

From policies to practice: Pathways to end gender-based violence in academia and research

UniSAFE Final Conference

Namur, 21-22 November 2023



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Session 3: Evidence for driving action within institutions: insights from UniSAFE research



Session 3 - Evidence for driving action within institutions: insights from UniSAFE research



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9:00	Inventory of policies responding to gender-based violence in European universities and research organisations: Key findings
9:15	Case study analysis of institutional responses to gender-based violence
9:30	Multi-level analysis of UniSAFE's survey data
9:45	Recommendations for concrete action

Inventory of policies responding to gender-based violence in European universities and research organisations: **Key findings**

Session 3: Evidence for driving action within institutions: insights from UniSAFE research

Zuzana Andreska

Institute of Sociology of the Czech Academy



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Methodology: scope



15 countries



45 institutions



105 policies

Methodology: data collection



National researchers



Desk research



Online sources

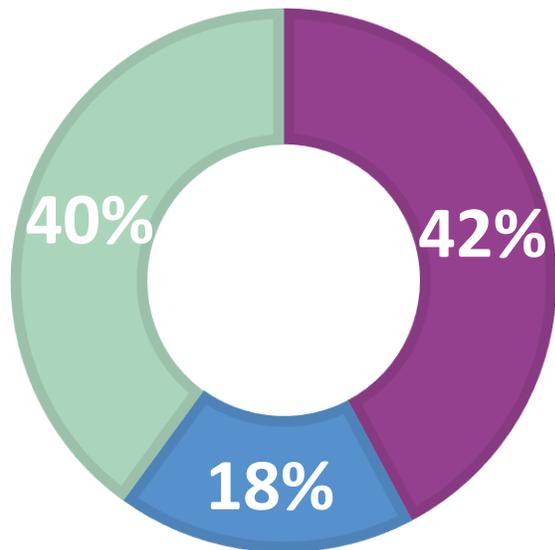


2015 - 2021



Institutions

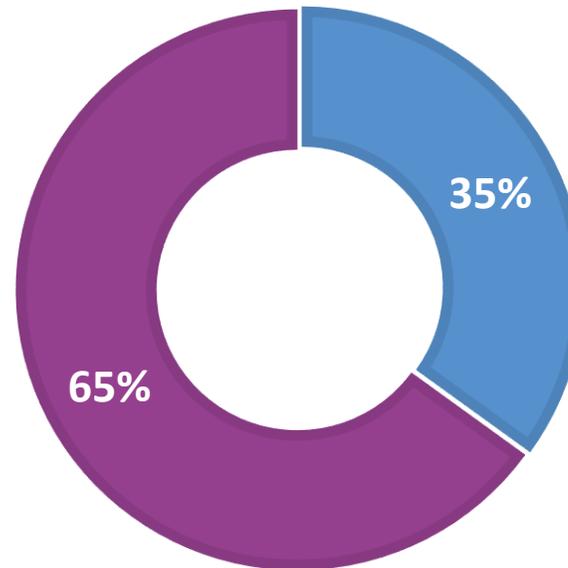
■ General
 ■ Specific
 ■ Both



Types of policies

General

Specific

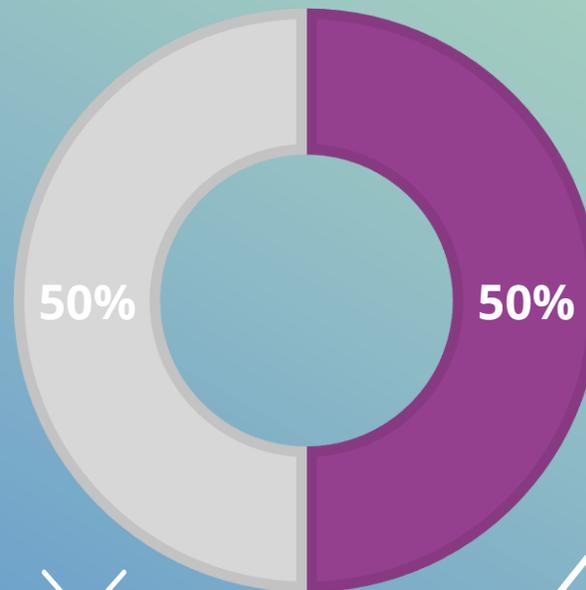


- ✓ Gender equality policies
- ✓ diversity policies
- ✓ Code of conduct
- ✓ „Guideline on dealing with harassment, discrimination and violence“,
- ✓ „Action Plan to Tackle Sexual Violence and Harassment“

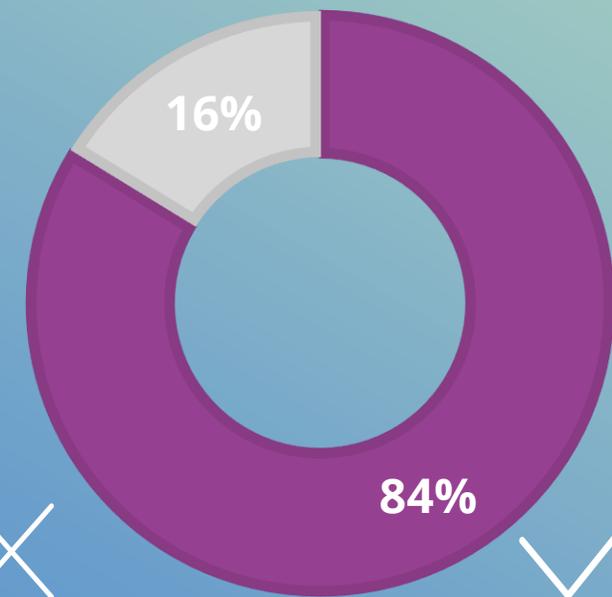
Definitions of violence

1. Sexual harassment (88 %)
2. Gender-based harassment (79 %)
3. Online violence (33%)
4. Sexual violence (24 %)
5. Physical and psychological violence (22% and 23%)
6. stalking (12%)
7. Gender-based violence (10 %)
8. Economic and financial violence (7%)
9. Organisational violence (5%)

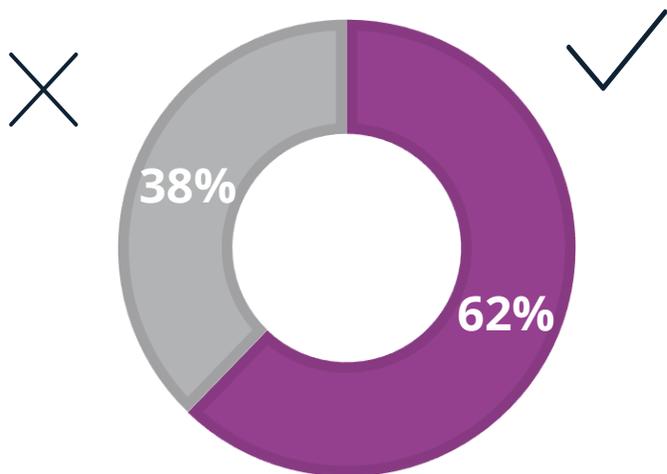
General



Specific

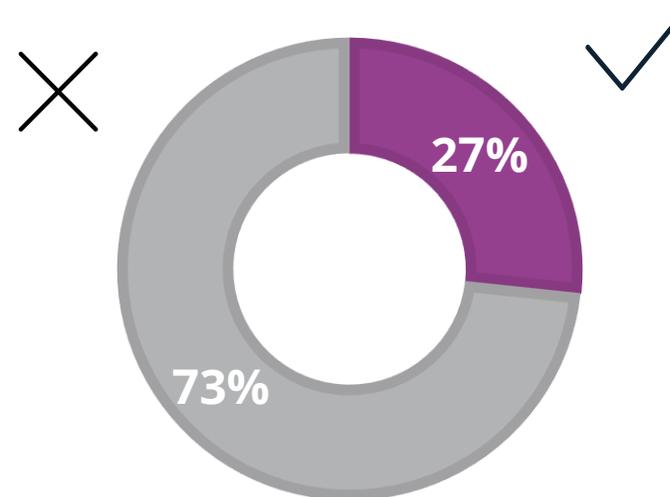


Vulnerability



- ✓ **LGBTQIA+**
- ✓ **People with disabilities**
- ✓ **People with migrant and/or ethnic minority backgrounds**
- ✓ **Staff with temporary contracts**
- ✓ **International staff**
- ✓ **New and expecting mothers**
- ✓ **Early-career researchers**

