

Fearless Glasgow Consortium



University for the Common Good



University of
Strathclyde
Glasgow

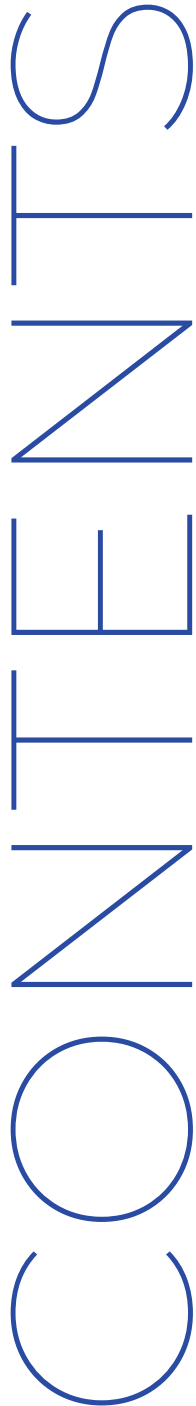


**THE GLASGOW
SCHOOL OF ART**

Report + Support

First Annual Report
2023

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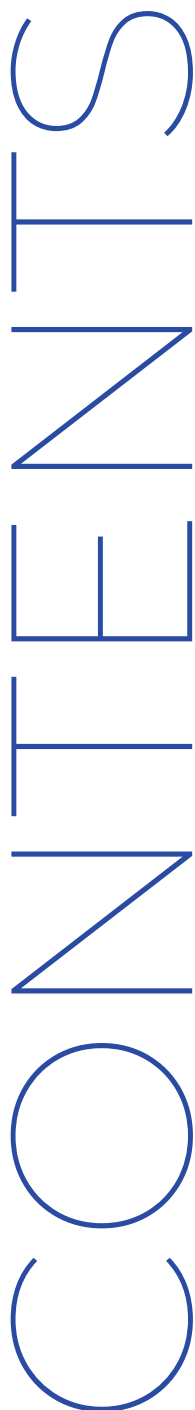
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REPORT FOR FEARLESS GLASGOW

The Fearless Glasgow consortium is delighted to present our first ever Report + Support annual report.

When Fearless Glasgow was established in 2019, we agreed that sharing practice on data gathering and supporting online and anonymous reporting on gender-based violence should form part of the consortium's joint programme of work. With financial support from the Scottish Government and the invaluable advice and support of our Fearless Glasgow partner organisations¹, in 2021 nine Fearless Glasgow colleges and universities² launched a joint project to implement Report + Support. Staff in each of the project institutions worked collaboratively with our commercial partner, Culture Shift, to ensure that the data we were collecting were comparable across the multiple institutions. This involved an agreement that all definitions and reporting categories would be aligned across the institutions for data collection and analysis purposes. Our intention is that the data monitoring and analysis we produce will, in addition to informing prevention and response activity in our own institutions, provide evidence to inform our ongoing Fearless Glasgow joint programme of work.

We are still in the early stages of monitoring and evaluating Report + Support and any conclusions drawn from the data are necessarily tentative at this point. However, there are positive signs, most notably the year on year increase in reporting witnessed across the consortium and the marked shift from anonymous reporting to named reporting.

The consortium is committed to continuing our partnership working, supporting each other to enhance our approach to online reporting as part of our common purpose - to deliver safer communities, culture change and a Fearless Glasgow.

Jackie Main (Director of Student Life, Glasgow Caledonian University)
Chair, Fearless Glasgow

¹ Glasgow School of Art, City of Glasgow College, Glasgow Clyde College, Glasgow Kelvin College, Glasgow Caledonian University, Royal Conservatoire of Scotland, University of Strathclyde, University of the West of Scotland, University of Glasgow, South Lanarkshire College, Ayrshire College, West College Scotland, EmilyTest Charity, Police Service of Scotland (National Rape Taskforce), NHS Greater Glasgow and Clyde, Glasgow Rape Crisis Centre, Glasgow City Council, Glasgow East Women's Aid

² Ayrshire College, City of Glasgow College, Glasgow Caledonian University, Glasgow Clyde College, Glasgow Kelvin College, Glasgow School of Art, The Royal Conservatoire Scotland, University of Strathclyde, University of the West of Scotland.

NON T C U D O R T N

Based on the Fearless Edinburgh regional model first established in the East of Scotland, Fearless Glasgow is a consortium of colleges, universities, third-sector organisations and the Police Service of Scotland who have been working collaboratively on preventing and responding to gender-based violence within the tertiary education system across Glasgow and the West of Scotland for over four years. As part of this work and through wider conversations on how best to prevent and respond to gender-based violence within the tertiary education system, the consortium identified the need for an online system for reporting incidents of gender-based violence among the college and university community.

An embedded online reporting system within institutions facilitates multiple routes for reporting and facilitates anonymous reporting if desired, both of which are vital to addressing persistent barriers to reporting and the provision of an effective prevention and response programme of work. In recognition of this identified need, a proposal was developed and submitted to the Scottish Government for support. The proposal was developed in collaboration with the Scottish Advance HE Race Project Steering Group who had also identified the need for an online reporting tool to facilitate the reporting on incidents of racial discrimination and harassment.

The Scottish Government provided funding of £45,000 to support the pilot of the Report + Support online reporting tool, provided by Culture Shift, for nine colleges and universities in the Fearless Glasgow Consortium during the 2021/22 period. The University of Strathclyde continued with its own established in-house reporting tool, aligning reporting categories and definitions with the Fearless Glasgow project which has enabled sharing of data for this report. The University of Glasgow also chose to continue with its own established in-house reporting system and have not shared data for inclusion in this report.

INTRODUCTION

This report outlines how Report + Support has been utilised since its implementation and crucially, what our next steps are as a consortium during a time of increasing awareness of good practice and associated regulatory pressures for comprehensive sector-wide approaches to gender-based violence prevention and response.

This report is the first annual report which will provide transparency around gender-based violence, misconduct and harassment within the Fearless Glasgow consortium institutions for all relevant stakeholders including current and prospective students, staff, visitors to campus and our third and public sector partners. Annual reports and the associated data monitoring and analysis will also provide evidence to inform future practice and programmes of work across the consortium.



DATA COLLECTION

Consortium institutions were invited to submit data about reports made by means of their online reporting system. For the purposes of analysis and to enable comparison, two time periods were selected for data capturing: 1st August 2021 to 31st July 2022 (12 months) period one; and 1st August 2022 to 31st January 2023 (6 months) period two. Not all institutions had Report + Support operational for all staff, students and visitors to campus in the 2021/22 period, but all institutions were operational by August 2022. Where the two periods of operation are compared, for example to assess any change in volume of system use, or variation across months of the year, the data are restricted to those institutions that had the system fully operational in both time periods. In all other cases, data reported is an aggregate of all institutions who have operated the system at any point.

Quantitative data contained in this report was provided by each member institution and exported directly from their online reporting system. The data received for 'support article traction' was provided by Culture Shift directly. Each institution was then anonymised and data were aggregated and analysed as one data set. To ensure the data were comparable across the multiple institutions, it was agreed during the implementation and operationalisation stage of Report + Support, that all definitions and reporting categories would be aligned across institutions for data gathering and analysis purposes.

Not all institutions were able to provide data for every question, however most institutions were able to answer the majority of questions and therefore, the information presented within this report gives us a good understanding of how staff, students and visitors to campus are using online reporting systems across the tertiary education system in Glasgow and the West of Scotland.

