D6.4 Resources on Sexual Harassment in Academia including Minutes of Co-Creation Workshop

Project acronym	TARGET
Project name	TARGET - TAking a Reflexive approach to Gender Equality for institutional Transformation
Project type	Coordination and Support Action
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Contributing WP	6 Dissemination
WP lead partner	1 IHS – Victoria Englmaier, Angela Wroblewski, Andrea Leitner, Sofia Fey
Other partners involved	---
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Dissemination level	PU
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Executive Summary

Every second woman (55 %) in the EU has experienced sexual harassment at least once since reaching the age of 15. Sexual harassment is a widespread phenomenon which became even more relevant during the COVID-19 pandemic, when lockdowns reduced the possibilities to escape problematic situations at home or within the family and forms of sexual harassment related to virtual formats of research and teaching gained increasing importance. As a result, the TARGET project decided to dedicate a co-creation workshop to this topic to discuss how to deal with sexual harassment in the context of Gender Equality Implementing Institutions (GEIIs) and Gender Equality Plans (GEPs). The aim of this co-creation workshop was threefold:

- To establish an overview of the current state of discussion and research on sexual harassment in academia.
- To discuss possible ways to locate sexual harassment policies in the context of GEPs.
- To discuss concrete questions of TARGET implementing partners which arise in the context of developing or further developing sexual harassment policies.

D6.5 provides the minutes of the co-creation workshop as well as various resources on sexual harassment in academia (including definitions of sexual harassment, descriptions of the legal framework in the individual TARGET countries, concrete examples of university policies and a commented bibliography).

Table of Contents

List of Abbreviations

ARACIS	National Agency for Quality Assurance in Higher Education, Romania
CCR Team	Coordinated Community Response Team
CELS	Centre for Education, Law and Society (CELS) at Simon Fraser University, Canada
CHEER	Centre for Higher Education and Equity Research, University of Sussex, United Kingdom
CoP	Community of Practice
EIGE	European Institute for Gender Equality
ELIAMEP	Hellenic Foundation for European and Foreign Policy, Greece
EU	European Union
FGB	Fondazione Giacomo Brodolini, Italy
FRA	European Union Agency for Fundamental Rights
FRRB	Fondazione Regionale per la Ricerca Biomedica, Italy
GBV	gender-based violence
GEECCO	Gender Equality in Engineering through Communication and Commitment, H2020 Project (2017-2021)
GEII	Gender Equality Implementing Institutions
GEP	Gender Equality Plan
GES	Gender Equality Strategy
GESIS	Leibnitz Institute for the Social Sciences, Germany
ICT	information and communication technology
IHS	Institute for Advanced Studies, Austria
LGBT	lesbian, gay, bisexual, transgender
LGBTIQ	lesbian, gay, bisexual, transgender, intersex, queer
LGBTQ+	lesbian, gay, bisexual, transgender, queer and more
NAQ-R	Negative Acts Questionnaire-Revised
NOTUS	NOTUS: Applied Social Research (a non-profit association dedicated to applied social research in Spain)
NSU	Nova Southeastern University, Florida, USA

OSCCA	Office of Student Conduct, Complaints and Appeals, University of Cambridge, United Kingdom
PTG	Pessac – Talence – Gradignan Campus, France
RMEI	Réseau Méditerranéen des Ecoles d'Ingénieurs et de Management, France
SAVI	Sexual Assault Victims Initiative, Scotland
UB	University of Belgrade, Serbia
UH2C	Hassan II University of Casablanca, Morocco
UK	United Kingdom
UMSU	University of Manchester Students' Union, United Kingdom
USA	United States of America

1   Introduction

Every second woman (55 %) in the EU has experienced sexual harassment at least once since reaching the age of 15. Sexual harassment can include, but is not limited to, unwelcome touching, hugging or kissing; sexually suggestive comments, cartoons or jokes that offend others; indecently exposing oneself to another person; sexually explicit emails or text messages that offend the recipient(s); sexually explicit pictures, photos or gifts that offend someone; making other people watch or look at pornographic material against their wishes. The women who have experienced such acts of sexual harassment often do not speak to anyone about them, and many of them do not even tell anybody about the incident. Of those women who do talk to someone about the incident, 66 % confide in their partner, friends or family. Only 10 % of them talk about it with colleagues or their supervisor, and only 4 % contact the police (Sabbati, Prpic 2018). Comparing data on sexual harassment is difficult not only because most incidents are not reported but also because the understandings of what constitutes sexual harassment differ across the various countries in the EU. Inhoffen (2017), for example, showed that the French were three times more likely than the Danes to say that they thought a sexually related joke should be considered as harassment. Although it is fundamentally the case that both men and women can be victims and perpetrators of sexual harassment, the majority of the victims are women, and the majority of the perpetrators are men. In one study, the European Union Agency for Fundamental Rights (FRA) found that 86% of women were sexually harassed by men (FRA 2014: 113).

Sexual harassment can occur in all situations, including academia. It is encountered in all higher education disciplines and affects people at all levels of the hierarchy. However, there are some groups that are more likely to be exposed to sexual harassment than others. These include students, younger women, women with insecure employment terms and members of ethnic and/or sexual minorities. Sexual harassment can have serious short- and long-term effects on physical and mental health and a significant negative impact on work and education. It is also worth noting that more than half of the students and employees who experience sexual harassment do not report the incident to management or a more senior member of staff. (Bondestam, Lundqvist 2020)

Sexual harassment is a widespread phenomenon which became even more relevant during the COVID-19 pandemic when lockdowns reduced the possibilities to escape problematic situations at home or within the family and forms of sexual harassment related to virtual formats of research and teaching gained increasing importance. As a result, the TARGET project decided to dedicate a co-creation workshop to the topic to discuss how to deal with sexual harassment in the context of

Gender Equality Implementing Institutions (GEIIs) Gender Equality Plans (GEPs). The aim of this co-creation workshop was threefold:

- To establish an overview of the current state of discussion and research on sexual harassment in academia.
- To discuss possible ways to locate sexual harassment policies in the context of GEPs.
- To discuss concrete questions of TARGET implementing partners which arise in the context of developing or further developing sexual harassment policies.

2   Co-Creation Workshop

2.1   Agenda

Due to the COVID-19 pandemic, the planned meeting at the University of Belgrade in Serbia was postponed to 2021, when it was organised as an online event via Zoom.

Thursday, May 20th, 2021

14:00 – 14:15	Welcome by coordinator Tour de table *Angela Wroblewski, Institute for Advanced Studies, Austria*
14:15 – 14:45	#MeToo in the Academy – An Overview of Selected Studies and Resources *Anke Lipinsky, GESIS, Germany*
14:45 – 15:15	Sexual Harassment in Higher Education: Disrupting Norms and Dissolving Disadvantage *Louise Morley, University of Sussex, UK*
15:15 – 15:30	Break
15:30 – 16:20	Breakout sessions Discussion of FRRB case with Anke Lipinsky Discussion of UB case with Louise Morley *Moderation: Rachel Palmen, NOTUS, Spain & Barbara de Micheli, FGB, Italy*
16:20 – 16:30	Plenary
16:30 – 17:00	Break
17:00 – 17:30	Cyberbullying at University: Gendered Experiences and Challenges *Wanda Cassidy, Simon Fraser University, Canada*
17:30 – 18:15	Discussion in plenary *Moderation: Maria Caprile, NOTUS, Spain*
18:15 – 18:30	Wrap-up
18:30	Close of meeting

2.2 Participants

Abia Nora, RMEI
Akiki Tilda, RMEI
Anagnostou Dia, ELIAMEP
Arts Emmy, RMEI
Bello Paola, FRRB
Bettachy Amina, UH2C
Caldieri Giusi, FRRB
Caprile Maria, NOTUS
Cassidy Wanda, Simon Fraser University
Cavallini Chiara, FRRB
Consonni Chiara, FRRB
De Amico Marcello, FRRB
De Francesco Carmen, FRRB
De Masii Ernesta, RMEI
De Micheli Barbara, FGB
Duhaček Daša, UB
Dzamonja Tamara, UB
Englmaier Victoria, IHS
Gerini Marina, FRRB
Leitner Andrea, IHS
Lipinsky Anke, GESIS
Maric Jelena, UB
Marković Vladimir, UB
Medarhri Ibtissam, RMEI
Mirazic Milica, UB
Morley Louise, University of Sussex
Nuel Didier, RMEI
Palmén Rachel, NOTUS
Stojiljkovic Dragoslava, UB
Strolin Paolo, RMEI
Tariceanu Alina, ARACIS
Terrazzano Luisa, FRRB
Tomanovic Smiljka, UB
Trincavelli Marco, FRRB
Vezmar Kovačević Sandra, UB
Vingelli Giovanna, FGB
Wroblewski Angela, IHS
Zabaniotou Anastasia, RMEI

2.3 Welcome by Coordinator

Angela Wroblewski welcomed all participants to the co-creation workshop, which was organised as part of the TARGET project. The aim of the TARGET project is to promote gender equality in research and innovation in seven so-called Gender Equality Innovating Institutions (GEIIs). For this purpose, tailor-made Gender Equality Plans (GEPs) or Gender Equality Strategies (GESs) are being designed, implemented, monitored, self-assessed and evaluated by these institutions as part of the project. The GEIIs are assisted thereby by two supporting partners.

The main aim of the co-creation workshop was to consider the extent to which the GEPs and GESs can be further developed in order to also consider the sexual harassment dimension and reflect on policies that are already in place. The workshop provided a forum in which inputs were given by international experts and specific questions from two institutions – the University of Belgrade (UB) and the Fondazione Regionale per la Ricerca Biomedica (FRRB) – could be discussed directly with the participating experts.

The workshop was originally planned for May 2020 and should have taken place at the University of Belgrade in Serbia. Due to the COVID-19 pandemic, it was actually held online in May 2021.

Several partner institutions had expressed specific interest in the topic, and sexual harassment is also of relevance in the Horizon Europe GEP requirement context, where it is mentioned as one of the topics which should be addressed in a GEP.
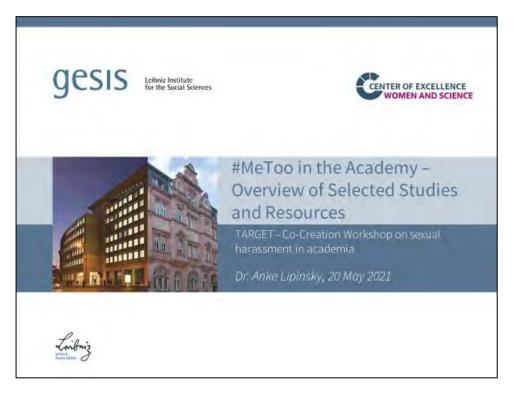
Wroblewski emphasised that the workshop did not aim to develop final solutions but should generate "food for thought" for partner institutions regarding the further development of GEPs.

Due to the large number of participants, Wroblewski invited one person from each participating institution to introduce herself and her colleagues and to explain the institution's role in the project.

2.4 #MeToo in the Academy – An Overview of Selected Studies and Resources

Anke Lipinsky provided the first input. A senior researcher at the Centre of Excellence Women and Science at GESIS, the Leibnitz Institute for the Social Sciences in Cologne, Germany, Lipinsky holds a PhD in Comparative Cultural Studies and is specialized in EU policy, policy mapping and efficacy assessments in the field of gender and research as well as in the analysis of gendered organizations. She has collaborated in several EU-funded research projects such as GEECCO, a TARGET sister project. She is currently involved in the UniSAFE project (2021-2024), which is looking at gender-based violence and institutional responses to it.

Note: Screenshots of the slides used at the workshop are provided throughout this report. For ease of access, any links contained therein are repeated below the respective slides.

Legal Framing of Sexual Harassment

What it includes…
- Verbal and physical doing (more than an attitude)
- Unwanted, no consent
- Sexual connotation, sexual or gender identity, sex-based

Consequences because…
- recognized as discrimination on the grounds of sex
- breach of the principle of equal treatment

Human rights law, Employment law, Criminal law

Sexual activity in exchange for benefits	Offensive work environment, intimidation

Interpersonal Framing of Sexual Harassment

Unwanted pressure for sexual favors	Neck massage	Unwanted sexual looks or gestures	Unwanted letters, telephone calls, or materials of a sexual nature	questions about social or sexual life
Unwanted pressure for dates	Actual or attempted rape or sexual assault	Referring to an adult as a girl, hunk, doll, babe, or honey	sexual teasing, jokes, remarks, or questions	Asking about sexual fantasies, preferences, or history
Sexual comments	Touching an employee's clothing, hair, or body	Cat calls	Whistling at someone	Telling lies or spreading rumors about a person's personal sex life
Turning work discussions to sexual topics	Standing close or brushing up against a person	Kissing sounds, howling, and smacking lips	Asking about sexual fantasies, preferences, or history	Unwanted hanging around a person

Brubaker et al. (2017): Measuring and reporting campus sexual assault: Privilege and exclusion in what we know and what we do. In *Sociology Compass* 11 (12), pp. 1–19

Bursik and Gefter (2011): Still Stable After All These Years. Perceptions of Sexual Harassment in Academic Contexts. In *The Journal of Social Psychology* 151 (3), pp. 331–349

Cassino and Besen-Cassino (2019): Race, threat and workplace sexual harassment. The dynamics of harassment in the United States, 1997–2016. In *Gender, Work & Organization* 15 (1), pp. 1221–1240

Hearn et al. (2016): Interrogating violence against women and state violence policy. Gendered intersectionalities and the quality of policy in The Netherlands, Sweden and the UK. In *Current Sociology* 64 (4), pp. 551–567
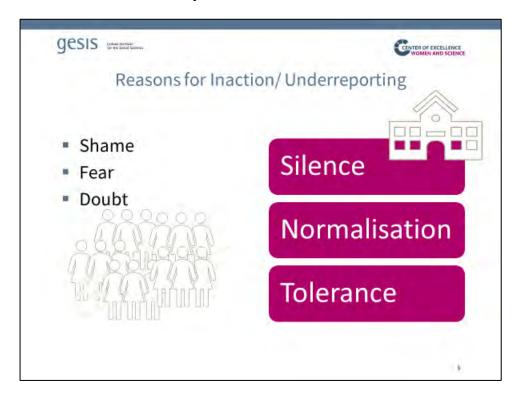
DeKeseredy et al. (2019): Technology-Facilitated Stalking and Unwanted Sexual Messages/Images in a College Campus Community. The Role of Negative Peer Support. In *SAGE Open* 9 (1)
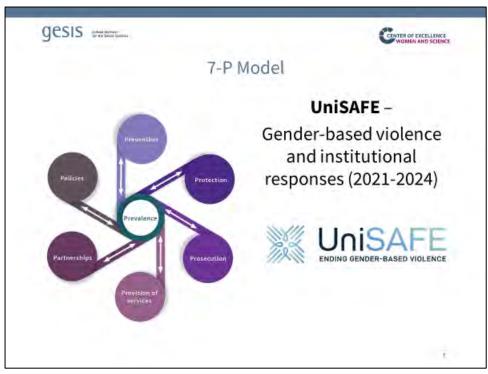
Vargas et al. (2020): #MedToo: A Large-Scale Examination of the Incidence and Impact of Sexual Harassment of Physicians and Other Faculty at an Academic Medical Center. In *Journal of Women's Health* 29 (1), pp. 13–20 (first published online 2019)
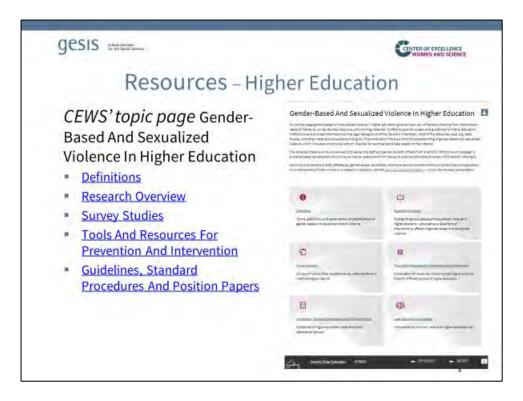
Howe-Walsh/Turnbull (2016): Barriers to women leaders in academia. Tales from science and technology. In *Studies in Higher Education* 41 (3), pp. 415–428 (first published online 2014)

