gender-based studies in universities (e.g. Krebs et al., 2017).

The second limitation was the characteristics of the survey participants: more female staff and students completed the survey than male staff and students. Approximately two-thirds of each were women and one-third were men. Evidence shows that survey response rates are influenced by potential participants’ socio-demographic background, with female staff and students being more likely to complete surveys (DeKeseredy et al., 2017; Smith, 2009). The survey topic also influences response rates, in which those who find the topic more relevant and important to their lives are more likely to participate (Groves, Singer, and Corning, 2000). Women are more likely to experience the forms of gender-based violence investigated in this study so it comes as no surprise that more female staff and students than male staff and students completed the survey. The higher proportion of women in this study may have influenced the findings, which could be accounted for by weighting responses. However,

participating universities did not provide socio-demographic characteristics of staff and student bodies so findings could not be weighted to ensure findings reflected participating universities' populations.

9: CONCLUSION

We regard this work as a significant contribution towards building the evidence base on experiences of emotional abuse, physical violence, stalking, sexual harassment or sexual violence that is specifically gendered within Scotland's Higher Education sector. With so much reluctance for institutions to report on this, a whole sector approach, using consistent methodology, can offer an overview of the sector. Ideally we would encourage all institutions to report at a university level so that an understanding of similarities and differences across Scotland can be developed. We also advocate using the *ESHE Research Toolkit* (McCarry *et al.*, 2018) and full *ESHE Toolkit* (see Donaldson *et al.*, 2018) as a starting point for institutions embarking on this work and as a means to assess progress.

The research reported here provides a window into some experiences of emotional abuse, physical violence, stalking, sexual harassment or sexual violence, that we define collectively as gender-based violence, within university communities and the ongoing impact of that which occurs within the institution. Gender inequality and everyday sexism remain prevalent in higher education and together provide a context which can act to both underpin and normalise such violence and abuse. As places of education, HEIs have a responsibility to change attitudes and acceptance of GBV, promote a culture of zero tolerance and encourage bystander intervention.

The *Equally Safe in Higher Education/Equally Safe in Colleges and Universities* project offered a unique opportunity to pioneer vital work needed to ensure that Scottish campuses are among the safest in the world. These findings provide a starting point to inform a strategic response to gendered based violence and to strengthen the long-term commitment to preventing this in the Scottish Higher Education sector.

Recommendations for Future Research

One key part of carrying this work forward is additional research to further develop methodology and understanding of experiences and impact of gender-based violence. Based on this report, we offer the following recommendations for future research.

Methodology

- Develop relationships with key institutional stakeholders, particularly those in senior positions, to increase the number of institutions gathering research data.
- Establish a dialogue with ethics boards to understand concerns about undertaking this research and how they can be addressed.
- While the survey participation rate was low, it comes as no surprise considering survey respondents were not offered compensation. Similar work undertaken in the United States in which respondents were compensated had much higher participation rates (e.g. Coker *et al.*, 2016; Krebs *et al.*, 2017). Furthermore, the recruitment strategies in these examples helped to ensure survey respondents closely reflected the study body at their universities. Future studies conducted in Scotland should draw from and test these recruitment practices.

- Collect information on student and staff sampling frames to analyse non-response rates and item non-response rates.
- Develop survey questions on perpetration and more detailed questions on impact.
- Undertake studies to validate the gender-based violence measurement tool.

Experiences and Impact of Gender-Based Violence

- Investigate first year students' historic experiences of gender-based violence.
- Utilise an intersectional approach to explore if certain groups of staff and students may be at increased risk for experiencing gender-based violence. This approach should include but is not limited to sex, gender-identity, age, ethnicity, nationality, disability, sexuality and number of years at institution.
- Examine the impact of seniority in staff experiences.
- Further understanding of impact on students over the course of their studies and after they leave education.
- Explore how university resources for those who have experienced gender-based violence can be shared more effectively with students.
- Compare and contrast experiences of staff and students at different types of institutions (e.g. red brick universities vs post-92) and campuses (e.g. city campus vs rural campus).

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Appendix A

Staff and Student Respondents' Feelings of Safety on Campus and Campus Related Spaces

TABLE 1: PLEASE TELL US HOW SAFE OR UNSAFE YOU FEEL THE FOLLOWING [NAME] UNIVERSITY RELATED SPACES ARE:

	Staff					Students				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
<i>Campus in general</i>	2.7% (n = 32 of 1145)	3.2% (n = 24 of 761)	2.2% (n = 8 of 357)	0.72	.026	2.6% (n = 55 of 2066)	2.5% (n = 34 of 1352)	2.5% (n = 16 of 645)	0.002	.001
<i>Lecture theatre/auditorium /other large teaching space</i>	1.6% (n = 14 of 902)	1.8% (n = 10 of 564)	0.6% (n = 2 of 312)	1.91	.047	2.5% (n = 49 of 1994)	2.0% (n = 26 of 1305)	3.0% (n = 19 of 623)	2.07	.033
<i>Seminar/tutorial room/lab/other similar teaching</i>	1.6% (n = 14 of 901)	1.6% (n = 9 of 556)	0.9% (n = 3 of 319)	0.69	.028	2.6% (n = 52 of 2007)	2.1% (n = 28 of 1317)	3.0% (n = 19 of 625)	1.50	.028
<i>Staff office/meeting room/other private space</i>	3.3% (n = 37 of 1136)	2.8% (n = 21 of 755)	3.7% (n = 13 of 355)	0.63	.024	2.3% (n = 44 of 1877)	2.0% (n = 24 of 1216)	2.3% (n = 14 of 603)	0.24	.011
<i>Other university spaces (e.g. toilet/kitchen/lift)</i>	4.5% (n = 51 of 1136)	4.6% (n = 35 of 756)	3.7% (n = 13 of 354)	0.53	.022	4.6% (n = 93 of 2012)	4.3% (n = 57 of 1319)	4.6% (n = 29 of 630)	0.08	.006
<i>Outside spaces on campus during the day</i>	2.0% (n = 23 of 1128)	1.5% (n = 11 of 751)	2.8% (n = 10 of 352)	2.43	.047	4.1% (n = 82 of 2018)	3.9% (n = 51 of 1320)	4.3% (n = 27 of 634)	0.17	.009
<i>Outside spaces on campus at night</i>	21.2% (n = 205 of 967)	24.8% (n = 156 of 628)	13.6% (n = 43 of 316)	15.95***	.130	23.8% (n = 442 of 1855)	28.0% (n = 377 of 1203)	15.3% (n = 91 of 593)	35.11***	.140
<i>Library during the day</i>	1.1% (n = 9 of 836)	1.0% (n = 5 of 526)	1.0% (n = 3 of 291)	0.01	.004	1.2% (n = 23 of 1955)	0.8% (n = 11 of 1300)	1.5% (n = 9 of 615)	1.54	.028
<i>Library at night</i>	7.4% (n = 40 of 539)	8.8% (n = 28 of 318)	5.3% (n = 11 of 208)	22.65	.066	5.6% (n = 97 of 1735)	6.8% (n = 76 of 1115)	2.7% (n = 15 of 563)	12.57***	.087
<i>Student Union</i>	5.2% (n = 25 of 482)	4.0% (n = 12 of 297)	6.9% (n = 12 of 175)	1.81	.062	5.9% (n = 98 of 1670)	5.4% (n = 58 of 1077)	6.5% (n = 35 of 537)	0.85	.023

