

# SURVEY SUPERHEROES

# Gender Equality Report

February 2026

# Contents

<a href="#">Introduction</a>	1
<a href="#">Summary</a>	2
<a href="#">Analysis</a>	3-20
<a href="#">Conclusion</a>	21
<a href="#">Recommendations</a>	22-23
<a href="#">External Resources</a>	24
<a href="#">Demographics</a>	25-26

## Privacy Statement

Exeter Students' Guild is committed to the protection of the personal data of students. All data in this report has been given with full understanding of its usage and consent for publication.

All data has been handled, stored, and shared in line with GDPR guidance. For further information, please see our the Guild's [privacy policy](#).

For any further information, please contact [insights@exeterguild.com](mailto:insights@exeterguild.com).

## Referencing

If you wish to reference this report, please use 'Exeter Students' Guild' as the author/organisation.

## Key Dates

Survey Window: 02/02/2026 - 15/02/2026

Report Completed: 06/03/2026

Report Published: 10/03/2026

## Introduction

Survey Superheroes gathers monthly feedback from 1000 student volunteers regarding their opinions on a variety of pre-planned and developing issues in exchange for financial compensation.

The Student's Guild Insight Team uses this feedback to influence decisions by the University, inform our projects and empower students to create change for their community.

One of our key topics for February was Gender Equality. We wanted to find out:

1. How aware of gender equality are students?
2. How does gender equality impact student experience at university?
3. Do students feel supported by the university on gender equality?

This report will analyse the feedback given in relation to the above questions and provide recommendations for both the Student's Guild and the University of Exeter to action in order to improve gender equality.

A focus group was also held to empower students to shape the recommendations in this report which had 18 participants.

All text in quotations marks are comments provided by students showing their individual thoughts and opinions; they have been included as they largely reflect the quotes within the same topic

## Summary

Generally, students at the University of Exeter are familiar with the concept of gender equality, however, less students are familiar with the concept of gender equity suggesting an education gap (Fig. 1 and Fig. 2). For students gender equality means being treated fairly and equal regardless of gender and having equal opportunities (Fig. 3).

75% of students say that gender equality is very important to them (Fig. 4). 81% of female students and 83% of non-binary and genderfluid students say gender equality is very important to them compared to 52% of male students (Fig. 5).

72% of students completely agree that they feel safe and welcome in the study spaces on campus and 60% completely agree that they feel safe and welcome in the social spaces on campus (Fig. 6 and Fig. 8). Only 17% of non-binary and gender fluid students completely agreed that they feel safe and welcome in the social spaces on campus (Fig. 9). 35% of students completely agree that they feel safe and welcome in the sports facilities on campus, 55% of male students completely agree, 31% of female students completely agree and 0% of non-binary and genderfluid students completely agree (Fig. 10 and Fig. 11).

54% of students say that their gender hasn't either positively or negatively impacted their experience at university. 13% of students say their gender has affected feelings of safety and 9% say their gender has affected their experience of their course (Fig. 12).

Only 6% of students reported that yes, they absolutely know where to go to report gender-based discrimination and violence. 51% of students aren't sure but believe they could figure it out if they needed to (Fig. 13). 30% of students feel somewhat or very uncomfortable about telling the university if they or someone they knew experienced gender-based discrimination or violence (Fig. 14). 55% of students agree to some extent that the university's policies and support services effectively address gender-based discrimination and violence (Fig. 16).

Students want to see the University and the Guild raise awareness, promote support and educate students and staff on gender-based discrimination (Fig. 18).

## Analysis

### 1. How aware of Gender Equality are students?

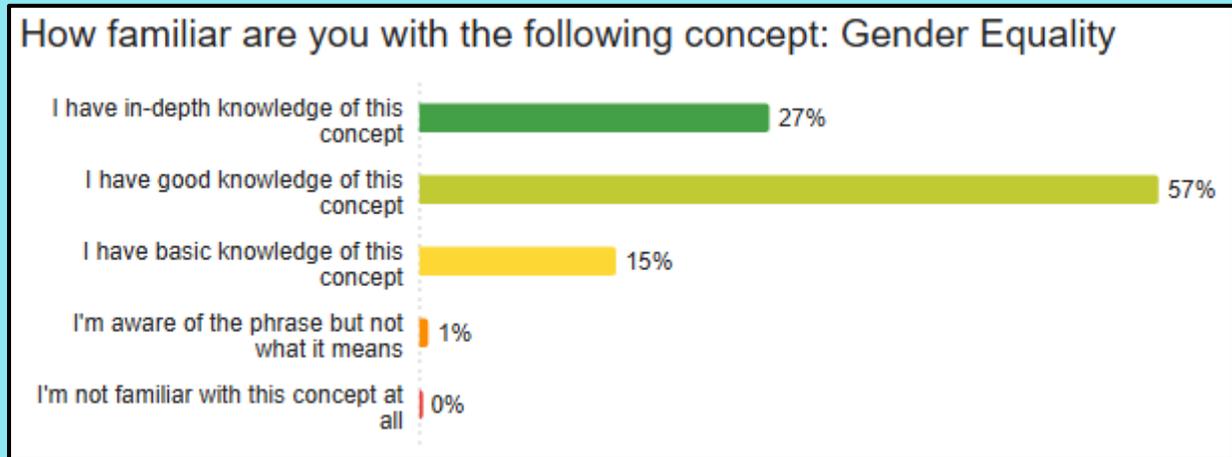


Figure 1 - Question 14: How familiar are you with the following concept: Gender Equality

Students generally report good understanding of gender equality. 27% feel they have an in-depth knowledge and 57% feel that they have a good knowledge of gender equality. 15% of students feel they have a basic knowledge of the concept and only 1% report not knowing what it means (Fig. 1).

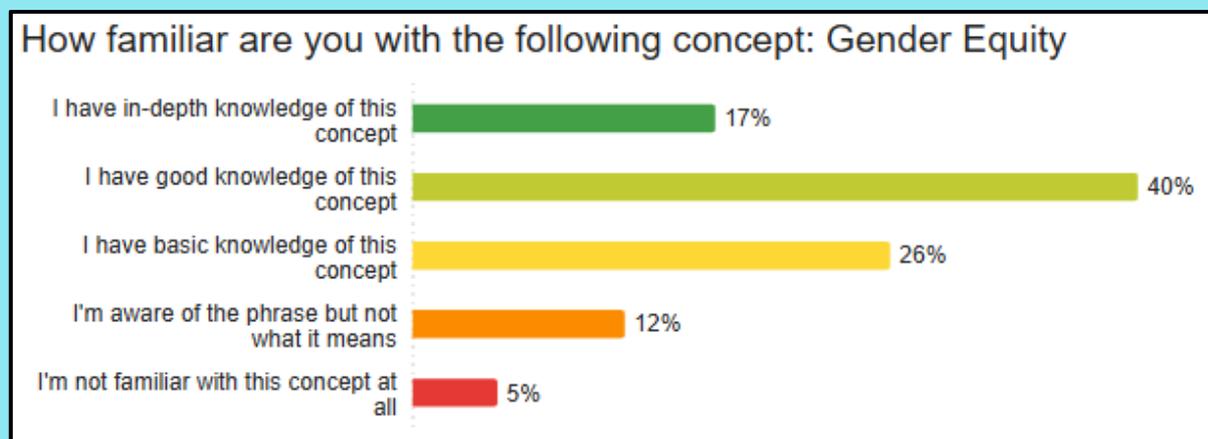


Figure 2 - Question 15: How familiar are you with the following concept: Gender Equity

Students appear to be less familiar with the term gender equity compared to gender equality. 17% feel they have an in-depth knowledge and 40% have a good knowledge. This totals 57% of students who feel familiar, compared to 84% of students who felt familiar with gender equality (Fig. 2 and Fig. 1).

26% of students have a basic knowledge of gender equity, 12% are aware of the phrase but not what it means and 5% of students are not familiar at all (Fig. 2).

This demonstrates that there is a lack of understanding amongst a large percentage of the student body surrounding gender equity and what it actually means.