Forbes-Mewett/McCulloch (2016): [International Students and Gender-Based Violence](). In *Violence against women* 22 (3), pp. 344–365

Kaasa et al. (2016): [Recurring Victimization in the AAU Climate. Survey on Sexual Assault and Sexual Misconduct](). Edited by Westat. Association of American Universities. Rockville

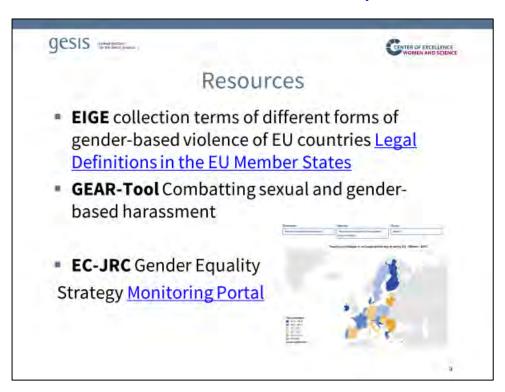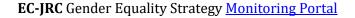*CEWS topic page* Gender-Based And Sexualized Violence In Higher Education

- [Definitions](#)
- [Research Overview](#)
- [Survey Studies](#)
- [Tools And Resources For Prevention And Intervention](#)
- [Guidelines, Standard Procedures And Position Papers](#)

EIGE collection terms of different forms of gender-based violence of EU countries [Legal Definitions in the EU Member States](#)

EC-JRC Gender Equality Strategy [Monitoring Portal](#)

Link to the video: https://www.youtube.com/watch?v=Y3BQinMe_aM

During her presentation, Lipinsky mentioned several vulnerable groups like young women, early career researchers, internationally mobile researchers, minority groups and women in leadership positions. When asked by the audience why women in leadership positions in particular constitute a vulnerable group, Lipinsky explained that this has to do with their visibility. Their visibility makes them easier victims, and their positions of power are a threat to the male-authority regime. This was examined by a USA-based study, a link to which and the resources it mentions can also be found on the aforementioned CEWS topic page:

McLaughlin et al. (2012): [Sexual Harassment, Workplace Authority, and the Paradox of Power](#). In *American Sociological Review* 77 (4), pp. 625–647
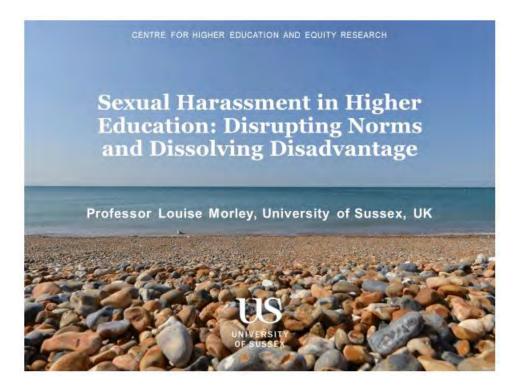
2.5 Sexual Harassment in Higher Education: Disrupting Norms and Dissolving Disadvantage

Louise Morley provided the second input. Professor Morley is Director of the Centre for Higher Education and Equity Research (CHEER) at the University of Sussex in the UK and has an international profile in the field of sociology of gender in higher education. Her research interests

focus on internationalisation and equity, the equity and affective implications of the neoliberal university, and higher education as a public good. In the past few years, she has worked in Asia, Africa, Sweden, Chile and Denmark, among other places. She was Guest Professor at the University of Gothenburg, Sweden (from 2016-18), a Senior Research Fellow at the University of Örebro, Sweden (2011) and the Inaugural Chair of the Women's Leadership Centre at the Universiti Kebangsaan in Malaysia. In 2018-19, she was Guest Professor at the University of Tampere, Finland.

Angela Wroblewski explained that Professor Morley had been invited to the workshop because of her international focus, which goes beyond Western European cultures. This is particularly interesting for the TARGET partner institutions, which are located in the Mediterranean region and Eastern Europe.

Morley began her lecture by explaining that she would concentrate primarily on her research in Tanzania and Ghana and would like to begin with a key message: sexual harassment and gender-based violence are globalised, not localised. We might sometimes like to believe that it only occurs in other countries or at other institutions, but it in fact happens everywhere.

CENTRE FOR HIGHER EDUCATION AND EQUITY RESEARCH

Sexual Harassment in Higher Education: Disrupting Norms and Dissolving Disadvantage

Professor Louise Morley, University of Sussex, UK

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Globalised Gender-Based Violence

- Gender–based violence is pervasive with 1 in 3 women worldwide subjected to physical or sexual violence (WHO, 2021).
- The largest national survey on gender violence on campuses in the USA reported:
- ✓ 26.4% of female and 6.8% male undergraduate students have experienced sexual assault or rape.
- ✓ For self-identified transgender, genderqueer and nonconforming college students, the proportion of sexually assaulted individuals was 23.1%.
- ✓ Sexual violence on campus in the USA higher education is more prevalent than any other crime (Cantor et al., 2020).

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Sexual Harassment...

- Involves spatial and cognitive justice.
- Creates hostile/toxic learning and working environments.
- Is often unreported for fear of victimisation, stigmatisation, or lack of confidence in procedures (Bull and Rye, 2018).
- Constructs 'victims' as unreliable narrators, and denies injury.
- Naturalises the hierarchical and gendered power relations within universities into a sexual contract.
- Is actual and symbolic violence.
- Is a hidden norm of organisational life- *MeToo* and *Time'sUp* Movements.

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Speech Acts to Denaturalise (Heteronormative) Abuse

- **1970s**
- Catherine MacKinnon (1979) argued that sexual harassment is sex discrimination because the act reinforces the social inequality of women to men.
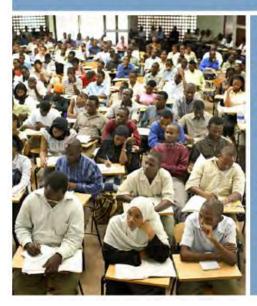- **1980s**
- The Lecherous Professor (Dziech & Weiner, 1984) suggested that 20–30% of undergraduate female students were victims of some form of sexual harassment by at least one of their professors.
- **1990s**
- Boyer (1990) reported that more than 60% of the presidents surveyed at large research institutions said sexual harassment was a problem.
- Paludi and Barickman (1991) suggested that women were overwhelmingly the targets of sexual harassment and nearly all harassers were heterosexual males.
- Thomas and Kitzinger (1997) - heteropatriarchy- power of men as a collective.

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Widening Participation in Higher Education in Ghana and Tanzania

Measuring:

Social variables of gender, age, socio-economic status (SES)

In Relation to:

Educational Outcomes: access, retention and achievement.

In Relation to:

4 Programmes of Study in each university.

2 Public and 2 private universities.

Quantitative Data -100 Equity Scorecards

Qualitative Data - 200 interviews with students and 200 with staff and policymakers.

(www.sussex.ac.uk/education/cheer/wphegt)

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Impact: Dissemination Seminar in Ghana

Academic and Managerial Staff- Policy and Prowess

- Stressed existence of policy on sexual harassment.
- Some men blamed women students' 'indecent dressing'/ suggested that we interviewed the 'wrong' students.
- Many women wanted to support/ raise awareness.

Students- Activism and Agency

- Angry and outraged- started a zero tolerance campaign.
- Wanted student union representation on disciplinary hearings.

NGOs- Partnerships

- Wanted coalitions to challenge gender violence
- Challenged sexist assumptions about dress etc.

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Contemporary Challenges

- Individual universities might have policies, but national higher education sectors often lack policy architecture/ specific guidance on procedures to address student complaints about staff sexual misconduct.
- Students are often excluded from the process purporting to resolve their complaint.
- Complainants do not always have appropriate and effective support, nor are they briefed on the outcome of the investigation (breach of human rights?)

(See Bevan et al, 2020)

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Avital Ronell's homepage: https://as.nyu.edu/content/nyu-as/as/faculty/avital-ronell.html

Boyer, E.L. (1990). *A special report. Campus life.* Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Bull, A., & Rye, R. (2018). *Silencing students: institutional responses to staff sexual misconduct in higher education*. The 1752 Group. https://pure.port.ac.uk/admin/files/11631036/Silencing_Students_The_1752_Group.pdf

Cantor, D., et al.(2020). *Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct.* https://www.osu.edu/assets/buckeyesact/2019_campus_climate_survey.pdf.

Dziech, B., & Weiner, L. (1984). *The lecherous professor: Sexual harassment on campus.* Chicago, IL: University of Illinois Press.

MacKinnon, C. (1979). *Sexual harassment of working women: A case of sex discrimination*. New Haven, CT: Yale University Press.

Morley, L. and Crossouard, B. (2016). "Gender in the Neoliberalised Global Academy: the Affective Economy of Women and Leadership in South Asia." *British Journal of Sociology of Education* 37(1): 149-168.

Morley, L. (2014) Lost Leaders: Women in the Global Academy. *Higher Education Research and Development* 33 (1) 111–125.

Morley, L. (2013) "The Rules of the Game: Women and the Leaderist Turn in Higher Education " *Gender and Education*. 25(1):116-131.

Morley, L., and Lund, R. (2020). The affective economy of feminist leadership in Finnish universities: class-based knowledge for navigating neoliberalism and neuroliberalism. *Discourse* 42 (01). https://doi.org/10.1080/01596306.2020.1855567

Morley, L. (2011) Sex, Grades and Power in Higher Education in Ghana and Tanzania. *Cambridge Journal of Education* 41(1): 101-115. https://www.tandfonline.com/doi/full/10.1080/0305764X.2010.549453

Paludi, M.A., & Barickman, R. (Eds.). (1991). In their own voices. In M.A. Paludi, & R.B. Barickman, *Academic and workplace sexual harassment: a resource manual*. Albany, NY: State University of New York Press.

Thomas, A.M., & Kitzinger, C. (Eds.). (1997). *Sexual harassment: Contemporary feminist perspectives.* Buckingham: Open University Press.

WHO (2021) *Violence Against Women* https://www.who.int/news-room/fact-sheets/detail/violence-against-women.

CHEER Website: www.sussex.ac.uk/education/cheer

Twitter: @SussexCHEER

Facebook: www.facebook.com/groups/CHEERSussex/

One participant raised the issue of quality and equality. It is particularly important to the institutions that they be seen by the outside world to be acting fairly and equally, and they also

have policies that state this. But when there is a case of sexual harassment, institutions often refuse to really deal seriously with it.

Morley emphasised the fact that neoliberal universities are all about having good marketing for their own institution because they don't want to be *the* institution in which there was an incident. This is precisely why it is so important to have a coordinated process defined and in place before an actual complaint arises. The procedure is then clearly regulated, and university administrators can no longer decide to remain silent about an incident. It was also noted that staff are better protected than students in the case of a complaint. The participants saw the need here for a coordinated response and recognised the importance of establishing corresponding educational offers and measures, especially with regard to the prevention of sexual harassment. The important question here is: How do we get people to stop harassing others?

2.6 Discussion of the FRRB Case with Anke Lipinsky

FRRB had already sent Lipinsky a description of their context and GEP in advance along with a list of concrete questions for the discussion. The breakout session began with a short presentation by FRRB.

Participants in the FRRB case group:

Anagnostou Dia, ELIAMEP
Bello Paola, FRRB
Caldieri Giusi, FRRB
Cavallini Chiara, FRRB
De Amico Marcello, FRRB
De Francesco Carmen, FRRB
De Micheli Barbara, FGB - *moderation*
Gerini Marina, FRRB
Lipinsky Anke, GESIS
Terrazzano Luisa, FRRB
Trincavelli Marco, FRRB
Vingelli Giovanna, FGB
Wroblewski Angela, IHS

Workshop on Sexual Harrassment

May 20th 2021

GEP

➤ Approved in October 2018, revised in 2019, working on a new version.

➤ From three main areas to the five areas identified in Horizon Europe

a) Work-life balance and organisational culture

b) Gender balance in leadership and decision-making

c) Gender equality in recruitment and career progression

d) Integrating the gender dimension into research content

e) Measures against gender-based violence, including sexual harassment.

➤ The objectives under these areas are considered *achievable* and of *high impact*

Fondazione
Regionale
per la
Ricerca
Biomedica

What is the policy framework on sexual harassment that applies to your organization, respectively the organizations you want to be covered by any measure against sexual harassment?

o At international Level, Italy is a signatory of in the Istanbul convention

o At Italian level, there are different laws:

Legislative decree n.198, 11.04.2006 on Equal opportunities:

Harassment and sexual harassment are considered forms of discrimination. Discrimination is also the unfavourable treatment by an employer as a reaction to a complaint or action aimed at obtaining compliance with the principle of equal treatment between men and women.

What happens in the research and academic sector?

There is an increasing record of harassment cases in universities, but there is no specific national policy to tackle the issue. A number of projects are being developed (es. *UNIRE - UNiversità In Rete contro la violenza-Network of Universities against violence*)

Fondazione
Regionale
per la
Ricerca
Biomedica

What is your motivation for developing an anti-sexual harassment policy?

o FRRB is a funding agency: the actions it implements can have cascading effects on the organisations it funds
o FRRB is a small funding agency- which is a point of strenght and weakness

What is your biggest concern in this respect?

o Harrasment and sexual harrasment are difficult to define, to report and to be prevented:

• How strong a definition can be?
• How to report a case in an organisation, if there are no specific offices or go-to people?
• When a complaint becomes so «serious» to be taken into account and reported to the authorities?

- TOO LITTLE KNOWLEDGE ON THE TOPIC-

The discussion began with the question of how to define sexual harassment in official documents. In contrast to other organisations, FRRB is a very small institution. So what can it offer people who feel harassed? Lipinsky pointed to two parallel structures. The first is an informal procedure that assigns a set of trained people as contacts for people who feel harassed. These contact persons are not necessarily representatives of the employer and may cooperate with existing ombudspersons or the works council. Their role is to provide informal advice and consultation. The second is the official procedure that is in place.

Lipinsky recommends involving relevant actors (e.g. hospitals, academic organisations) in a policy discourse about such an informal structure. A discourse of this nature does not require a legal position as it could be based on a code of conduct. It also requires a clear statement from the organisation's leadership as to which forms of behaviour are acceptable and which are not. Furthermore, it is important to support bystander activities, e.g. through awareness-raising measures and training.

Since the Community of Practice (CoP) is already part of the equality plan, it could also serve as a starting point for discussions on how to prevent sexual harassment.

2.7 Discussion of the UB Case with Louise Morley

In preparation for the discussion, UB had sent Professor Morley a description of their context, GEP and the concrete policies that were already in place in advance. The breakout session started with a presentation by UB.

Participants in the UB case group:

Arts Emmy, RMEI

Bettachy Amina, UH2C

Caprile Maria, NOTUS

Duhaček Daša, UB

Englmaier Victoria, IHS

Medarhri Ibtissam, RMEI

Leitner Andrea, IHS

Mirazic Milica, UB

Morley Louise, University of Sussex

Palmén Rachel, NOTUS – *moderation*

Vezmar Kovačević Sandra, UB

Strolin Paolo, RMEI

Tariceanu Alina, ARACIS

Tomanovic Smiljka, UB

Zabaniotou Anastasia, RMEI

Structure of the University of Belgrade:

The University of Belgrade is a comprehensive, research-oriented university dedicated to academic excellence. The University is the leading institution of higher education in the region and strives to meet the challenges of modern times and, at the same time, maintain the values of national tradition and heritage in a multicultural society.