Intersectionality

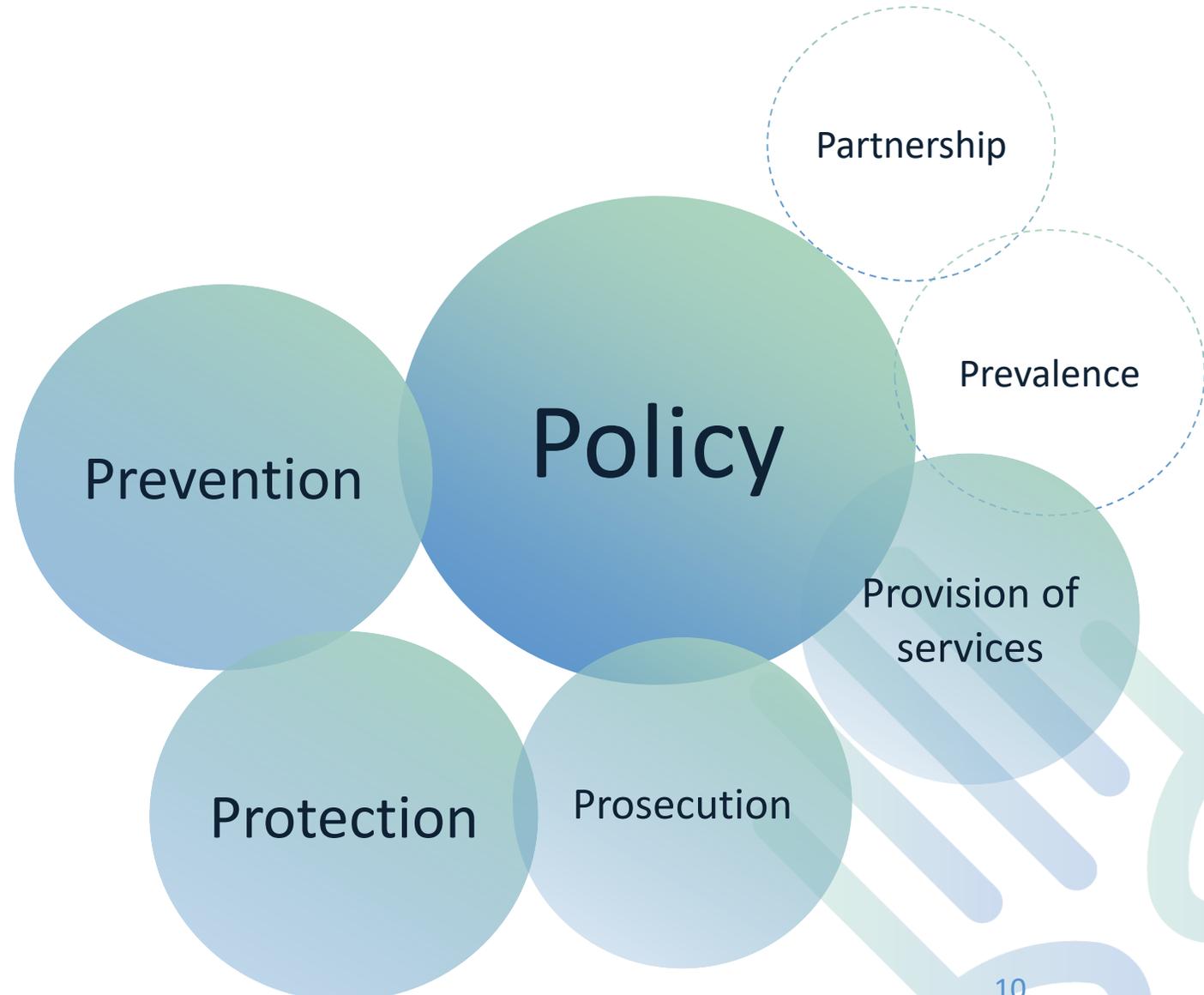


- ✓ **Sexual orientation**
- ✓ **Gender identity and expression**
- ✓ **Ethnicity**
- ✓ **Disability**
- ✓ **Age**
- ✓ **Religion and beliefs**
- ✓ **class**

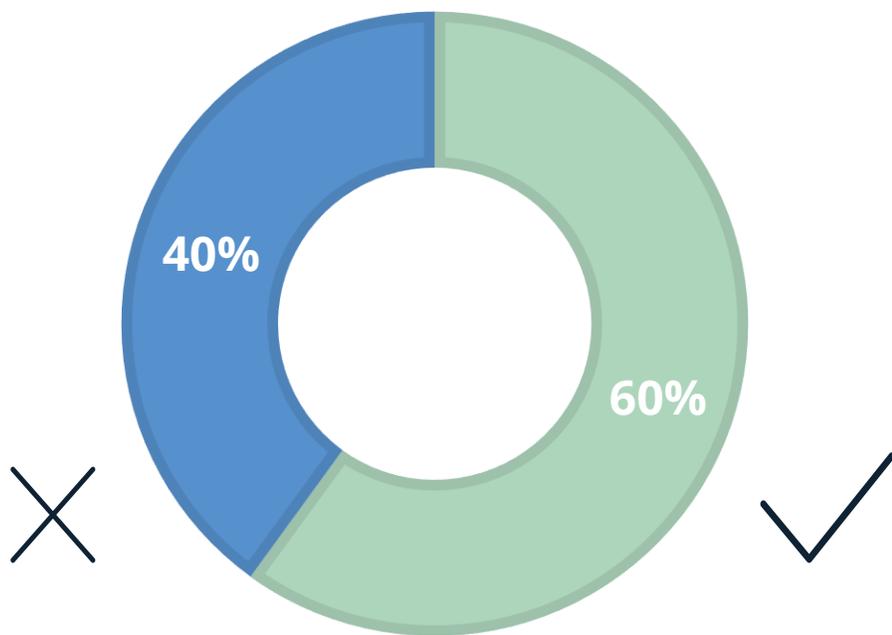
Policy content: 7P

91% have a step
by step procedure

62 % RPOs mention 6 or 7 Ps
33% RPOs mention 3 to 5 Ps

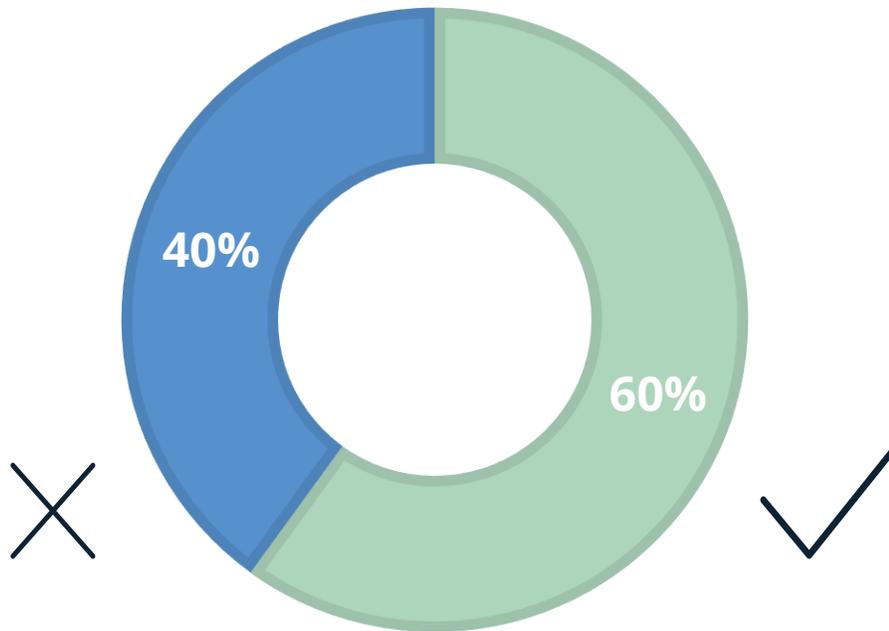


Objectives:



- "Preventing gender based violence or some forms of GBV from occurring and sending a clear message that GBV is not tolerated"
- "Ensuring optimal support for victims and bystanders"
- "Ensure that incidents are reported"