KEY FINDINGS

01

Increase in Overall Reporting

There were more reports made through the online reporting system in the six months period Aug 2022 - Jan 2023 than there was in total for the full year Aug 2021 - July 2022. This suggests an increased propensity to engage with the online reporting system.

02

Increase in Named Reporting

In the first period of operation (Aug 2021 - Jul 2022) the majority of reports were anonymous. In the second period of operation (Aug 22- Jan 23) the majority of reports were named. This is an early but encouraging sign that students, staff and visitors to campus feel able to identify themselves when making a disclosure to their institution, and may suggest increased confidence in the potential response they will receive.

03

Women are the Largest Reporting Group

Women are the single largest demographic group, when looking at gender, who access online reporting systems to make a report. This finding aligns with research that identifies women as one of the most likely groups to experience gender-based violence within tertiary education settings.

04

GBV, Harassment and Bullying Main Incident Types

When asked to categorise what happened to them, reporters were most likely to select gender-based violence, harassment, or bullying as the top three incident types.

05

'Other' Category for Incident Type High

Reporters are commonly selecting the 'other' category when choosing what behaviour the incident constitutes. This may be an indication that more work needs to be conducted on definitions of the harms people are experiencing so they are adequately understood.

REPORTING NUMBERS

The data reported here are restricted to those institutions that operated an anonymous reporting system over both time periods. These data show a marked increase in reporting between the first 12 month period (154) and the second 6 month period (166) (see figure 1 below). Reports in the second period of six-months are greater than the total for the previous 12 month period. (See figure 2 below). If this trend continues we would expect a greater than 100% rise in reporting year on year.

These data are promising as it may suggest a greater level of confidence in institutional responses to reports, as well a greater level of awareness of the system itself.



Figure 1: Reporting numbers over time periods 1 and 2

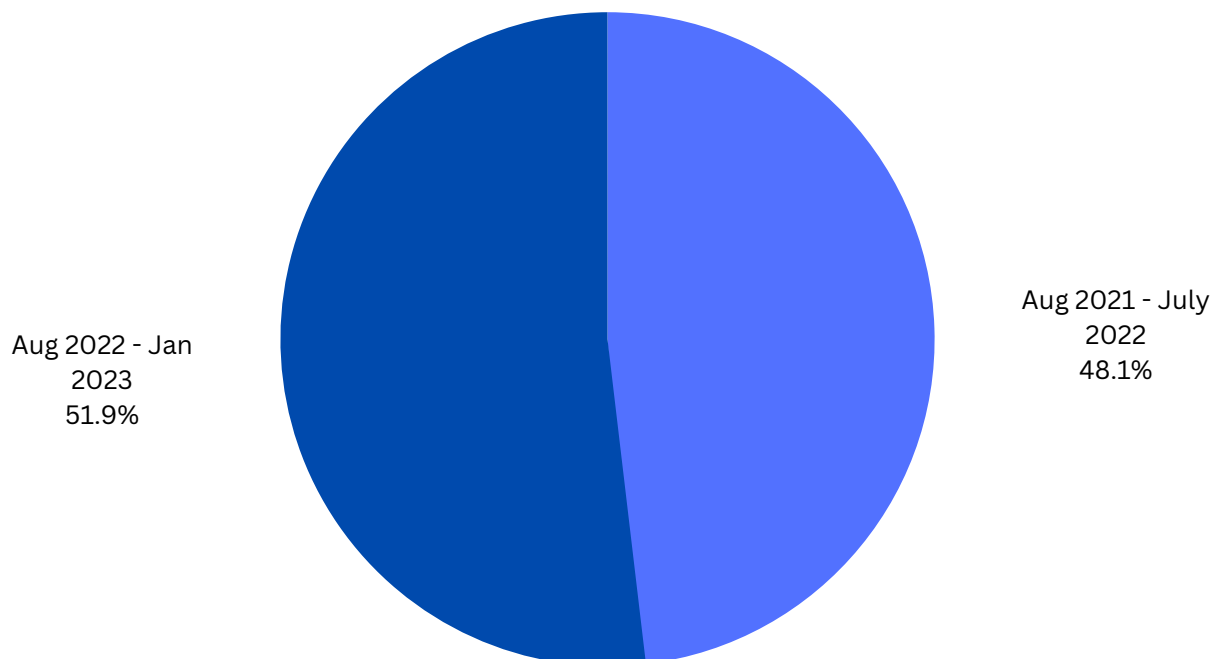


Figure 2: Reporting numbers as a percentage

REPORTS BY MONTH

As this is our first annual report, initial trend analysis on 'reports by month' is limited. Nonetheless, there are early signs both in the data and through our partnership work, that suggests the months surrounding the beginning of a new academic year may see a spike in reporting (see figure 3). Further spikes in reporting can be expected during successful awareness raising campaign periods including global awareness raising events such as 'Black History Month' taking place in October and '16 Days of Activism against Gender-Based Violence' which takes place in November.

Furthermore, as we continue to monitor and analyse how reports are distributed over the year, potential hotspots of activity will be identified and tailored interventions, where possible, will be implemented as part of our ongoing prevention and response programme of work.

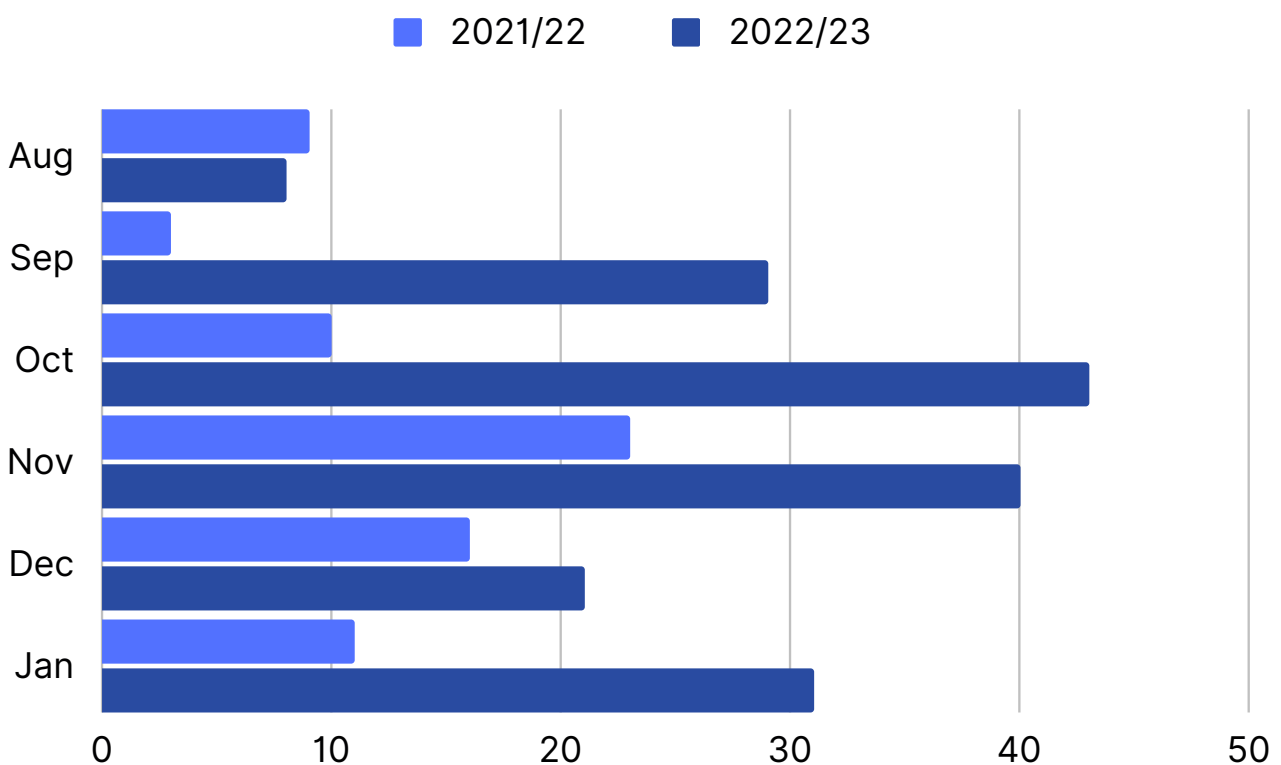


Figure 3: Reports distribution by month

WHAT ARE PEOPLE REPORTING?