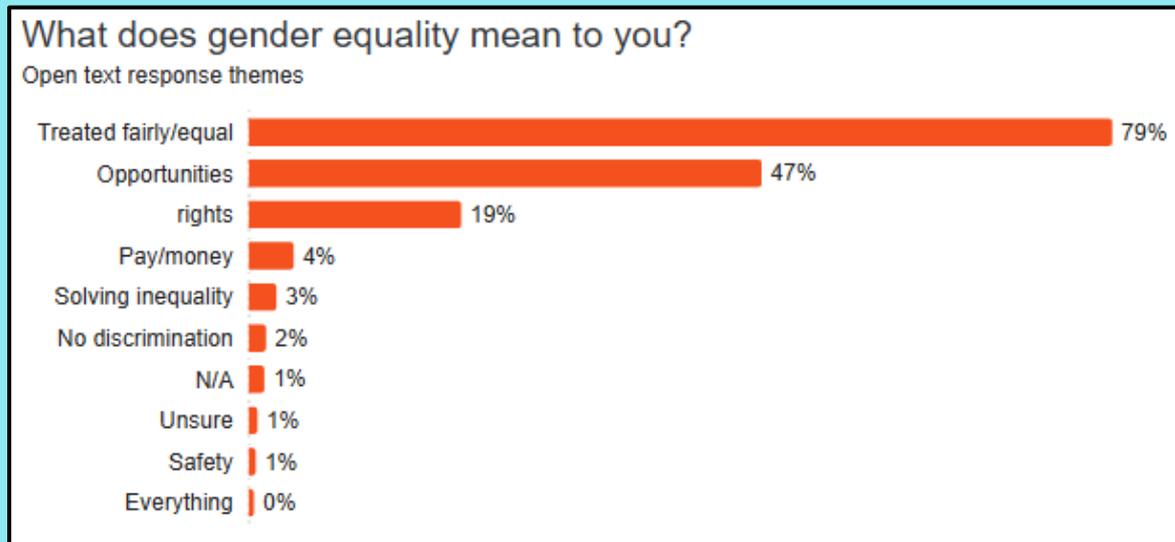


Figure 3 - Question 16: What does gender equality mean to you? Open text response themes

We asked students what gender equality means to them. 79% of responses mention being treated fairly and/or equal regardless of gender.

“Equal rights, respect, responsibilities and opportunities irrespective of gender or identity.” ~ Masters, ESE student

“Genders are awarded and deserving of being treated equally with the same rights” ~ Year 3, HASS student

“All genders are treated the same, there are no biases towards one or another. To me it especially means better treatment towards women.” ~

47% of responses mention opportunities. Similar to the previous theme this one frequently mentions equal opportunity, not more opportunities for one gender.

“Gender equality means that women have the same opportunities and privileges at men in the home and in the workplace and are paid equally and respected equally for their time and contributions.” ~ Year 4, HASS student

“Equal opportunities for all genders in the workplace and outside the workplace. No discrimination because of gender.” ~ Year 1, HLS student

“People of all genders being given the same opportunities.” ~ Year 4, ESE student

19% of responses mention rights.

“When the most basic rights, opportunities, resources and roles are accessible to individuals regardless of their gender. When everyone is valued equally.” ~ Masters, HLS student

“Equal rights independently of gender” ~ Other, HASS student



Figure 4 - Question 17: How important is gender equality to you?

We asked students how important gender equality is to them. 75% of students feel that it is very important to them. 20% said it is somewhat important to them, 4% feel neutral and only 1% feel it is somewhat unimportant (Fig. 4).

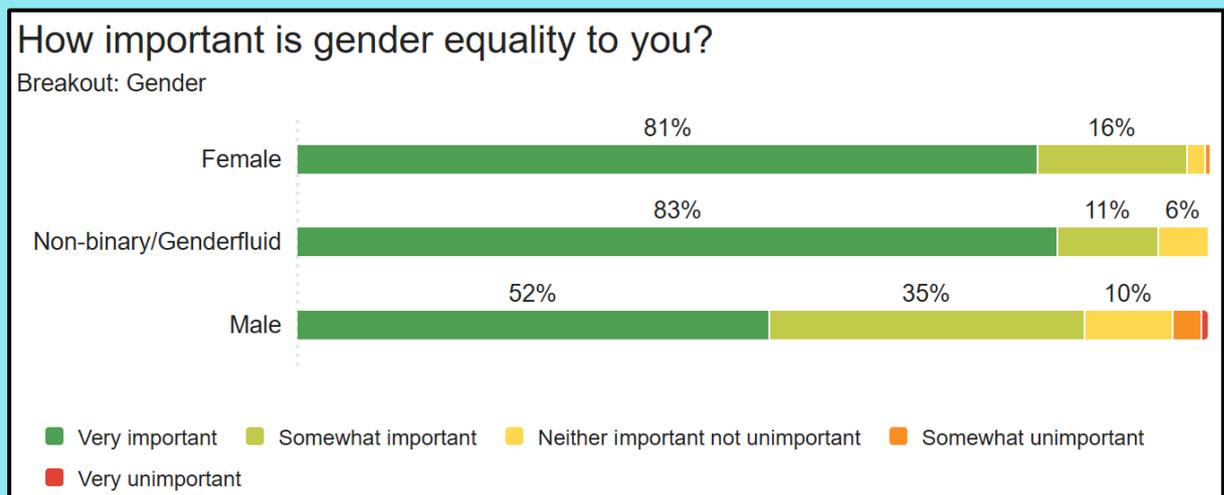


Figure 5 - Question 17: How important is gender equality to you? Breakout: Gender

Looking at the importance of gender equality by gender we see some differences emerge in the strength of importance. 81% of female students feel it is very important whereas 52% of male students responded the same way. 83% of non-binary/genderfluid students said it is very important as did 71% of prefer not to say students (Fig. 5).

Despite 52% of male students responded very important it is worth noting that this does not mean they find it unimportant. 35% feel it is somewhat important and 10% felt neither important nor unimportant (Fig. 5).

These results demonstrate that gender equality may be more important to some students than others.

## 2. How does Gender Equality impact student experience at university?

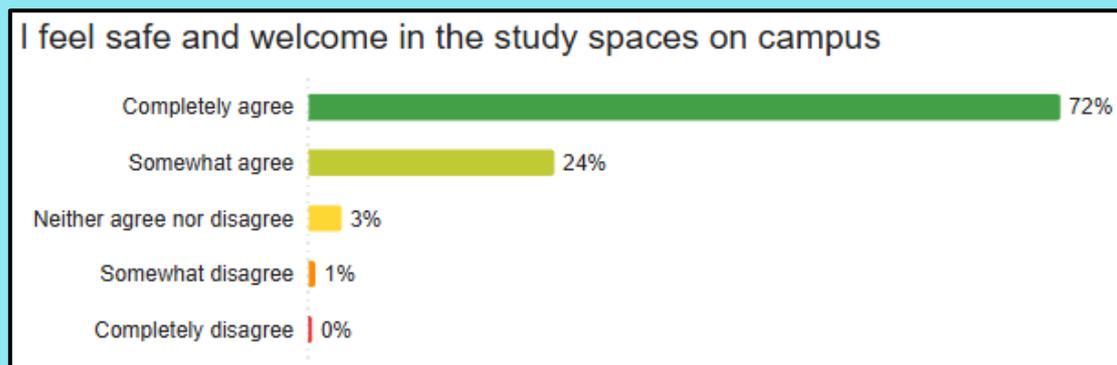


Figure 6 - Question 18a: I feel safe and welcome in the study spaces on campus

72% of students completely agree that they feel safe and welcome in the study spaces on campus. 24% of students somewhat agree, 3% neither agree or disagree and only 1% somewhat disagree.