The mission of the University of Belgrade is to provide superior education and exceptional knowledge to its students, not only in terms of their intellectual growth and development, but also in terms of the growth and development of their human qualities and ethical values, to inspire their desire and inclination to be leaders, to move the boundaries of knowledge and higher education, to promote intellectual surroundings which recognize and honour true values, and to respect and accept human diversity. Devoted to research, education, progress and prosperity, the University of Belgrade strives to set the strongest standards in higher education, to value and encourage intellectual and personal growth and to stimulate meaningful engagement which serves the well-being of society as a whole.

The University of Belgrade consists of 31 faculties, 11 institutes and 1 library, each of which are separate legal entities according to the Statute. This information is particularly important since it gives (financial, above all other) autonomy to University members (faculties, institutes), allowing them to do business independently like any other firm or company in Serbia. In reality, this means, for example, that the faculties operate to the demands of the neoliberal market, which in turn has led to significant differences in profit and earnings between those faculties that are "more in demand" and their less profitable counterparts. Basically, the University does not have a mandate over the business affaire of the faculties or institutes, which also leads to somewhat decreased influence overall.

Sexual harassment policies at the University of Belgrade:

At present, there is no separate document at university level that addresses the problem of sexual harassment, although the issue is regulated to some extent by **The Code of Professional Ethics (2016)**.

The Code of Professional Ethics defines ethical principles governing higher education, the publication of scientific results, the attitude towards intellectual property, relations between teachers, associates, other employees and students as well as the actions of a higher education institution and teachers, associates and students in legal transactions and their attitudes towards the public and the media. It is a document which comprehensively determines at a somewhat general level the obligation to respect the principles of gender equality, including measures to protect the dignity of women (e.g. Article 14, which prohibits harassment). The Rules of Procedure of the Ethical Committees and the Professional Ethics Committee of the University of Belgrade, adopted in the same year, contain provisions that regulate the procedure in the event of a violation of the Code and prescribe sanctions. These documents do not, however, regulate the specific and detailed procedure to be followed in cases of sexual harassment.

Relevant articles:

• "The personality of each member of the university community must always be respected, in accordance with the constitutional and legal obligations of integrity, dignity and the right to privacy." (Article 8)

• "Any kind of harassment among members of the university community is prohibited, in particular when it is based on the abuse of the position of institutional or hierarchical superiority." (Article 14, paragraph 1)

• "Harassment is an inappropriate behaviour towards another person, such as sexual harassment (referring to inappropriate proposals and remarks of a sexual nature, exposure to sexually abusive and disturbing material, requiring sexual services in exchange for undertaking or not engaging in certain activities and physical assignment) and any other behaviour that is aimed at violating personal dignity, hindering the performance of duties, denigrating others and creating or contributing to the creation of an unpleasant and hostile work environment and an educational ambience." (Article 14, paragraph 2)

• "All terms used in the Code relating to natural persons, and given in the masculine gender, shall be interpreted as including both genders." (Article 2, paragraph 3)

At present, three member institutions of the University of Belgrade have adopted policies in relation to the protection against sexual harassment: the Faculty of Political Sciences, the Faculty of Philosophy and the Faculty for Special Education and Rehabilitation.

Rulebook on Employee Conduct in Relation to the Prevention of and Protection against Sexual Harassment and Blackmail of Students at the University of Belgrade - Faculty of Political Sciences (2014)

When it comes to gender-related policies, one example of good practice was identified at the Faculty of Political Sciences, which was the first faculty at the University of Belgrade to introduce "A Rulebook Against Sexual Harassment" in 2014. The Centre for Women's Studies (CSO) and the Centre for Gender and Politics (a department in the faculty) were both included in the drafting and discussions of this document. The rulebook is intended to serve both to prevent and protect against sexual harassment of female and male students alike. It clearly defines what constitutes sexual harassment and the penalties that are foreseen for such actions. It stipulates that harassment includes not only unwanted physical contact but also unwanted calls, verbal contacts, body contact or emotional persecution. An employee found to have harassed a student is prohibited from further cooperation with that student and may have their employment terminated. Penalties are also envisioned for students who try to misuse the policy.

Gender-sensitive language is used systematically throughout the document.

> **Rulebook on Protection against Sexual Harassment and Blackmail at the University of Belgrade - Faculty of Philosophy (2019)**
>
> In comparison to its counterpart at the Faculty of Political Sciences, the Faculty of Philosophy's Rulebook focuses not only on the protection of students but on "all participants in the educational process". It also defines sexual harassment in more detail, explicitly including, for example, "unwanted communication through email, social networks and platforms", etc. The biggest issue with this document is that there is a statute of limitation for reporting sexual harassment (10 months for reporting an employee and 5 months for reporting a student perpetrator).

The University of Belgrade is divided into several independent faculties. Some of these already have a set of rules in place (so-called Rulebooks). The Faculty of Political Sciences, for example, published its Rulebook in 2014. The process was by no means easy and took about six months to complete. The faculty members and Dean were very supportive of the process, as were civil society groups. There was also legal advice on the process. This Rulebook is now to be revised. Although there have been no formal complaints as yet, some students and acquaintances of students have requested information on how such a formal procedure would work.

The Faculty of Philosophy published its Rulebook in 2019 in response to a case of sexual harassment between students. The Rulebook covers all activities associated with studying and researching (e.g. it also extends to field research). A declaration of confidentiality has to be signed. It is planned that all members of the university will be informed once a year about the procedure to be followed in the event of sexual harassment. In addition, a need for training was identified to improve the implementation of the rulebook and procedures. A public debate has already been held on what to do in the event of a lack of evidence or whether a punishment should be administered if a complaint proves to be false.

After the presentation by UB, Professor Morley noted that the same questions applied in the UK and referred thereby to a study which includes some checklists for the questions raised (https://1752group.com/wp-content/uploads/2020/03/the-1752-group-and-mcallister-olivarius-sector-guidance-to-address-staff-sexual-misconduct-in-uk-he-1.pdf). She stressed the fact that it is particularly important for institutions to respond correctly to the very first complaint. The people assigned as contacts must have the necessary authority, be specifically responsible for handling such complaints and have been trained in vulnerability, trauma, safe space, etc. It is often the case that sexual harassment is simply added to someone's job description although that person does not actually have any experience in dealing with it. In the UK, the police have recently been trained in how to listen to complainants and respond adequately.

Professor Morley added that there should be no time limit for complaints. After being sexually harassed, people are often in shock and don't realise what has happened. Later, they feel strong

enough to report the incident. In addition, it is extremely important that all the procedures are recorded and documented for purposes of transparency.

Regarding mediation, she explained that organisations often try to bring an impartial third party on board to work out a compromise that tends to ensure that the topic is kept secret. The third party is there more to make sure that the others are silenced. She doesn't think that this is a good idea and would instead suggest working with the complainant to determine who, from her point of view, needs to be included (organisational members, police, etc.) and who should be questioned.

Morley also pointed out that anti-sexual harassment policies are often part of GEPs or overlap with other policies. Here it is crucial to clearly delimit and create clear lines that also contain an unambiguous procedure.

Those who are familiar with solving such cases must be trained and work autonomously. In addition, it must be ensured that the complainant has to spend as little time as possible contributing to the clarification (minimalist approach). If the complainant loses a lot of time through the incident or the proceedings, this should also be remedied in some form.

Morley also emphasised the importance of always sharing the results of such procedures with the victim. Even if perpetrators leave the institution, the incidents must be resolved. Additionally, it should not be forgotten that incidents of sexual harassment can frighten not only the actual victim but also the environment.

Professor Morley is aware of many cases around the globe where people have been paid to keep silent about a specific incident. This has to stop. She does not believe in nondisclosure agreements. If the victim wants to talk about it, they should be able to do so.

2.8   Cyberbullying at University: Gendered Experiences and Challenges

The third input was from **Wanda Cassidy**, a Professor at the Faculty of Education and Director of the Centre for Education, Law and Society (CELS) at Simon Fraser University in Canada. Her scholarship and cross-disciplinary research focuses on three main areas: legal literacy of youth, cyberbullying and ethics of care. She has received several awards for her work and has a long list of publications.

Before starting her presentation, Wanda Cassidy stressed the fact that cyberbullying occurs in every context, not just in schools or universities.

CYBERBULLYING AT UNIVERSITY: GENDERED EXPERIENCES & CHALLENGES

Wanda Cassidy, Ph.D.
Professor
Faculty Of Education, Simon Fraser University
Vancouver, Canada

TARGET: Co-creation Workshop on Sexual Harassment in Academia
MAY 20, 2021

OVERVIEW

- Definition, Behaviours, & Venues
- Cyberbullying (CB) & Sexual Harassment
- Theoretical Lens
- The University Scene
  - Extent, Who, Why, Impacts, Reporting
  - Gender Differences
  - Intersectionality and Vulnerability
- Solutions
  - What our research participants said
  - What the research says
  - Policies, Practices, Recommendations
- Concluding Remarks and Questions

DEFINITION

- **Cyberbullying** employs ICT (information and communication technology) to convey language and/or images that can defame, threaten, harass, exclude, discriminate, demean, humiliate, stalk, disclose personal information, and/or contain offensive, vulgar or derogatory comments. Cyberbullying is *intended* to *harm* or *hurt* the recipient.

- Harmful and unwanted
- Intentional
- Power imbalance
- Repetitive

INFORMATION

COMMON BEHAVIOURS

- Harassment, including Internet trolling
- Denigration (words & images)
- Non-consensual sexting
- Revenge porn
- Happy slapping

- Cyberstalking
- Exclusion
- Indirect threats
- Outing
- Impersonation

- Social media
- Facebook
- Twitter
- Snapchat
- Text messaging
- Online gaming (and chatrooms, i.e. Twitch)
- Course and non-course-related sites (university)

- Instagram (and private messaging)
- Reddit and other online forums
- Email

VENUES

WHY CYBERBULLY?

Theoretical Perspectives

- Power & control (Pence & Paymar, 1993)
  - Gendered hierarchies of power (Crooks, 2016)

- Contrapower harassment (DeSouza, 2010)

- Relational aggression (Crick et al, 1999)

- Student incivility (Kopp & Finney, 2012)

- Academic entitlement (Boswell, 2012)

- Competitive university culture (Faucher et al, 2019)

OUR STUDY OF CB AT CANADIAN UNIVERSITIES

- SSRHC funded
- 4 Universities across Canada
- Online student surveys (100+ questions)
  - Student focus groups
- Online faculty surveys (100 + questions)
  - Faculty interviews
- Senior administrator interviews
- Policy scan of 75 universities

WE EXAMINED
- Student to student CB
- Student to faculty CB
- Faculty to faculty CB

EXTENT (Canadian Universities)

STUDENTS

24% experienced CB in past 12 months

12% by a friend or acquaintance at Uni
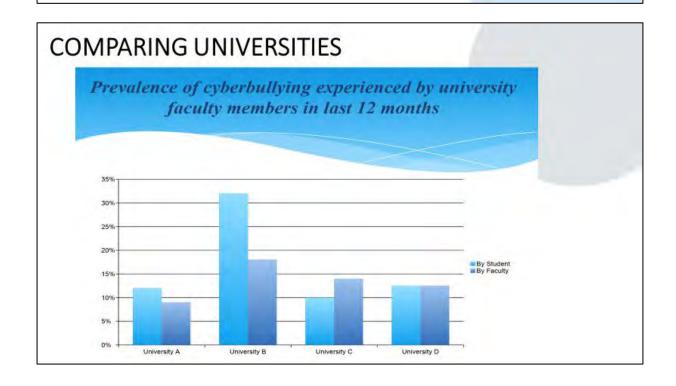14% by a stranger
2% by faculty

5% admitted to CB others at Uni

FACULTY

25% experienced CB in past 12 months

15% by students
12% by colleagues

0% admitted to CB others at Uni

COMPARING UNIVERSITIES

Prevalence of cyberbullying experienced by university faculty members in last 12 months

WHO? Gender factors

GENDER: OVERALL
- Females participated more in study (67%)
- Females report more negative impacts
- Females more subject to sexting, virtual rape and revenge porn

STUDENTS
- Males more often the perpetrator
- Males and females similarly targeted (25%; 24%)
- Females targeted more by someone they know & same gender friends
- Males targeted more by strangers
- Males targeted more vigorously
- [Other studies re gender and students mixed results (Akbulut & Eristi, 2011; Blaya, 2019; Dilmac, 2009; Dunner, 2016; Francisco et al, 2015; Yubero et al, 2017; Zalaquett & Chatters, 2014)]

FACULTY
- Targeted: Females 27%; Males 18%
- By Stu: Females 16%; Males 13%
- By Coll: Females 14%; Males 8%
- University A: ONLY female faculty were targeted
- Females targeted equally by males and females
- [Findings consistent with other studies (Blizard, 2016; DeSouza, 2010; Hollis, 2012; Knapp, 2012; Sallee & Diaz, 2012)]

WHO? Ethnicity factors

ETHNICITY: GENERAL
More important factor than age, length at university, or status/rank

STUDENTS
Males listed ethnicity as a top reason for being CB (self-report)

FACULTY
Visible minority faculty with first language not English, more likely to be targeted by students (24%) compared to 8% who identified as Caucasian/English first language.

INTERSECTIONALITY: GENDER + ETHNICITY, plus sexuality, identity, age, status/rank...

(See Cassidy et al, 2017, Crookston, 2012; DeSouza, 2010; Faucher et al, 2015; Finn, 2004; Knapp, 2012; Molinzzo & Lawler, 2012; Lampman, 2012; Wensley & Campbell, 2012)

WHY?

S to S – Perpetrators say:
- Person upset them
- Person bullied first
- It was fun

S to S – Recipients say:
- Interpersonal problems
- GENDER (F); Ethnicity (M)
- Physical appearance

S to F – Perpetrators say:
- Faculty member upset them
- Did not like teaching style or them
- Wanted to tarnish reputation

S to F – Recipients say:
- Teaching related
- Role or position at Uni
- GENDER (female)
-

F to F – Recipients say:
- Work-related reasons
- GENDER
- Power and control
- Professional jealousy
- Competition

EXAMPLES

Student to Student

"Called me a 'spoiled little rich bitch,' mocked my bulimia in public messages to others on facebook, messaged me multiple times telling me my boyfriend was cheating on me and that I was nothing more than a 'clingy bitch, slut and loser.'" (Female, Student)

Student to Faculty

"Email, text messages making comments that I was incompetent, not accessible, too slow, workload too difficult and the words used were 'useless,' 'lousy,' and 'I am reporting you.' Student was not open to feedback. I felt attacked, humiliated." (Female, Faculty member)

Faculty to Faculty

"A group of 4 faculty wrote emails indicating I didn't know what I was doing, yelling in emails, extreme rudeness, saying they would go to the President if I didn't do what they wanted...Stressful." (Female, Administrator)

IMPACTS

Impact	Students %	Faculty by Stud. %	Faculty by Coll. %
Ability to do work	41	64	73
Wanted to quit	14	30	49
Relationships at Uni	27	62	49
Relationships outside Uni	41	19	39
Mental health	42	30	39
Physical health	26	28	29
Feeling unsafe	39	34	46

DEPTH OF NEGATIVE IMPACTS

Crying, shaking, suicidal thoughts, powerless, wanting revenge, feeling alone, panic attacks, exhaustion, losing weight, feeling scared, tormented, consumed, wounded, self-loathing, self-blame, self-esteem, self-confidence, violent imagery

EXAMPLES: Impacts on Students

"The bully wrote a status telling me that I should kill myself and that I was ugly. It affects my mental health, I felt very depressed." (Female 1st year student, targeted by another student)

"He [former intimate partner] threatened me almost every day, sending fake emails and he even tried to impersonate me and tell the police that I was sending him and his family nasty emails and phone calls...I had panic attacks every day and lost a significant amount of weight." (Female Master's student)

"I was recently photoshopped into another photo – my face onto another person's body, and it was a shocking experience...I felt personally attacked, as well as feeling scared."
(Female, 1st year student)

EXAMPLES: Impacts on Faculty

"I just collapsed. Like I remember I put my head down on my direct boss' desk and I cried for, I don't know, it felt like forever...I felt crazy." (Female, Faculty, after being bullied for years by a colleague)

"I remember feeling like I haven't felt for years and years, just really shaky in myself, rally raw, everything being magnified, any comment my husband said being magnified. Ya, it affected my marriage." (Female, Faculty, target by colleague)

"I have never experienced such intense hatred and perverse power manipulations... I was devastated by the message directed at me [that read] 'ding dong the witch is dead.' [I went into] keep depression [and] 18 months of therapy. I doubt that I will ever regain my confidence." (Female, Administrator, targeted by colleague)

UNDERREPORTING

- Vast majority told no one in charge at the university
- Some told friends, family, or colleagues
- Many remained silent

WHY?