Gender-based violence, harassment and bullying were the top three most selected categories when reporters were asked to identify what had happened to them (see figure 4). It is of note that the 'other' category was selected most often overall, although multiple categories can be selected for each report. Further analysis is required to better understand why the 'other' category has been selected so often and whether this is to add additional information about the nature of the behaviours experienced, or whether the range of categories are not currently capturing the full range of potential harms.

Importantly, as we understand that victims/survivors have multifaceted identities and that specific combinations can result in multiple harms, reporters can select multiple categorisations to describe what happened to them.

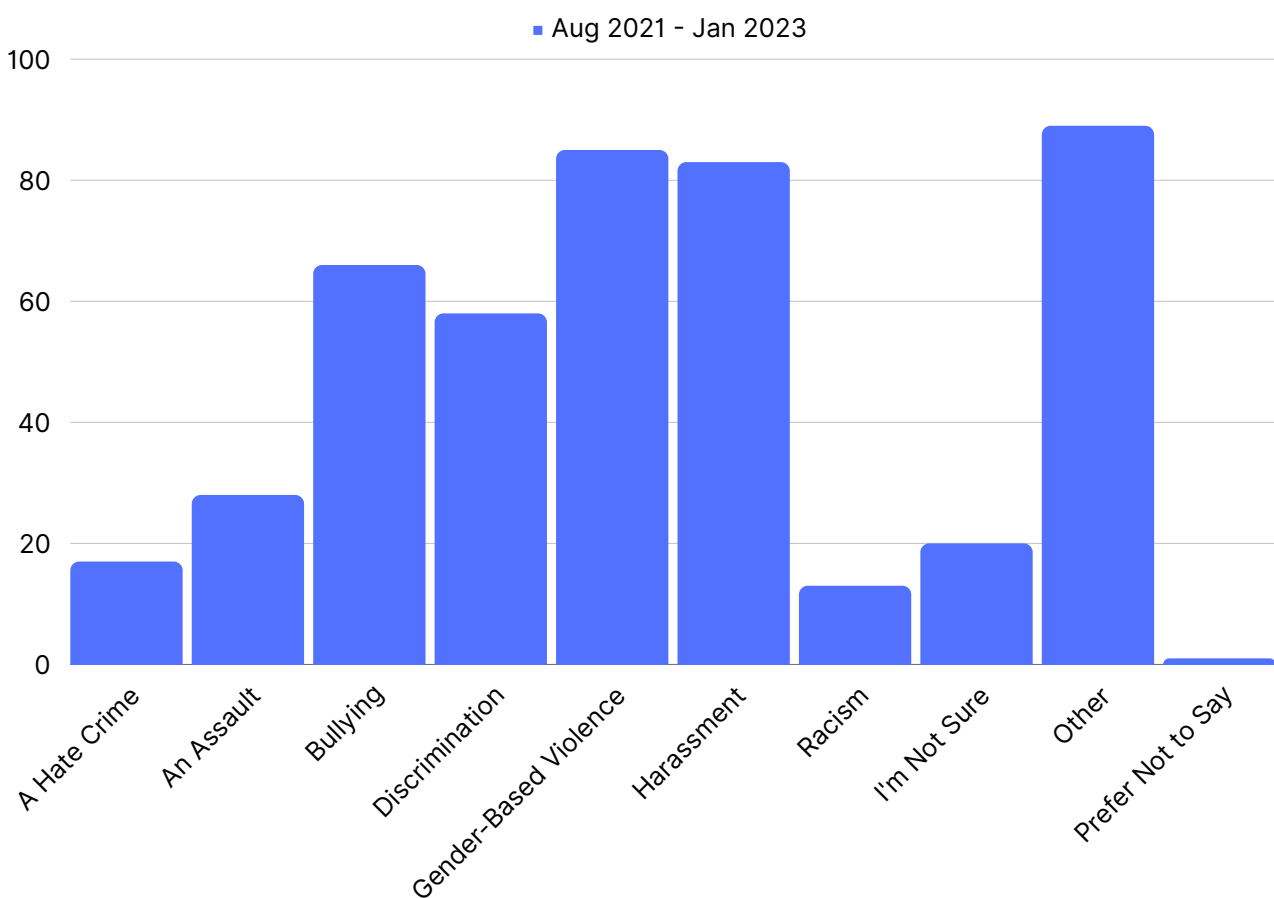


Figure 4: What people are reporting

NAMED AND ANONYMOUS REPORTING

Our data show that named reporting has increased year on year. In the first period of operation 38% of reports identified the person making the report and 62% were anonymous, whereas in the second period of data collection, 68% were named reported and only 32% were anonymous (see figure 5). This suggests increasing willingness on the part of reporters to identify themselves and may be a result of increased awareness raising activity around gender-based violence across the consortium. This in turn increases opportunities for institutions to offer more direct support to those who are harmed.

It is vital to have an anonymous reporting function as it may not always feel safe or possible for victim/survivors to identify themselves when making a report. While institutions are restricted in offering solutions for individual misconduct when a report is anonymous, it nonetheless allows the institution to provide collective targeted interventions such as monitoring emerging trends, environmental interventions, providing training and running awareness raising campaigns all designed to change patterns of negative or damaging behaviours.

Crucially, emerging evidence suggests that as institutions make visible their gender-based violence programmes of work and similar EDI commitments, staff, students and visitors to campus are more likely to feel supported by their institution, which may in turn result in an increase in named reporting over time.