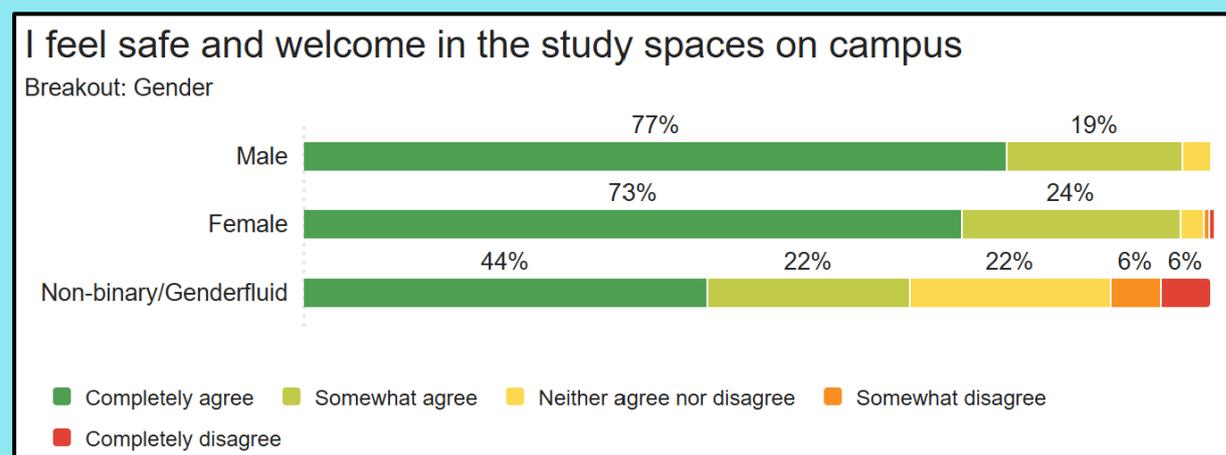


Figure 7 - Question 18a: I feel safe and welcome in the study spaces on campus. Breakout: Gender

Looking at this question by gender we can see that whilst results are similar for male and female students, non-binary and genderfluid students differ. 44% of non-binary and genderfluid students completely agree that they feel safe and welcome in study spaces on campus. 22% somewhat agreed, 22% neither agreed nor disagreed, 6% somewhat disagreed and 6% completely disagreed.

This suggests further work is needed to ensure that non-binary and genderfluid students feel safe in study spaces like their male and female peers do. (Fig. 7).

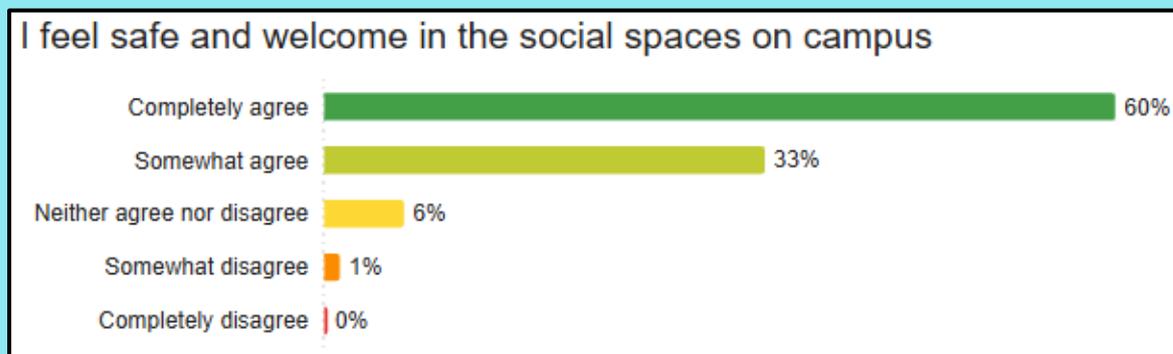


Figure 8 - Question 18b: I feel safe and welcome in the social spaces on campus

Following on from study spaces we asked students to what extent they agree that they feel safe and welcome in the social spaces on campus. 60% completely agreed, 33% somewhat agreed, 6% neither agreed nor disagreed and 1% somewhat disagreed (Fig. 8).

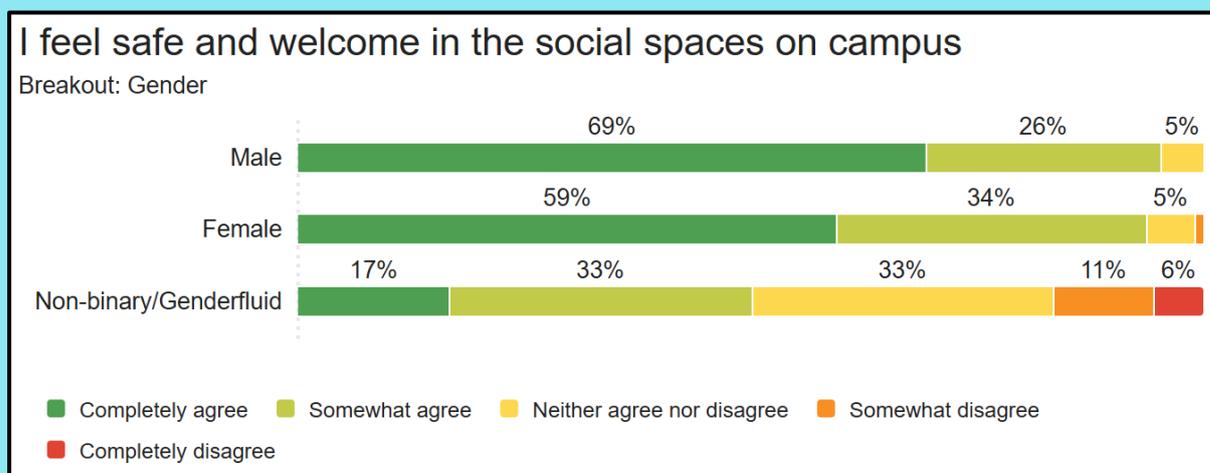


Figure 9 - Question 18b: I feel safe and welcome in the social spaces on campus. Breakout: Gender

Similarly to the study spaces we see less agreement from non-binary and genderfluid students. 17% of non-binary and genderfluid students completely agree, 33% somewhat agree, 33% neither agree nor disagree, 11% somewhat disagree and 6% completely disagree (Fig. 9)

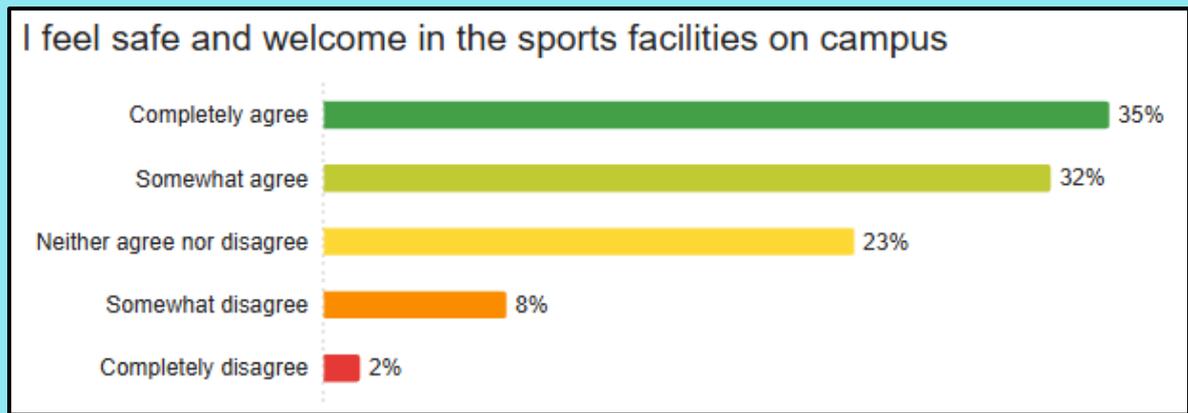


Figure 10 - Question 18c: I feel safe and welcome in the sports facilities on campus

Contrary to the study and social spaces on campus the extent to which students feel safe and welcome in the sports facilities is quite varied. 35% of students completely agree that they feel safe and welcome, 32% somewhat agree, 23% neither agree nor disagree, 8% somewhat disagree and 2% completely disagree (Fig. 10).

These results, especially those that are neutral and disagreeing suggest that work could be done to make sure every student feels safe and welcome in the sports facilities on campus.