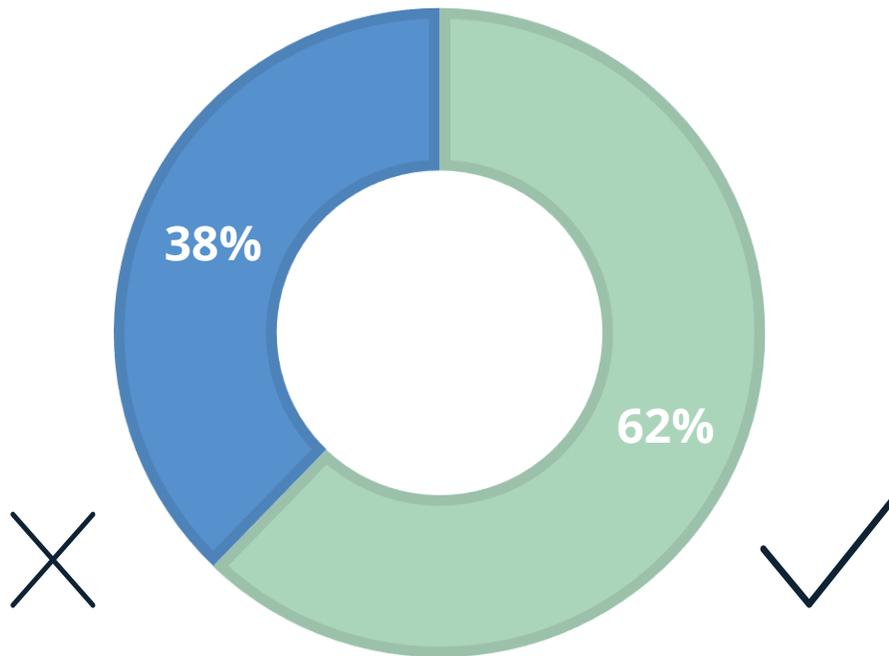
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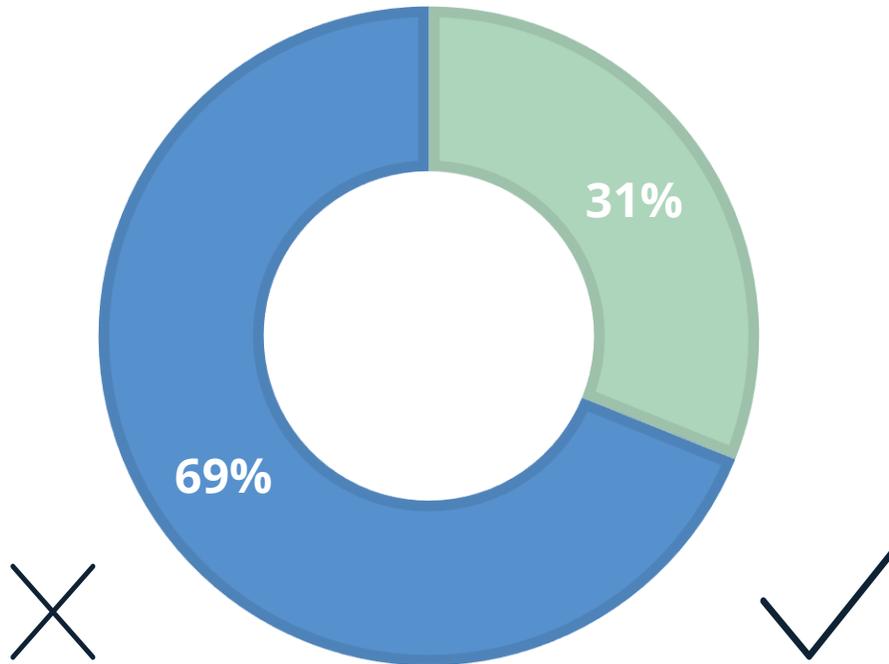
Monitoring:



- "The regular reviewing of policy"
- "The number of calls to the unit"
- "Development of a framework and procedural rules"



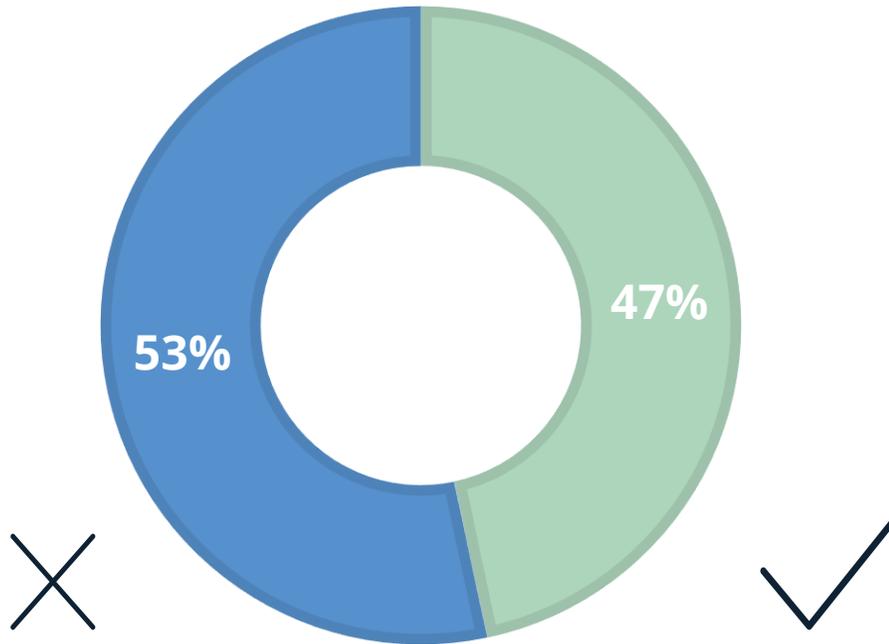
Indicators



- "Number of cases and types of violations"
- "The results of institutional procedures"



Evaluation



- "Submit reports to be reviewed by management and/or internal committees made up of different stakeholders"
- "External and independent evaluators"
- "Submit reports to national authorities"

Case study analysis of institutional responses to gender-based violence

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María Bustelo

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Institutional Responses to Gender-based Violence:

From the **Inventory of policies and measures to respond to GBV in European universities and research organisations**

(48 universities and research organisations in 15 European countries)

16 institutional responses were selected.

16 case studies conducted in 15 European countries:

- 11 in EU-27 countries (Belgium, the Czech Republic, Finland, France, Germany, Ireland, Italy, Lithuania, Poland, Spain, Sweden)
- 4 in Associated Countries (Iceland, Serbia, Turkey, the United Kingdom).

Case Studies methodology / Phases 1st Step

DESK-BASED RESEARCH

Coordination with RPOs
Documental analysis

FIELD WORK

In-depth Case studies
Ligther Case studies
Interviews
Focus groups
Maps of actors
Field diary

ANALYSIS

Transcriptions
Preliminary analysis
Case study final report

Multi-level Analysis of the 16 CSs / Phases 2nd Step

INDIVIDUAL CSs REVIEW

Coordination with
Teams/CSs
researchers

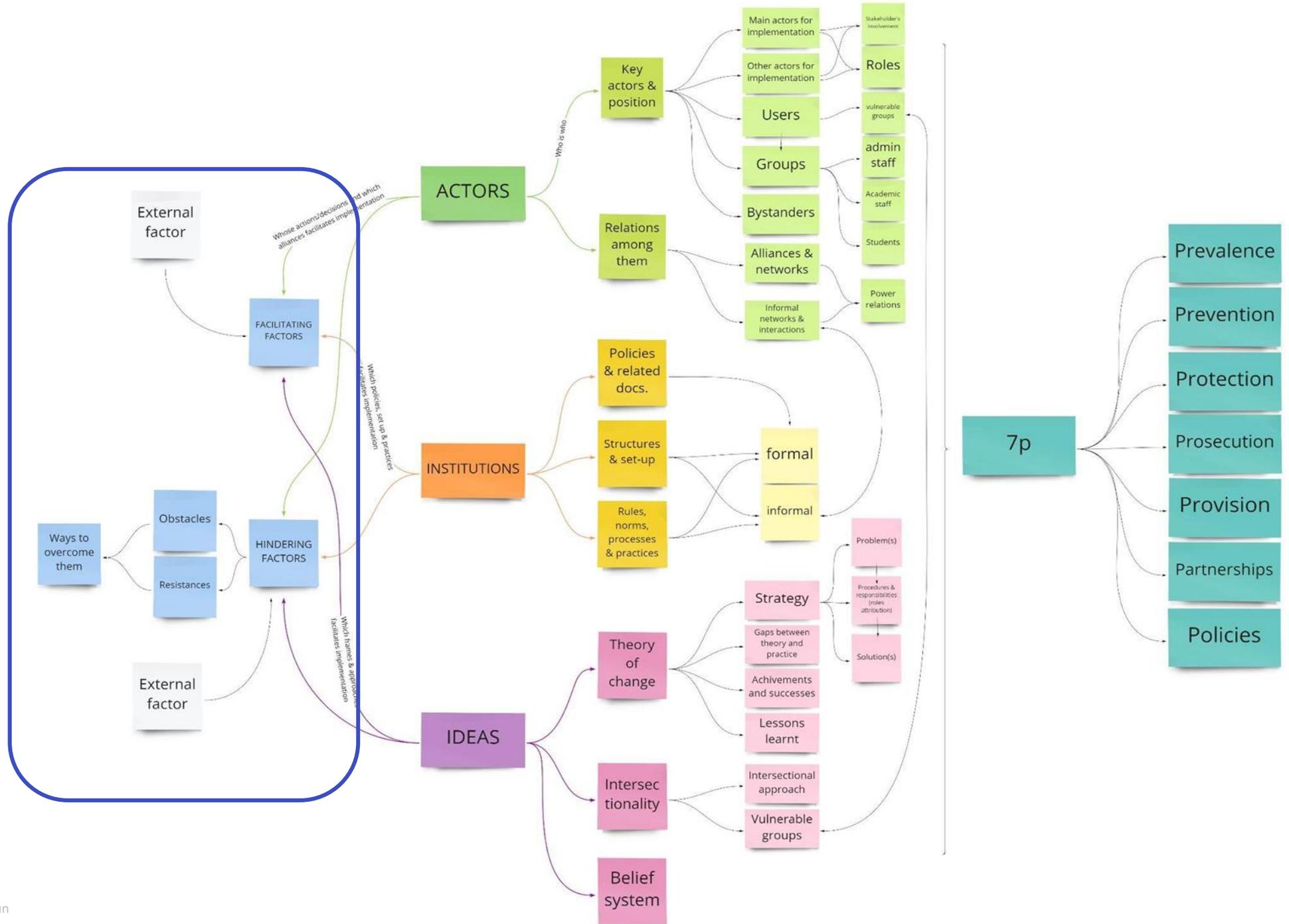
CODING

Cross reading of CSs'
Reports & coding in
Atlas.ti (by Analytical
Framework)
Adding additional codes
Inter-judge checks
among UCM team