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<i>Student accommodation during the day</i>	--	--	--	--	--	4.2% (n = 44 of 1041)	4.1% (n = 27 of 660)	3.4% (n = 12 of 350)	0.27	.016
<i>Student accommodation at night</i>	--	--	--	--	--	18.5% (n = 190 of 1027)	20.6% (n = 134 of 650)	14.1% (n = 49 of 347)	6.37*	.080
<i>Travelling to and from university during the day</i>	3.0% (n = 33 of 1115)	2.6% (n = 19 of 742)	3.4% (n = 12 of 349)	0.66	.025	3.9% (n = 77 of 1988)	3.1% (n = 40 of 1300)	4.5% (n = 28 of 624)	2.46	.036
<i>Travelling to and from university at night</i>	16.0% (n = 157 of 980)	18.4% (n = 118 of 642)	11.4% (n = 36 of 317)	7.77**	.090	28.8% (n = 542 of 1884)	33.8% (n = 412 of 1220)	17.3% (n = 104 of 602)	54.03***	.172
<i>Streets on or around the campus during the day</i>	3.3% (n = 37 of 1107)	3.1% (n = 23 of 733)	3.4% (n = 12 of 350)	0.06	.008	4.2% (n = 84 of 2013)	3.3% (n = 44 of 1316)	4.7% (n = 30 of 632)	2.30	.034
<i>Streets on or around the campus at night</i>	24.6% (n = 237 of 965)	27.3% (n = 170 of 622)	19.0% (n = 61 of 321)	7.94**	.092	29.3% (n = 557 of 1898)	34.5% (n = 424 of 1228)	18.6% (n = 113 of 608)	49.94***	.165
<i>Other place off campus when on university business (e.g. conference/placement)</i>	4.4% (n = 37 of 832)	5.3% (n = 28 of 527)	2.8% (n = 8 of 284)	2.71	.058	6.2% (n = 83 of 1348)	6.1% (n = 52 of 858)	5.8% (n = 26 of 447)	0.03	.005
<i>Online teaching spaces (e.g. [online software])</i>	0.9% (n = 7 of 818)	0.8% (n = 4 of 517)	0.7% (n = 2 of 280)	0.01	.003	2.0% (n = 40 of 1987)	1.3% (n = 17 of 1300)	3.4% (n = 21 of 625)	9.19**	.069
<i>Online social media spaces (e.g. Instagram/Facebook)</i>	10.6% (n = 84 of 791)	10.0% (n = 53 of 531)	11.2% (n = 27 of 242)	0.25	.018	11.5% (n = 214 of 1867)	11.0% (n = 136 of 1232)	11.4% (n = 66 of 578)	0.06	.006
<i>University recreational venues (e.g. sports club/society/gym)</i>	2.3% (n = 16 of 691)	2.7% (n = 12 of 446)	1.3% (n = 3 of 229)	1.33	.044	3.6% (n = 55 of 1548)	2.8% (n = 28 of 999)	4.0% (n = 20 of 504)	1.47	.031

City Centre recreational venues (e.g. bar/pub/nightclub)	20.5% (n = 180 of 876)	20.7% (n = 117 of 566)	19.5% (n = 57 of 292)	0.16	.014	28.8% (n = 522 of 1811)	33.0% (n = 392 of 1188)	18.9% (n = 108 of 571)	37.59***	.146
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^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

Respondents could report for each question: 'very safe,' 'quite safe,' 'somewhat unsafe,' 'unsafe,' or 'not applicable.' The figures are the combined frequencies and percentages of respondents who thought places are 'unsafe' or 'somewhat unsafe'. The findings should be read as e.g. 24 female staff respondents, or 3.2% of female staff respondents who answered the question, believed the campus in general is either 'unsafe' or 'somewhat unsafe'.

χ^2 tests of independence compare differences in responses categories across female and male staff respondents. Responses were categorised as 1) 'unsafe' or 'somewhat unsafe' and 2) 'very safe' or 'quite safe.'

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Appendix B

Staff and Student Respondents' Experiences of Emotional Abuse, Physical Violence, Stalking and Sexual Violence in the Previous 12 Months

TABLE 1: EXPERIENCES OF EMOTIONAL ABUSE, PHYSICAL VIOLENCE AND STALKING IN THE PAST 12 MONTHS

Please indicate if someone has:	Staff					Students				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
<i>Behaved in a jealous or controlling way (e.g. restricted what you could do, who you could see, what you could wear, what you could spend)</i>	8.3% (n = 88 of 1057)	6.6% (n = 47 of 710)	12.0% (n = 39 of 326)	8.38**	.090	13.4% (n = 236 of 1763)	12.3% (n = 145 of 1175)	14.6% (n = 77 of 528)	1.62	.031
<i>Made negative, patronising or belittling comments to 'put you down'</i>	36.4% (n = 386 of 1059)	37.3% (n = 265 of 711)	34.4% (n = 112 of 326)	0.82	.028	43.0% (n = 775 of 1764)	46.6% (n = 547 of 1174)	36.7% (n = 194 of 529)	14.60***	.093
<i>Checked up on your whereabouts by asking you, your friends/family or using social media</i>	15.1% (n = 160 of 1059)	13.6% (n = 97 of 711)	18.7% (n = 61 of 326)	4.45*	.065	37.1% (n = 654 of 1763)	36.1% (n = 424 of 1175)	39.0% (n = 206 of 528)	1.34	.028
<i>Tried to stop you from coming into your workplace/university or from doing work/studies</i>	2.2% (n = 23 of 1059)	2.4% (n = 17 of 712)	1.8% (n = 6 of 326)	0.31	.017	5.6% (n = 99 of 1761)	4.8% (n = 56 of 1172)	7.0% (n = 37 of 529)	3.46	.045
<i>Threatened or tried to physically hurt you</i>	4.0% (n = 42 of 1059)	2.5% (n = 18 of 711)	5.8% (n = 19 of 326)	7.06**	.083	11.1% (n = 196 of 1761)	8.8% (n = 103 of 1172)	15.7% (n = 83 of 529)	17.83***	.102
<i>Actually physically hurt you</i>	1.9% (n = 20 of 1059)	1.3% (n = 9 of 711)	1.8% (n = 6 of 326)	0.52	.022	5.5% (n = 97 of 1761)	4.9% (n = 58 of 1172)	6.6% (n = 35 of 529)	1.96	.034
<i>Followed or watched you in person or online in a way that caused fear/alarm/concern</i>	6.1% (n = 65 of 1058)	6.9% (n = 49 of 711)	4.3% (n = 11 of 326)	2.64	.050	14.1% (n = 249 of 1762)	16.7% (n = 196 of 1173)	7.8% (n = 41 of 529)	24.41***	.120
<i>Stood outside, or turned up at, your home, university or other place where you were in a way that caused fear/alarm/concern</i>	3.7% (n = 39 of 1058)	3.8% (n = 27 of 710)	3.1% (n = 10 of 326)	0.35	.018	4.9% (n = 86 of 1762)	5.5% (n = 64 of 1173)	3.6% (n = 19 of 529)	2.73	.040