- Fear of retaliation
- Fear the situation would escalate
- Lack of awareness of policies
- Time factor
- Perception weak or incompetent
- Belief that nothing would change

OF THOSE WHO DID REPORT

- Unsatisfied with the results

SOLUTIONS: Multi-faceted

SOLUTIONS: LAW & GOVERNMENT PLAY A ROLE

CANADA

Criminal Law

New provision to *Canadian Criminal Code* (2015)
An offense to post or share **intimate images** of someone online without their consent
Up to 5 years prison; Device seized; Removal of images

Provincial/Territorial Regulations

WorkSafe BC (universities **must** have antibullying policies)

"The law is a tool of last resort, a 'stick' to enforce compliance, but not necessarily to change attitudes."
(Justice Taylor, 1968)

AUSTRALIA

Office of the E-safety Commissioner

- Manages serious cases of CB, image abuse, and removal of content
- Can make service providers take down material
- Powers can include a court-ordered injunction and/or fine

SOLUTIONS: TECHNOLOGY COMPANIES

- Companies need to take greater responsibility for what is posted

- Example
  ➢ "Out of Bounds" App in Australia

HELP!

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SOLUTIONS: UNIVERSITY CONTEXT

What our Study Participants Said

➢ Strong anti-cyberbullying policies developed collaboratively

➢ Education, workshops, awareness
  ➢ First year orientation, all courses, reinforced

➢ Better reporting measures

➢ More support for victims

➢ Develop a kinder university culture
  ➢ Build positive relationships, reduce competition

Additional Suggestions from Research

➢ Empower (cyber)bystanders (Keashly, 2019)

➢ Find ways to reduce or eliminate anonymity on university sites (Cassidy et al, 2016; Dennehy, 2020; Schafer, 2019)

➢ Peer to peer support (Kanayama & Kurihara, 2019)

➢ Conflict de-escalation training (Farley & Coyne, 2019)

➢ Expand role of the Ombudsperson (Sharpe, 2019)

University POLICY Solutions

Policy scan of 465 policies at 75 Canadian universities

"...so there's a bunch of different policies but no one uniform policy. It's like you have to string a bunch of policies together, read them, go through them yourself...And so then you have to extrapolate from all these different policies to prove what they were doing was wrong. Trust me, no one faculty member is ever gonna get that straight." (Faucher, Jackson, & Cassidy, 2015)

POLICY + ACTION: A POLICY ROAD MAP

CONSIDERATIONS
➢ Collaboratively developed with stakeholders
➢ Integrated with other human rights policies (student behaviour, harassment, sexual violence)
➢ Uses plain language, easily understood
➢ Communicated widely and easily accessed (e.g. plagiarism, misconduct policies)
➢ Implemented and enforced

University Educational Programs

- ➤ - Based on research (broad and specific)
- ➤ - Contextualized to an institution and its needs
- ➤ - Collaboratively developed
- ➤ - No one-size fits all
- ➤ - Gender issues + Intersectionality part of planning
- ➤ - Focus on positive behaviour / university culture

- Modelled and practised
- Short and long term goals required
- Integrated (whole campus solutions)
- Actions, not just words
- PUNISHMENT ineffective

CONCLUDING THOUGHTS: Cyberbullying, Sexual Harassment & Gender Equity

- CB, Sexual Harassment, and Gender Equity are inextricably linked
- Gender vulnerability is interwoven with other forms of marginalization, discrimination and inequity (intersectionality)
- The roots of Cyberbullying of females lie with power imbalances, privilege & entitlement, & entrenched hierarchical structures
- Change involves substantive engagement with all stakeholders
- Blend top down with bottom up initiatives
- Easy quick solutions may "look good" but are rarely effective
- Positive change is coming; I have hope!

Contoso

References and citations (available on request)
Recent book: Cassidy, W., Faucher, C., Jackson, M. (Eds.) (2019). *Cyberbullying at university in international contexts*. Oxford: Routledge.

The discussion on this presentation was moderated by Maria Caprile from NOTUS in Spain, who noted that everybody probably knows someone who has been cyberbullied, especially people in public positions. She likes the concept of cyber-kindness and thinks that these rules of behaviour should be taught in schools and universities.

One participant commented that cyberbullying is a big problem and also linked to sexual harassment. In her opinion, many people think that because it is online, they have the freedom of expression. She thinks that raising awareness is more useful than punishing wrong behaviour.

Cassidy replied that, in her experience and based on her research, students generally think that they can say what they want online without repercussion. In Canada, there was a case involving a female professor who was targeted on Facebook by two brothers, who were subsequently expelled by the university. However, they challenged the decision in court, with the Appeal Court ruling in their favour, supporting the students' right to freedom of expression. The professor who was targeted eventually left the university. Cassidy also believes that it is the responsibility of technology companies to curtail cyberbullying. She noted that whenever she is interviewed in the media on social justice issues she is subjected to online hostility afterwards. Recently newspapers have begun to edit what can be said in online forums. She agrees that education and awareness are more effective strategies than punishment. Education also involves challenging privilege and those who fight to maintain their privilege.

Another participant asked about the definition of cyberbullying. In her home country, which is multi-cultural, she sometimes experiences communication problems. While some people send

rude mails – of course not only international students –they don't intend to harm anybody thereby.

Cassidy answered that "harmfulness" is central to the definition. Of course, there is a grey area as to how to define harm. Is it harmful to the recipient? Did the sender intend it to be harmful? Is the recipient over-reacting? Is the sender downplaying how the message might be received? Intentionality is central to defining what might be considered cyberbullying, and there is no clear-cut way of determining intent. She noted that if a student sends a negative or abrupt message to a professor about a course, the professor should try to read between the lines to determine intent. But if the message to the professor negatively targets them and their personal characteristics personally (and is hurtful and repeated), then it is more likely a form of cyberbullying. Insults in messages can be subtle or more direct. Cassidy advocates not overreacting to the first incident unless it is obviously hurtful. But if the negative messages are frequent and/or posted online for everyone to see, this indicates an intent to cause harm and constitutes cyberbullying.

Another participant was surprised by the figures regarding the policies and the different forms of cyberbullying that are related to different power structures. She asked if universities are addressing all forms or if they are taking responsibility for all of these forms.

Cassidy said that research shows that universities generally do not have specific policies related to cyberbullying. Instead, they tend to have regulations on student conduct and behaviour, and perhaps on face-to-face bullying, while neglecting to address the digital world. She believes that one factor may be generational; university administrators tend to be older and did not grow up in this digital world. Her own institution is currently revising its human rights policy, and she and her research colleagues have recommended that this new policy address cyberbullying and the cyberworld as well. Further, once a policy is developed, it needs to be clearly communicated to everyone in the university community.

One participant noted that she plans to run a large-scale survey on sexual harassment in 15 countries. She was surprised by the fact that only 5 % of Cassidy's respondents said that they cyberbullied someone. She asked herself whether the number is so small because it's a taboo and people don't want to admit it, or whether these people might not have been reached in the survey.

Cassidy believes that one factor in this regard is that cyberbullying is sometimes understood as involving only the young, something that only happens in schools. When you grow up, you are not cyberbullying, although you may be harassing. So the definition or interpretation of the concept changes. This could be one possible reason why the adults surveyed did not admit to cyberbullying someone, even though the survey provided examples of what is meant by cyberbullying.

Another participant emphasized again how important it is from his point of view to focus on prevention. Cassidy agreed. Education is fundamental. We have to ask ourselves what kind of society we want. We are more and more disconnected and isolated. How do we bridge and create a more caring society? She strongly believes that we have to model and practice these values and behaviours throughout society; we have to enter into dialogue and encourage positive behaviour. Especially in times of COVID-19, we have to be kind to another, both in person and online.

2.9 Close of Meeting

Angela Wroblewski thanked Wanda Cassidy and the other two presenters, Anke Lipinsky and Louise Morley. She also thanked FGB for organising the event on the technical level as well as the moderators and everyone present for the exciting discussion. Her personal impression was that the "food-for-thought" approach had worked out well – she had gained a lot of new information on how the topic of sexual harassment is relevant for the further development of GEPs and how to use the experiences of one-and-a-half years of COVID-19 for a more cyber-kind society. She also felt that FRRB and UB had received some very helpful insights.

The minutes of the workshop will be provided (including the PowerPoint presentations).

The second Co-Creation Workshop on Gender Dimensions in Curricula will take place online on 21 and 22 July 2021.

3   Resources on Sexual Harassment in Academia

This section provides an initial overview of various resources on sexual harassment in academia. First, a few definitions are given in order to establish a common understanding. In this context, it is also relevant to have a closer look at the legal frameworks in the individual TARGET countries, because although there are legal provisions on sexual harassment in place in each of these countries, these can be quite different.

This will be followed by some concrete examples of what universities are already implementing and which approaches are already in place, which could potentially serve as initial ideas for anti-sexual harassment policies in another university or network. Finally, a selection of recommended texts is presented to assist with in-depth research on various topics.

3.1   Key Definitions

Sexual harassment is one form of **gender-based violence**. The European Institute for Gender Equality (EIGE 2021a) describes gender-based violence as "a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender." The most common form of gender-based violence is intimate partner violence. Beyond that, however, this violence can take many different forms. The Council of Europe Convention on preventing and combating violence against women and domestic violence (Council of Europe Treaty Series **-** No. 210; also known as **The Istanbul Convention**, 2011) mentions the following types of violence: psychological violence (Art. 33), stalking (Art. 34), physical violence (Art. 35), sexual violence, including rape (Art. 36), sexual harassment (Art. 40) and others. One form of physical sexual violence is sexual assault. Most European countries have clear laws that make sexual assault illegal. There are different definitions for this depending on the country. Basically, however, it can be said that sexual assault is an act in which a person intentionally sexually touches another person without that person's consent, or physically forces a person to engage in a sexual act against their will (Office on Women's Health 2015). This form of sexual violence includes sexual abuse, rape or the torture of the person in a sexual manner. In all of these types of violence, the victims are predominantly women. Violence against women is often normalized and reproduced through structural inequalities, social norms and attitudes. In their study, the European Union Agency for Fundamental Rights (FRA 2014) showed that in the European Union 1 in 3 women has experienced physical and/or sexual violence, 1 in 20 women has been raped, 1 in 5 women has experienced stalking and 1 in 2 women has experienced sexual harassment.

Sexual harassment is one specific form of gender-based violence. Although there are many definitions of sexual harassment, the key concept is that the other person's actions are **unwelcome**

and it is hardly possible to distance oneself without **fear of negative consequences**. All forms of (sexual) harassment are humiliating and degrading and endanger a person's physical and mental **integrity**. Even if someone accepts sexist statements or comments about their body, for example, it can be demeaning and humiliating. Such acceptance can be traced back to invisible pressures, social norms and structural inequalities and may therefore not be entirely voluntary (Pandea et al. 2019: 31). In its information on sexism at work, EIGE stresses that sexual harassment is "an extreme form of sexism and has been shown to result in fear, anxiety, shame, anger, reduced productivity, high absenteeism, reduced performance, [and…] high staff turnover" (European Parliament 2018: 30, ac cited in EIGE 2021b). Just like gender-based violence, sexual harassment is an umbrella term that includes several forms of violence like verbal, non-verbal and physical harassment.

Verbal sexual harassment can include, but is not limited to, making sexual comments about a person's body or clothing, asking about sex life or sexual preferences, repeatedly trying to date a person who is not interested, spreading lies or rumours about a person's sex life or sexual preferences, and putdowns (in private or in public). Non-verbal sexual harassment can include looking a person up and down, stalking, making sexual gestures or facial expressions. Physical harassment includes touching another person or touching oneself sexually against another person. Common to all these forms of violence is that the perpetrators consciously choose them to humiliate and threaten their victims (Pandea et al. 2019: 24ff).

Similar concepts to harassment are **bullying** and **mobbing**. Einarsen et al. (2011: 5) describe a bully (perpetrator) as someone who threatens or insults possibly more than one victim with aggressive behaviour. Mobbing is used more to refer to the experiences of the victims of systematic exposure to acts of violence. Einarsen et al. (2011: 22) suggest the following definition of bullying:

> "Bullying at work means harassing, offending, or socially excluding someone or negatively affecting someone's work. In order for the label bullying (or mobbing) to be applied to a particular activity, interaction or process, the bullying behavior has to occur repeatedly and regularly (e.g. weekly) and over a period of time (e.g. about six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. A conflict cannot be called bullying if the incident is an isolated event or if two parties of approximately equal strength are in conflict."

One of the biggest differences between bullying and sexual harassment is that bullying must involve **recurring acts over a longer period of time**, while sexual harassment can also exist in the event of an isolated incident. Another is that the **balance of power** is relevant in bullying, with the victim in a less powerful position than the perpetrator. In the case of sexual harassment, this

is not necessarily the case. Common to all these concepts are that there is an intentional harm to a victim and that the acts are unwanted and harmful.

One specific form of bullying is **cyberbullying**. This is a growing topic now ICTs have found their way more and more into everyday university life. The COVID-19 situation has exacerbated this trend. Smith et al. (2008: 376) define cyberbullying as follows:

> "Cyberbullying is an aggressive intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself."

In their definition, Faucher et al. (2014: 3) specifically show how ICTs can be used for cyberbullying and that the intent to harm the recipient is of crucial importance:

> "Cyberbullying employs ICT (information and communication technology) to convey language and/or images that can defame, threaten, harass, exclude, discriminate, demean, humiliate, stalk, disclose personal information, and/or contain offensive, vulgar or derogatory comments. Cyberbullying is intended to harm or hurt the recipient."

While cyberbullying is similar to face-to-face bullying in many ways, there are also some differences between the two such as the fact that the cyberbullying perpetrator cannot see the victim's immediate reaction and the possibility of anonymity in online communications. Likewise, a one-time cyberbullying incident can still easily be repeated because in online communication messages can be quickly spread to many people by sharing or forwarding them or other postings. This means that cyberbullying typically has more bystanders than to face-to-face bullying. The location of cyberbullying also makes a big difference. While there are places where you are protected from face-to-face bullying (e.g. at home), no such places exist for cyberbullying. Power imbalances play a subordinate role in cyberbullying. Even if perpetrators and victims have similar positions of power, cyberbullying can still occur (Cassidy et al. 2013: 577ff.).