CROSS-CSs ANALYSIS

Analysis through
enriched Analytical
Framework
Writing Report
Anonymisation by codes
(& checking for
confidentiality)

Analysis matrix





Facilitating factors linked to external factors



"Increased cultural sensitivity to the phenomenon, mainly in younger generations, has contributed to more frequent problematizations"

- ❑ Socio-political context / Societal change
- ❑ Support from national/regional government
- ❑ EU and national instruments & projects
- ❑ Governmental mandate & guidelines



Facilitating factors linked to the institutional set-up and culture



"Institutional readiness (...), will of faculties and other organisational units"

- Institutional support & political willingness
- Partnerships
- Favorable / enabling institutional environment
- Informal settings & processes
- Long history of Gender Equality in policies & academia



Facilitating factors linked actors



"The fact that the Equality Unit is led by an experienced feminist scholar with strong ties to the government team can also be cited as a factor contributing to its success"

- Volunteering personal activism and feminist beliefs
- Having gender expertise/expert
- Informal networks & relations
- Formal networking & working groups

"The protocol is good, but then I would say that it's the people"

Hindering factors linked to the context



Hindering factors regarding actors



“Dedicated or voluntary work against harassment and bullying is seldom considered a merit in career progression”

- Anti-feminist and anti-gender narratives
- Covid-19
- Implementation is frequently dependent on the voluntarism of staff members



Hindering factors concerning institutions



“Processing complex cases properly demands time, and time is a limited resource in academia”

- Lack of sufficient **resources** allocated
- Hierarchical structures**
- Bureaucratisation**
- Informal rules and procedures
- Low training attendance**
- In the majority of the cases, the **institutional responses remain unknown** to a significant part of the RPO community.
- Lack of **strategy in implementation**



Hindering factors in reporting: why victims/survivors do not report?



“A fundamental obstacle to solving various problems students face is the fear of possible undesirable consequences”

- Culture of silence
- Mistrust and fear of reprisals
- Academic hierarchical structures and power relations
- Failure to apply intersectionality
- Unclear or ambiguous reporting procedure
- Fear of information disclosure
- Re-victimisation and/or victim-blaming



Hindering factors: RESISTANCES



“not coming forward, not doing anything”

Institutional resistances

- Not allocating **sufficient resources**
- Fear for the **reputation** of the institution
- Reluctance to implement by specific units or groups, or delivering a superficial implementation
- Non-prioritisation**
- Excessive **bureaucracy**
- Non-collaboration in partnerships**
- Hierarchical power structures**

Individual resistances

- Not doing, not prioritizing, not daring
- Disengagement and denial of responsibility

Effects and consequences of the institutional responses

- Main positive effects:
 - Making visible and raising awareness about gender-based violence within academia.
 - A powerful tool to **promote organisational culture change** and empower individuals.
- Main undesirable effects:
 - **Re-victimisation:** poor implementation of protection and prosecution actions might diminish the institution's credibility and lead to insecurity and re-victimisation.





Project public deliverables

Report on Case Studies on the effects and consequences of institutional responses to gender-based violence along 7Ps in RPOs

This deliverable will provide an analysis of each case study, reporting on each selected measure, its implementation, the map of actors involved, and users and providers perception and discourses.

UCM | 23-dec.-22

Download 

Project acronym: UniSAFE Project title: "Gender-based violence and institutional responses: Building a knowledge base and operational tools to make universities and research organisations safe"

Grant agreement number: 101006261

Start date of project: 1 February 2021, Duration: 36 months



Deliverable No. 5.2

Report on Case Studies on the Effects and Consequences of Institutional Responses to Gender-based Violence along the 7Ps in Research Performing Organisations

Due date of deliverable	16/12/2022
Submission date	23/12/2022
File Name	D5.2. UniSAFE_Report on Case Studies on the Effects and Consequences of Institutional Responses to Gender-based Violence along the 7Ps in Research Performing Organisations
Organisation Responsible of Deliverable	UCM
Author name(s)	Beatriz Ranea-Triviño, Lorena Pajares, María Bustelo, Bruna Cristina Jaquetto Pereira
Revision number	01
Status	Final
Dissemination Level	PU

Multi-level analysis of UniSAFE's survey data

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Transposing intersectionality into quantitative analyses



Basic tenets of intersectionality theory

- Inequalities are shaped by gender, but also other identities that together create multiple and intersectional forms of discrimination and disadvantage
- Inequalities are shaped by different axes of power among different sets of social relations
- Taking an intersectional perspective means examining various positionalities – without losing sight of the ‘actions of the powerful’ (Walby et al., 2012: 228)



Intersectionality and quantitative methods

- How to reconcile intersectionality theory with the requirements of quantitative methods?
- Does taking a categorical approach (McCall, 2005) risk over-stabilising groups and essentialise/reify differences and social relations (Walby et al., 2012; Hancock, 2007)?
- Can we regard intersectional categories instead as ‘heuristic devices’ (Cho et al., 2013), i.e. as tools that allow for an analysis of structural inequalities?



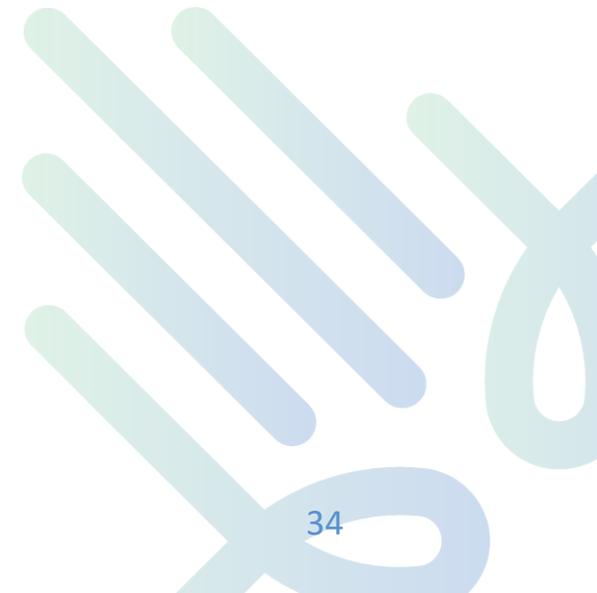
Transposing intersectionality into quantitative analyses

Traditional methods on quantitative intersectional analysis rely on cross-tabulations, differences between means, or regression analysis.

However, these methods present limitations:

- Disclosiveness and small cell counts
- Selection of variables included
- Focus on means to the detriment of heterogeneity
- Emphasis on ‘additive’ terms in modelling

See Spierings, 2012.



Transposing intersectionality into quantitative analyses

An alternative is to take intersectionality into account by using multi-level models (Bauer et al., 2021; Evans et al., 2018; Merlo, 2018).

▶ **Key idea:** the inclusion of all possible intersectional strata recognises that individuals may show similar experiences with their intersectional membership group

This has two notable advantages:

1. No need to rely on the creation of a reference category, against which other identity groups are measured (at least in the random part!)
2. Possible inclusion of all sets of intersections

The 'MAIHDA' approach

The term MAIHDA, Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy, (Merlo, 2018) describes this approach, and assesses:

1. between-stratum variance (level 2 variance, or higher-level variance)

2. within-stratum heterogeneity (level 1 variance)

3. discriminatory accuracy by looking at the magnitude of within- and between-stratum variance relative to each other (Variance Partitioning Coefficient)

4. how much between-stratum variance is explained by additive terms (Proportional Change in Variance)

As with other modelling approaches, intersectional MAIHDA can also be used to estimate predicted probabilities or expected (mean) values of dependent variables for each stratum.