<i>Sent you unwanted letters, emails, texts, calls or social media messages in a way that caused fear/alarm/concern</i>	8.3% (n = 88 of 1059)	8.4% (n = 60 of 711)	7.7% (n = 25 of 326)	0.17	.013	15.5% (n = 274 of 1764)	16.4% (n = 192 of 1174)	12.3% (n = 65 of 530)	4.77*	.053
<i>Tried to communicate with you in other unwanted ways that caused fear/alarm/concern</i>	6.7% (n = 71 of 1055)	7.3% (n = 52 of 708)	5.2% (n = 17 of 326)	1.63	.040	10.8% (n = 191 of 1763)	11.4% (n = 134 of 1174)	8.5% (n = 45 of 529)	3.28	.044
<i>Vandalised or took your property or something important to you in a way that caused fear/alarm/concern</i>	3.8% (n = 43 of 1057)	4.4% (n = 31 of 709)	2.8% (n = 9 of 326)	1.56	.039	4.5% (n = 79 of 1763)	3.8% (n = 45 of 1174)	5.7% (n = 30 of 529)	2.93	.041

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the frequencies and percentages of male and female staff and student respondents who experienced each gender based violence behaviour in the past 12 months. The figures should be read as e.g. 47 female staff respondents, or 6.6% of female staff respondents who answered the question, experienced jealous or controlling behaviours in the past 12 months.

χ^2 tests if a difference between male and female respondents is statistically significant.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

TABLE 2: EXPERIENCES OF SEXUAL VIOLENCE IN THE PAST 12 MONTHS

Please indicate if someone has:	Staff					Students				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
<i>Wolf-whistled or cat-called you</i>	15.4% (n = 158 of 1024)	20.7% (n = 144 of 696)	4.2% (n = 13 of 312)	44.73***	.211	38.4% (n = 642 of 1674)	52.8% (n = 594 of 1125)	6.5% (n = 32 of 493)	309.90***	.438
<i>Made unwanted sexual remarks about you or to you</i>	16.1% (n = 165 of 1025)	20.2% (n = 141 of 697)	6.7% (n = 21 of 312)	29.14***	.170	38.8% (n = 650 of 1675)	49.4% (n = 556 of 1125)	15.4% (n = 76 of 493)	166.54***	.321
<i>Asked you unwanted questions about your sexuality</i>	10.7% (n = 110 of 1024)	10.5% (n = 73 of 696)	10.6% (n = 33 of 312)	0.002	.001	26.3% (n = 440 of 1673)	28.8% (n = 324 of 1124)	18.7% (n = 92 of 493)	18.53***	.107
<i>Tried to draw you into a discussion of sexual matters</i>	16.5% (n = 169 of 1025)	15.5% (n = 108 of 697)	17.9% (n = 56 of 312)	0.95	.031	37.1% (n = 619 of 1670)	40.9% (n = 458 of 1121)	28.0% (n = 138 of 493)	24.33***	.123
<i>Stared, leered or ogled at you in a way that made you uncomfortable</i>	19.3% (n = 198 of 1026)	25.1% (n = 175 of 698)	6.7% (n = 21 of 312)	46.38***	.214	43.6% (n = 729 of 1671)	56.7% (n = 636 of 1122)	14.2% (n = 70 of 493)	251.26***	.394
<i>Touched you in a way that made you uncomfortable</i>	7.9% (n = 81 of 1025)	8.5% (n = 59 of 697)	5.4% (n = 17 of 312)	2.82	.053	29.1% (n = 486 of 1669)	35.4% (n = 397 of 1120)	14.6% (n = 72 of 493)	72.11***	.211
<i>Made unwanted attempts to, or actually did, grope or kiss you</i>	4.6% (n = 47 of 1025)	4.7% (n = 33 of 697)	3.5% (n = 11 of 312)	0.76	.027	22.0% (n = 366 of 1667)	28.3% (n = 294 of 1118)	12.4% (n = 61 of 493)	38.61***	.155
<i>Treated or implied better treatment for being sexually cooperative</i>	1.9% (n = 19 of 1026)	2.1% (n = 15 of 698)	0.6% (n = 2 of 312)	2.96	.054	6.1% (n = 102 of 1665)	6.7% (n = 75 of 1116)	4.5% (n = 22 of 493)	3.08	.044
<i>Pressured, criticised, or got angry with you to do something sexual that you didn't want to</i>	2.8% (n = 29 of 1024)	2.6% (n = 18 of 696)	2.9% (n = 9 of 312)	0.07	.009	10.9% (n = 182 of 1669)	13.2% (n = 148 of 1120)	5.5% (n = 27 of 493)	21.19***	.115
<i>Offered or given you money to do something sexual</i>	0.7% (n = 7 of 1025)	0.1% (n = 1 of 697)	1.6% (n = 5 of 312)	7.76*	.088	3.4% (n = 57 of 1667)	3.0% (n = 34 of 1118)	4.1% (n = 20 of 493)	0.17	.014