Examples of cyberbullying include receiving hurtful, nasty or vulgar messages, writing harassing things about or posting embarrassing photos or videos of a person online, or being intentionally excluded from an online group or chat (Faucher et al. 2014: 3). There are also some newer forms of sexual and gender harassment online, such as "sexting", "morphing", "virtual rape", and "revenge porn"[1] (Faucher et al. 2014: 2).

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[1] Sexting is when a person sends or forwards sexually explicit messages, photos or videos of themself to others online (Salter 2013). When parts of a photo of a person (e.g. the head or breasts) are superimposed on another image or video, for example with pornographic content, this is referred to as morphing (Nash 2008). Virtual rape is a violent form of cyber victimisation in which the harasser posts messages like "I will rape you" or "I will tear you up". It is also possible that a group of (unrelated) people "mob attacks" the

As mentioned above, the victims of gender-based violence are predominantly women. **LGBT people** are another group who are often at risk of this type of violence. Violence against lesbian, gay, bisexual and transgender people or people perceived as such can be organised or spontaneous. This type of violence is usually under-reported as is the case with sexual harassment of women (Pandea et al. 2019: 24). In 2020, the FRA published a study in which they asked lesbian women, gay men, bisexual women and man, trans people and intersex people in Europe about their experiences of discrimination and violence. The respondents were asked whether they had experienced personal harassment in the past five years such as receiving offensive or threatening comments in person or online, being insulted or called names and being threatened with violence. 56% of respondents answered this question with yes, with the highest values being in Latvia (66 %), Estonia and Romania (63 % each). The countries with the lowest scores were Malta (42 %), Portugal (46 %) and Denmark (48 %).

Another group that should not be forgotten in this context are people who are subject to **multiple discriminations**. These include those who are at risk of becoming victims of harassment because of both their gender and their race or any other combinations of gender and class, disability, religion, etc.

3.2   Legal Framework

3.2.1   EU Laws and Guidelines

The Istanbul Convention states that the contracting parties

> "shall take the necessary legislative or other measures to ensure that any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment, is subject to criminal or other legal sanction."[2]

This clearly demonstrates the need for the EU Member States to include sexual harassment as an offense in legislature and derive measures to counteract it. Indeed, all the Member States have already passed such laws: they all have laws on sexual harassment and rape, on intimate partner violence (with the exception of Estonia) and on sexual assault excl. rape (with the exception of

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victim online with comments on the victim's sexuality (Citron 2009). Revenge porn is when a perpetrator disseminates sexually explicit pictures or videos of their victim without their consent or uses the material to blackmail the victim (Citron, Franks 2014).

[2] https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008482e

Slovenia). Most of them (with the exceptions of Cyprus, Latvia, Hungary and Portugal) also have laws on stalking (EIGE 2019).

Directive 2002/73/EC of the European Parliament and of the Council of 23 September 2002 on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions states that sexual harassment is both a form of discrimination and illegal. The Directive contains the following:

> "**Direct Discrimination**: where one person is treated less favourably on grounds of sex than another is, has been or would be treated in a comparable situation,
>
> **Indirect Discrimination**: where an apparently neutral provision, criterion or practice would put persons of one sex at a particular disadvantage compared with persons of the other sex, unless that provision, criterion or practice is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary,
>
> **Harassment**: where an unwanted conduct related to the sex of a person occurs with the purpose or effect of violating the dignity of a person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment,
>
> **Sexual Harassment**: where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment." [3]

3.2.2   Legal Definitions of "Sexual Harassment" in the TARGET Partner Countries[4]

All TARGET partner countries have anchored the offense of sexual harassment in their national laws in some form. This applies to the EU Member States among them as well as Morocco and Serbia. The way in which sexual harassment is defined in each country is, however, very different.

Cyprus defines sexual harassment as "undesirable conduct of a sexual nature or other nature based on sex which offends the dignity of women and men during employment or vocational training or during access to employment or vocational training and is expressed in words or in deeds" (The Equal Treatment of Men and Women in Employment and Vocational Training Law of 2002). The scope of this law does not extend beyond employment and vocational training.

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[3] https://eur-lex.europa.eu/LexUriServ/%20LexUriServ.do?uri=OJ:L:2002:269:0015:0020:EN:PDF

[4] https://eige.europa.eu/gender-based-violence/regulatory-and-legal-framework/legal-definitions-in-the-eu

France defines sexual harassment as "the imposition on a person of repeated remarks or behaviour of a sexual nature that impairs her/his dignity because of their degrading or humiliating character, or creates an intimidating, hostile or offensive situation" (Law n° 2012-954 of 2012). In order to sanction sexual harassment in France, a repeated act is required.

Greece: "When any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs with purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment" this is understood in Greece to be sexual harassment (Act 3896 of 2010). With a reference to Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 and other related provisions (Law 3896/2010), Greek law distinguishes between gender harassment and sexual harassment.

In **Italy** sexual harassment and stalking are considered to be the same. Accordingly, sexual harassment is defined as "continuative harassing, threatening or persecuting behaviour which: (1) causes a state of anxiety and fear in the victim(s), or; (2) ingenerates within the victim(s) a motivated fear for his/her own safety or for the safety of relatives, kin, or others associated with the victim him/herself by an affective relationship, or; (3) forces the victim(s) to change his/her living habits" (Law Decree 23 February 2009, n. 11 converted into Law 23 April 2009, n. 38.).

Morocco's Article 503-1 (from 2003) deals with the crime of sexual harassment in the workplace by a supervisor with the aim of obtaining sexual favours. Sexual harassment in other places or by someone in the workplace who is not in a senior position is not a criminal offense. Law 103-13 (from 2018) on the elimination of violence against women expanded the scope of sexual harassment crimes and criminalized "harassment in public spaces or other by words, acts or signals of a sexual nature for sexual purposes or written letters, telephone or electronic messages, records or pictures of sexual nature for sexual purposes". (Bordat, Kouzzi 2018: 30)

In **Romania** there are three different laws defining sexual harassment. (1) Law 324/2006 Anti-discrimination law, Article 2(5) defines it as follows: "Sexual harassment at work is a form of discrimination". (2) Law 340/2006 for the amendment and approval of Law 202/2002 regarding equality of opportunity between women and men provides the following definition: "Sexual harassment at work is any behaviour in relation to gender about which the person who is responsible knows that is affecting the dignity of persons, if such a behaviour is rejected and represents a motivation for a decision affecting those persons". (3) Article 203 of the Criminal Code defines sexual harassment as "harassing a person through threats or constraints in order to obtain sexual satisfaction by a person who abuses his/her authority or his/her influence given by his position in the workplace".

Serbia defines sexual harassment as "any verbal, non-verbal or physical behaviour aimed at or representing violation of dignity of a person seeking employment or employee in the area of sexual life, causing fear or breeding adverse, humiliating or insulting environment" (Article 21 Law of Labour, 2009).

In **Spain**, Article 184 of the Criminal Code states that "[w]hoever solicits favours of a sexual nature, for himself or for a third party, within the setting of a continuous or usual work relation, reaching or service provision relation, and by such conduct causes the victim a situation that is objective and seriously intimidating, hostile or humiliating, shall be convicted of sexual harassment".

The various definitions are also reflected in other national legal contexts and therefore affect academia as well. TARGET assumes that a GEP and its concrete policies have to be targeted to the national context and should be evidence based. Hence, there cannot be a one-fits-all solution. To provide a starting point for dealing with sexual harassment in GEIIs, recent literature on the subject as well as empirical studies that focus on the extent of sexual harassment in academia are presented in Chapter 3.4. Chapter 3.3 presents examples of policies and measures that other institutions have put in place to combat sexual harassment.

3.3 Examples of Anti-Sexual Harassment Policies in Academia

There are some universities that have already implemented anti-sexual harassment policies. Many, but not all, of these are located in the Anglo-American region. Some of the examples given here show just how comprehensive some of these policies are. Other examples were chosen because they took up an extraordinary way of exploring sexual harassment in their particular institution. Other were included in this list because they provide specific guidelines and resources for other universities, which in turn could help them to develop their own strategies that are specifically tailored to the needs of their higher education institutions.

3.3.1 Safety Walks as a Useful Tool to Identify Campus Problem Zones at French Universities

Marion Paoletti, Suzanne Quintin, Jane Gray-Sadran and Laure Squarcioni conducted a survey on the PTG campus (Pessac – Talence – Gradignan) in the south-west of France in 2020. This campus includes several university faculties and Grandes Ecoles, namely the University of Bordeaux, Bordeaux Montaigne University, Sciences Po Bordeaux, Bordeaux Institut National Polytechnique (a group of engineering schools) and Bordeaux Sciences Agro (Institute of Agricultural Sciences), which together accommodate some 50,000 staff or students. In the course of current renovation measures, gender equality officers have also brought forward some incidents of sexual harassment against young women, which should be considered in this process to prevent future

acts of violence. Examples of the incidents reported include women being persecuted over long distances, insulted, confronted by exhibitionists, subjected to unwanted physical contact and being victims of sexual aggression, rape or attempted rape (Paoletti et al. 2020: 70).

Two research interventions have been carried out –an online survey and a series of safety audits, which also included walks through the campus in order to identify areas in which the perceived uncertainty or danger is greatest.

In the online survey, half of the respondents said that they did not feel comfortable on campus after dark. Accordingly, many of them requested that the street lights remain on at night. 60% of the women (and 30% of the men) planned their routes to ensure that they only walked on well-lit paths or did not even enter the campus in the evening or at night. Of the 4,920 respondents, 1,260 (25.6 %) stated that they had already experienced sexual harassment. However, only 62 people (4.9 % of all victims) reported these incidents to the university. 41% didn't speak to anyone about the incident, and 51% told friends or family members. One problem that the authors identified is that there are many stakeholders for the topic of security on campus and not just one single responsible body. (Paoletti et al. 2020: 69 ff.)

Two safety walks were planned and carried out, one during the day and one at night. The aim thereby was to identify those places on campus where people feel safe and those where they do not. The report which summarized the results was presented in front of a large audience with various stakeholders and executives. There was also a separate presentation for students and employees, which was also attended by a female police officer, who presented safety and precautionary measures. This prompted criticism from some people that it is not the responsibility of women to take care of security on campus and to protect themselves, but that it is actually the task of the campus management to ensure that it is safe for everyone. (Paoletti et al. 2020: 72 f.)

Important points identified as a result of these walks were the missing or inadequate signposting of paths, missing or inadequate street lighting, the realisation that many incidents occurred at sheltered bicycle sheds, the lack of spaces for social exchange between students and the fact that some overly large trees limit visibility and therefore need to be cut back. Another suggestion was that some of the tram stops and dormitories should be named after important women as all of them are currently named after men. Despite the fact that these study results raised awareness of this previously unexplored topic, the work on raising awareness and suggesting solutions was not enough to completely prevent later aggression. However, they did lead to more transparency in communicating the problem. (Paoletti et al. 2020: 73 f.)

After a sexual assault on a student and at the same time as the rise of the #metoo movement, a women-only Facebook page called *Les Campusciennes* (The Campus Women) was set up. Its aim was to provide a platform for support and discussion, and the page already had 3,000 members after only a short period of time (Albenga, Dagorn 2019). This Facebook page was used both to share experiences of violence as well as to network with other student associations and plan collective actions like a protest march in December 2018. Finally, the page was instrumental in a petition to the vice-chancellors of Bordeaux Montaigne University and the University of Bordeaux. The reaction to this protest march was that the vice-chancellors worked out an emergency plan that included installing a surveillance camera, the presence of a dog handler at night, renovating the street lights and creating a new, safer path.

3.3.2   Online "Report and Support System" at the University of Manchester

The University of Manchester has collected a large number of information documents on its website[5], where it also offers the possibility to report an incident anonymously and/or to speak to an advisor. If a student or staff member wants to report an incident anonymously, this is not seen as a formal complaint, but merely enables the university to spot problems better. Reporting is web-based and uses a survey-like format in which the reporting person is asked whether they are a student or a staff member and what kind of incident they are reporting (different types of incidents can be selected from a list, with a brief definition provided for each item). They are also asked whether the incident took place online or offline and are provided with open text fields to provide additional information. There is then a question on the background to the incident, for example, whether it is an incident in the context of ageism, racism, homophobia, misogyny, etc. The report concludes with some demographic questions covering aspects like religion and race as well as sexual orientation and gender identity.

However, as this process is anonymous, the university cannot contact the person making the report. If support is needed, the better option is to speak to an advisor. However, this does not constitute a formal complaint either. There is also a web-based tool for this type of reporting. After specifying whether they are a student or a staff member, the person reporting can choose which type of advisor they would like to speak to (an advisor for staff, an advisor for students, an advisor for visitors, or the Equality, Diversity and Inclusion Team). There is also the possibility to ask about certain advisors, for example if the person feels more comfortable with people of a certain gender identity or race. As in the first case, the type of violence is also asked about here, with the reporting person having the additional possibility of uploading evidence (e.g. photos). The

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[5] https://www.reportandsupport.manchester.ac.uk/

background to the incident is also queried again. After an open text field for further information, the reporting person is also asked to answer some demographic questions before submitting the report and being contacted by an advisor.

If somebody wants to make a formal complaint later, the data already collected can be passed on with their consent. This ensures that the confidentiality of the conversation is maintained and the reporting person has control over which data is passed on and when.

The support category on the website gives information on six different topics[6]: (1) Hate Crimes, (2) Sexual Assault and Rape, (3) Sexual Harassment, (4) Harassment, (5) Discrimination, and (6) Policy and Guidance.

The sub-pages on sexual harassment make it clear that sexual harassment at the University of Manchester is contrary to the Equality Act 2010 and University Dignity at Work and Study Policy. Sexual harassment is defined as "unwanted behaviour of a sexual nature which violates your dignity, makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment." Sexual harassment can be, for example, sexual comments or jokes, unwanted sexual advances and forms of sexual assault. Displaying pictures, photos or drawings of a sexual nature or sending emails with explicit sexual content are also mentioned as examples.

People who have experienced sexual harassment are advised to go to a safe place as a first step. After that, they are encouraged to talk to someone. In addition to friends, offers such as the Harassment Support Advisors and the UMSU (University of Manchester Students' Union) Advice Service are presented, both of which are free and confidential. The possibility to report the incident is also indicated – either as a formal complaint or by reporting it in the Report and Support System (see above). In addition, reference is made to the available support at the university (e.g. mental health offers).

People who believe that someone they know is or has been a victim of sexual harassment are advised to encourage the victim to contact a safe place and talk about what has happened. The university provides a corresponding link to a video with tips on active listening. Afterwards, the persons involved can then talk to each other about possible further steps. Attention is likewise drawn to the fact that it is also important for the bystander to take care of their own (mental) health.

Supporting structures are in place at the University of Manchester for people who have become victims of sexual harassment themselves and for bystanders. The Harassment Support Advisors can, for example, provide information about the university procedures in connection with

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[6] https://www.reportandsupport.manchester.ac.uk/support

complaints. The Counselling Service is a team of professional counsellors, psychotherapists and mental health workers. The Equality, Diversity and Inclusion Team can offer advice, support and guidance for students and staff in student-supporting roles. In the event of a conflict, there is the possibility of consulting the mediation service. There is also the Disability Advisory Support Service, the UMSU Advice Service, the Residential Life Advisors, Local Human Resource Contacts and Staff Network Groups.

