UPPSALA UNIVERSITET

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Gender-based violence, sexual harassment and bullying at Uppsala University

Results from a national survey

Approved 5 February 2024

Contents

Purpose

The purpose of this report is to provide an increased knowledge base for continuous work on gender equality and equal opportunities at Uppsala University.

In February 2023, the Vice-Chancellor decided that an in-depth analysis of Uppsala University's primary data would be carried out and that the work would be funded using the Vice-Chancellor's strategic funds. Minna Salminen Karlsson, gender equality specialist and researcher, was tasked with analysing primary data and proposing measures based on the results. The task set by the Vice-Chancellor is also in line with goal 2 of Uppsala University's *Gender Mainstreaming Plan 2023-2025*: "Preventive work against harassment and sexual harassment will be long-term and knowledge-based." According to the plan, this analysis of the national survey will help to identify problems and measures to facilitate preventive work.

Introduction

The data in this report is derived from a national survey that was part of the research programme on gender-based violence. The research programme aimed to "improve the study and work environment at higher education institutions based on research-based knowledge and to ultimately increase the quality of education and research ". The purpose of the survey itself was to "establish research-based knowledge about the occurrence and consequences of gender-based violence, including sexual harassment, in the Swedish higher education sector" (Rudolfsson et al., 2022).

The first results of the national study were presented in a report in May 2022 (Rudolfsson et al., 2022). In addition to results at the national level, results at higher education institution (HEI) level were available. In the media, these results have been used to compare HEIs with each other – which was not the original purpose of the study. Such comparisons can be misleading (e.g., increased knowledge of violence can be reflected in seemingly increased prevalence), which is one reason why this report does not compare the data from Uppsala University with either national averages or other HEIs. The second reason is that it is up to Uppsala University to evaluate the results from its own organisation in relation to the ambitions and values that the University has regarding gender equality and equal opportunities – not in relation to other universities.

The EU project UniSAFE (https://unisafe-gbv.eu/) has been used as inspiration for the analysis phase. The project has collected survey and interview data on sexual harassment (or Gender-Based Violence, as the project calls it) in 15 European countries and presents a comprehensive model for countering such harassment.

The national survey contains questions about 1) the social and organisational work environment in general and interactions in particular, leading to the question of whether the respondent has been bullied in his/her work/study environment, 2) sexual violence, where various detailed questions lead to the question of whether the respondent has been subjected to "unwanted sexual attention" 3) the respondent's mental health in particular, with the final question about how the respondent deems his/her health in general. In the analysis, both the general questions and most of the detailed questions are related to the respondent's gender (the options male/female/other were available, but no data other than male/female were available), the respondent's country of birth (native or foreign born) and in some cases the disciplinary domain (the potential affiliation of the technical and administrative staff to disciplinary domains was not indicated). Regarding gender, the categorisation into "women" and "men" is based on a question in the questionnaire itself: "I identify myself as..." Regarding background (native and foreign born), the categorisation is based on the data registered with Statistics Sweden (SCB).

The survey is about gender-based violence. With regard to area 2, unwanted sexual attention, this report also uses the recognised term sexual harassment.

Some of the results are presented for each disciplinary domain separately. This is done in line with the purpose of the report: most of the gender equality and equal opportunities work takes place under the auspices of the disciplinary domains, faculties and departments. For the same reason that it is not meaningful to compare Uppsala University with other higher education institutions, it is also not meaningful to compare the research fields with each other. While the methods and ideas for the work itself can usefully be spread throughout the University, this report only gives indications of areas in which intensified efforts may be justified.

What we already know

Gender-based violence and sexual harassment

The national prevalence study underlying this report focuses on gender-based violence and sexual harassment. The national report (Rudolfsson et al., 2022) on the survey results defines gender-based violence as "a collective term for sexual harassment, bullying, cyberbullying and incivility" (p. 9). There is no definition of when violence is gender-based specifically, but gender is "used to emphasise meanings of how inequalities and power structures in society (linked to sex, gender identity, class, race/ethnicity, sexuality, function, age, etc.) contribute to violence in different ways". Assumptions about gender and violence can be made from the analysis itself, by examining whether informants of any gender are more vulnerable to harassment.