<i>Made you do something sexual when you were drunk or 'out of it'</i>	1.3% (n = 13 of 1025)	0.9% (n = 6 of 697)	1.9% (n = 6 of 312)	2.07	.045	7.9% (n = 131 of 1667)	9.4% (n = 105 of 1118)	3.9% (n = 19 of 493)	14.77***	.096
<i>Used force, or threat of force, to make you do something sexual you didn't want to</i>	0.6% (n = 6 of 1025)	0.4% (n = 3 of 697)	0.6% (n = 2 of 312)	0.65	.014	3.1% (n = 51 of 1666)	3.5% (n = 39 of 1117)	1.6% (n = 8 of 493)	4.22*	.051
<i>Made you look at or act out pornographic material that you didn't want to</i>	0.8% (n = 8 of 1025)	0.6% (n = 4 of 697)	0.6% (n = 2 of 312)	0.02	.004	1.7% (n = 29 of 1667)	1.6% (n = 18 of 1118)	1.6% (n = 8 of 493)	0.000	.000
<i>Took or shared nude or sexual pictures or videos of you without your permission</i>	0.9% (n = 9 of 1025)	0.6% (n = 4 of 697)	1.3% (n = 4 of 312)	1.37	.037	2.3% (n = 38 of 1667)	2.2% (n = 25 of 1119)	2.4% (n = 12 of 492)	0.06	.006
<i>Did any of these sexual behaviours involve penetration with a penis, a finger or other object?</i>	0.8% (n = 8 of 1024)	0.1% (n = 1 of 696)	1.6% (n = 5 of 312)	7.75*	.088	7.2% (n = 119 of 1664)	8.8% (n = 98 of 1116)	3.3% (n = 15 of 492)	15.85***	.099

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the frequencies and percentages of male and female staff and student respondents who experienced each gender-based violence behaviour in the past 12 months. The figures should be read as e.g. 144 female staff respondents, or 20.7% of female staff respondents who answered the question, experienced wolf-whistling or cat-calling in the past 12 months.

χ^2 tests if a difference between male and female respondents is statistically significant.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Appendix C

Staff and Student Respondents' Experiences of Emotional Abuse, Physical Violence, Stalking and Sexual Violence Since Aged 16

TABLE 1: EXPERIENCES OF EMOTIONAL ABUSE, PHYSICAL VIOLENCE AND STALKING SINCE AGED 16

Please indicate if someone has:	Staff					Students				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
<i>Behaved in a jealous or controlling way (e.g. restricted what you could do, who you could see, what you could wear, what you could spend)</i>	36.7% (n = 389 of 1059)	37.3% (n = 265 of 711)	35.2% (n = 115 of 327)	0.43	.020	42.2% (n = 746 of 1766)	44.9% (n = 530 of 1181)	34.2% (n = 180 of 526)	17.01***	.100
<i>Made negative, patronising or belittling comments to 'put you down'</i>	79.7% (n = 845 of 1060)	81.5% (n = 580 of 712)	76.4% (n = 249 of 326)	3.59	.059	75.1% (n = 1323 of 1762)	78.3% (n = 922 of 1178)	66.1% (n = 347 of 525)	28.34***	.129
<i>Checked up on your whereabouts by asking you, your friends/family or using social media</i>	35.2% (n = 373 of 1059)	35.7% (n = 255 of 711)	33.6% (n = 110 of 327)	0.49	.022	51.9% (n = 913 of 1760)	53.0% (n = 623 of 1175)	48.2% (n = 253 of 525)	3.39	.045
<i>Tried to stop you from coming into your workplace/university or from doing work/studies</i>	9.0% (n = 95 of 1059)	8.8% (n = 63 of 712)	8.6% (n = 28 of 325)	0.02	.004	14.1% (n = 249 of 1763)	14.1% (n = 166 of 1179)	13.1% (n = 69 of 525)	0.27	.013
<i>Threatened or tried to physically hurt you</i>	41.4% (n = 438 of 1059)	35.0% (n = 249 of 711)	53.7% (n = 175 of 326)	32.20***	.176	37.1% (n = 654 of 1763)	32.1% (n = 379 of 1180)	45.8% (n = 240 of 524)	29.37***	.131
<i>Actually physically hurt you</i>	27.2% (n = 288 of 1058)	24.2% (n = 172 of 712)	32.5% (n = 106 of 326)	7.97**	.088	24.6% (n = 434 of 1762)	20.4% (n = 240 of 1178)	32.2% (n = 169 of 525)	27.79***	.128
<i>Followed or watched you in person or online in a way that caused fear/alarm/concern</i>	27.4% (n = 290 of 1060)	33.0% (n = 235 of 712)	15.3% (n = 50 of 326)	35.05***	.184	31.3% (n = 552 of 1761)	35.6% (n = 419 of 1177)	19.6% (n = 103 of 525)	43.60***	.160
<i>Stood outside, or turned up at, your home, university or other place where you were in a way that caused fear/alarm/concern</i>	20.2% (n = 214 of 1060)	24.2% (n = 172 of 712)	12.0% (n = 39 of 326)	20.53***	.141	17.3% (n = 305 of 1763)	19.6% (n = 231 of 1179)	12.4% (n = 65 of 525)	13.16***	.088

<i>Sent you unwanted letters, emails, texts, calls or social media messages in a way that caused fear/alarm/concern</i>	34.6% (n = 366 of 1058)	38.2% (n = 271 of 710)	26.4% (n = 86 of 326)	13.75***	.115	35.7% (n = 629 of 1764)	39.2% (n = 462 of 1179)	25.9% (n = 136 of 526)	28.38***	.129
<i>Tried to communicate with you in other unwanted ways that caused fear/alarm/concern</i>	24.8% (n = 262 of 1058)	28.1% (n = 200 of 711)	17.5% (n = 57 of 326)	13.59***	.114	25.2% (n = 443 of 1761)	27.4% (n = 323 of 1177)	18.5% (n = 97 of 525)	15.70**	.096
<i>Vandalised or took your property or something important to you in a way that caused fear/alarm/concern</i>	22.4% (n = 237 of 1060)	22.5% (n = 160 of 712)	20.2% (n = 66 of 326)	0.65	.025	19.3% (n = 340 of 1763)	16.3% (n = 192 of 1179)	23.8% (n = 125 of 525)	13.58**	.089

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the frequencies and percentages of male and female staff and student respondents who experienced each gender-based violence behaviour since aged 16. The figures should be read as e.g. 265 female staff respondents, or 37.3% of female staff respondents who answered the question, experienced jealous or controlling behaviours since aged 16.