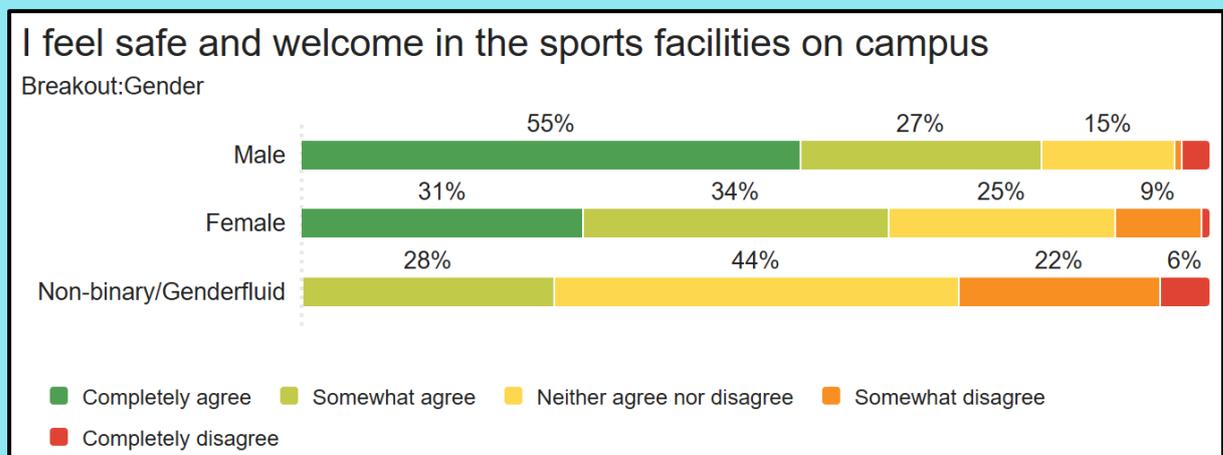


Figure 11 - Question 18c: I feel safe and welcome in the sports facilities on campus. Breakout: Gender

We also see a more varied in the gender breakouts of the sports facilities (Fig. 11).

For female students, 31% completely agree that they feel safe and welcome, 34% somewhat agree, 25% neither agree nor disagree and 9% somewhat disagree. This lower percentage of completely agree suggest that female students aren't always feeling safe and welcome when in the campus sports facilities.

For male students there is the highest level of agreement across the genders. 55% completely agree, 27% somewhat agree and 15% neither agree nor disagree.

For non-binary and genderfluid students 0% completely agreed with the statement. None of our respondents who are non-binary or genderfluid felt they completely agreed that they feel safe and welcome in the sports facilities. 28% somewhat agree, 44% neither agree nor disagree, 22% somewhat disagree and 6% completely disagree.

For students who preferred to not share their gender identity with us 29% completely agree, 43% somewhat agree, 14% neither agree nor disagree and 14% somewhat disagree.

The results demonstrate that not all genders feel equally safe and welcome in the sports facilities on campus and that action is needed to ensure they are welcoming for students of all gender identities.

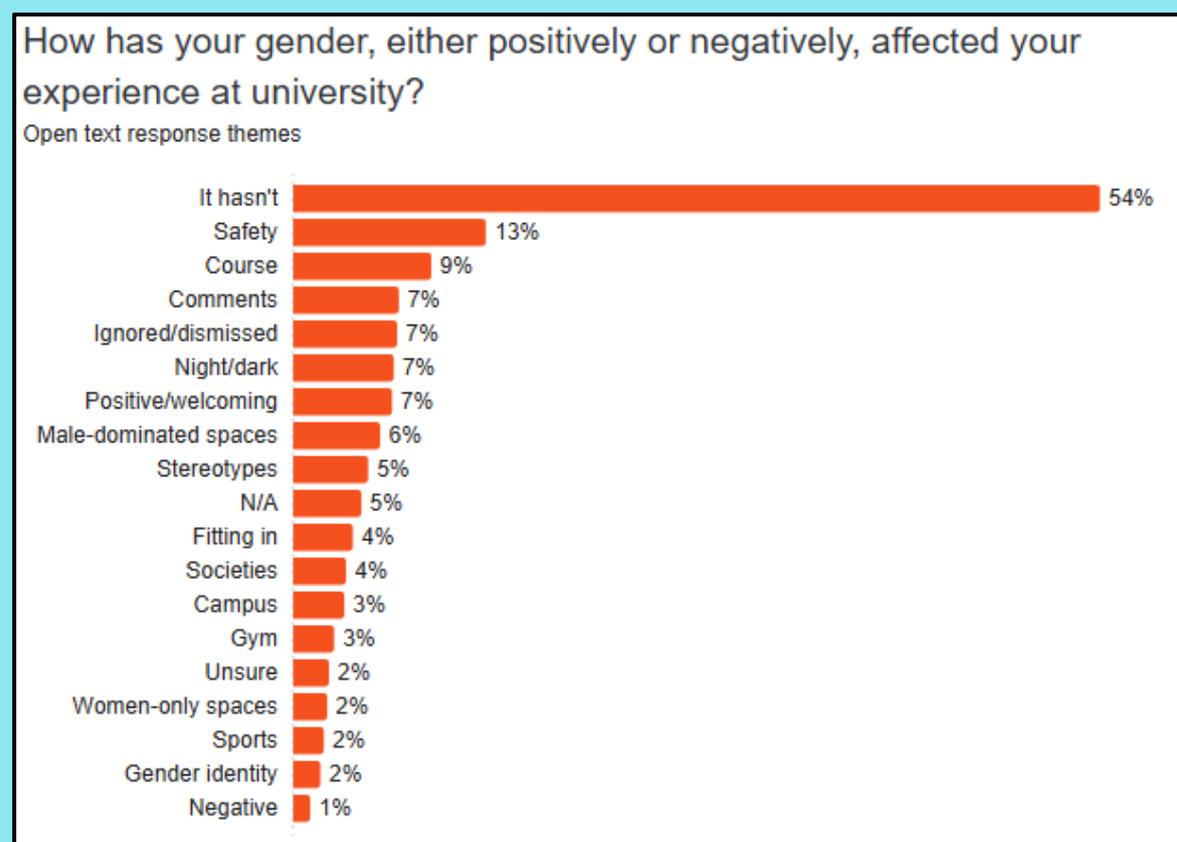


Figure 12 - Question 19: How has your gender, either positively or negatively, affected your experience at university?

We asked students to tell us how they think their gender has affected their experience at university. 54% of responses say that it hasn't had an impact.

"I don't think gender has played a part in the overall experience of my university it's all about the decision and choices I made as an individual which helped with the output of my experience" ~ Masters, HLS student, Male

"I feel it hasn't impacted it to be honest within the university itself, evidently when not actually at the uni like out and stuff its a different case" ~ Year 2, ESE student, Female

"As a cisgender male, I think I've gotten through university pretty well because of my associated privilege. I haven't encountered any gender-specific issues" ~ Year 2, HLS student, Male

13% of responses include a theme of safety. Many of the responses came from female students and discuss campus safety as well as safety on nights out.

"Negatively - as a woman, men on campus can be intimidating and pushy and think they can do what they want just because they are men" ~ Year 1, HASS student, Female

"I avoid certain questions and discussions because I am trans and never 100% sure of my safety and others' opinions" ~ Masters, HLS student, Non-binary/Genderfluid

"Safety both positively and negatively. Some people are more considerate of you and take care if you because of being a woman, but it can be more dangerous and put you in worse situations (especially on nights out)." ~ Year 1, ESE student, Female

9% of responses mention their course. Again this theme came up often for female students, some who report a positive impact as their course is mostly female, other's who discuss being in male dominated spaces.

"Being on a course where the minority of people is women, in group projects men often like to belittle the ideas that women put down" ~ Year 2, ESE student, Female

"I took an economics module in first year and the seminars were very male dominated and the men would often take over but the seminar lead (female) was very good at keeping them in check. Sometimes in groups men can be more dominant and overtake females ideas." ~ Year 3, ESE student, Female

"My course is predominantly female, and it positively impacts my uni experience- I thoroughly enjoy the social aspect, and feel very safe and respected in all my lectures and seminars." ~ Year 2, HASS student, Female

Other themes like feeling ignored/dismissed, comments and night came up 7% of the time each. Related to Figure 11 it is interesting to note that the theme of the gym (3%) and sports (2%) came up. Comments discuss these spaces being male dominated and often intimidating for other genders because of this, they also mention that their interests don't feel catered for.