In addition, the "Speak Up! Stand Up" campaign is institutionalised at the university. The campaign is a collaboration between the university and the UMSU, which aims to encourage people to be active bystanders and to act against harassment, hate crime and sexual violence. The assumption behind this is that everyone has a responsibility to create a society in which people are treated with dignity and respect. Opportunities to become active include registering for the monthly e-newsletter, attending or organising events, taking part in training sessions and, above all, in the event of sexual harassment, reporting an incident.

One activity used to raise awareness is the "Where do you draw the line?" initiative, which describes twelve different micro-aggression scenarios (Wing Sue 2010) and is intended to stimulate a discussion about the different types of harassment and violence[7]:

- While a woman is walking down the street, a group of men in a car roll their windows down and shout at her things like "alright love", "give us a smile", and "wanna come with us?"
- Someone uses the term "that's so gay" as a negative comment.
- Someone asks you where you are from, when you rely "somewhere in the UK", they say "no, where are you actually from?"
- You go to a fancy dress party, and someone not of your religion is dressed in your traditional or stereotypical religious attire.
- You accidentally spill a drink and someone laughs at you and calls you "a retard".
- When a woman gives her opinion and is told to "get back in the kitchen".
- When a persona repeatedly imitates your foreign national accent and calls it "banter".
- When someone says "you need to shave if you're trying to look like a girl".
- Being told to "cheer up and not look so depressed".
- When people assume you won't want to participate in an activity because you have a disability.
- You share you're feminist and someone responds "bloody feminists".
- Someone touches your hair because they think "it's so different".

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[7] https://documents.manchester.ac.uk/display.aspx?DocID=40568

There is also a link[8] on the homepage to a video in which the coordinator points out, among other things, that prejudices and attitudes can become the norm if they remain unchallenged and thereby risk entrenching a culture of hatred and intolerance.

3.3.3   Code of Conduct and the Statutes and Ordinances of the University of Cambridge

Like many other universities, the University of Cambridge has a Code of Conduct. What is special about the University of Cambridge, however, is that it also has its own Code of Conduct in the context of harassment and sexual misconduct. This document makes it clear that the university is dealing with the issue of (sexual) harassment and that harassment and sexual misconduct are taken seriously. The central terms are also defined and concrete examples are given:

CODE OF CONDUCT FOR STUDENTS IN RESPECT OF HARASSMENT AND SEXUAL MISCONDUCT[9]
The University is committed to providing an environment that is free from discrimination and affirms the right of all members to be treated with dignity and respect. The University will not tolerate harassment of one member of its community by another nor sexual misconduct. The University takes allegations of harassment and sexual misconduct very seriously and may take action, including disciplinary action, in response to a complaint from a student.

The University defines harassment as single or repeated incidents involving unwanted or unwarranted conduct towards another person which it is reasonable to think would have the effect of (i) violating that other's dignity or (ii) creating an intimidating, hostile, degrading, humiliating, or offensive environment for that other.

Harassment may be verbal, psychological, or physical, in person or via a virtual platform, or through other methods of contact. Harassment may occur in the course of an academic, sporting, social, cultural, or other activity either within the Precincts of the University or elsewhere in the context of a person's membership of the University, or in circumstances where the victim of the harassment is a member, officer, or employee of the University or a College.

Under this Code of Conduct unacceptable behaviour, whether intentional or not, can take a variety of different forms. The following descriptions are not exhaustive, but give an indication of the types of behaviour which the University considers to be unacceptable:

• making sexually offensive comments about dress or appearance, the display or distribution of sexually explicit material, or demands for sexual favours;

• engaging in harassment on the grounds of a person's sexuality (or assumptions about a person's sexuality) including making derogatory homophobic, transphobic, or biphobic remarks or jokes aimed at a particular person, offensive comments relating to a person's sexuality, refusal to acknowledge a person's gender or identity, or threats to disclose a person's sexuality to others;

• making offensive references to a person's race, ethnicity, skin colour, religion or nationality, dress, culture, background or customs which have the effect of ridiculing or undermining an individual or fostering hatred and/or prejudice towards individuals or particular groups;

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[8] https://www.reportandsupport.manchester.ac.uk/campaigns/know-it-s-a-problem
[9] https://www.studentcomplaints.admin.cam.ac.uk/files/code_of_conduct_for_students_in_respect_of_harassment_and_sexual_misconduct.pdf (Accessed 23 April 2021).

- ignoring, disparaging, or ridiculing a person because of mistaken assumptions about their capabilities, or making offensive reference to an individual's appearance, in the context of their disability;

- controlling or coercive behaviour, such as pressure to subscribe to a particular political or religious belief.

Online harassment may take the form of intimidating, offensive, or graphic posts on social media sites or chat rooms, or communications by email, text, or instant messaging.

Sexual misconduct includes the following, whether or not within a sexual or romantic relationship, including where consent to some form of sexual activity has been given and then withdrawn, or if consent has been given on previous occasions:

- sexual intercourse or engaging in a sexual act without consent;

- attempting to engage in sexual intercourse or engaging in a sexual act without consent;

- sharing private sexual materials of another person without consent;

- kissing without consent;

- touching inappropriately through clothes without consent;

- inappropriately showing sexual organs to another person;

- repeatedly following another person without good reason;

- making unwanted remarks of a sexual nature.

Nicola Bradfield from Pinsent Masons LLP and other members of the Universities UK Taskforce wrote a report on "How To Handle Alleged Student Misconduct Which May Also Constitute A Criminal Offence"[10] in 2016. In this document, the authors provide a sample Code of Conduct in the Appendix for illustration purposes, providing both information on what to consider and specific examples. In addition, they also provide five case studies that describe possible cases of harassment and sexual misconduct at a university in different contexts.

The Code of Conduct is not the only University of Cambridge document that deals with harassment and sexual misconduct. In its Statutes and Ordinances, the University of Cambridge clarifies in principle that all acts that endanger the health, safety or property of other university members are prohibited and that there is a specific prohibition of harassment:

Statutes and Ordinances of the University of Cambridge (22 February 2017)

Section 17. "Discipline"[11]

5. No member of the University shall intentionally or recklessly endanger the safety, health, or property of any member, officer, or employee of the University within the Precincts of the University.

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[10] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/guidance-for-higher-education-institutions.pdf

[11] https://www.admin.cam.ac.uk/univ/so/2017/chapter02-section17.html#footnote-997

6. (a) No member of the University shall engage in the harassment of:

(i) a member, officer, or employee of the University or a College; or

(ii) any other person where the harassment takes place either within the Precincts of the University or in the course of a University or College activity.

(b) Harassment shall include single or repeated incidents involving unwanted and unwarranted conduct towards another person which is reasonably likely to have the effect of (i) violating that other's dignity or (ii) creating an intimidating, hostile, degrading, humiliating, or offensive environment for that other.

The exact procedure for reporting a case of harassment or sexual misconduct is described elsewhere in the Statutes and Ordinances. Indeed, this procedure is described in such detail that it cannot be fully reproduced in this report. A central point is that it only relates to harassment and sexual misconduct between students. Accordingly, the Office of Student Conduct, Complaints and Appeals (OSCCA) is responsible for these types of complaints alongside its other tasks like the review of examination results, fitness to study, and discipline. Complaints have to be in written form and should be addressed to the Head of OSCCA. The complaint must be submitted within three months of the incident, in special cases it is also possible to report a case after this period. After the complaint has been received, it is read by a team, which then decides how to proceed within ten working days:

Statutes and Ordinances of the University of Cambridge (22 February 2017)

Section 26. "Cases of Student Harassment and Sexual Misconduct"[12]

6.1.4.   On receipt the complaint will be considered initially by a group comprising the Head of OSCCA, the Pro-Vice-Chancellor (Education), and the Secretary of the Senior Tutors' Committee. The convenor of the group will be the Head of OSCCA. The group will determine (by a majority decision) whether to:

(a) refer the complaint for investigation under paragraph 6.2 of this procedure;

(b) dismiss the complaint because it is considered to be without merit, or vexatious, frivolous, or malicious;

(c) reject the complaint because it does not fall within the scope of this procedure;

(d) decline to refer the complaint for investigation under this procedure and recommend to the Complainant that the complaint is raised under a College procedure;

(e) decline to refer the complaint for investigation under this procedure for other reasons;

(f) recommend to the Complainant that alternative resolution of the complaint is sought. (…)

6.2.1.   Where a complaint is referred for investigation, the Head of OSCCA will appoint an investigator to carry out an investigation of the case. The role of the investigator is to prepare a report, which sets out the undisputed facts of the case and any points of difference and makes recommendations based on the evidence and policies in place. (…)

6.4.   Resolutions

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[12] https://www.admin.cam.ac.uk/univ/so/2017/chapter02-section26.html

6.4.1.   The Head of OSCCA or the Panel may propose a resolution to the complaint, which may include (but are not limited to) the following:

(a) that the Respondent will agree to abide by a conduct agreement issued by the Head of OSCCA, a record of which will be retained by the University and which may be taken into account if a further complaint is made against the Respondent under this procedure;

(b) with the prior approval of the relevant body, that the Respondent will take a period of intermission from study;

(c) that the Respondent will attend behaviour awareness training or workshops.

6.4.2.   Both the Complainant and the Respondent must agree to the proposed resolution of the complaint. The Head of OSCCA will facilitate the process of reaching agreement between the Complainant and the Respondent and will issue written confirmation of any agreed resolution(s) to the Complainant and the Respondent.

The text continues with information on what happens if the rules of conduct are not adhered to again, outlines which options are available for requests and access to files and notes that there is also an annual report on these complaints. This is sent to the Council, the General Board, and the Colleges, with any personal data anonymised.

For the procedure mentioned above, it is obviously necessary to report sufficient information about the victim and the incident in order to be able to clarify the incident. If this is not desired, there is also the option of reporting an incident **anonymously**. Similar to the University of Manchester (see 3.3.2), there is a form of online questionnaire that can be used for this type of complaint.

There is also the possibility for student to file a complaint against a staff member of the university. For such cases, the university has prepared a flowchart that covers various aspects such as the differences between an anonymous complaint, a local resolution and a formal complaint. It also states the deadlines that must be observed or the time in which the complaint can be expected to be answered.[13]

3.3.4   Intervention Initiative at the University of Exeter (UK)

Created at University of the West of England in Bristol and funded by Public Health England, the Intervention Initiative's web presence can be found at the University of Exeter[14]. The Intervention Initiative (Fenton et al. 2014) is a free bystander education program with the aim of preventing sexual and domestic violence in English education institutions. It contains a variety of materials

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[13]
https://www.studentcomplaints.admin.cam.ac.uk/files/flowchart_for_student_complaints_of_staff_misconduct.pdf

[14] http://socialsciences.exeter.ac.uk/research/interventioninitiative/

for conducting the intervention, aimed at reflecting attitudes, beliefs, behaviours, social and cultural norms, and relationships with peers.

The Intervention Initiative is a free resource for universities and further education institutions in England. It is an evidence-based educational program designed to empower students to act as responsible citizens. Updated regularly, the initiative consists of eight moderated sessions, each lasting around 60 to 90 minutes. The content of each session is provided in the form of facilitator notes, PowerPoint slides and handouts. There is an accompanying resource that describes the theoretical rationale for the programme in all eight sessions. Evaluation likewise forms part of the programme.

The toolkit was launched as an extension to the "Get SAVI" project developed by Scottish Women's Aid. It draws on many resources, texts and ideas from the USA and other countries. There was also an external expert advisory group and focus group interviews were carried out with students.

All the resources that facilitators need to carry out the programme in their institution can be found on the homepage for free. It is strongly recommended that such persons already have expertise in the relevant field. For each of the eight sessions, there is a list of resources and additional input on the theoretical context. Before starting the programme, all resources for the facilitator must be read and a document drawn up about the local supporting offers at the university and its context.

The content of the programme is structured as follows:

- Session one – Introduction: short anonymous questionnaire (Scoring Social Norms Questionnaire), Local Services
- Session two - Culture and Gender: Pyramid of Discrimination and Violence
- Session three – Rape Assault: adult male rape and sexual assault, rape myths, sexual offences definitions, supporting friends who have been raped or sexually assaulted
- Session four – domestic abuse: early warning signs of domestic abuse, equality wheel, power and control wheel
- Session five – Bystander Options: Bystander intervention options and strategies
- Session six – Roleplay I: intervention points in a scripted role play
- Session seven – Roleplay II: practical interventions and intervention techniques for another role plays
- Session eight – Roleplay III: Sexting – intervention phrases; Supporting a friend in domestic violence; Supporting a friend who has been raped; What can I say about behaviour? What can I say to be supportive? Feedback

Additional resources include guidelines for good facilitation, online and social media resources, and the theoretical rationale. All institutions that work with the Intervention Initiative are also

encouraged to carry out an **evaluation**. The full evaluation questionnaire is available from the research team. The accompanying theoretical reasons for developing the assessment materials are also available from the team. It recommends that the questionnaires be filled out before the start of the programme, immediately afterwards and also a later dates (three months, six months and one year) in order to be able to perceive and evaluate changes over time.

3.3.5   NSU Florida Title IX[15]/Sexual Misconduct Policy

The Nova Southeastern University (NSU) in Florida is a private research university with about 21,000 students and 2,200 faculty and staff. On its homepage, NSU states that it is committed to maintaining classes, programmes and activities that are free from sexual discrimination and misconduct, in compliance with Title IX of the Education Amendments of 1972. In the following overview of the university, legal principles are noted, as well as the Title IX coordinator and the responsible contact person at the university. The university points out that all stakeholders of the university must adhere to these rules and also explains how to proceed in the event of a complaint.

Overview[16]

Nova Southeastern University ("NSU"), in compliance with the spirit of various federal and state laws (…), is committed to fostering a safe, healthy, and effective educational environment free from discrimination and harassment. The following policy and accompanying procedures are designed to ensure NSU is compliant with Title IX of the Education Amendments of 1972 (20 U.S.C. 1681) and its implementing regulations (34 C.F.R. 106) which prohibit sex discrimination and sexual harassment in all NSU education programs and activities, including admission and employment. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

Any questions about Title IX or its application to NSU may be directed to the Title IX Coordinator, the Assistant Secretary of Education of the United States of America, or both. NSU has designated a full-time professional in the Office of Human Resources to lead NSU's response to sexual misconduct and compliance with Title IX. NSU may also designate Deputy Title IX Coordinators to provide the investigation and response to reports of Title IX Sexual Harassment. Any questions or concerns may be directed to the Title IX Coordinator:

Name: Laura Bennett

Title: Title IX Coordinator and Managing Director of Title IX Compliance &

Institutional Response to Sexual Misconduct

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[15] Title IX is a federal civil rights law in the United States that was passed as part of the 1972 Educational Changes. It prohibits gender discrimination in elementary and secondary schools as well as postsecondary institutions or other educational programs that receive federal funding. It has been effective since 14 August 2020. These regulations are intended to effectuate Title IX's prohibition against sex discrimination by requiring recipients to address sexual harassment as a form of sex discrimination in education programs or activities.

[16] https://www.nova.edu/title-ix/policy.html

Email: laura.bennett@nova.edu

Website & Online Incident Reporting Form: www.nova.edu/title-ix

Phone: 954-262-7858

Office: NSU East Campus, Office of Human Resources, #248

    3100 SW 9th Avenue, Fort Lauderdale, FL 33315

This policy describes sexual harassment prohibited by Title IX as well as other forms of sexual misconduct prohibited by NSU. If a report of sexual misconduct (including committed or attempted acts, as well as facilitation of others' engagement in misconduct) appears subject to Title IX (both in the nature of the allegation and the context in which it occurred), it is subject to the *Title IX Resolution Procedures.* For any report of sexual misconduct that falls outside of the federally mandated definitions of sexual harassment under Title IX, NSU reserves the right to consider the matter as another form of sexual or other misconduct subject to policies and procedures such as those outlined in the NSU Student Code of Conduct, NSU Employee and Faculty Policy Manuals, NSU University School Student/Parent Handbook and any other applicable policies and procedures within academic colleges and departments. When engaging with NSU, visitors, applicants for admission or employment, volunteers, preceptors, families of students, and others are expected to align their behavior with the standards outlined in this policy, although the response to reports involving these individuals will vary depending on the relationship between the individual and NSU.