The concept of sexual harassment is not clear-cut, although research on sexual harassment in the workplace has been conducted since the 1970s. Research now recognises that sexual harassment encompasses a range of behaviours, many of which may appear relatively innocent in isolation. There is often a great deal of uncertainty in work organisations, which also have a legal responsibility to prevent harassment. Especially in the legal sense, there is room for interpretation. It is not made any easier in the higher education world by the fact that, particularly in academic environments, harassment is often subtle and difficult to prove and consists mostly of words, gestures and looks, possibly sexually coloured jokes and jargon rather than individual serious incidents (Bondestam & Lundqvist, 2018; Agardh et al. 2020).

The fact that there are several different definitions of sexual harassment is also apparent when attempting to investigate the prevalence of the phenomenon. The proportion reporting having been subjected to harassment varies between 11–76% for women and 3–26% for men internationally and 4–26% for women and 2–6% for men in Sweden, depending on the survey (Bondestam & Lundqvist, 2018). The percentages are higher when the questions are about specific behaviours rather than general “harassment”.

Generally, sexual harassment is associated with behaviour directed from men to women, and, in hierarchical organisations such as academia, from individuals in higher positions towards individuals in lower positions. Bondestam and Lundqvist (2018) note in their research review that the most common perpetrator is someone at the same hierarchical level, while UniSAFE's European survey shows that the perpetrator is most often a person of higher rank (Blazyte G. & Pilinkaite Sotirovic, 2022). Sexual harassment by women against men is poorly researched. It is clear that sexual harassment is generally more common and more accepted by colleagues and management in male-dominated environments (Buchanan et al. 2014; Johnson et al. 2018; Foley et al, 2020).

Exposure to gender-based harassment is not just a matter of the relationship between two individuals, but is intimately linked to the immediate work environment. In general, the incidence of sexual harassment is lower in well-functioning workplaces where the importance of job satisfaction is emphasised (UHR, 2019).

From an intersectional perspective, it can be seen that gender-based violence and sexual harassment affect different minorities more severely than individuals in the majority population. In the UniSAFE European survey (Humbert et al., 2022), individuals belonging to a sexual minority were particularly affected, but individuals belonging to ethnic minorities were also more likely to experience sexual harassment than individuals in the majority population. Disability and illness also increased the risk of being sexually harassed. A completely different and somewhat unexpected group is female middle managers, who have also been found to be particularly vulnerable to sexual harassment, despite their formal position of power (Folke et al., 2020).

Consequences of sexual harassment

Sexual harassment has consequences not only for the parties themselves, but also for the immediate work environment, the University and, by extension, the entire higher education sector.

For the victim, sexual harassment means reduced job satisfaction and thus lower productivity. The harassment often leads to reduced self-confidence and can be a reason for leaving work or not taking on rewarding assignments (Karami et al., 2020, Keisu & Regnö, 2021; Lipinsky et al., 2022). Sexual harassment has been found to cause both psychological and physical clinical conditions, such as depression, anxiety, panic disorder, headaches, insomnia, weight loss and stomach problems (Karami et al., 2020; Muhonen, 2016, Steine et al., 2021). The consequences of sexual harassment can be long-lasting and affect the victim's life long after the harassment itself has stopped.

The work environment in which sexual harassment occurs can also suffer from reduced productivity, due to a poorer social and organisational work environment, employees leaving the workplace and possibly also due to a negative reputation (Kirkner, Lorenz & Mazar, 2022). The negative impact on the performance of employees or students, or their departure from the organisation, is of course a loss for a university, not least financially. The ultimate effect is a stagnation of the sector, where current conditions, which traditionally favour men, remain unchanged. Efforts by universities to provide a level playing field for equally talented teachers and researchers, regardless of gender, become impossible to realise when sexual harassment occurs.

When victims are in a position of dependence on the perpetrator, their options for action in the hierarchical higher education sector are limited. In this situation, a common approach is to minimise the significance of the harassment, try to ignore it, or simply put up with it (Johnson, Widnall & Benya, 2018; Kirk ner, Lorenz & Mazar, 2022). The most common method is to try to avoid the perpetrator in a variety of ways: making sure not to be alone with them, avoiding social contexts in general, choosing projects and specialisations where they are not exposed to certain people, or leaving the workplace and possibly the academic sector.

Materials and methodology

The study is based on a survey sent out via Statistics Sweden to a stratified random sample of employees and students at 38 Swedish universities and colleges between May and July 2021. Uppsala University

requested the basic data for the University's own part and received data regarding all individuals and most questions/variables. Some variables have been omitted, as the study's principal, Karolinska Institutet, judged that these would possibly enable the identification of individuals. Such variables include age, which in the survey was identified by year of birth, sickness and other types of absence.