NAMED AND ANONYMOUS REPORTING

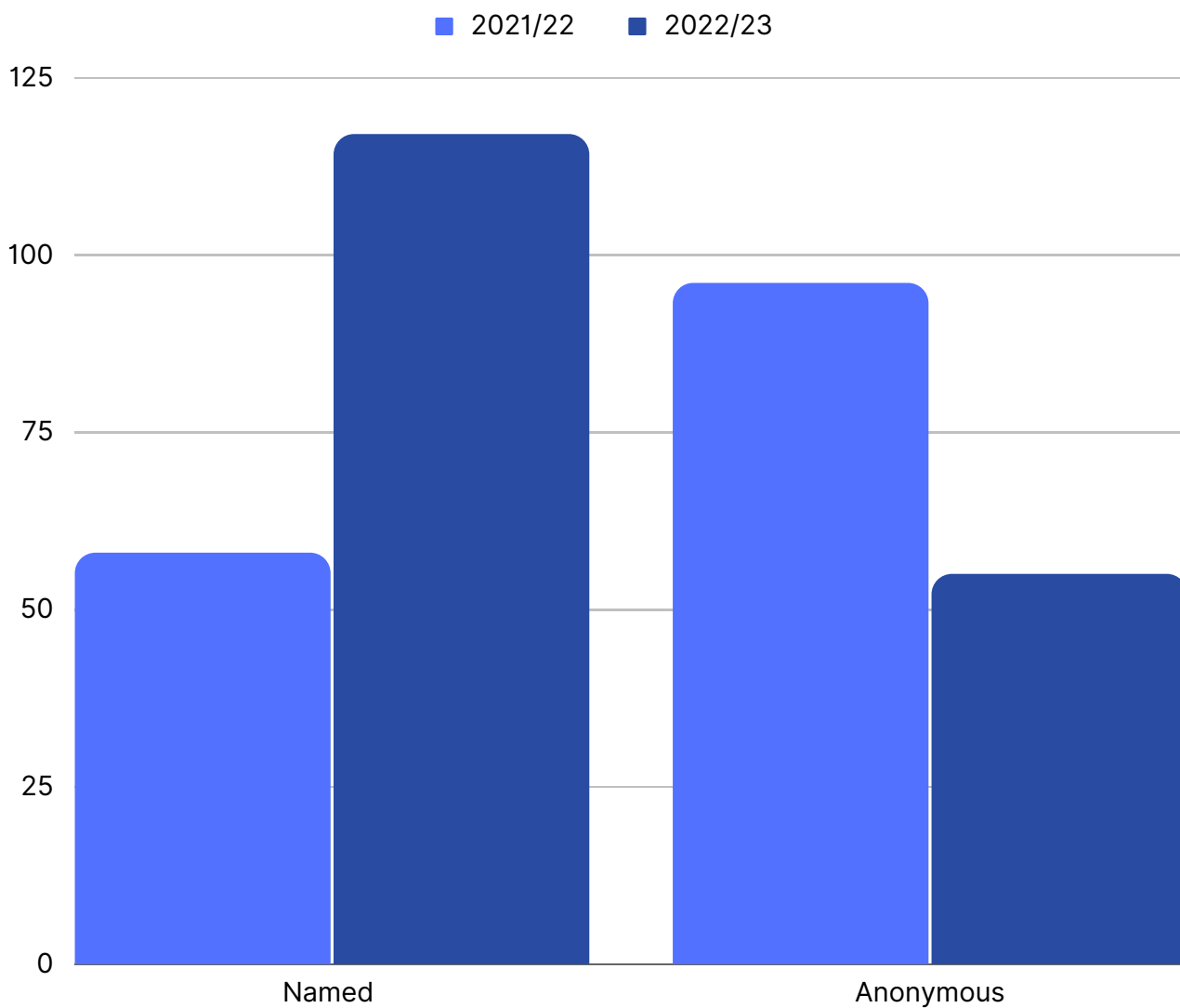


Figure 5: Named and anonymous reporting

REASONS FOR ANONYMOUS REPORTING

Understanding why people report anonymously is important for the consortium as it highlights areas where work needs to be conducted across our institutions to empower individuals to make a named report. Reporters can select multiple categories to inform why they have chosen to make the report anonymous. The top three most selected reasons were 'I'm worried about the repercussions for me or others', 'I'm concerned it might impact my future career/studies' and 'I'm worried about being called a trouble maker' (see figure 6).

These answers can be monitored and measured against future reports to decide what, if any, interventions are necessary moving forward.



Figure 6: Reasons for anonymous reporting

WHO IS REPORTING?

The data show that students are the single largest group using the online reporting system representing 77% of all reports (see figure 7). Over half of all reports made on the system are done by the individual themselves (see figure 8).

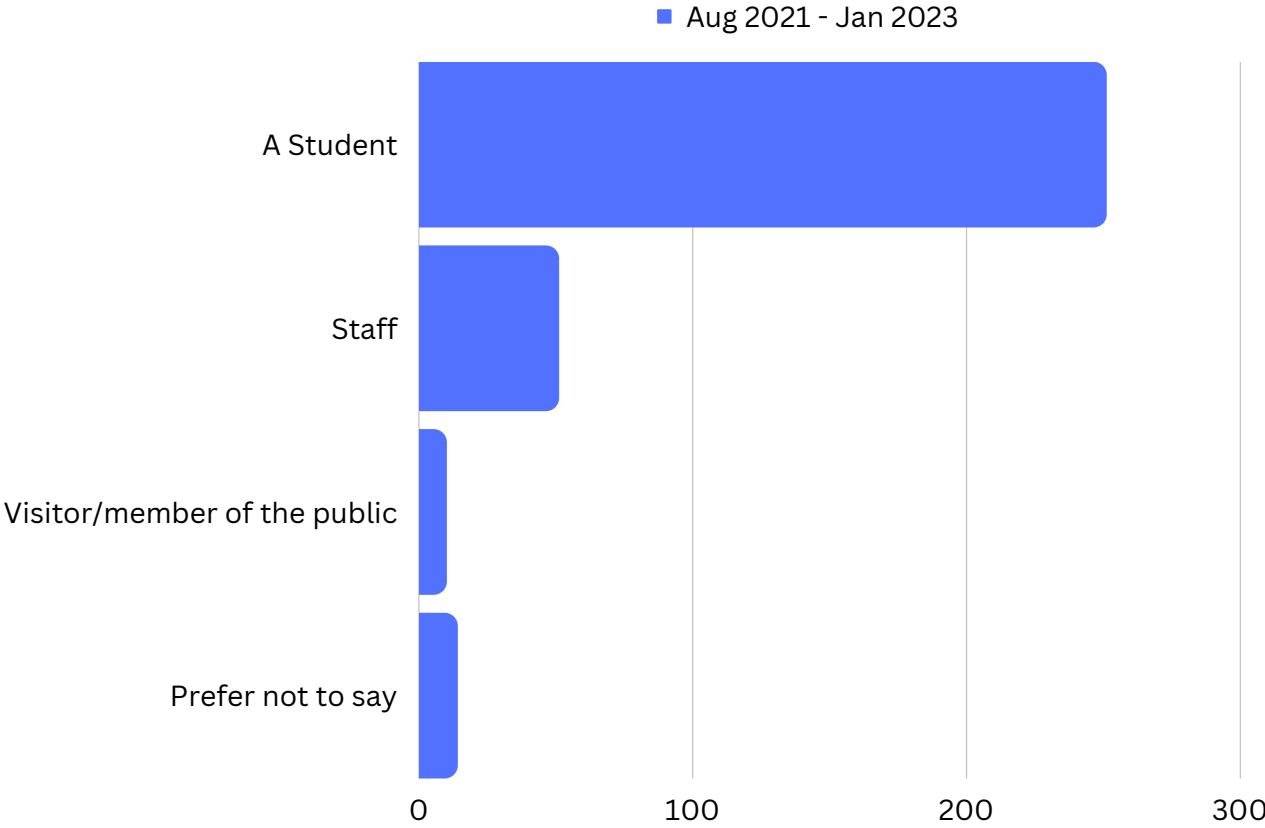


Figure 7:Who is reporting

WHO IS REPORTING?