χ^2 tests if a difference between male and female respondents is statistically significant.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

TABLE 2: EXPERIENCES OF SEXUAL VIOLENCE SINCE AGED 16

Please indicate if someone has	Staff					Students				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
<i>Wolf-whistled or cat-called you</i>	64.9% (n = 667 of 1027)	85.4% (n = 596 of 698)	20.4% (n = 64 of 313)	402.09***	.631	61.2% (n = 1021 of 1068)	80.7% (n = 905 of 1122)	17.7% (n = 87 of 491)	571.44***	.595
<i>Made unwanted sexual remarks about you or to you</i>	62.9% (n = 646 of 1027)	77.8% (n = 543 of 698)	29.7% (n = 93 of 313)	214.10***	.460	60.4% (n = 1008 of 1669)	73.4% (n = 824 of 1122)	29.5% (n = 145 of 491)	274.54***	.413
<i>Asked you unwanted questions about your sexuality</i>	37.5% (n = 385 of 1027)	40.1% (n = 280 of 698)	31.0% (n = 97 of 313)	7.69**	.087	44.9% (n = 749 of 1669)	48.1% (n = 540 of 1123)	34.3% (n = 169 of 491)	25.90***	.127
<i>Tried to draw you into a discussion of sexual matters</i>	59.2% (n = 608 of 1027)	65.0% (n = 454 of 698)	45.0% (n = 141 of 313)	35.68***	.188	57.4% (n = 958 of 1670)	68.3% (n = 711 of 1123)	42.2% (n = 207 of 491)	62.33***	.197
<i>Stared, leered or ogled at you in a way that made you uncomfortable</i>	59.2% (n = 608 of 1027)	76.4% (n = 533 of 698)	21.4% (n = 67 of 313)	270.51***	.517	60.3% (n = 1005 of 1667)	75.5% (n = 846 of 1121)	25.1% (n = 123 of 491)	361.98***	.474
<i>Touched you in a way that made you uncomfortable</i>	52.8% (n = 544 of 1030)	65.2% (n = 457 of 701)	24.9% (n = 78 of 313)	140.81***	.373	55.8% (n = 931 of 1668)	66.4% (n = 745 of 1122)	29.9% (n = 147 of 491)	183.68***	.337
<i>Made unwanted attempts to, or actually did, grope or kiss you</i>	48.1% (n = 494 of 1028)	60.1% (n = 420 of 699)	21.1% (n = 66 of 313)	131.74***	.361	49.4% (n = 826 of 1671)	59.2% (n = 666 of 1125)	26.1% (n = 128 of 491)	150.12***	.305
<i>Treated or implied better treatment for being sexually cooperative</i>	14.8% (n = 152 of 1028)	19.2% (n = 134 of 699)	4.5% (n = 14 of 313)	37.40***	.192	17.0% (n = 283 of 1668)	20.6% (n = 231 of 1123)	7.6% (n = 37 of 490)	41.74***	.161
<i>Pressured, criticised, or got angry with you to do something sexual that you didn't want to</i>	25.6% (n = 263 of 1028)	33.2% (n = 232 of 699)	8.9% (n = 28 of 313)	66.56***	.256	30.0% (n = 502 of 1671)	37.3% (n = 420 of 1125)	12.0% (n = 59 of 491)	105.05***	.255
<i>Offered or given you money to do something sexual</i>	4.0% (n = 41 of 1029)	4.4% (n = 31 of 700)	2.6% (n = 8 of 313)	2.05	.045	7.7% (n = 128 of 1671)	7.8% (n = 88 of 1125)	6.7% (n = 33 of 491)	0.60	.019

<i>Made you do something sexual when you were drunk or 'out of it'</i>	18.1% (n = 186 of 1028)	22.5% (n = 157 of 699)	8.3% (n = 26 of 313)	29.24***	.170	22.8% (n = 381 of 1671)	27.4% (n = 308 of 1125)	11.4% (n = 56 of 491)	49.97***	.176
<i>Used force, or threat of force, to make you do something sexual you didn't want to</i>	8.4% (n = 86 of 1028)	11.3% (n = 79 of 699)	1.0% (n = 3 of 313)	31.06***	.175	11.3% (n = 188 of 1671)	14.9% (n = 168 of 1125)	2.0% (n = 10 of 491)	58.00***	.189
<i>Made you look at or act out pornographic material that you didn't want to</i>	5.6% (n = 57 of 1027)	6.2% (n = 43 of 698)	3.5% (n = 11 of 313)	2.99	.054	6.9% (n = 115 of 1669)	7.0% (n = 79 of 1124)	5.3% (n = 26 of 490)	1.66	.032
<i>Took or shared nude or sexual pictures or videos of you without your permission</i>	4.8% (n = 49 of 1028)	5.2% (n = 36 of 699)	3.5% (n = 11 of 313)	1.31	.036	9.1% (n = 152 of 1671)	10.2% (n = 115 of 1126)	5.5% (n = 27 of 490)	9.42**	.076
<i>Did any of these sexual behaviours involve penetration with a penis, a finger or other object?</i>	13.9% (n = 143 of 1026)	18.5% (n = 129 of 697)	3.5% (n = 11 of 313)	40.67***	.201	18.9% (n = 315 of 1669)	24.7% (n = 278 of 1124)	5.5% (n = 27 of 490)	82.27***	.226

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the frequencies and percentages of male and female staff and student respondents who experienced each gender-based violence behaviour since aged 16. The figures should be read as e.g. 596 female staff respondents, or 85.4% of female staff respondents who answered the question, experienced wolf-whistling or cat-calling since aged 16.

χ^2 tests if a difference between male and female respondents is statistically significant.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Appendix D

Staff and Student Respondents' Disclosures and Formal Reporting of Experiences of Emotional Abuse, Physical Violence, Stalking, Sexual Harassment or Sexual Violence

TABLE 1: WHO DID YOU SPEAK TO ABOUT THESE BEHAVIOURS? [BY STAFF AND STUDENTS WITH AT LEAST ONE EXPERIENCE OF EMOTIONAL ABUSE, PHYSICAL VIOLENCE, STALKING, SEXUAL HARASSMENT OR SEXUAL VIOLENCE IN PREVIOUS 12 MONTHS]