This version of the Title IX/Sexual Misconduct Policy and procedures takes effect for incidents reported to have occurred on or after August 14, 2020. Any changes to the policy and/or procedures will be reflected on the Title IX website at www.nova.edu/title-ix. Any misconduct reported to have occurred prior to August 14, 2020, will be subject to the policy and procedures in effect at the time of the incident.

The NSU does not, however, limit itself to this statement and has also developed a comprehensive package of measures aimed at various target groups (faculty, staff, students). In order to prevent sexual misconduct, the university offers online training courses, workshops and programmes.

There are two **online training courses** – one for students and one for staff and faculty. NSU President George L. Hanbury has directed all students, faculty and staff to complete this training. The training addresses the campus sexual misconduct policy, definitions of violations and related sex crimes, NSU's policies and procedures after an incident occurs, and information on bystander intervention and risk reduction. It is compulsory for all faculty and staff members and takes about one hour. Some academic programs want to see confirmation from students that they have attended the training. The Title IX coordinator can view the data in aggregated form and derive further necessary measures from it and get an insight into the experiences of the students.

The NSU offers various **workshops** aimed at students, staff and faculty. There is a Library of Educational Workshops in which these workshops are briefly described. If a group of people is interested in a workshop, they send an email to the Title IX staff with their request, who will then organise everything else. Workshops ranging in length from 45 minutes to 4.5 hours are offered. The following topics can be dealt with: the prevalence of sexual violence, unhealthy relationships, intimate partner violence, university policy, resources for support, social media, bystander

intervention, pervasiveness of rape culture, escalating behaviour, understanding consent, sexual misconduct policy, supporting victims, men's role in violence prevention, campus and community resources and others.[17]

Based on the philosophy that "everyone in the community has a role to play in ending sexual violence", the NSU offers a **Peer Educator Program** that is intended to offer its students the opportunity to brainstorm, design and enable educational workshops aimed at reducing and preventing sexual harassment and misconduct of all kinds. Through regular training, peer educators acquire knowledge of the following skills: oral communication and public speaking, design of learning outcomes, content development, educational promotion, event planning and logistics, program evaluation, conflict resolution and ethical decision-making. The Peer Educator Program satisfies two co-curricular Experiential Education and Learning (ExEL) units. Those selected as peer educators are also expected to attend a training weekend and bi-weekly team meetings.[18]

Since autumn 2020, the university has also published its *The Edge of IX* **newsletter**. Curated by the Graduate Assistant for Title IX Prevention Initiatives and operated by NSU's peer educators, the digital newsletter is aimed at NSU students who want to eradicate sexual violence and promote healthy relationships and positive sexual experiences. It focuses thereby on prevention by looking at popular culture and other topics that dominate the zeitgeist.[19]

In one of the university documents, reference is made to the fact that it is very important that everyone within the university has the same understanding and the **same definitions** of different terms in the context of sexual harassment. The following terms are therefore defined: consent, intimate relationship violence, dating violence, domestic violence, hostile environment, retaliation, sexual assault, sexual violence, sex-based harassment, gender-based harassment, sexual harassment, stalking and unwelcome conduct.[20]

In addition, there are a large number of **virtual resources** at the NSU, which are again differentiated according to their target group (faculty, students, health professions students, K-12[21] parents, and Title IX personnel). For example, faculty can find tips on how to create a harassment-free virtual learning environment, how to manage behaviour in an online classroom,

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[17] https://www.nova.edu/title-ix/educating.html

[18] https://www.nova.edu/title-ix/peereducators.html

[19] https://www.nova.edu/title-ix/edge-of-ix.html

[20] https://www.nova.edu/title-ix/ARCHIVED-NSU-Sexual-Misconduct-Policy-Procedures.pdf

[21] K-12 stands for Kindergarten to Grade 12 and is a widely used name in the United States that summarizes primary and secondary education.

how to prevent "Zoombombing", how to talk to students about harassment and so on.[22] Students find information on un/healthy relationships, safe and respectful dating, consent, sexual assault, violence and intimate partner violence. They also find videos, online quizzes and strategies for coping with stress.[23] Students of the health professions are seen to have an ethical and professional obligation to serve patients and can find virtual resources for creating a harassment-free practice, trauma-informed health care and related research and position statements.[24]

3.3.6   The Center for Changing Our Campus Culture[25]

The Center for Changing Our Campus Culture is an online resource dealing with sexual assault, domestic violence, dating violence and stalking. It is supported by the US Department of Justice's Office on Violence Against Women. This comprehensive online clearinghouse provides colleges and universities with various resources. Several experts were involved in the compilation of these documents. In addition to research results and technical support, curricula and good practice models can also be replicated and used by higher education institutions.

In 2015, the Center published a guide entitled "Addressing gender-based violence on college campuses: Guide to a comprehensive model". This guide contains ideas, structures, information and resources to support universities in the creation of protocols and guidelines for the development of an effective prevention and intervention concept against gender-based violence, thereby equipping them with the basic knowledge that is necessary for this and enables a safe and healthy university environment.

The Comprehensive Campus Model has three overarching programme objectives: (1) Broad engagement on campus and in the community: Collaboration is central to the comprehensive campus model. Developing a Coordinated Community Response (CCR) team brings together a broad base of innovators and early adopters, including campus leaders, to steer institutional change, who should be engaged, knowledgeable and should support the project's culture-changing efforts. (2) Effective intervention: This goal is about the establishment of measures to ensure that prosecutors are held accountable and that the prosecution of gender-based violence is improved. It includes the provision of services for victims as well as fair and transparent disciplinary processes. (3) The third goal is to reduce gender-based violence through a

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[22] https://www.nova.edu/title-ix/harassment-free-virtual-learning.html

[23] https://www.nova.edu/title-ix/virtual-education-resources.html

[24] https://www.nova.edu/title-ix/virtual-health-professions-resources.html

[25] http://changingourcampus.org/

comprehensive and multi-level prevention and education programme that is continuously offered to faculty members, staff and students.

The guide divides each of these goals into three phases: (1) Planning and Preparation, (2) Implementation, and (3) Course Correction and Sustainability. At the end of each chapter, it lists some central questions that help the reader to reflect on the process as well as an action plan and a variety of relevant linked resources[26]. The Comprehensive Campus Model is structured as follows:

- 1st goal: Campus and Community Engagement
    - Phase 1: Planning and Preparation
    - Phase 2: Implementation
    - Phase 3: Course Correction and Sustainability
- 2nd goal: Intervention
    - Phase 1: Planning and Preparation
    - Phase 2: Implementation
    - Phase 3: Course Correction and Sustainability
- 3rd goal: Prevention and Education
    - Phase 1: Planning and Preparation
    - Phase 2: Implementation
    - Phase 3: Course Correction and Sustainability

For the first goal, it recommends setting up a CCR team, noting that it is critical that the team is deployed with formal support from college or university management. The CCR approach is defined as a "coordinated community approach to GBV [gender-based violence] on campus [that] refers to a multifaceted, coordinated effort to accomplish unified goals that engage key stakeholders from the surrounding community and throughout the campus including students, faculty, staff and administrators" (Center for Change our Campus Culture 2015: 16). A CCR team does not discuss individual cases, but is a multidisciplinary group of campus and community partners who meet regularly to assess, plan, monitor and evaluate prevention and response efforts.

With regard to implementation, it is considered important to use similar messages that are tailored to the particular institution of the university: regardless of where the victims ask, they should always receive a coordinated response. The Comprehensive Anti-GBV Policy can include the following components:

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[26] http://changingourcampus.org/documents/FINAL-GBV-Comprehensive-Model-22117.pdf, pp. 22 f.

- A fair and equitable process for resolving GBV allegations that results in decisions that the complainant, the respondent and the entire school community agree to as solid.
- Recruitment or appointment of a qualified and fully trained Title IX coordinator.
- Written options, easily accessible online, describing how a survivor can report an incident and/or seek assistance after sexual or domestic violence.
- A clearly defined trauma-sensitive process for investigating and resolving complaints. (Center for Changing our Campus Culture 2015: 33f.)

Leadership should be included through regular presentations, reports and invitations to meetings of the CCR team. After a while, the process evaluation becomes important, for example, to determine whether the intended training audience was reached or whether they are using the resources available. It can be helpful to ask training recipients whether they have suggestions for improvement.

The second objective is essentially twofold: the response service for survivors and an effective system of perpetrator accountability and law enforcement. How institutions react to gender-based violence is a key issue. It is necessary to understand the special needs of the victims, to support them in reporting the incident and to offer them a wide range of support services. For security on campus, it is important to develop protocols that define fair and transparent handling processes. On the one hand, it is important to ensure that all students and employees know what behaviour will not be tolerated on campus. On the other hand, the university specialists, i.e. primarily the contact persons for victims of sexual harassment and campus safety personnel, should receive trauma-informed training at least once a year. With regard to the third phase, the evaluation, it is necessary to carry out regular climate surveys and to check the effectiveness of the services. This is also useful because institutions, laws and best practices change over time and the effects of the work of the CCR team can likewise be demonstrated.

The third objective concerns prevention and awareness-raising activities, which include elements of both awareness-raising, information dissemination and bystander intervention approaches. The ultimate goal of these measures is to reduce the number of incidents. There should be a comprehensive educational programme for all students that provides them with information on campus guidelines and the resources available to victims of sexual harassment. In the long term, the members of the institution should have an intrinsic motivation to improve the situation on campus. Training courses should therefore be voluntary, and it is also important to actively involve men. In general, people across all levels of the campus community, and especially those with a large social influence, should be invited to participate in prevention programmes.

3.3.7   University of Michigan: Education and Training

The University of Michigan has a premise that every member of the university community shares the responsibility to report sexual and gender-specific misconduct, support those who do come forward, and participate in education and training programmes[27]. There is an online module for faculty and employees, which is compulsory and takes about 15 minutes. In addition, there is another preventive training programme for students and bystanders as well as in-depth training for teachers and employees. For example, one of these training courses is about how universities should respond to sexual harassment. Another is about those responsible for employees reporting incidents to the Office for Institutional Justice. There is also a guide to help people decide which decisions to make when it comes to sexual assault, which differs depending on the university location. For members of special organizational units (institutional justice, Title IX coordination, case managers, selected persons in the HR department, etc.) there is a separate training offer.

Online courses are offered for new and ongoing undergraduate and graduate students to aid the safety and success of all students. In 2020-2021, a virtual guide is offered as a alternative to two face-to-face programmes that are normally run every autumn. Students take part in workshops with around 60 people led by their peers. These workshops provide content on healthy relationships and bystander intervention that has been translated into the webinar format for this year. For the prevention of sexual assault, an online learning platform has been set up for students that deals with the critical topics of sexual assault, violence in relationships and stalking. Developed in collaboration with leading researchers and practitioners, it is an interactive module designed to enable and empower students to create safe and healthy campus environments. In addition, there is a wide range of media resources available, with different offers for undergraduate and graduate students. All online training courses offered last between 15 and 90 minutes. The undergraduate, graduate and employee courses are all compulsory. At the end of the (graduate and undergraduate) training there is a test in which students must achieve a minimum score of 85 %. If they do not succeed in doing so, they have to retake the test.

3.3.8   Complaint Handling at Universities: Australasian Best Practice guideline

In 2016, Australasian Ombudsmen published guidelines for handling complaints. These are intended to help universities make their complaint handling systems more robust and effective. Although this text is not explicitly about gender-based violence or sexual harassment, many aspects that it discusses on a general level in the context of complaints can also be applied to complaints that specifically relate to sexual harassment.

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[27] https://sexualmisconduct.umich.edu/

Complaints are important to the university as they can be used to assess strengths and weaknesses of existing and new programmes and services and provide an appropriate remedy for a complainant. Therefore, universities receiving complaints should not view them as negative attacks, but rather as part of their review and improvement process. If a university has received few complaints in the past, this does not mean that there is no need to deal with the issue of complaint handling. On the contrary, it is even more likely that this reflects the lack of an adequate opportunity to express complaints at all.

One of the most important points is strong engagement at all levels of the university. The following table, which is taken from the Ombudsmen's report[28], describes in more detail which groups of people should get involved and how:

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[28] https://www.ombudsman.gov.au/__data/assets/pdf_file/0019/37351/University-Complaints-Handling-Guidelines-April-2016.pdf (p. 7)

Table 1: University engagement

Who?	Their commitment	How?
Head and executive of the university	make complaint handling a priority of the university	• include complaint handling standards in the university's service charter, business plans and service standards • report publicly on complaint handling in annual reports and other high-level corporate documents • receive regular internal reports on the quality and timeliness of complaint handling • use complaint information in the reviews of programs and service delivery • have awareness of systemic and/or potentially serious complaints.
Managers responsible for complaint handling	establish and manage an effective, professional complaint system	• recruit appropriate staff • provide comprehensive training to complaint handling staff • properly manage and support complaint handling staff • report on serious matters to the executive • promote strong internal networks to enable complaint handling staff to work with and be supported by other staff • provide regular reports to other areas of the university on issues arising from complaint work • analyse complaints to identify systemic issues and make recommendations to the executive about systemic reforms.
Complaint handling staff	display exemplary practice in handling complaints	• behave professionally in dealing with complainants • know complaint handling procedures well • comply with internal policies • keep informed about the university's work and developments in programs and services • maintain interest in best practices in complaint handling
Other staff	know and respond appropriately to the university's complaint system	• be aware of the university's complaint handling policies and procedures • help students and other complainants to access the complaints process • assist complaint handling staff to resolve problems • help complaint handling staff understand the university's business • address systemic issues that arise in individual complaints.

A prerequisite for the above-mentioned points is, of course, that people are also aware of the efforts and offers of the university. One way to spread this knowledge is to put the information on the homepage. It is essential to mention how and where a complaint can be made and whether there is a form for doing so. Are there any deadlines? What is the university jurisdiction like? How is the confidentiality of complaints handled? The university's policy can also be linked here, as can options on what to do if someone is dissatisfied with the process or the outcome of the complaint.

The handling of complaints is most effective when it is integrated into the core business activities of a university, preferably in the form of its own complaints centre.

It makes sense to offer several contact options (telephone number, e-mail address, postal address, the possibility of making a complaint in person, online complaint form, etc.). It is also important to communicate that complaints are welcome, are used for the further development of the university and are treated confidentially.

3.4 Annotated Bibliography

This annotated bibliography contains a selection of texts that are particularly worth reading in the context of sexual harassment in academia. Some of them are systematic analyses of the literature and thus give an overview of several research papers. Some texts relate specifically to the (Central and Eastern) European area, others come from the USA or from Australia, Israel or Spain. Some texts focus on students and others on university employees. Another focus lies on cyberbullying in academia.

Australian Human Rights Commission (Ed.) (2017). Change the course: National report on sexual assault and sexual harassment at Australian Universities. Sydney.

