

## Review of: "Understanding the Patterns of Hate Incidents and Reporting Attitudes at a UK University"

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Potential competing interests: No potential competing interests to declare.

This article is well done. The take on hate experiences is interesting and yields informative findings.

The methodology/research design does not entirely compliment what has been done, for example, thematic analysis. The methods chosen for analysis need to be either rephrased or redone, since only survey was carried out. I would be interested in explicit explanation of the whole data collection method.

"The study also focused on the extent and patterns of hate incidents motivated by race or religion." This line mentioned in the research design section makes me critical of the findings, as it derives the results. I would be more interested to see what comes up in the data, instead of already directing questions to a certain direction. Similarly, this data is collected on the grounds of convenient sampling, hence, the description of the process could be limited, as it takes a lot of time of the reader.

The thematic analysis section is only restricted to two themes, where I could already see many other themes visible in the results reported. Similarly, I would expect from the researcher to give a critical analysis of the findings and relating them to concrete researches carried out in the past and for a fact there is alot of literature available around the topic of hate incidents among university students, e.g.

Garibay, J. C., Herrera, F. A., Johnston-Guerrero, M. P., & Garcia, G. A. (2020). Campus racial incidents, hate crimes, and white male and female students' racial attitudes. *The Journal of Higher Education*, *91*(1), 1-31.

Baker, D. J., & Britton, T. (2023). Hate crimes and Black college student enrollment. Education Finance and Policy, 1-31.

Vergani, M., & Navarro, C. (2023). Hate crime reporting: The relationship between types of barriers and perceived severity. *European Journal on Criminal Policy and Research*, *29*(1), 111-126.