"Sports facilities (specifically the uni gym) can be very male dominated, which doesn't always create a welcome environment for women." ~ Year 3, HASS student, Female

"One thing which has been negative is that on the campus gym most of the machines and equipment is tailored toward men. There is a limited amount of equipment for women e.g. hipthrusts and a small amount of leg machines, when there are double the amount of back/chest and arm machines for men." ~ Masters, HASS student, Female

"I was previously in a mixed sports society and have not returned to it because it was not very inclusive to girls" ~ Year 2, HASS student, Female

"Still seems to be gender segregation, particularly in sports. Aware that to some extent unavoidable, but intramural teams are good at removing these barriers" ~ Year 3, HASS student, Female

### 3. Do students feel supported by the university on Gender Equality?

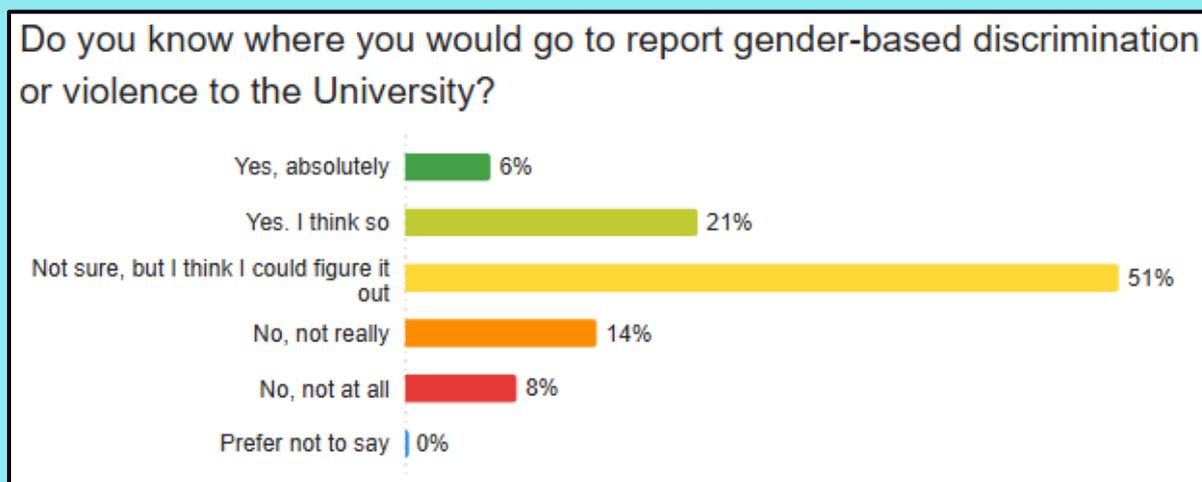


Figure 13 - Question 20: Do you know where you would go to report gender-based discrimination or violence to the University?

We asked students if they know where to go to report gender-based discrimination or violence to the university. 51% of students weren't sure but felt that they would be able to figure it out if needed. 6% know where to go, 21% think they know where to go, 14% don't think they know and 8% don't know at all where to go (Fig. 13). This lack of knowledge of where to go for reporting to the university suggests that more signposting and awareness generation is needed.

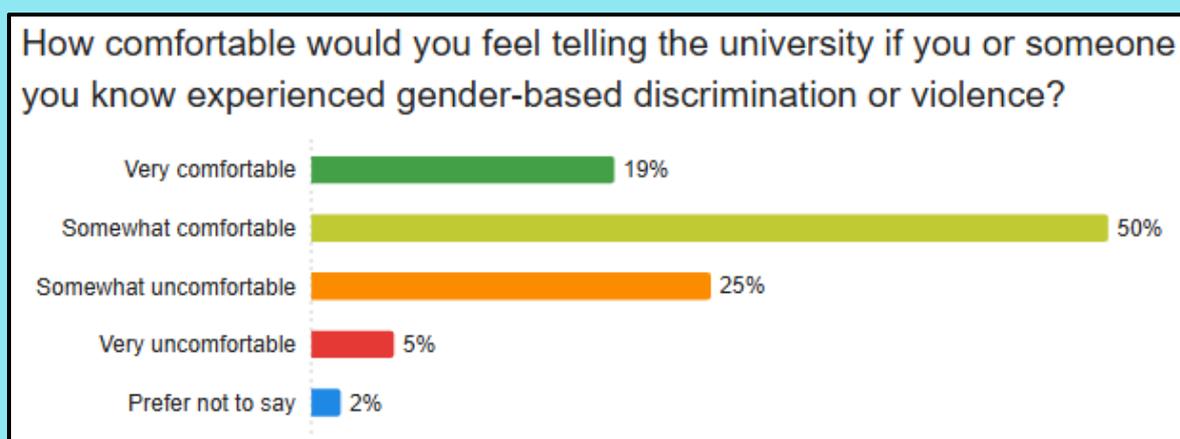


Figure 14 - Question 21: How comfortable would you feel telling the university if you or someone you know experienced gender-based discrimination or violence?

We asked students how comfortable they would feel telling the university if they or someone they know experienced gender-based discrimination or violence. 50% of students feel somewhat comfortable and 19% feel very comfortable. 25% of students feel somewhat uncomfortable, 5% feel very uncomfortable and 2% preferred not to say (Fig. 14). Further work is needed to ensure students feel

comfortable reporting incidents to the university, currently 30% of students feel uncomfortable with this idea. The reasons behind this are explored in the next question.

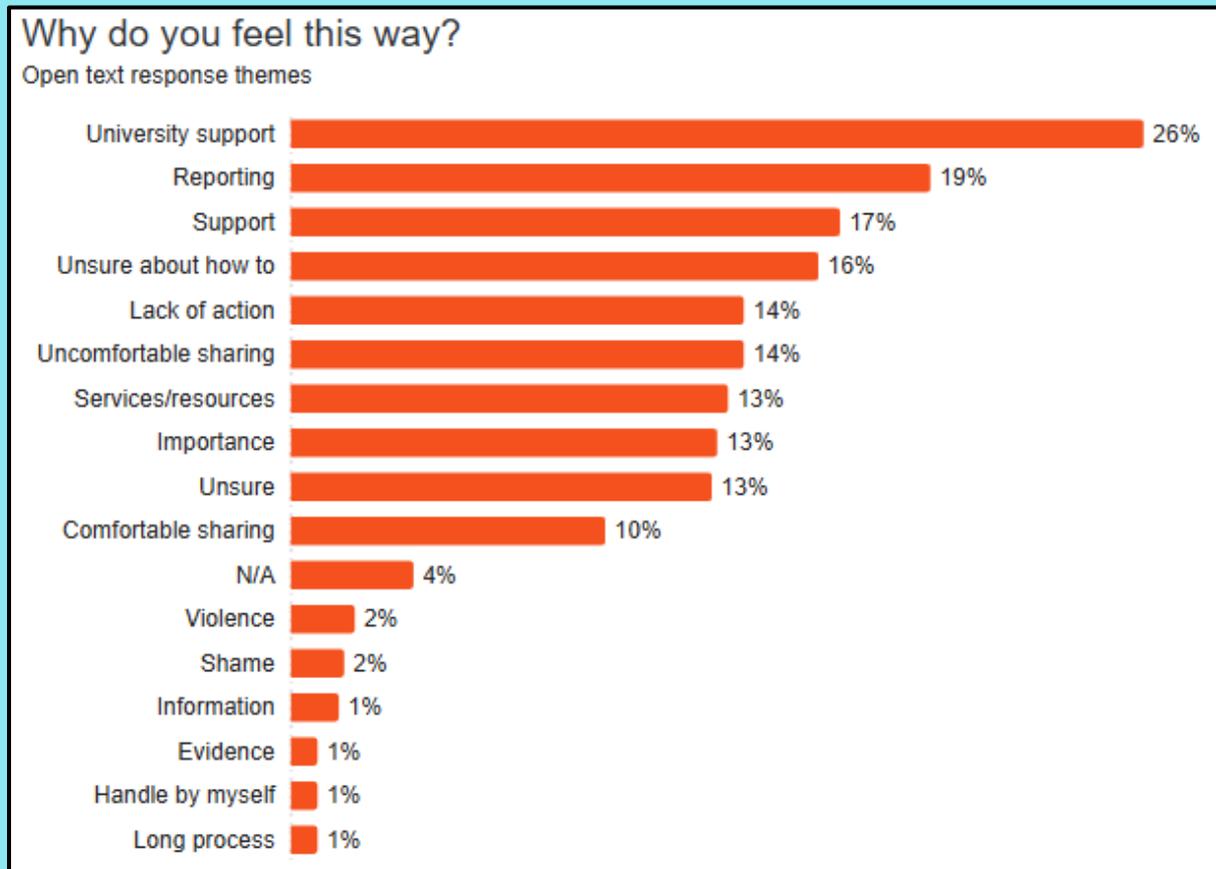


Figure 15 - Question 21a: Why do you feel this way. Open text response themes.