	Staff					Students				
	All Respondents ^B (n = 624)	Female (n = 430)	Male (n = 181)	χ^2	Cramer's V	All Respondents ^C (n = 1382)	Female (n = 973)	Male (n = 360)	χ^2	Cramer's V
<i>Partner/friend/family</i>	45.8% (n = 286)	51.4% (n = 221)	34.8% (n = 63)	14.09***	.152	50.4% (n = 696)	57.0% (n = 555)	31.7% (n = 114)	67.67***	.225
<i>External support organisation e.g. Rape Crisis</i>	1.8% (n = 11)	2.1% (n = 9)	0.6% (n = 1)	1.88	.055	2.7% (n = 37)	3.2% (n = 31)	0.8% (n = 3)	5.85*	.066
<i>Police</i>	4.6% (n = 29)	5.6% (n = 24)	1.7% (n = 3)	4.64*	.087	2.4% (n = 33)	2.1% (n = 20)	3.3% (n = 12)	1.83	.037
<i>University staff – female</i>	15.1% (n = 94)	16.7% (n = 72)	12.2% (n = 22)	2.06	.058	3.5% (n = 48)	3.8% (n = 37)	1.9% (n = 7)	2.84	.046
<i>University staff – male</i>	8.2% (n = 51)	7.7% (n = 33)	9.4% (n = 17)	0.50	.029	2.2% (n = 30)	2.2% (n = 21)	1.9% (n = 7)	0.06	.007
<i>University counselling service</i>	2.1% (n = 13)	2.3% (n = 10)	0.0% (n = 0)	0.43	.049	4.8% (n = 66)	5.4% (n = 53)	1.9% (n = 7)	7.50**	.075
<i>Other counsellor/therapist/ health professional</i>	11.5% (n = 72)	12.8% (n = 16)	9.4% (n = 5)	0.41	.048	10.5% (n = 145)	10.9% (n = 106)	6.7% (n = 24)	5.34*	.063
<i>University Union (student/ staff)</i>	1.9% (n = 12)	2.3% (n = 10)	1.1% (n = 2)	0.97	.040	1.2% (n = 17)	1.0% (n = 10)	1.4% (n = 5)	0.31	.015
<i>University security</i>	0.6% (n = 4)	0.7% (n = 3)	0.6% (n = 1)	0.04	.008	0.6% (n = 8)	0.4% (n = 4)	0.8% (n = 3)	0.90	.026
<i>Accommodation staff</i>	na	na	na	na	na	0.9% (n = 13)	0.7% (n = 7)	1.4% (n = 5)	1.32	.031
<i>Never disclosed to anyone</i>	31.0% (n = 154 of 496)	27.2% (n = 95 of 349)	41.1% (n = 58 of 141)	9.05**	.136	33.8% (n = 379 of 1120)	29.2% (n = 239 of 819)	49.4% (n = 129 of 261)	36.20***	.183

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the disclosures made by male and female staff and student respondents with at least one experience of gender-based violence in the past 12 months. The findings should be read as e.g. among female staff respondents with at least one experience of gender-based violence in the past 12 months, 221 (51.4%) disclosed experiences to partners, friends and/or family members.

χ^2 tests if a difference between male and female respondents is statistically significant.

** $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$*

TABLE 2: WHAT WERE YOUR REASONS FOR TELLING? [BY STAFF AND STUDENTS WITH AT LEAST ONE EXPERIENCE OF EMOTIONAL ABUSE, PHYSICAL VIOLENCE, STALKING, SEXUAL HARASSMENT OR SEXUAL VIOLENCE IN PREVIOUS 12 MONTHS]

	Staff					Students				
	All Respondents ^B (n = 624)	Female (n = 430)	Male (n = 181)	χ^2	Cramer's V	All Respondents ^C (n = 1382)	Female (n = 973)	Male (n = 460)	χ^2	Cramer's V
<i>Wanted action taken</i>	10.4% (n = 65)	11.2% (n = 48)	8.8% (n = 16)	0.73	.035	6.2% (n = 86)	6.4% (n = 62)	5.0% (n = 18)	0.88	.026
<i>Wanted to talk it through with someone/get support</i>	37.3% (n = 233)	41.9% (n = 180)	27.1% (n = 49)	11.89***	.139	38.1% (n = 527)	44.1% (n = 429)	21.1% (n = 76)	58.97***	.210
<i>Wanted it to stop</i>	11.1% (n = 69)	12.1% (n = 52)	8.8% (n = 16)	1.36	.047	7.7% (n = 106)	8.3% (n = 81)	5.6% (n = 20)	2.88	.046
<i>Concerned about it happening to someone else</i>	13.8% (n = 86)	16.7% (n = 72)	7.2% (n = 13)	9.73**	.126	13.8% (n = 191)	16.0% (n = 156)	6.7% (n = 24)	19.74**	.122
<i>I was asked about it</i>	5.9% (n = 37)	7.0% (n = 30)	3.9% (n = 7)	2.17	.060	13.7% (n = 189)	15.4% (n = 150)	9.4% (n = 34)	7.87**	.077
<i>Needed medical attention</i>	1.0% (n = 6)	0.9% (n = 4)	0.0% (n = 0)	1.69	.053	2.0% (n = 28)	2.0% (n = 19)	1.4% (n = 5)	0.47	.019
<i>To keep a formal record/put a case together</i>	7.1% (n = 44)	6.5% (n = 28)	8.3% (n = 15)	0.61	.032	3.6% (n = 50)	3.9% (n = 38)	2.5% (n = 9)	1.53	.034
<i>Reached breaking point</i>	7.2% (n = 45)	7.7% (n = 33)	5.0% (n = 9)	1.45	.049	9.3% (n = 128)	10.1% (n = 98)	6.7% (n = 24)	3.67	.052
<i>Other reason</i>	11.2% (n = 70)	11.4% (n = 49)	11.6% (n = 21)	0.01	.003	9.7% (n = 134)	9.1% (n = 89)	10.0% (n = 36)	0.23	.013

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are reasons why male and female staff and student respondents with at least one experience of gender-based violence in the past 12 months disclosed their experiences. The findings should be read as e.g. among female staff respondents with at least one experience of gender-based violence in the past 12 months, 48 (11.2%) disclosed experiences because they 'wanted something done about it'.

χ^2 tests if a difference between male and female responses is statistically significant

***= $p < 0.001$; **= $p < 0.01$; *= $p < 0.05$

TABLE 3: WHAT WERE YOUR REASONS FOR NOT TELLING? [BY STAFF AND STUDENTS WITH AT LEAST ONE EXPERIENCE OF EMOTIONAL ABUSE, PHYSICAL VIOLENCE, STALKING, SEXUAL HARASSMENT OR SEXUAL VIOLENCE IN PREVIOUS 12 MONTHS]