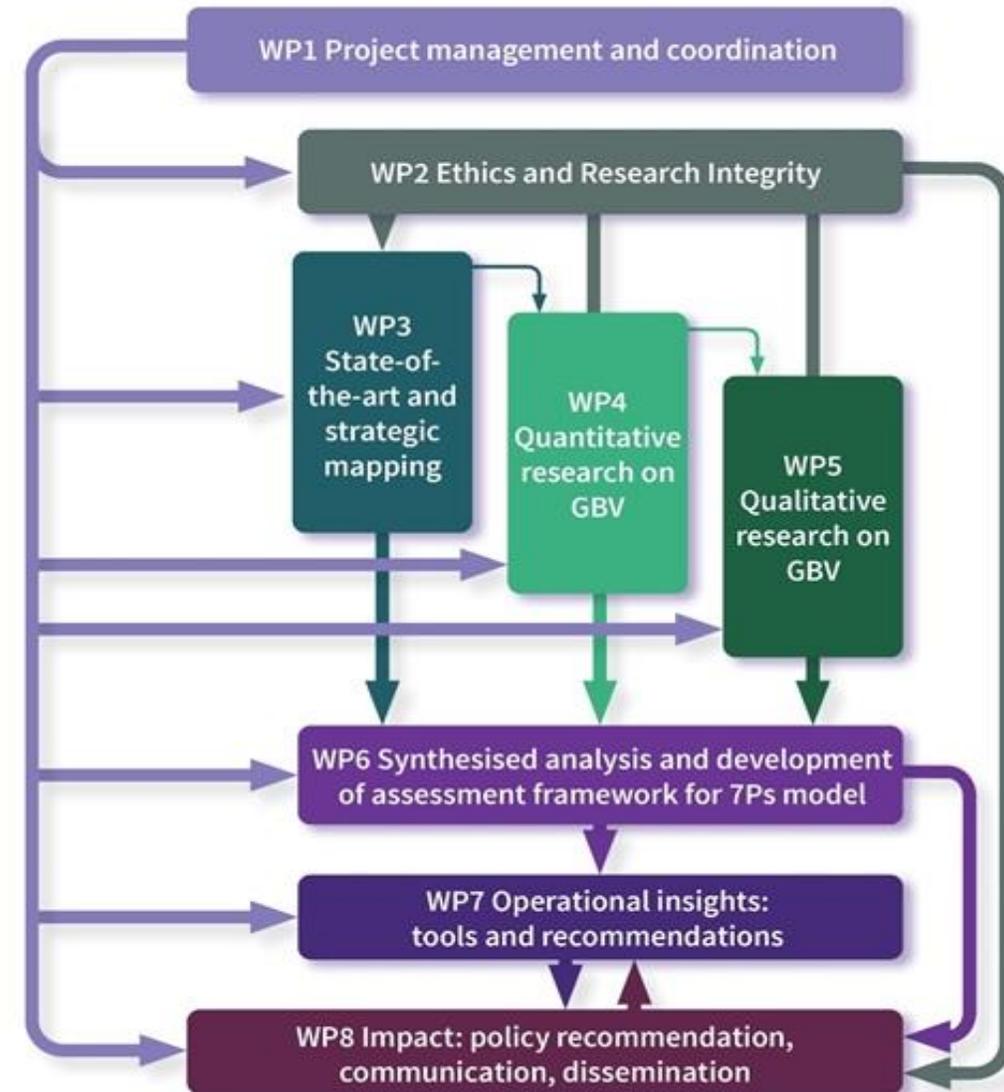
See Evans, 2019, p. 4

Application in the UniSAFE project

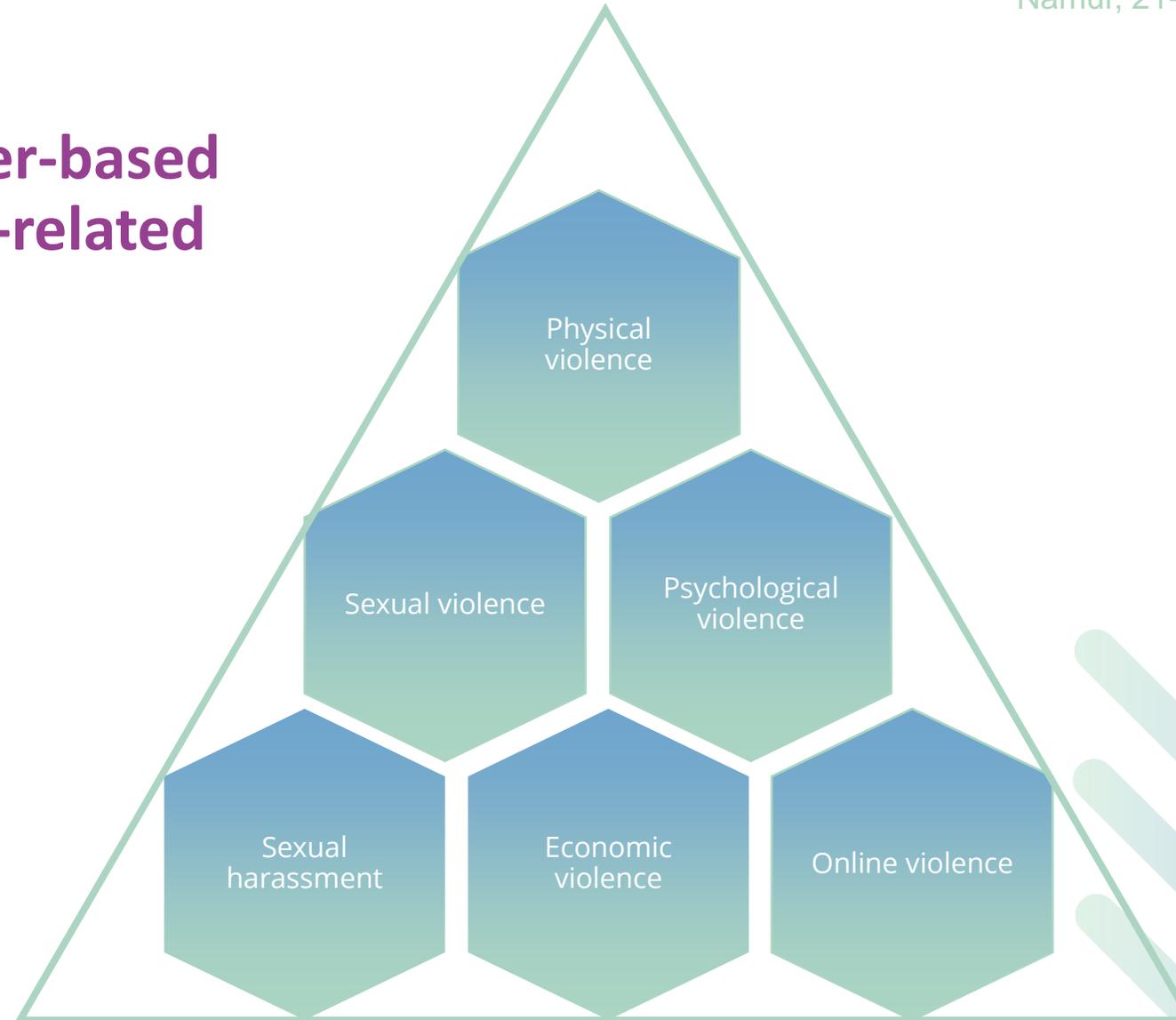


Project facts

- ❑ 36 months project:
- ❑ February 2021 – January 2024
- ❑ Structured in 8 work packages



All forms of gender-based violence are inter-related



UniSAFE survey



Largest cross-cultural survey in Europe in the research sector on gender-based violence

Over 42,000 responses collected

14 languages

Focus
on experiences of gender-based violence

46
Research Performing Organisations in 15 countries

Field time
between 17 January and 1 May 2022

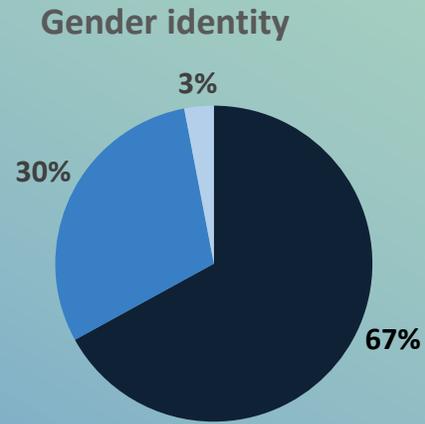
Lipinsky, Anke, Schredl, Claudia, Baumann, Horst, Lomazzi, Vera, Freund, Frederike, Humbert, Anne Laure, Tanwar, Jagriti, & Bondestam, Fredrik. (2021). UniSAFE D4.1 Final UniSAFE-Survey Questionnaire. Zenodo. <https://doi.org/10.5281/zenodo.5746611>



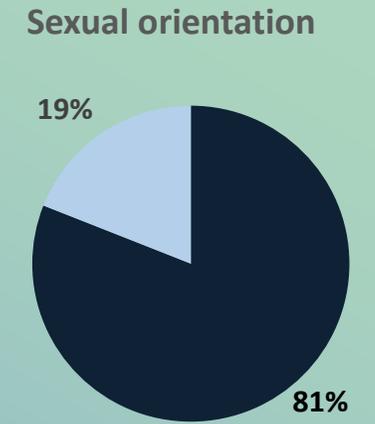
Respondents' characteristics

The sample includes in total **42,186** respondents, age 18+

- **43%** of respondents are staff
- **57%** of respondents are students



■ Women ■ Men ■ Non-binary



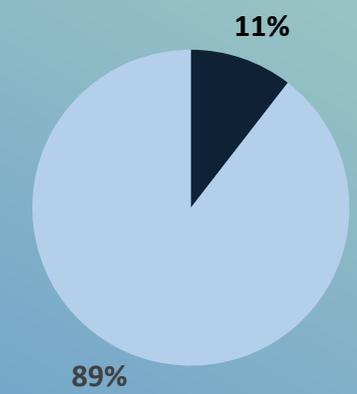
■ Heterosexual
■ LGBTQ+ (lesbian, gay, bisexual, queer, or asexual)