When asked why students reported their level of comfort with reporting gender-based discrimination or violence to the university we saw 26% of responses mention university support.

“Because, I believe the university will take necessary action against any discrimination” ~ Masters, ESE student

“discussing these matters with an institution seems awkward to me, i would likely express this to close family and friends unless it needs to be raised at uni for a particular reason” ~ Year 2, ESE student

“I have previously reported it to the university and despite conducting meetings with me, I was completely blanked by the university and have received zero closure on the matter and have no idea where my written complaint has gone”  
~ Year 3, HASS student

19% of responses mention reporting more generally as a theme.

"I think it's very uncomfortable to report any wrongdoing of any kind and there is always a worry that it will reflect badly on the victim" ~ Year 4, HASS student

"My course mates and I had an overtly sexist lecturer, reported him, and were told to raise the issue with him in his office hours. This response is obviously inappropriate as it puts the student reporting in danger, and it's not as if he will be receptive or willing to talk through his sexist statements. The fact this was dealt with in this way has led to me having lower faith in the university dealing with such issues." ~ Masters, HASS student

"there seems to be a good wellbeing department, however I have heard of quite a bit of gender-based discrimination that doesn't get addressed, but im not sure if this is because the university doesn't act, or if people don't report it." ~ Year 1, HASS student

17% of responses mention support. This theme covers students discussing where they feel they would be able to receive support as well as to what extent they believe that support would be suitable.

"I would like to believe that the university and the Guild would support me if I had experienced gender-based discrimination. I think the Guild especially would be supportive of me as a student" ~ Year 3, HASS student

"What can they really do about it? I may refer myself to wellbeing for support, but i dont see how reporting these issues to the uni will help" ~ Year 3, HLS student

"As I feel that the university has a support system that makes it very approachable and easy to access mental health services to talk about issues such as gender violence" ~ Year 1, HLS student

16% of responses discuss being unsure of where to go in order to report gender-based discrimination or violence.

"I would definitely feel comfortable speaking up about discrimination or violence, but i don't know where I'd go and what action would be taken" ~ Year 3, HASS student

"I don't know the process taken once gender based discrimination is reported but I feel like if I was more knowledgeable on that, I would feel less uncomfortable" ~ Year 2, HLS student

"I don't know how the university deals with such matter and I am a very private person" ~ Other, ESE student

14% of responses mention lack of action as a theme. Many of these comments discuss the fear that reporting would not result in action, some comments mention previous experience either at Exeter or within other contexts(see quote 2 in reporting text responses above).

"Fear of retaliation or fear that it would simply be dismissed as "nothing", but also it depends on how well I know the person I would be confiding in." ~ Other, HASS student

"I have previously reported it to the university and despite conducting meetings with me, I was completely blanked by the university and have received zero closure on the matter and have no idea where my written complaint has gone" ~ Year 3, HASS student

"It's a hard topic, and from previous experiences in other contexts, it's often dismissed, which leaves me feeling worse." ~ Year 2, HLS student

"Absolutely no offense intended, but I distrust most universities, because they are, at their core, businesses, and successful businesses deal with issues by addressing them in a way that benefits the institution rather than the individual. I believe strongly that people in the university want to help, but they are often bound by bureaucracy and regulations that can lead to victim-blaming and empty solutions that don't address or improve the situation." ~ Other, HLS student

How much do you agree with the following statement: The University's policies and support services effectively address gender-based discrimination and violence

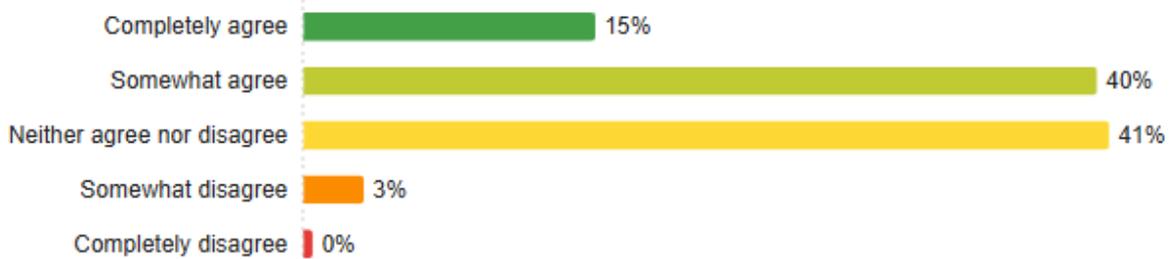


Figure 16 - Question 22: How much do you agree with the following statement: The University's policies and support services effectively address gender-based discrimination and violence

We asked students how much they agree that the current university policies and support services effectively address gender-based discrimination and violence. 15% of students completely agree that they are effective and 40% somewhat agree. 41% of students neither agree or disagree, this may be because they are unfamiliar with the current policies and support services so don't feel comfortable providing an opinion, see below question for further investigation. 3% of students somewhat disagree and 0% completely disagreed (Fig. 16).

Why do you feel this way?

Open text response themes

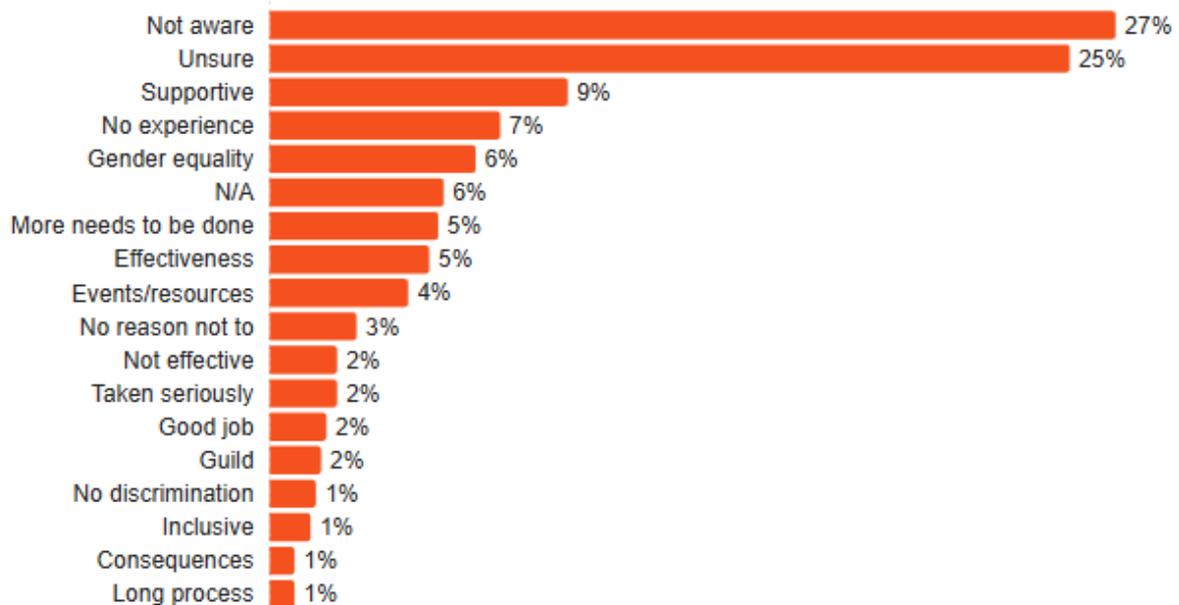


Figure 17 - Question 22a: Why do you feel this way. Open text response themes

We then asked student why they feel this way following on from the previous question. Given the 41% of neutral answers it is not surprising that the top two

responses are not aware (27%) and unsure (25%). We also see that 7% of responses mention having no experience with it.