	Staff					Students				
	All Respondents ^B (n = 624)	Female (n = 430)	Male (n = 181)	χ^2	Cramer's V	All Respondents ^C (n = 1382)	Female (n = 973)	Male (n = 360)	χ^2	Cramer's V
<i>Concerns about negative impact on personal relationships</i>	16.0% (n = 100)	16.7% (n = 72)	14.4% (n = 26)	0.54	.030	16.5% (n = 228)	18.7% (n = 84)	11.4% (n = 41)	10.10**	.087
<i>Concerns about negative impact on relationships with colleagues/fellow students</i>	11.9% (n = 74)	12.3% (n = 53)	10.5% (n = 19)	0.41	.026	9.6% (n = 133)	9.9% (n = 96)	8.6% (n = 31)	0.48	.019
<i>Concerns about negative impact on University work/studies</i>	7.2% (n = 45)	8.6% (n = 37)	3.9% (n = 7)	4.23	.084	5.6% (n = 77)	5.9% (n = 57)	4.7% (n = 172)	0.65	.022
<i>Too scared, frightened or intimidated</i>	6.7% (n = 42)	8.1% (n = 35)	2.8% (n = 5)	6.02*	.099	10.0% (n = 138)	11.0% (n = 107)	6.7% (n = 24)	5.56*	.065
<i>Feelings of embarrassment, shame or stigma</i>	24.7% (n = 154)	28.4% (n = 122)	15.5% (n = 28)	11.45**	.137	27.4% (n = 378)	30.7% (n = 299)	18.9% (n = 68)	18.47***	.118
<i>Concerns about information not being treated confidentiality</i>	15.4% (n = 96)	17.2% (n = 74)	10.5% (n = 19)	4.45*	.085	13.6% (n = 188)	15.2% (n = 148)	9.4% (n = 34)	7.41**	.075
<i>Previous bad experience after telling</i>	6.3% (n = 39)	6.5% (n = 28)	5.0% (n = 9)	0.53	.029	9.6% (n = 132)	10.8% (n = 105)	6.1% (n = 22)	6.68*	.071
<i>Concerns about being blamed/not being believed/taken seriously</i>	21.0% (n = 131)	25.8% (n = 111)	9.4% (n = 17)	20.74***	.184	22.8% (n = 315)	26.3% (n = 256)	13.3% (n = 48)	25.14**	.137
<i>Did not think it was serious enough to tell/didn't think I needed support</i>	35.3% (n = 220)	37.9% (n = 163)	30.4% (n = 55)	3.14	.072	44.4% (n = 614)	48.4% (n = 471)	34.4% (n = 124)	20.73***	.125
<i>Did not know who to tell</i>	7.9% (n = 49)	8.4% (n = 36)	6.1% (n = 11)	0.95	.039	14.0% (n = 193)	14.3% (n = 139)	13.9% (n = 50)	0.03	.005
<i>Other reason</i>	10.3% (n = 64)	9.1% (n = 39)	13.3% (n = 24)	2.42	.063	12.6% (n = 174)	10.6% (n = 103)	16.9% (n = 61)	9.85**	.086

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are reasons why male and female staff and student respondents with at least one experience of gender-based violence in the past 12 months did not disclose their experiences. The findings should be read as e.g. among female staff respondents with at least one experience of gender-based violence in the past 12 months, 72 (16.7%) did not disclose experiences because they were concerned about the impact of personal relationships.

χ^2 tests if a difference between male and female responses is statistically significant.

****= $p < 0.001$; **= $p < 0.01$; *= $p < 0.05$*

TABLE 4: KNOWLEDGE OF REPORTING PATHWAYS

	Staff					Students				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
<i>Do you know who at [university] you should formally report these behaviours to?</i>	53.6% (n = 528 of 985)	50.2% (n = 340 of 677)	61.6% (n = 183 of 297)	10.78**	.105	26.7% (n = 432 of 1618)	23.2% (n = 254 of 1096)	33.5% (n = 157 of 469)	18.0***	.107
<i>Do you think more information is needed on how to report these types of behaviours at [university]?</i>	75.9% (n = 747 of 984)	79.3% (n = 537 of 677)	68.2% (n = 202 of 296)	13.84** *	.119	80.5% (n = 1303 of 1618)	87.4% (n = 957 of 1095)	65.2% (n = 306 of 469)	103.67***	.257

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The findings show the proportion of respondents who answered 'Yes' to each question on reporting pathways. The findings should be read as e.g. 340 female staff respondents, or 50.2% of female staff respondents who answered the question, knew who to report gender-based violence to in the university.

χ^2 tests if a difference between male and female responses is statistically significant.

*= $p < 0.05$; **= $p < 0.01$; ***= $p < 0.001$

Appendix E

Staff and Student Respondents' Reported Impact of Experiences of Emotional Abuse, Physical Violence, Stalking, Sexual Harassment or Sexual Violence

TABLE 1: PLEASE TELL US IF THESE BEHAVIOURS HAVE AFFECTED YOU IN ANY OF THE FOLLOWING WAYS WHILST YOU HAVE BEEN AT THE [NAME] UNIVERSITY (please tick all that apply?) [BY STAFF AND STUDENTS WITH AT LEAST ONE EXPERIENCE OF EMOTIONAL ABUSE, PHYSICAL VIOLENCE, STALKING, SEXUAL HARASSMENT OR SEXUAL VIOLENCE IN PREVIOUS 12 MONTHS]

	Staff					Students				
	All Respondents ^B (n = 624)	Female (n = 430)	Male (n = 181)	χ^2	Cramer's V	All Respondents ^C (n = 1382)	Female (n = 973)	Male (n = 360)	χ^2	Cramer's V
<i>Made it hard to keep to work deadlines/productivity suffered</i>	9.8% (n = 61)	9.3% (n = 40)	9.9% (n = 18)	.061	.010	12.4% (n = 172)	13.6% (n = 132)	8.6% (n = 31)	6.01*	.067
<i>Missed work deadlines/classes/exams</i>	2.9% (n = 18)	2.6% (n = 11)	3.3% (n = 6)	0.27	.021	7.2% (n = 99)	7.8% (n = 75)	4.4% (n = 16)	4.64*	.059
<i>Avoided the University/worked at home</i>	7.4% (n = 46)	8.3% (n = 37)	3.3% (n = 6)	5.45*	.094	9.8% (n = 136)	10.9% (n = 109)	6.1% (n = 22)	6.93**	.072
<i>Took time off studies/work</i>	4.5% (n = 28)	4.7% (n = 20)	3.9% (n = 7)	0.19	.017	7.0% (n = 97)	7.4% (n = 72)	5.0% (n = 18)	2.40	.042
<i>Negatively affected career development</i>	9.5% (n = 59)	10.2% (n = 44)	7.2% (n = 13)	1.40	.048	4.3% (n = 59)	4.1% (n = 40)	3.9% (n = 14)	0.03	.005
<i>Negatively affected professional relationships</i>	16.3% (n = 102)	17.4% (n = 75)	13.8% (n = 25)	1.23	.045	8.6% (n = 119)	7.9% (n = 77)	9.7% (n = 35)	1.12	.029
<i>Negatively affected personal relationships</i>	21.2% (n = 132)	24.0% (n = 103)	14.4% (n = 26)	7.03**	.107	31.8% (n = 439)	35.7% (n = 347)	20.6% (n = 74)	27.76***	.144
<i>Negatively impacted mental health</i>	26.4% (n = 165)	28.1% (n = 121)	21.5% (n = 39)	2.86	.068	36.6% (n = 506)	41.2% (n = 401)	21.1% (n = 76)	46.21***	.186
<i>Other</i>	6.2% (n = 51)	8.8% (n = 38)	6.6% (n = 12)	0.83	.037	8.2% (n = 114)	8.1% (n = 79)	7.8% (n = 28)	.04	.006
<i>Had no impact on work/studies</i>	37.0% (n = 231)	35.8% (n = 154)	42.5% (n = 77)	2.45	.063	36.0% (n = 498)	35.4% (n = 344)	39.4% (n = 142)	1.90	.038

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the impacts on male and female staff and student respondents with at least one experience of gender-based violence in the past 12 months. The findings should be read as e.g. among female staff respondents with at least one experience of gender-based violence in the past 12 months, 40 (9.3%) found it hard to keep to work deadlines and/or seen their productivity suffered.