Who the Incident Happened to

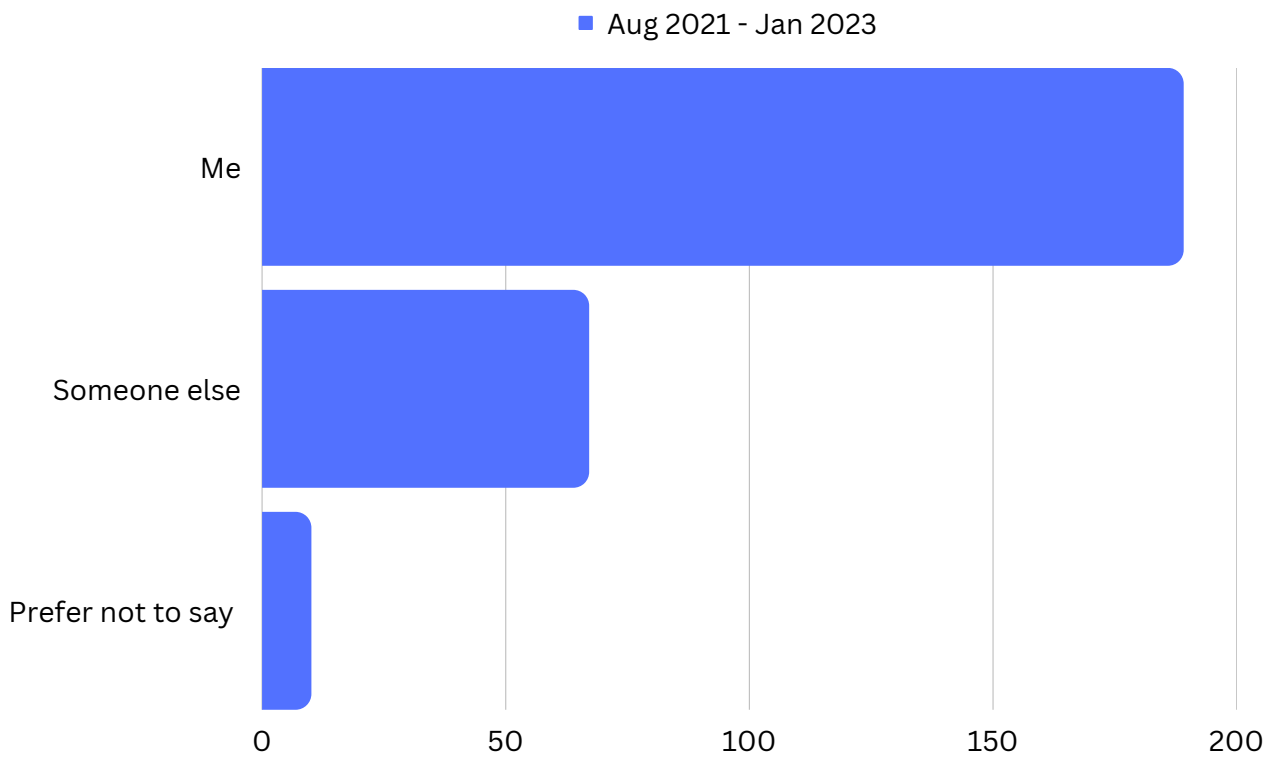


Figure 8: Who the incident happened to

DEMOGRAPHIC BREAKDOWN OF REPORTERS

The demographic breakdown of reporters is presented below (see figures 9 to 14) and gives an outline of the multiple and intersecting identities of those making reports through the Report + Support system. It is important to note that not every institution records this information therefore data presented is restricted to those that do record. Nonetheless, there is research that suggests certain groups are at greater risk of experiencing gender-based violence while at university than their counterparts. These groups include, young women, those from the global majority, those with both mental and physical disabilities, members of the LGBTQIA+ community and those from the lower socio-economic groups.

Continual monitoring and analysis of the demographic information at an institutional level and the wider consortium as a whole, will be used to inform our prevention and response strategies so that those most vulnerable to experiencing gender-based violence, harassment, racism and discrimination are centred within the programme of work. Furthermore, this information will help guide targeted and direct approaches designed to include those voices currently missing from the data.

GENDER

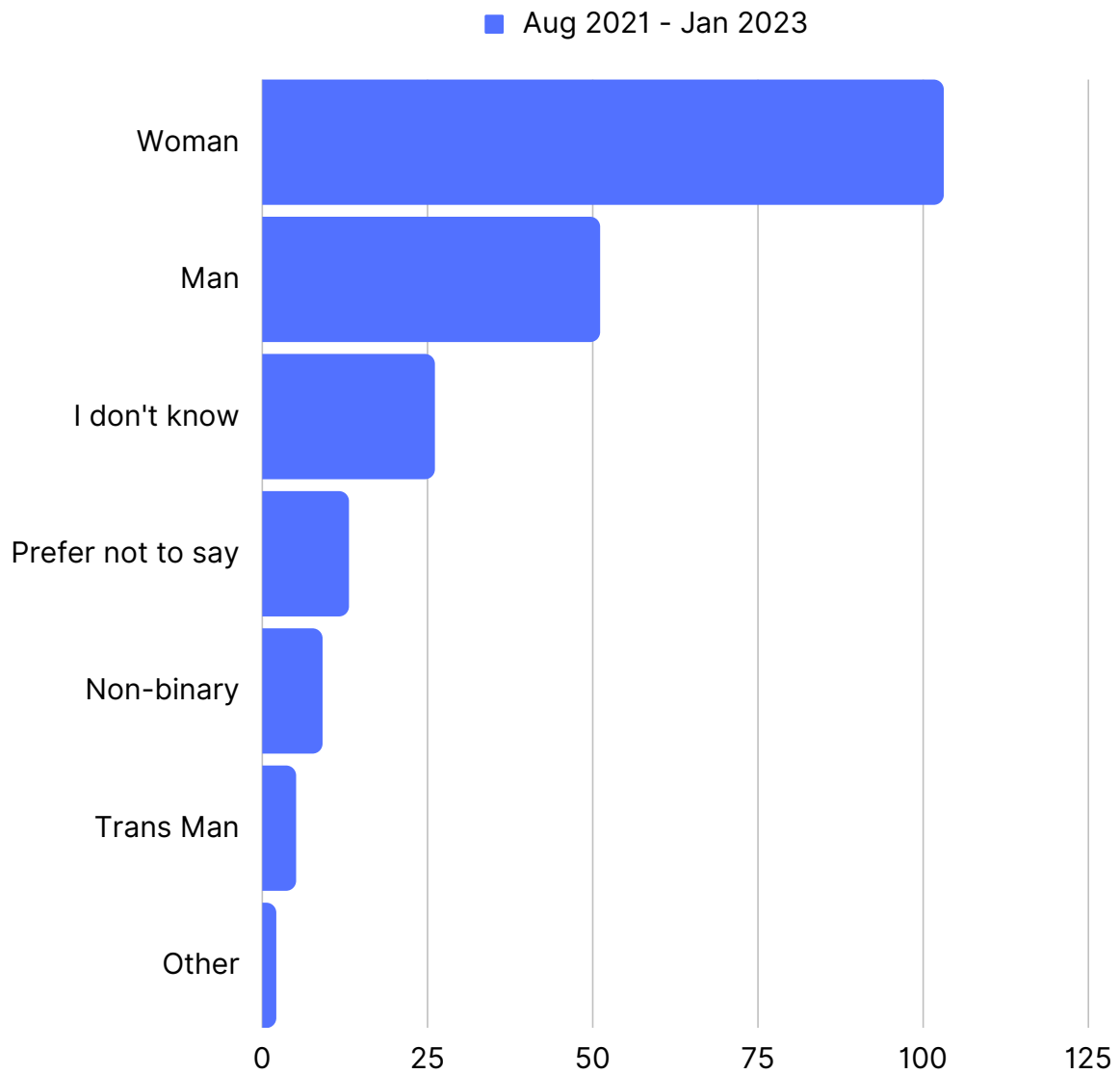


Figure 9: Gender

Women

are the single largest reporting group comparable to all other genders. Reports made by women totaled 49%.