This 264-page report is the first Australian survey of its kind and attempts to examine the scale and nature of sexual assault and harassment in universities and the effectiveness of university services and policies. The survey measured the experiences of over 30,000 students across all 39 Australian universities through quantitative data collected in the survey and a vast amount of qualitative data through written submissions. Topics collected are the prevalence of sexual assault and harassment among Australian university students in 2015 and 2016, characteristics of people who experienced sexual assault and sexual harassment, characteristics of perpetrators of sexual assault and sexual harassment, settings where students experienced sexual assault and sexual harassment at university, reporting of sexual assault and sexual harassment, and students' recommendations for change. The report also features personal accounts from survivors of sexual assault and recommendations of action directed to universities. The survey

reveals that students' gender, sexual orientation, culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander status, disability status and age may impact on their experience of sexual harassment and assault. For example, 51 % of students were sexually harassed on at least one occasion in 2016, with women almost twice as likely as men to be sexually harassed. LGBTQ+ students are particularly at risk. An overwhelming majority of students who were sexually assaulted or harassed in a university setting did not report the incident to their university or seek support or assistance from their university, with varied reasons. The report concludes that creating a safe, supporting environment at university that encourages the reporting of sexual assault and harassment is the first step to ensuring appropriate processes are in place for victim support and perpetrator accountability.

Bondestam, Frederik; Lundqvist, Maja (2020). Sexual harassment in higher education – a systematic review. In: European Journal of Higher Education, 10(4), 397-419.

Bodestam and Lundqvist searched various databases for articles on sexual harassment in academia. After removing duplicates and other studies due to various exclusion criteria, 802 studies remained. Depending on the respective study, the exposure to sexual harassment in higher education assumes a value of 11 to 73 % for heterosexual women (with a median of 49 %) and a value for heterosexual men of between 3 and 26 % (with a median of 15 %). The studies indicate that female students with a low level of education are particularly at risk of sexual harassment. It is pointed out that the frequency of cases of sexual harassment is very difficult to measure because the incidents are often not reported. In addition, the numbers can vary greatly because of the legal structures, the national contexts, the concepts and definitions on which the studies are based and the various methodological approaches (Henning et al. 2017, McDonald 2012).

When it comes to the consequences of sexual harassment, the studies agree that these are manifold and serious. Such violence can lead to depression (Martin-Storey, August 2016), anxiety, post-traumatic stress disorder (Henning et al. 2017), increased alcohol consumption (Fedina et al. 2018), and more. Various studies have also shown that just seeing or hearing about an incident can lead to a kind of "bystander stress" (McDonald 2012). Research on measures to prevent sexual harassment in higher education suggests that the focus must be primarily on changing organizational culture, the experiences of victims of sexual harassment and other forms of gender-based violence before dealing with a case management process. They conclude that there is a need for qualitative and intersectional research on sexual harassment in academia.

Bursik, Krisanne; Gefter, Julia (2011). Still Stable After All These Years. Perceptions of Sexual Harassment in Academic Contexts. In: The Journal of Social Psychology, 151(3), 331-349.

In this article, perceptions of sexual harassment in academic contexts are analysed, using data sets collected in 1990 (Time 1) and 2000 (Time 2), with focus on two individual variables – gender and gender role – and one contextual variable – power of harasser. Both times, the samples were conducted at a private university in an East Coast urban centre of the United States, with students participating in the research in partial fulfilment of an introductory psychology course requirement. The results show that when the harasser was a higher-power individual, participants perceived more vignettes as examples of sexual harassment, viewed female targets more positively, and evaluated male harassers more negatively. Comparisons of Time 1 and Time 2 data sets indicated surprisingly few cohort differences in the perception of harassment. Despite media attention, legal rulings, and heightened institutional responses, participants held similar views of what was and what was not an example of sexual harassment. Contrary to prediction, participants viewed male harassers less negatively at Time 2 than at Time 1.

Clancy, Kathryn B.; Cortina, Lilia M.; Kirkland, Anna R. (2020). Opinion: Use of Science to Stop Sexual Harassment in Higher Education. In: Proceedings of the National Academy of Sciences of the United States of America, 117(37), 22614-22618.

Kathryn B. Clancy, Lilia M. Cortina and Anna R. Kirkland published their statement on the use of science to stop sexual harassment in higher education in 2020. In this text, they show that it is difficult to tackle gender-based harassment in academia, as it is not just about rape and physical violence but also about supposedly minor acts like women constantly getting interrupted by men. These are often not reported because they seem too trivial on a case-by-case basis, but their cumulative effects can be devastating as well. Clancy et al. (2020: 22615) suggest that leaders of departments should ask themselves if there are people who are widely known for their misconduct but have never been confronted by leadership or if there is a "star culture", whereby well-known researchers who bring in many grants are allowed to behave badly.

What Clancy and her colleagues clearly advise against are products like surveys and workshops that do not specifically address the respective context at the university or in the department and are not carried out by experts in this area. One-fits-all solutions cannot be successful. What is needed as well is institutional courage (Freyd 2018).

Dobbin, Frank; Kaley, Alexandra (2019). The promise and peril of sexual harassment programs. In: Proceedings of the National Academy of Sciences of the United States of America 116, 12255–12260.

This study examines if sexual harassment programmes reduce harassment by analysing data from 805 companies over 32 years to explore how new sexual harassment programmes affect the representation of white, black, Hispanic and Asian-American women in management. Effective programmes should boost the share of women in management because harassment causes women to quit. The study finds support for several propositions. First, sexual harassment grievance procedures, shown in surveys to incite retaliation without satisfying complainants, are followed by decreases in women managers. Second, training for managers, which encourages them to look for signs of trouble and intervene, is followed by increases in women managers. Third, employee training, typically with forbidden-behaviour curriculum, sow some positive effects on men's knowledge about harassment, but also some adverse effects, namely increasing victim blaming and the likelihood of harassing, and are followed by reductions in white women in management. The study also shows that these programmes will be more effective in workplaces with more women managers, since women are more likely to believe harassment complaints and less likely to react negatively to training.

Faucher, Chantal; Jackson, Margaret; Cassidy, Wanda (2014). Cyberbullying among University Students: Gendered Experiences, Impacts, and Perspectives. In: Education Research International, 2014. pp. 1-10.

This paper presents findings from 1,925 student surveys from four Canadian universities to determine gender similarities and differences that exist between male and female respondents' backgrounds, ICT usage, experiences with cyberbullying, opinions about the issue and solutions to the problem. The findings are based on parts of a broader study of cyberbullying at the university level, which includes a policy scan, student and faculty survey, student focus groups, faculty interviews, policymaker interviews and an online survey containing 100 items. 74 % of the respondents to the survey are female, while the female student population at these universities varies between 53 % and 57 %. The overall prevalence of cyberbullying victimization among students in the 12 months prior to the survey was 24,1 %, with more female than male students responding "yes" to having experienced cyberbullying. Over a third of all participants who had been cyberbullied reported that it affected their ability to do assignments, impacted their relationships outside of the university, caused them to experience mental health issues and/or feel that their emotional security or physical safety was threatened.

Fedina, Lisa; Holmes, Jennifer L.; Backes, Bethany L. (2018). Campus Sexual Assault: A Systematic Review of Prevalence Research From 2000 to 2015. In: Trauma Violence & Abuse, 19, 76-93.

This study systemically reviews and synthesizes prevalence (i.e. the reported percentages of participants within each study sample that reported sexual victimization since entering college or during a study follow-up period or time frame while attending college) findings from studies on campus sexual assault in the USA. The purpose and aims of studies included in the systemic review focused on topics such as health outcomes of college-based sexual assault, evaluations of campus intervention or prevention programmes and risk factors for sexual assault on college campuses, including a total of 85 documents such as peer-reviewed articles, dissertations and reports and 34 additional documents identified through grey literature search. Findings on the prevalence of sexual victimization on college campuses varied significantly among the studies. However, prevalence findings among studies that measured similar or identical forms are more easily comparable, e.g., with a majority of studies finding rates of college women experiencing unwanted sexual contact of over 20 %. The majority of research has sampled predominantly white, heterosexual, female students attending four-year colleges, and prevalence findings are limited to this population.

Henning, Marcus A.; Zhou, Chen; Adams, Peter; Moir, Fiona; Hobson, Jennifer; Hallett, Charlene; Webster, Craig S. (2017). Workplace Harassment among Staff in Higher Education: A Systematic Review. In: Asia Pacific Education Review, 18, 521-539.

This study reviews the literature pertaining to workplace harassment in higher education, based on a systemic literature search conducted between December 2013 and January 2014, including 51 refereed journal articles in the final analysis. The majority of articles stemmed from the USA (73 %), followed by UK, Canada and then Turkey. One article was drawn in each case from Australia, Italy and Finland. Methods varied between quantitative research, qualitative interviews, opinion pieces or literature reviews. The most common cause for harassment identified was the prevalence of discrimination based on gender differences and the most commonly cited type was sexual harassment. The results show that workplace harassment is prevalent in higher education at all levels, among all disciplines and at all staffing levels.

Kaasa, Suzanne; Fisher, Bonnie; Cantor, David; Townsend, Reanne (2016). Recurring Victimization in the AAU climate. Survey on Sexual Assault and Sexual Misconduct. Rockville, Maryland: Westad.

This report, based on a survey conducted in 2015 in 27 campuses by the Association of American Universities and Westat on sexual assault and sexual misconduct on university campuses, presents findings from a series of analyses using a subset of respondents who experienced recurring victimization during the academic year. This subset thus contains respondents who had experienced more than one incident of sexual assault or misconduct within the current year and confirms that recurring victimization is common: almost 70 % of students affected reported more than one incident; 90 % of incidents involved students who experienced recurring victimizations. The study distinguishes between three distinct patterns: (1) victims who experienced single incidents, (2) victims who only experienced repeated incidents of the same type, and (3) victims who experienced multiple incidents of different types and repeated incidents (very few victims only experienced multiple victimization). These three groups vary significantly in several background characteristics, knowledge of campus services and reporting processes, and perceptions of the campus climate surrounding sexual assault and misconduct. This leads the authors to conclude that students who experience an instance of victimization should receive support quickly from campus programmes and/or other off-campus resources to reduce their likelihood of re-victimization.

List, Katrin (2017). Gender-Based Violence Against Female Students in European University Settings. In: International Annals of Criminology, 55(2), 172–188.

This article examines a dataset of about 21,000 responses from German, British, Italian, Spanish and Polish students based on quantitative and qualitative data obtained in the context of the EU-funded research project "Gender-Based Violence, Stalking and Fear of Crime" and presents a comparative analysis of the prevalence of sexual violence against female students in European universities, feelings of safety (or lack thereof) and the reasons for (non-)disclosure for five European countries. The article discusses widespread social myths about victims and perpetrators, the role of the new media in victimization and the issues of universities' responsibility for their students (through institutional policy and specific responses to incidents of gender-based violence). The differences in responses between the five countries are highlighted, with some seeming to be culturally related and others due to different university settings. Sexual harassment is determined to be the kind of assault that is on average experienced most by female students in the five European countries: 60.7 % reported at least

one such incident during their time at university. However, there seem to be no general indications that young women are more at risk of sexual assault due to their status as students. Nevertheless, the impacts on students' academic performance through violence experienced during their time at university are significant. Universities do not always respond appropriately to cases of assault, either because of the difficulty in establishing firm evidence or because of their anxiety about forfeiting the university's reputation. Such weak institutional conduct in turn reinforces the students' fears.

Peled, Yehuda (2019). Cyberbullying and its influence on academic, social, and emotional development of undergraduate students. In: Heliyon, 5(3), 1-22.

This study investigates the influence of cyberbullying on the academic, social and emotional development of undergraduate students with a survey sample consisting of 638 Israeli undergraduate. The data was collected using the Revised Cyber Bullying Survey, a 32-item questionnaire which evaluates the frequency and media used to perpetrate cyberbullying, and the College Adjustment Scales, which evaluate academic, social and emotional development. The results show that cyberbullying has an impact on these three aspects of development in college students, with Instant Messaging being the most common means of cyberbullying with a negative influence on academic, family and emotional development (depression, anxiety and suicidal ideation). Sexual orientation is also a significant factor that increases the risk of victimization. All in all, 57 % of the students had experienced cyberbullying at least once or twice and 3.4 % reported being cyberbullied at least once a week.

Puigvert, Lídia; Valls, Rosa; Carcia-Yeste, Carme; Aguilar, Consol; Merrill, Barbara (2019). Resistance to and Transformations of Gender-Based Violence in Spanish Universities. A Communicative Evaluation of Social Impact. In: Journal of Mixed Methods Research, 13(3), 361-380.

This article is based on a study on gender-based violence in Spanish universities funded by the Spanish Institute for Women. Methodologically, a mixed method approach with qualitative and quantitative surveys, semi-structured interviews, in-depth interviews and communicative daily life stories was chosen in order to better map the complexity of the problem and also be able to help develop future strategies and measures that are useful for studying social inequalities. The result of the study was that gender-based violence in universities was often not identified as such, that there was institutional resistance to proposed solutions and that there was a lack of

measures to show solidarity with the victims. They also show that some universities actively try to hide incidents.

One consequence of the study was that the topic of gender-based violence was discussed more in public. At some Spanish universities, students and staff mobilised and called for measures to make gender-based violence more visible in the future, e.g. through training courses and conferences.

Tinkler Justine E. (2013). How do sexual harassment policies shape gender beliefs? An exploration of the moderating effects of norm adherence and gender. In: Social Science Research, 42, 1269–1283.

Since the implementation of sexual harassment laws still meets resistance, this study examines how sexual harassment policy training affects gender beliefs with the goal to set the stage for investigating ways to make laws designed to reduce inequality between social groups more effective. The study examines the effect of a sexual harassment training video on college students' tendency to express traditional male-advantaged beliefs about gender difference. Building on the findings of an earlier study (Tinkler et al. 2007), it includes male and female subjects, and a pre-test measure of subjects' adherence to gender interaction norms. The main hypothesis is that sexual harassment policies activate traditional and unequal gender beliefs among men and women who adhere most strongly to traditional gender interaction norms. The main findings include that after policy training, male conformists rate women as less considerate and competent whereas female non-conformists rate women as less nice and virtuous.

Universities UK (2016). Changing the Culture. Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students. London.

This report summarises the evidence considered by the Universities UK Taskforce, established in September 2015, to examine violence against women, harassment and hate crime and makes recommendations in response to that evidence. The Taskforce assessed a range of evidence documenting the nature and scale of the problem in higher education institutions, examining government strategy documents, published research, written contributions and official statistics. The Taskforce considers gender, sexual orientation, religion and ethnic background and establishes an extensive outline with the identification of a number of prominent elements integral to the effective prevention of and response to violence against women, harassment and hate crime. It proposes recommended actions like taking institution-wide approaches to address

violence against women, harassment and hate crime, training staff members, involving the students' union and fostering a positive respectful culture via evidence-based bystander initiatives.

Zabrodska, Katerina; Kveton, Petr (2013). Prevalence and Forms of Workplace Bullying Among University Employees. In: Employee Responsibilities and Rights Journal, 25(2), 89-108.

The article presents the findings of the first large-scale study into workplace bullying among university employees in the Czech Republic. Other studies exploring bullying in higher education have almost exclusively been conducted in Western contexts. The exposure to bullying was assessed with the Negative Acts Questionnaire-Revised (NAQ-R) in a sample of 1,533 university employees, showing that 13.6 % of the respondents were classified as bullying targets based on an operational definition of bullying (weekly exposure to one negative act), while 7.9 % of the respondents were identified as targets based on self-reports. The article also provides a detailed discussion of the organisational and social conditions linked to workplace bullying in the university sector by examining this phenomenon in a national context. The results show that the prevalence rates in the sample were relatively low in international comparison, for which the article provides multiple possible reasons, one being differences between the Anglo-American model of neoliberal universities and the Czech system of governance based on academic self-rule.

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