Ethnic minority group



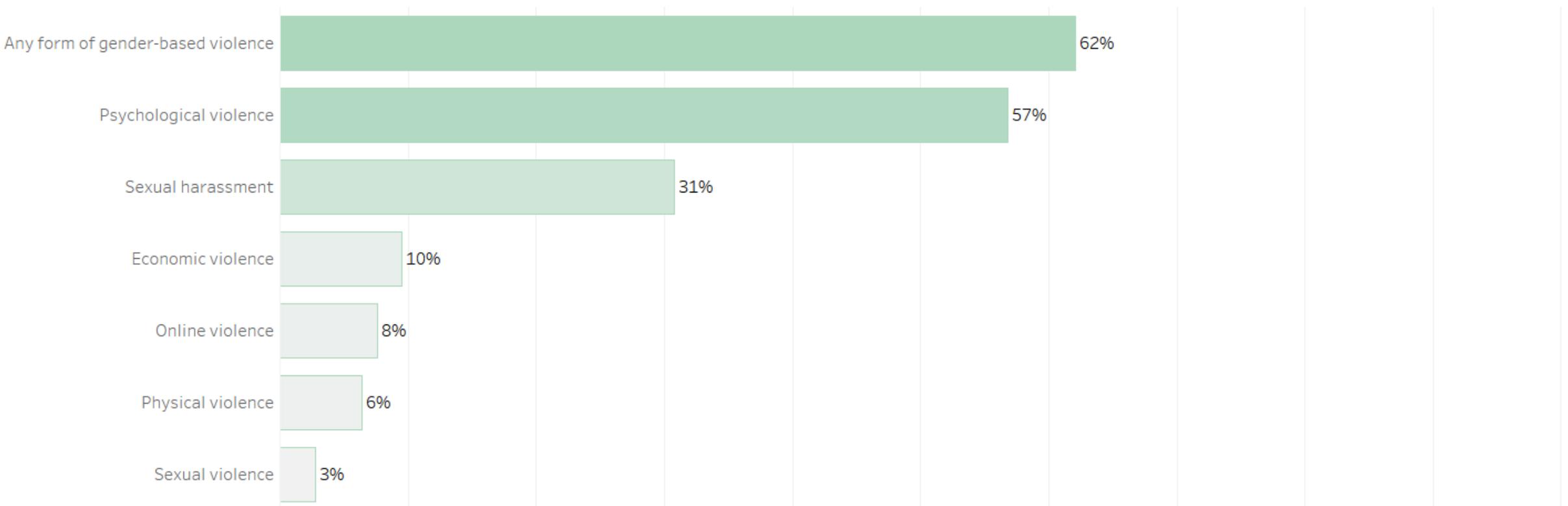
■ Yes ■ No

Disability or chronic illness



■ Yes ■ No

Prevalence of gender-based violence



Note: Prevalence was calculated as the weighted number of cases reporting at least one experience of violence divided by the total number of valid cases, multiplied by 100, i.e. all cases coded as 'Prefer not to say' or 'No answer: break-off' were excluded from the calculation. Prevalence was calculated individually for the specific forms of violence and for any form of gender-based violence. For any form of violence cases were excluded from the calculation if there was no valid data for any of the specific forms of violence. Source of data: UniSAFE survey

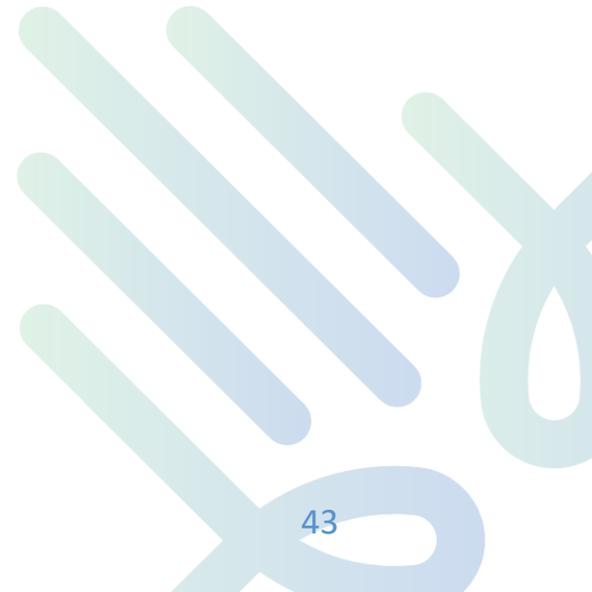
Intersectional multi-level modelling

By using intersectional multilevel modelling we are able to account to how experiences of gender-based violence might relate to countries, organisations and intersectional strata

We use a cross-classified multi-level model with a logit link function.

This allows us to respond to Scott and Siltanen's (2017) criteria for intersectional analysis:

1. Attention to context
2. Heuristic approach to relevant dimensions of inequalities
3. Complex, multidimensional and structural understanding of inequalities



Intersectional multi-level modelling

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We use a cross-classified multi-level model with a logit link function.

The random intercept model is expressed as:

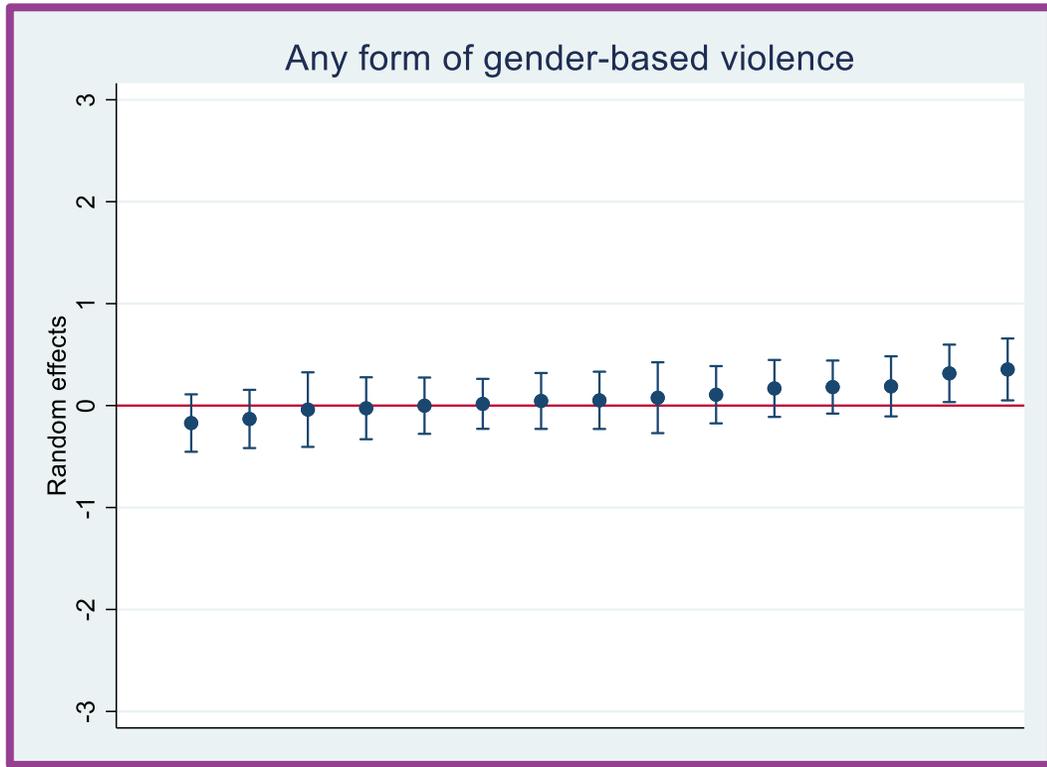
$$\log\left(\frac{\pi_{ijk}}{1-\pi_{ijk}}\right) = \beta_0 + \beta_1 x_{1i} + u_{country(i)}^{(4)} + u_{organisation(i)}^{(3)} + u_{intersectional\ strata(i)}^{(2)}$$

$$\text{with } u_{country(i)}^{(4)} \sim N(0, \sigma_{u^{(4)}}^2), u_{organisation(i)}^{(3)} \sim N(0, \sigma_{u^{(3)}}^2), \text{ and } u_{intersectional\ strata(i)}^{(2)} \sim N(0, \sigma_{u^{(2)}}^2)$$