AGE

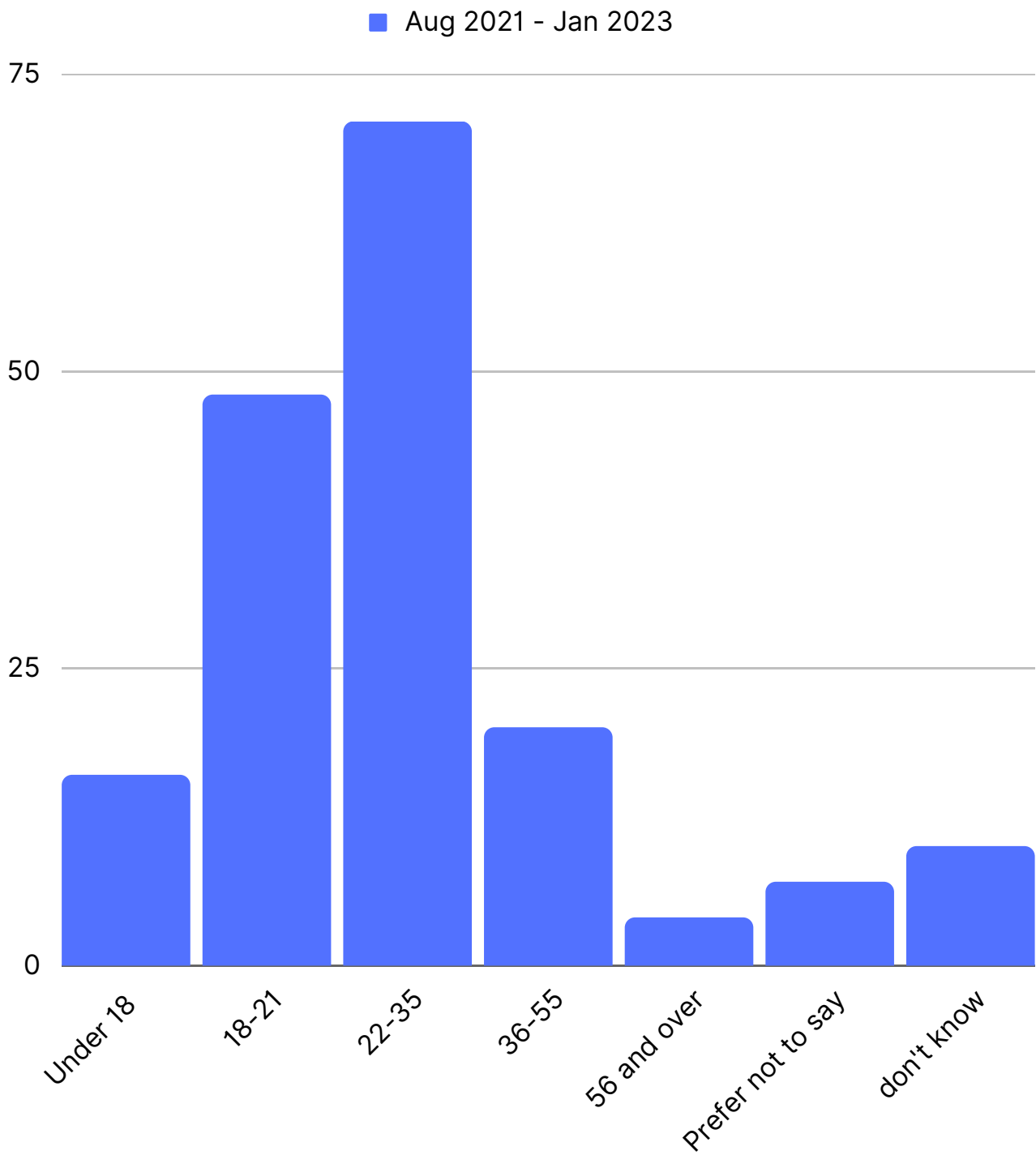


Figure 10: Age

SEXUALITY

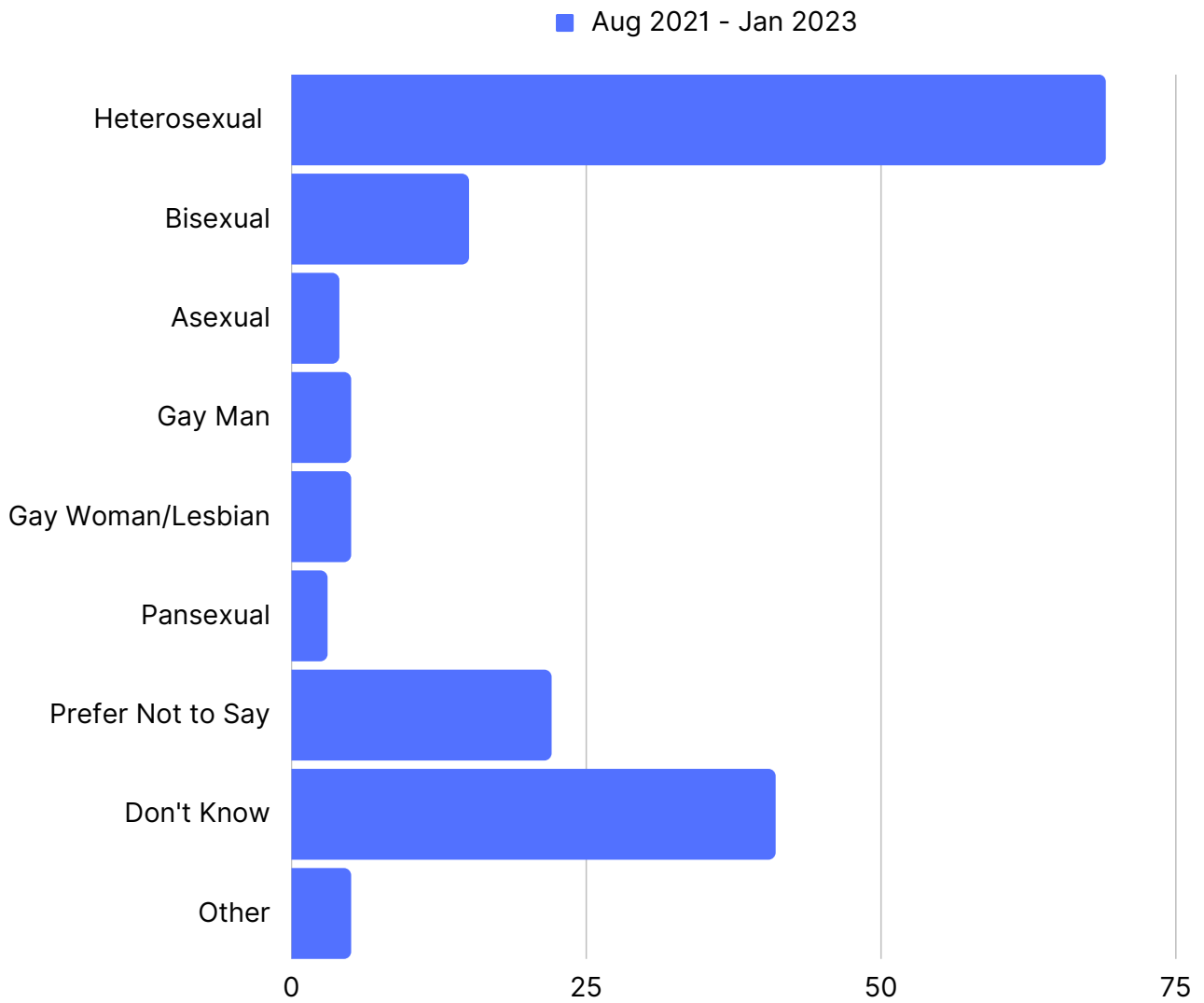


Figure 11: Sexuality

ETHNICITY

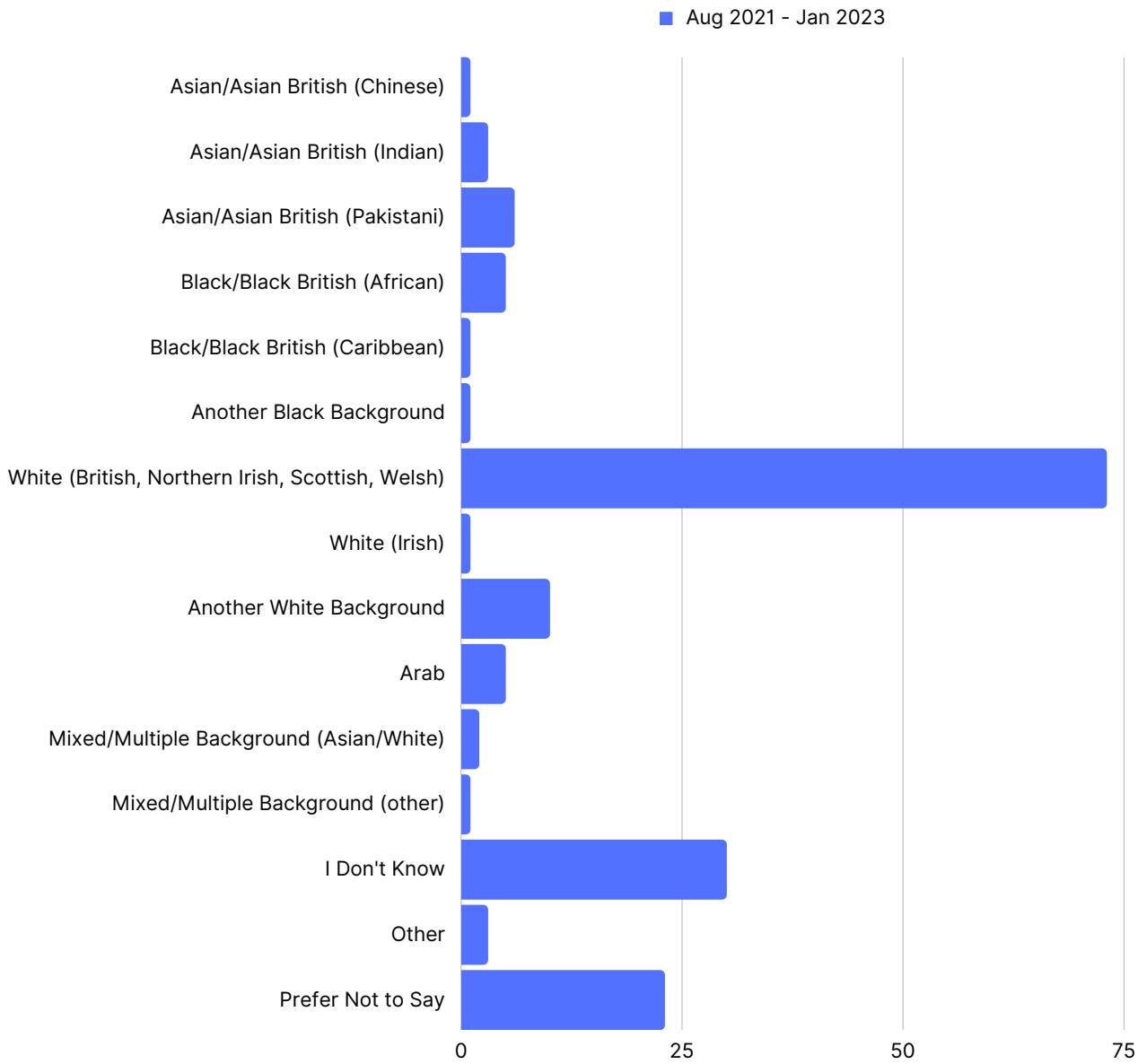


Figure 12: Ethnicity

DISABILITY

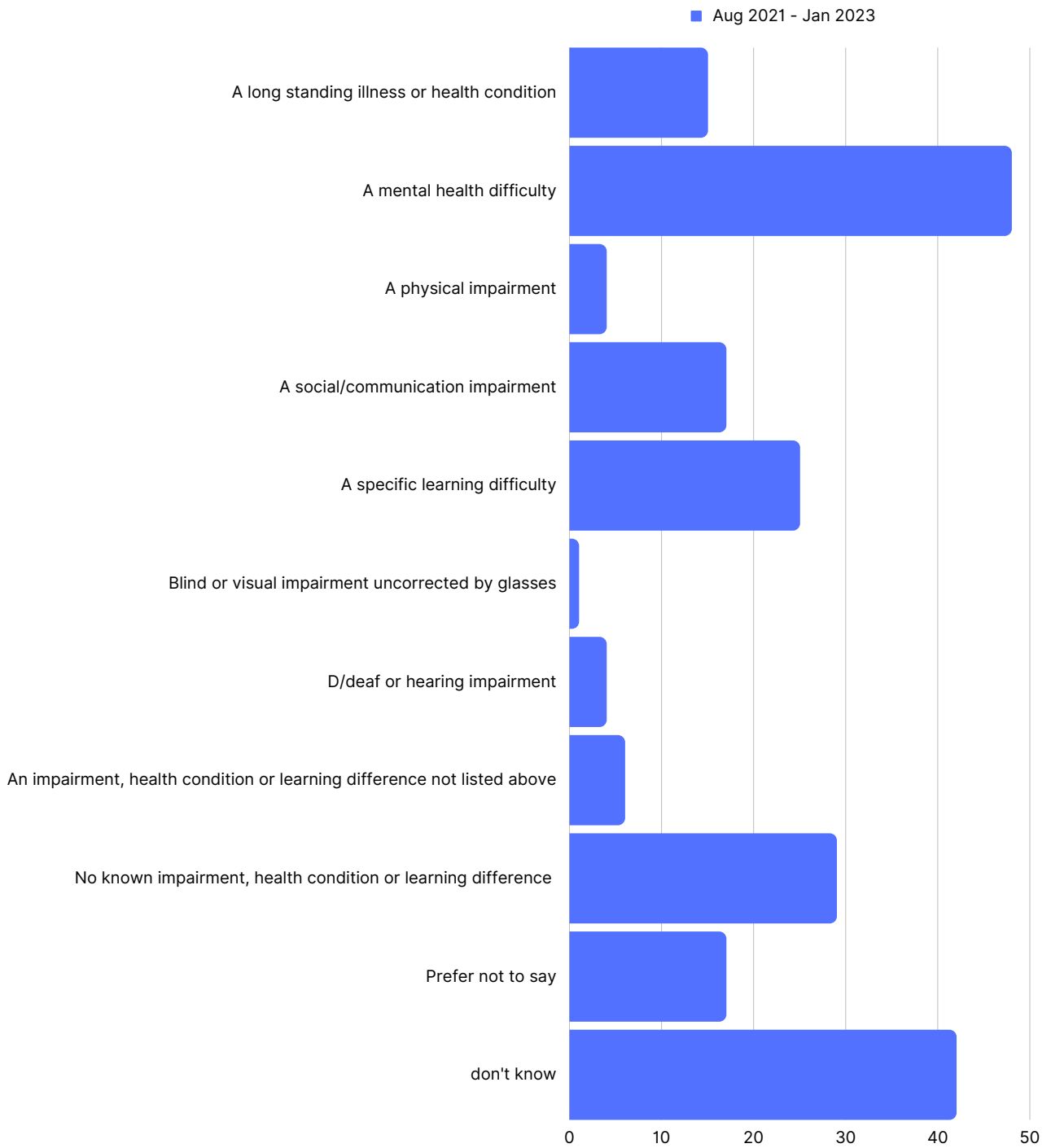


Figure 13: Disability

FAITH/RELIGION

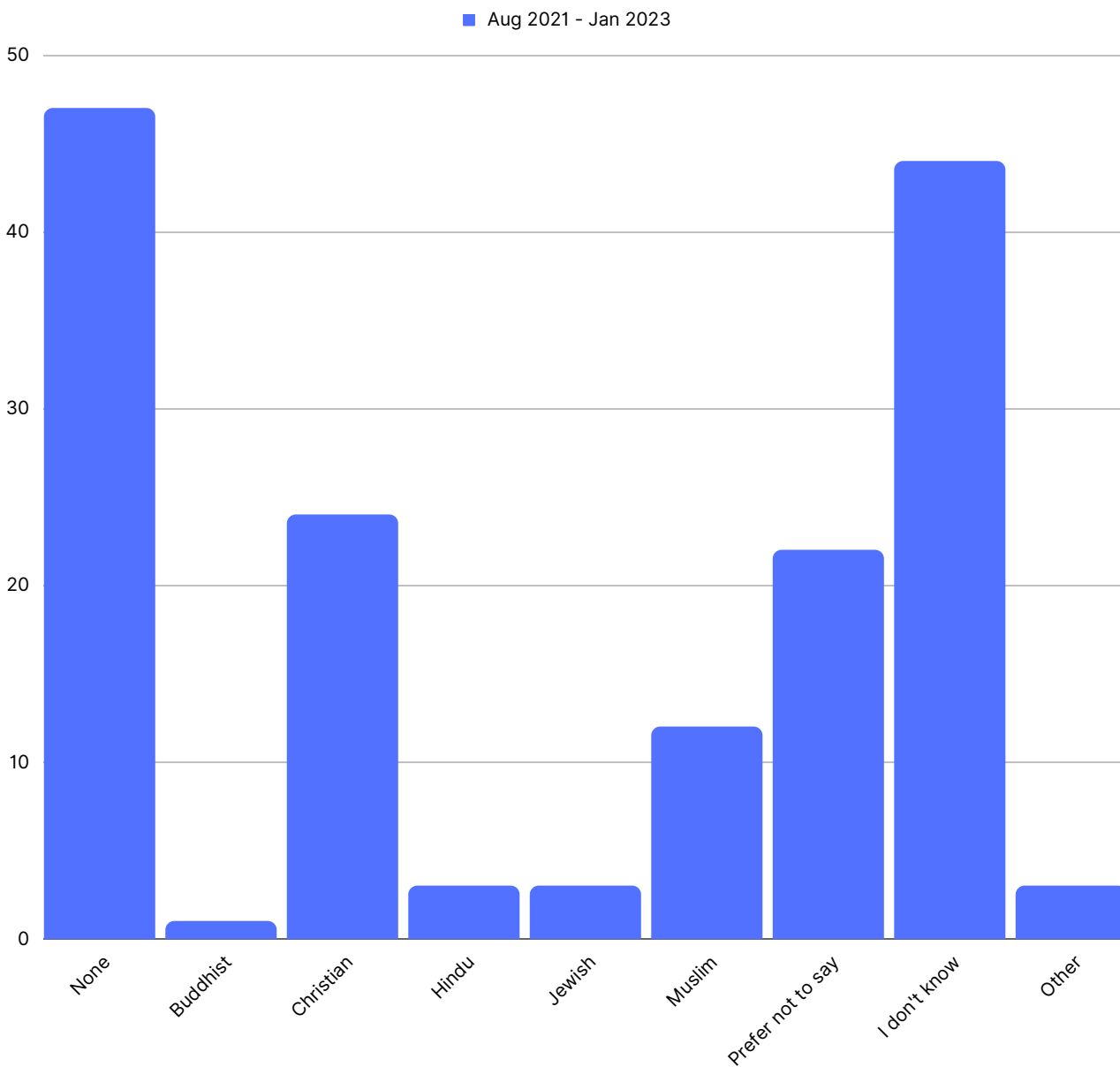


Figure 14: Faith/religion

SUPPORT ARTICLES

The success of the support article function is a crucial aspect the Report + Support system as our collective objective is not limited to increasing pathways to, and subsequently numbers of, reports but also to ensure there are multiple avenues to access support for those individuals who wish it. Crucially, the support accessed through our online reporting systems is not contingent upon making a report. This is in recognition of the multiple barriers to reporting across the tertiary education system and throughout wider society.

Our partners at Culture Shift have advised that our individual institutions have had good traction on support articles thus far with 'What is GBV?' being the most accessed article by people visiting the landing site (see figure 15). Careful monitoring of support article clicks will help us identify potential hotspots of activity or increasing concern in particular areas allowing us to direct more specific interventions based on need.



Figure 15: Support articles

CONSIDERING PROGRESS

This report represents 18 months of operation, of which 6 months saw all institutions with an operation system. As such we are at the early stages of monitoring and evaluating the use of online reporting systems across our institutions and any conclusions drawn are necessarily tentative.