"I'm not personally actually sure how they do or don't" ~ Year 3, HASS student

"I have not noticed an overwhelming amount of support tailored to this issue. I will note that consent training was carried out in my cohort but aside from this, I am not aware of many more support services/policies." ~ Year 1, HLS student

"I'm not too aware of the universities policies. I would assume that they actively try to prevent discrimination and violence, but I don't know the unis policies" ~ Year 3, HASS student

9% of responses mention the supportive theme, this generally reflects a sentiment from students that they feel, or would expect, the university to be supportive of them.

"Uni provides strong supportive services and clear report systems" ~ Year 2, ESE student

"I feel like there are good measures put in place to address gender-based discrimination and violence by the University." ~ Year 2, HASS student

"they implore students to speak up off they have witnessed or been a victim of such discrimination. They also have a justified way of dealing with such matters" ~ Year 1, HLS student

5% of responses discuss that more needs to be done over and above what is already offered.

“There are some gender focussed initiatives such as free tampons in restrooms but I think the university could do more to promote women's issues and highlight the issues of gender non conforming people” ~ Year 2, HASS student

“I am not imminently aware of any policies and support services that the uni offers regarding this. I imagine if I were to seek them out I would find them but I don't think that they are as front and centre as they could be. There's also a difference between what a university says and what they do. I would much rather hear about ways that they had handled situations appropriately than just hearing them promise that they will.” ~ Year 4, HLS student

“More needs to be done to tackle low-level misogynistic attitudes and beliefs on campus - there needs to be a more overt 0 tolerance policy on misogyny. There also needs to be more thorough consent training and active bystander training should be compulsory.” ~ Masters, HASS student

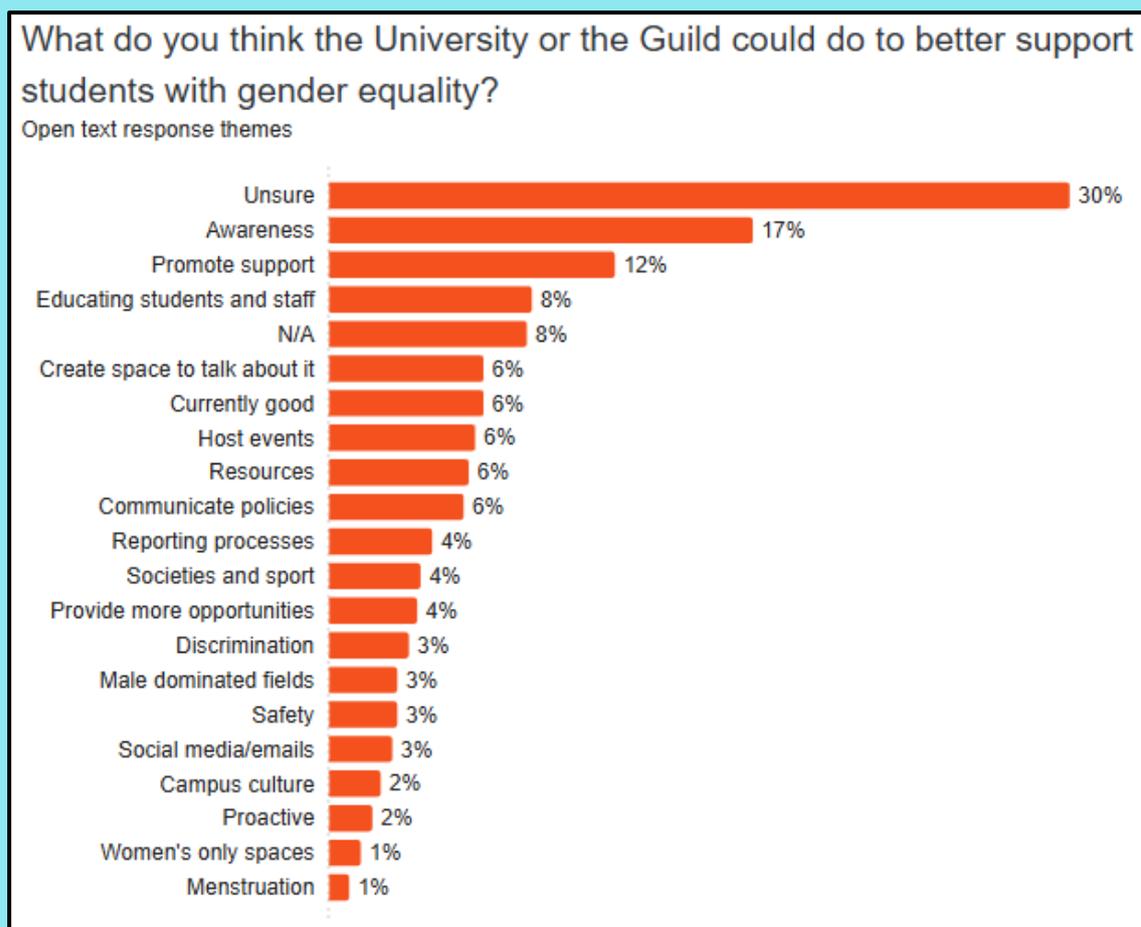


Figure 18 - Question 23: What do you think the University or the Guild could do to better support students with gender equality?

We asked students what they think the University and/or the Guild could do to better support students with gender equality. 30% of responses were unsure. Following this 17% of responses mention awareness, which overlaps with 12% of students wanting support to be promoted more often.

“Majorly improve awareness of current help available” ~ Year 2, ESE student

“Encourage female-only/orientated spaces, better advertise the unis policies and support networks” ~ Year 3, HASS student

“Possibly conduct workshops or sessions to make people aware of the issues revolving gender equality and equity, additionally reminding the students of the various resources and support systems available to help them whenever necessary” ~ Masters, HLS student

“More signposting to helpful sources and university and guild showing their support more frequently” ~ Year 2, HASS student

“Highlight/ advertise the systems in place that are there to support students with gender equality, as well as the resources available for anyone who's experienced gender discrimination” ~ Other, HLS student

8% of responses discuss educating students and staff.

“Education and action to promote gender equity. Educating not only students but lecturers and professors, even senior and well respected ones, and maybe sitting in on randomly selected lectures or seminars to ensure that no discrimination or gender imbalance in terms of discussion and contributions are ongoing” ~ Masters, HASS student

“Ensure that all staff are appropriately trained too on this subject” ~ Year 4, HASS student

“Provide better training to staff, especially on gender specific problems like periods and endometriosis, and ensure that people in leadership demonstrate that they are supportive of gender equality in the way they act and what they say” ~ Year 4, ESE student

“I think informing people on how they may accidentally be pushing gender bias. Making people informed is the best way to stop as everyone has heard of gender equality but getting into the biases is what stops it from the stereotypical ways.” ~ Year 1, HASS student

6% of students want to see spaces created that facilitate conversation.

“Making more effort for female led charities and talking about women’s struggles more on campus. International women’s day is not discussed or made important at all in comparison to other events such as movember I don’t even remember it being mentioned last year.” ~ Year 2, ESE student

“Open communication around issues such as violence against women and girls as well as issues facing transgender individuals” ~ Year 4, HLS student

“Encourage education/ talks on it and fun drop ins” ~ Year 2, HASS student

“Talk about it more, i am not aware of the university's policies or support systems, but if it was spoken about more then i would” ~ Year 2, HLS student

## Conclusion

Generally, students at the University of Exeter are familiar with the concept of gender equality, however, less students are familiar with the concept of gender equity suggesting an education gap (Fig. 1 and Fig. 2). For students gender equality means being treated fairly and equal regardless of gender and having equal opportunities (Fig. 3).