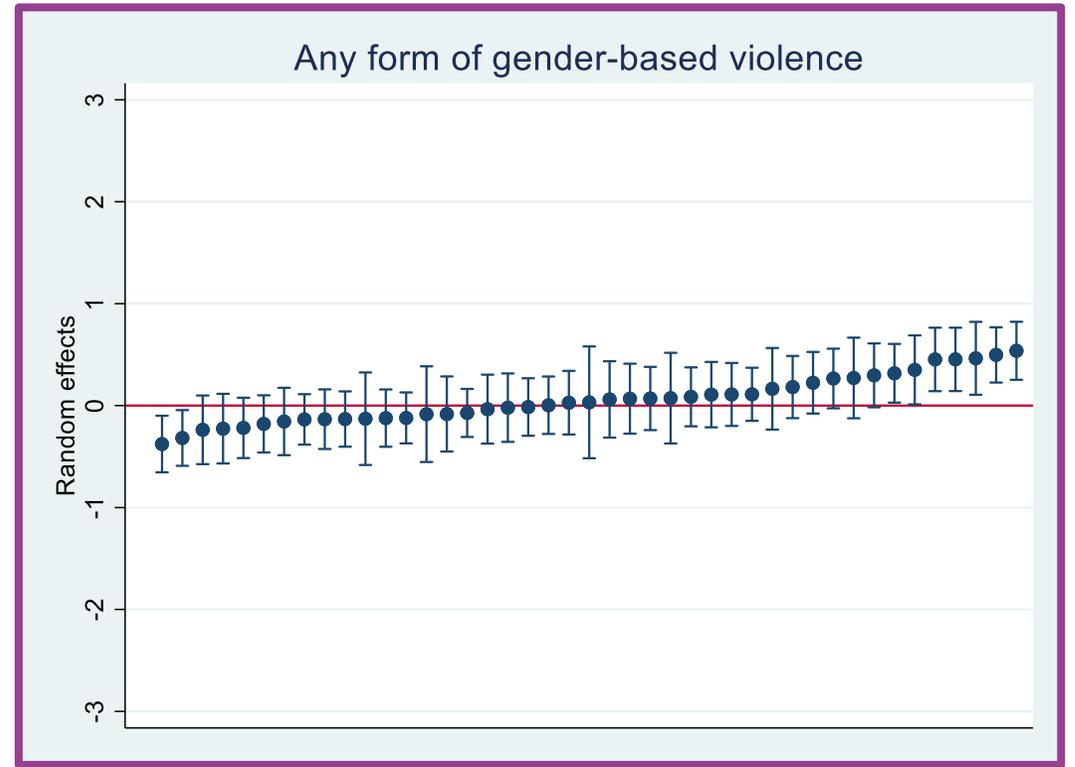
Examining differences between groups



Country-level and RPO-level random effects and their standard errors (three-level null model)



Source of data: UniSAFE survey



Source of data: UniSAFE survey

Intersectional strata random effects and their standard errors (four-level null model)



Source of data: UniSAFE survey

Intersectional strata random effects and their standard errors (four-level null model)



Source of data: UniSAFE survey



Analysing the effects of intersectional determinants on the prevalence of gender-based violence



Main findings from intersectional multi-level models

Effects of intersectional determinants on the prevalence of gender-based violence:

- being a member of staff or a student
- age
- gender identity
- academic or non-academic staff (staff only)
- current gender same as sex at birth
- contract type (staff only)
- sexual orientation
- contracted working hours (staff only)
- disability or chronic illness
- academic grades (academic staff only)
- ethnicity
- study level (students only)
- international status
- campus residence (students only)

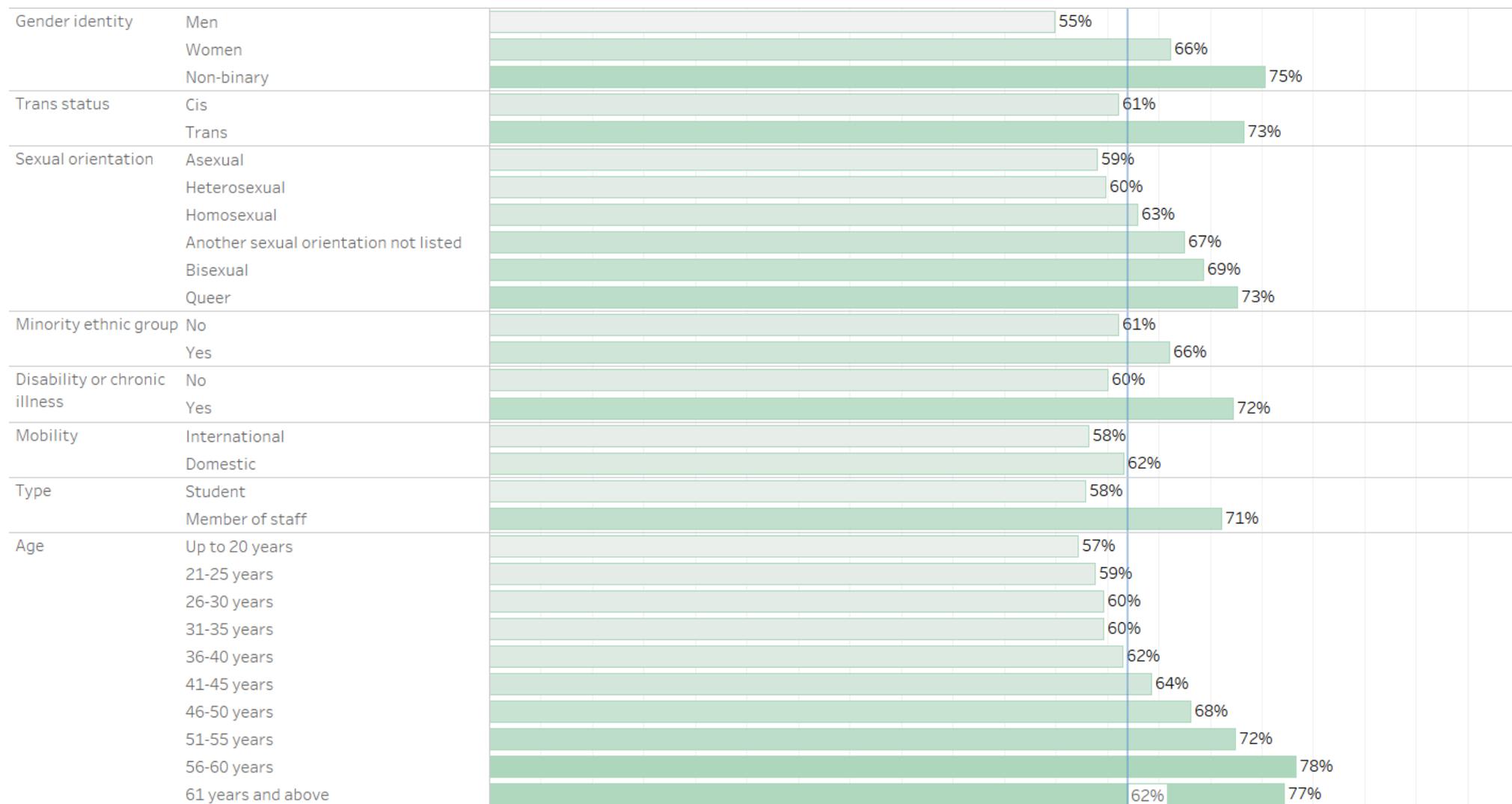
Main findings from intersectional multi-level models

- ❖ **Students vs staff:** students less affected by gender-based violence overall, though more at risk of physical and sexual violence.
- ❖ **Gender identity:** both women and non-binary more at risk of sexual harassment, psychological violence and economic violence; women more at risk of sexual violence; men most at risk of physical violence.
- ❖ **Trans:** trans people are more affected by psychological violence and sexual harassment.
- ❖ **Sexual orientation:** increased exposure to gender-based violence among homosexual, bisexual or queer people.
- ❖ **Disability:** all forms of gender-based violence more prevalent across people with a disability or chronic illness.
- ❖ **Minority ethnic status:** higher prevalence of all forms of gender-based violence among people from a minority ethnic group.
- ❖ **International status:** being an international staff/student associated with higher risk of economic violence and sexual violence.
- ❖ **Age:** increasing age associated with lower prevalence of most forms of gender-based violence.