Nonetheless there are positive signs in these data, most notably the year on year increase in reporting witnessed across the consortium and the marked shift from anonymous reporting to named reporting. While few conclusions can be drawn from demographic data at this stage, it is heartening to note there does not seem to be the systematic exclusion of any group. Nonetheless, over time, comparisons of reporting rates to overall student population of minoritised groups will provide insight into accessibility of the scheme and what improvement is needed.

NEXT STEPS

Across the consortium there have been varying levels of awareness raising around the online reporting systems, and this is something that will be addressed moving forward, through the development of promotional material and awareness raising activity among the institutional communities. Any potential impact on reporting rates will be monitored. On account of our early data analysis and insight derived from it, we organised additional Community of Practice workshops from Culture Shift for consortium institutions to upskill staff in how best to maximise the system's potential and trouble-shoot any problems.

The licences for most institutions will shortly reach time for renewal and increasing costs may present a barrier to some for continued use. It is vital that all institutions have a well developed and supported programme of gender-based violence prevention and response work to accompany any online reporting tools. Fearless Glasgow remains committed to supporting one another to achieve the best outcomes in this regard, while recognising the challenges many face within the sector.

ACKNOWLEDGEMENTS

We would like to extend a warm thank you to;

Our member institutions for providing the data contained in this first annual report including, Ayrshire College, City of Glasgow College, Glasgow Caledonian University, Glasgow Clyde College, Glasgow Kelvin College, Glasgow School of Art, University of Strathclyde, University of the West of Scotland.

To the wider consortium for their continued dedication to this programme of work, namely; Royal Conservatoire of Scotland, South Lanarkshire College, Ayrshire College, West College Scotland, University of Glasgow, EmilyTest Charity, Police Service of Scotland (National Rape Taskforce), NHS Greater Glasgow and Clyde, Glasgow Rape Crisis Centre, Glasgow City Council, Glasgow East Women's Aid.

The Scottish Government, for providing the consortium with the initial funding to establish an online reporting system with an anonymous function within our institutions.

To our partners at Culture Shift, for their continued support in promoting and embedding Report + Support within our institutions.

To Professor Lesley McMillan, academic lead for the gender-based violence prevention and response programme of work at Glasgow Caledonian University and Lou Clavé, Glasgow Caledonian's Gender Based Violence Prevention and Response Coordinator for producing this report.

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