75% of students say that gender equality is very important to them (Fig. 4). 81% of female students and 83% of non-binary and genderfluid students say gender equality is very important to them compared to 52% of male students (Fig. 5).

72% of students completely agree that they feel safe and welcome in the study spaces on campus (Fig. 6). 44% of non-binary and genderfluid students completely agree that they feel safe and welcome in the study spaces on campus and only 29% of prefer not to say students completely agree (Fig. 7). 60% of students completely agree that they feel safe and welcome in the social spaces on campus (Fig. 8). Only 17% of non-binary and gender fluid students completely agreed that they feel safe and welcome in the social spaces on campus (Fig. 9). 35% of students completely agree that they feel safe and welcome in the sports facilities on campus, 55% of male students completely agree, 31% of female students completely agree and 0% of non-binary and genderfluid students completely agree (Fig. 10 and Fig. 11).

54% of students say that their gender hasn't either positively or negatively impacted their experience at university. 13% of students say their gender has affected feelings of safety and 9% say their gender has affected their experience of their course. Students also discussed feeling ignored or dismissed, worries about walking around at night, existing in male-dominated spaces and a desire for women only spaces (Fig. 12).

Only 6% of students reported that yes, they absolutely know where to go to report gender-based discrimination and violence. 51% of students aren't sure but believe they could figure it out if they needed to (Fig. 13). 30% of students feel somewhat or very uncomfortable about telling the university if they or someone they knew experienced gender-based discrimination or violence (Fig. 14). The reasons behind either feeling comfortable or not were the support offered by the university, reporting generally, not knowing where to go and lack of action, either through previous experience or as a concern (Fig. 15).

55% of students agree to some extent that the university's policies and support services effectively address gender-based discrimination and violence. 41% of students neither agreed or disagreed with this, text responses revealed that many students simply aren't aware of the policies so felt they couldn't answer this question (Fig. 16 and Fig. 17).

Students want to see the University and the Guild raise awareness, promote support and educate students and staff on gender-based discrimination (Fig. 18).

## Recommendations

- Help further educate students on the concepts of gender equality and equity, so more students are familiar with both
- The University to ensure staff training on gender-discrimination
  - Students want to feel heard by their teaching staff, especially female students in male dominated spaces
- The University and the Guild could explore ways to make students of all gender feel comfortable and safe in social spaces on campus
- The University to consider ways to make the sports facilities on campus feel more safe and welcoming for students of all genders, especially female and non-binary students
- The Guild could work with sport societies on how they can encourage students of all genders to feel safe and welcome joining
- The Guild could offer gender discrimination training to committee members
- The University and the Guild could explore ways to raise more awareness of how to report gender-based discrimination and violence
  - Consider sharing case studies and/or timelines so that students who report don't feel in the dark once their case has been submitted
- The University and the Guild could facilitate more spaces where gender can be discussed, through talks, workshops and other events

### Focus group recommendations:

- Students would like to see the university create safer places for students on campus and in sports facilities
  - Explore offering women only hours at the gym, or a separate space for women to use
  - Dedicate quiet spaces on campus for those who prefer it
- Students would like more awareness and training surrounding gender discrimination and violence, with clear outlines of what this entails
  - Mandatory training for academics and students on gender discrimination
  - Compulsory ELE module educating on support, or induction lecture with refresher campaigns every induction week or term
  - Themed wellbeing and safety week
  - Unified communication across different platforms; utilise social media to raise awareness and more visual ads to spread awareness, such as posters in bathrooms as well as competitions and surveys

- Use societies and sports group to spread awareness
- Checklists of harassment/discrimination so that student can clearly identify discriminatory behaviour towards them and around them
- Hold active bystander workshops for students to educate on how to stop and support gender discrimination around them
- Students want to see more support and education surrounding menstruation
  - Education around menstruation, and menstruation should be considered in mitigation.
  - Sanitary products should be provided in the sport's centres facilities
- Students want to see more measures in place to help students feel safe at night
  - To help students, particularly women, feel safer walking home at night introduce a walking buddy system or use night buses
  - More lights at night and safe walking routes
  - Provide a 24/7 emergency number for students to call for help
- Students want to see clearer explanations and promotion of the support and report systems
  - Promote the current support for anyone who has experienced discrimination
  - Provide students with a detailed explanation of the reporting system included examples of outcomes
  - Ensure anonymity for safer reporting, and enable accessible reporting on the MyExeter app
  - Introduce a phone call system for reporting, and ensure that pastoral mentors reach out for check ins
  - Staff training to be more responsive to the enquiries

## External Resources

If you want to read some more around this topic, you could start with the following articles:

- [Equality in higher education: statistical report 2024](#), Advance HE
- [Gender in Higher Education – Maximising Impact](#), British Council
- [Show me the money – an exploration of the gender pay gap in higher education](#), HEPI

If you are a current University of Exeter student, please find some resources below to help you with gender equality:

- [Gender Equality](#), University of Exeter
  - [Student Support](#), University of Exeter
  - [Gender Equality Group](#), University of Exeter
- [Gender Expression Fund](#), Exeter Students' Guild

## Demographics

Our panel of 1000 students is demographically representative of the University of Exeter's student population but, due to varying response rate on a month-to-month basis, the demographics of this data change survey-to-survey.

The demographics of this report's respondents are illustrated below.

\*PNS = Prefer not to Say

Category	Panel Total	Response Total	Category	Panel Total	Response Total
Faculty			Gender		
ESE	363	228 (63%)	Female	721	475 (66%)
HAS	379	245 (65%)	Male	236	127 (54%)
HLS	248	151 (61%)	Non-Binary/ Genderfluid	31	18 (58%)
INTO	10	3 (30%)	PNS*	12	7 (58%)
Campus			Identification with Gender Assigned at Birth		
Streatham	831	525 (63%)	Yes	946	594 (63%)
St Luke's	142	88 (62%)	Sometimes	22	13 (59%)
Distance	27	14 (52%)	No	23	15 (65%)
Domicile			PNS*	9	5 (56%)
UK	739	498 (67%)	Ethnicity		
International (EU)	47	22 (47%)	White	625	424 (68%)
			Latin	13	11 (85%)
International (Rest of World)	214	107 (50%)	Black	36	18 (50%)
Mode of Study			Asian	240	121 (50%)
Full-Time	951	599 (63%)	Arab	12	8 (67%)
Part-Time	49	28 (57%)	Mixed	51	33 (65%)

Study Level			Other	11	5 (45%)
1 <sup>st</sup> Year	250	139 (56%)	PNS*	12	7 (58%)
2 <sup>nd</sup> Year	228	161 (71%)	Sexual Orientation		
3 <sup>rd</sup> Year	172	123 (72%)	Gay	18	11 (61%)
4 <sup>th</sup> Year	54	38 (70%)	Lesbian	24	19 (79%)
5 <sup>th</sup> Year	13	9 (69%)	Bisexual	142	90 (63%)
Masters	220	118 (54%)	Pansexual	18	12 (67%)
Other	63	39 (62%)	Asexual	19	14 (74%)
			Queer	30	19 (63%)
Age Bracket			Heterosexual	636	394 (63%)
Under 20	553	362 (65%)	Other	2	2 (100%)
21-30	396	232 (59%)	Unsure	23	15 (65%)
31-40	35	22 (63%)	PNS*	88	51 (58%)
41-50	15	11 (73%)	Disability Status		
51+	1	0 (0%)	No known disability	647	433 (67%)
Widening Participation			Learning disability	110	72 (65%)
Parent	17	8 (47%)	Physical disability	45	29 (64%)
Carer	21	18 (86%)	Mental health condition	190	124 (65%)
Care experienced or care leaver	4	2 (50%)	Other	23	18 (78%)
Estranged from family	12	6 (50%)	PNS*	56	39 (70%)
Refugee or asylum seeker	1	1 (100%)			
None of the above	945	592 (63%)			