Main findings from intersectional multi-level models

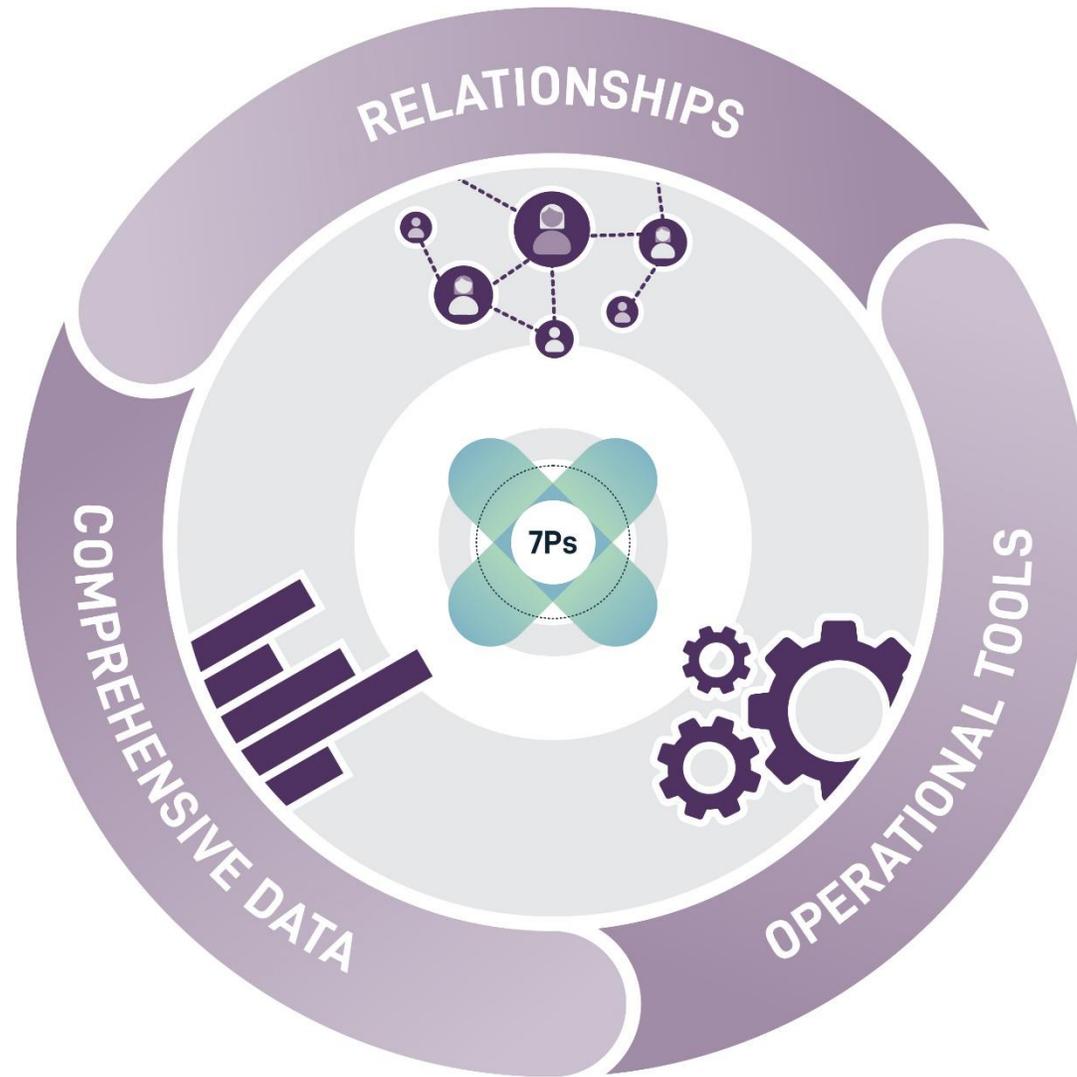
- ❖ **Academic vs non-academic staff:** the prevalence of gender-based violence is lower among most forms of gender-based violence for non-academic staff.
- ❖ **Contract type:** staff on a permanent contract disclose higher levels of gender-based violence.
- ❖ **Working hours:** full-time contracted hours of work are associated with higher prevalence of gender-based violence overall.
- ❖ **Academic grades:** higher prevalence of gender-based violence overall among higher grades, as well as of psychological violence and sexual harassment, but economic violence, however, only affects Grades B and C.
- ❖ **Study level:** Doctoral candidates most at risk of gender-based violence overall, and particularly economic violence.
- ❖ **Campus residence:** living on campus is associated with greater prevalence of gender-based violence overall, most particularly sexual violence, sexual harassment and physical violence.

Predicted probabilities of prevalence of any forms of gender-based violence



Source of data: UniSAFE survey





Recommendations for concrete action

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Yellow Window



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Recommendations' aim and methodology

-  **Convert outcomes & insights into operational recommendations**
-  **Provide concise overview of the specific stakeholder's role**
-  **Present key elements of recommended actions**
-  **Addressed to six distinct groups of stakeholders**
-  **Systematic analysis of results and insights to identify key insights and recommendations for each stakeholder group**
-  **Participatory approach with multi-level research design**
-  **Ten workshops organised from November 2022 to June 2023**



Target stakeholder groups

- Recommendations for **policy-makers**
- Recommendations for higher education and research institution **associations and umbrella organisations**
- Recommendations for **higher education and research institutions**
- Recommendations for **research funding organisations**
- Recommendations for **staff associations and unions**
- Recommendations for **student associations and unions**

Available at: <https://unisafe-gbv.eu/outputs/recommendations/>



Key recommendations for...

Policy-makers

- Policy coordination
- Setting the legal and policy framework and providing policy guidance
- Quality assurance in higher education and research

Higher education and research institution associations and umbrella organisations

- Coordinate or require regular assessments of members' institutional policy frameworks relating to gender-based violence, based on the 7P model

Higher education and research institutions

- Institutional framework for addressing gender-based violence
- Foster leadership commitment to addressing gender-based violence

Research funding organisations

- Require applicants to provide proof of institutional policies and mechanisms in place addressing gender-based violence

Staff associations and unions

- Use the influence the staff associations and/or unions has and advocate to encourage institutions to implement policies and practices

Student associations and unions

- Seek opportunities to contribute to co-designing institutional policies and actions to protect students, with specific attention to intersectionality

Recommendations structure

Recommendations for policy-makers towards ending gender-based violence



The scope of the problem in Europe



62%
of respondents have experienced gender-based violence

Nearly two in three (62%) of the over 42,000 respondents who took part in the UniSAFE survey on gender-based violence in research organisations in 2022 stated that they had experienced at least one form of gender-based violence within their institution (including physical, sexual, psychological, economic, and online forms of gender-based violence).

Respondents from minoritised groups (based on gender identity, sexual orientation, ethnicity, or disability) were more likely to disclose experience of gender-based violence. Women (66%) and non-binary people (74%) were more likely to have experienced at least one form of gender-based violence. Respondents who identified as LGBTQ+ (68%), who reported a disability or chronic illness (72%) or belonged to an ethnic minority (69%) experienced at least one incident of gender-based violence more often than those who did not identify with these characteristics (Lipinsky et al., 2022).

What is alarming is that only 7% of students and 23% of staff who participated in the UniSAFE survey and stated that they had experienced gender-based violence within their institution reported the incident.



Only 7% of students of students having experienced gender-based violence in the context of their institution have reported it

Almost half of the victims (47%) did not report the incident because they were not sure that the behaviour was serious enough to report. Other common reasons for not reporting were that the survivors did not recognise the behaviour as violence at the time it occurred (31%) or did not think that anything would happen if they reported the incident (26%). This underscores the permissiveness and normalisation of violence in higher education and research institutions and the failure of institutions to take action against all forms of gender-based violence, including forms that are not always covered in legislative definitions of gender-based violence (Linková et al., 2023).

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006261

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Recommendations for policy-makers towards ending gender-based violence



The role of policy-makers in ending gender-based violence

Policy-making is the primary role of European, national, and in certain contexts, regional authorities. In the higher education and research context, they can initiate legislative change, formulate and implement policy, establish regulatory bodies and rules (including accreditation and quality assurance).

Policy-makers are also in charge of monitoring and evaluating adopted policies. Additionally, they have a role in communicating adopted policies to the stakeholders affected by them, for engaging in policy dialogue and exchange with these stakeholders. Lastly, they can push for the topic of gender-based violence to feature on the research agenda in their countries to advance knowledge and build a basis for taking action at the institutional level.

The national legal and policy frameworks set the basic rights and obligations for higher education and research institutions in relation to their role as educational institutions but also as employers. They outline the general direction and assist in its implementation through e.g., setting the overall framework, funding and methodological guidance. In relation to gender-based violence, policy-makers can establish rules regarding the mandatory establishment of ombudspersons/trust points and support centres, require policies at institutional level and annual progress reports.

At the EU level, national authorities can contribute to addressing the issue through coordinating policies, building a common theoretical and conceptual framework for addressing gender-based violence, exchange of experience through mutual learning and adopting common approaches to the issue.

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006261

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Recommendations for policy-makers towards ending gender-based violence



Recommendations

The recommendations outlined below are valid and applicable for national and regional policy-makers.

General actions

Policy coordination

- Engage with other public administration bodies to ensure national policy coordination across justice, research, higher education, gender equality and other remits, to ensure a unified approach in terms of terminology, concepts used, procedures etc.
 - National authorities have a crucial role in ensuring that policy coordination in a particular area, such as gender-based violence, occurs across the public administration bodies (as also recommended by the Istanbul Convention in its Article 10. The designated national authorities should engage all relevant actors to advance the policy framework for ending gender-based violence in higher education and research.
- Engage in a policy dialogue with umbrella organisations and university associations, responsible ombudspersons, student/staff associations and unions, social workers and NGOs working with victims and survivors, lawyers and employer associations and trade unions, when designing and evaluating policies adopted, including for example, the development of guidance on how to keep disciplinary procedures fair and less legalistic, ensuring a victim-centred and trauma-informed approach focused on restorative justice.

Value setting and awareness raising

- Formulate and promote underlying values for the policies adopted, and communicate these proactively towards various stakeholders, to ensure that information about the adopted policies and their value orientations is widely known.
 - To this end, national authorities should clearly communicate that institutions have a legal duty of care as educational and training institutions, employers and important social actors, to ensure that their working environments are safe from all forms of violence. National authorities should also raise awareness about the fact that excellence in research cannot exist in the absence of ethical conduct and social integrity and that gender-based violence constitutes ethical misconduct and a violation of social integrity.

Setting the legal and policy framework and providing policy guidance

- Conduct a review of the legal interpretation of this duty of care as one of the primary obligations that higher education institutions have, to ensure that it encompasses cases of gender-based violence. This should be done in cooperation with other relevant actors, and particular attention must be paid to highlighting the duty of care towards students and staff.

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