X2 tests of independence compare differences in responses categories across female and male respondents.

*= p< 0.05; **= p< 0.01; ***= p< 0.001

Appendix F

Staff and Students Respondents' Views of Lad Culture and Gender Inequality at Their Universities

TABLE 1: THESE QUESTIONS ASK ABOUT 'LAD CULTURE', WHICH IS DEFINED BY THE NATIONAL UNION OF STUDENTS (2012) AS A GROUP OR 'PACK' MENTALITY RESIDING IN ACTIVITIES SUCH AS SPORT AND HEAVY ALCOHOL CONSUMPTION, AND 'BANTER'/TALK WHICH IS OFTEN SEXIST, MISOGYNIST AND HOMOPHOBIC. 'LAD CULTURE' COULD ALSO REFER TO AN ENVIRONMENT IN WHICH THERE IS GENERAL AND/OR INSTITUTIONAL SEXISM. AT THE UNIVERSITY OF [NAME]...

	Staff					Students				
	All Respondents ^b	Female (n = 671)	Male (n = 297)	χ^2	Cramer's V	All Respondents ^c	Female (n = 1092)	Male (n = 467)	χ^2	Cramer's V
... do you think 'Lad Culture' exists?	44.5% (n = 435 of 978)	45.2% (n = 303)	43.1% (n = 128)	9.97**	.101	59.9% (n = 966 of 1612)	63.5%^T (n = 693)	52.2%^T (n = 244)	42.96***	.166
... have you seen any evidence of 'Lad Culture'?	38.1% (n = 373 of 978)	38.3% (n = 257)	38.0% (n = 113)	0.02	.004	53.8% (n = 866 of 1611)	57.2%^T (n = 625)	45.8%^T (n = 214)	19.07***	.111
... have you experienced 'Lad Culture'?	31.7% (n = 310 of 979)	32.0% (n = 215)	30.6% (n = 91)	1.93	.045	43.8% (n = 705 of 1611)	46.7%^T (n = 510)	37.3%^T (n = 174)	13.61**	.093
... do you think 'Lad Culture' is a problem?	43.0% (n = 421 of 978)	45.0% (n = 302)	38.7% (n = 115)	6.07*	.079	58.2% (n = 937 of 1611)	65.8%^T (n = 719)	40.5%^T (n = 189)	146.13***	.306

^b Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^c Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the combined frequencies and percentages of male and female staff and student respondents who answered 'yes' to the given questions on lad culture. The findings should be read as e.g. 303 female staff respondents, or 45.2% of female staff respondents who answered the question, thought lad culture exists at university. Respondents could report for each question: 'yes,' 'no,' or 'don't know.'

χ^2 tests of independence compare differences in responses categories across female and male respondents. Responses were categorised as 'yes,' 'no,' or 'don't know.'

***= $p < 0.001$; **= $p < 0.01$; *= $p < 0.05$

^T Significant post-hoc test. A significant post-hoc test should be read as the frequency or proportion of the cell was significantly different than the expected frequency or proportion for that cell. Adjusted cell residuals and Bonferonni corrections were used in post-hoc tests.

TABLE 2: THESE FINAL QUESTIONS ASK ABOUT GENDER INEQUALITY, WHICH IS WHEN PEOPLE ARE TREATED DIFFERENTLY AND UNEQUALLY BASED ON THEIR GENDER. THIS MIGHT REFER TO A DIFFERENCE IN PAY BETWEEN WOMEN AND MEN OR AN UNEQUAL DISTRIBUTION OF WOMEN AND MEN IN DIFFERENT ROLES OR AT DIFFERENT LEVELS. AT THE UNIVERSITY OF [NAME]...

	STAFF					STUDENTS				
	All Respondents ^B	Female	Male	χ^2	Cramer's V	All Respondents ^C	Female	Male	χ^2	Cramer's V
... do you think there is gender inequality?	55.8% (n = 481 of 862)	60.1% ^T (n = 352 of 586)	47.2% ^T (n = 126 of 267)	16.45***	.139	39.3% (n = 524 of 1334)	42.3% ^T (n = 382 of 903)	30.1% ^T (n = 116 of 386)	31.04***	.155
... have you seen people treated unequally because of their gender?	36.1% (n = 339 of 939)	40.0% ^T (n = 255 of 637)	27.4% ^T (n = 80 of 292)	16.23***	.132	25.7% (n = 392 of 1523)	28.2% ^T (n = 290 of 1028)	18.1% ^T (n = 81 of 447)	22.06**	.122
... have you heard about people being treated unequally because of their gender?	49.4% (n = 470 of 952)	52.8% ^T (n = 344 of 651)	41.9% ^T (n = 122 of 291)	15.95***	.130	38.9% (n = 599 of 1540)	41.3% ^T (n = 430 of 1040)	31.7% ^T (n = 143 of 451)	14.95**	.099
... have you ever been treated unequally because of your gender?	28.1% (n = 259 of 923)	34.6% ^T (n = 216 of 625)	13.5% ^T (n = 39 of 288)	45.61***	.224	23.3% (n = 352 of 1508)	26.3% ^T (n = 268 of 1018)	13.6% ^T (n = 60 of 442)	34.43***	.154
... do you think there is sexism?	59.8% (n = 523 of 874)	62.2% (n = 375 of 603)	54.0% (n = 141 of 261)	6.80*	.089	52.6% (n = 713 of 1356)	55.4% ^T (n = 512 of 924)	43.7% ^T (n = 167 of 382)	22.63***	.132

^B Includes staff who reported their gender identity as 'Trans-men,' 'Prefer to not say' and 'Other.'

^C Includes students who reported their gender identity as 'Trans-men,' 'Trans-women,' 'Prefer to not say,' and 'Other.'

The figures are the frequencies and percentages of male and female staff and student respondents who answered 'yes' to the given questions on gender inequality. The findings should be read as e.g. 352 of 586 female staff respondents, or 60.1% of female staff who answered the question, thought 'there is gender inequality at university'. Respondents could report for each question: 'yes,' 'no,' or 'don't know.'

χ^2 tests of independence compare differences in responses categories across female and male respondents.

*= p < 0.05; **= p < 0.01; ***= p < 0.00

^T Significant post-hoc test. A significant post-hoc test should be read as the frequency or proportion of the cell was significantly different than the expected frequency or proportion for that cell. Adjusted cell residuals and Bonferonni corrections were used in post-hoc tests.