The survey was sent out during the COVID-19 pandemic. Especially since some of the questions are about daily interactions, this may have influenced the results. 5% of the informants answered that their vulnerability decreased due to COVID-19. However, the figures are higher for women: 7% of female employees and as many as 14% of female students indicate that the pandemic has led to less sexual harassment. It can therefore be assumed that the figures in the report, especially for women, are underestimated and that in reality there are slightly more people who are exposed than the report suggests.

The survey

The survey is mainly based on several batteries of questions, with five-point Likert scales: on the psychosocial work environment, on bullying, on different forms of sexual harassment and on different aspects of stress and health. The detailed questions on health have been omitted in this report, and instead the summarising question "In general, would you say your health is?" was used as an indicator of health.

In terms of the social work environment, this report focuses on the questions that indicate support or lack of support in the work environment: "If you need it, do you get help and support from your colleagues?", "If you need it, are your colleagues willing to listen to your problems at work?", "If you need it, do you get support and help with your work from your line manager?", "If you need it, is your line manager willing to listen to problems related to your work?", "Are you treated fairly at work?" and "Does management recognise and appreciate your work performance?"

These questions are relatively uncontroversial. Questions that appear in connection with the general question "In the last 12 months, have you been victimised at your workplace?" however, invite different interpretations. Questions such as "In the last 12 months, have you been in a situation where any of your managers or colleagues did not pay attention to your statements or were not interested in your opinions?", "... a situation where any of your managers or colleagues interrupted or "talked over" you?" or "...ignored you or avoided talking to you?" etc. do not describe bullying but situations in daily social interaction that are negative for the victim.

Similarly, some of the questions in the battery on unwanted sexual attention can be considered descriptive of situations in which simple misunderstandings can be categorised as sexual harassment – for example, questions such as "... has anyone ever looked at you in an uncomfortable or unpleasant way?" or "has anyone ever asked you questions about your private life in an uncomfortable or unpleasant way?"

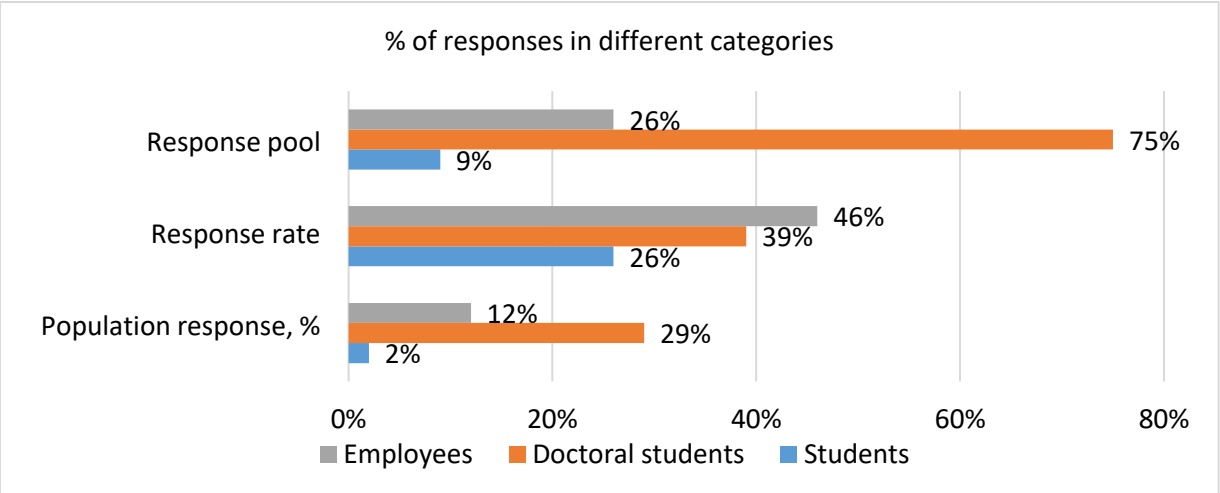
These questions are based on the knowledge of escalation of sexual harassment and sexual violence – that what eventually becomes serious sexual harassment often starts with innocent incidents, or that small incidents, if repeatedly experienced, constitute harassment. The survey records the informant's experience of incidents. However, it is somewhat problematic to use such questions in a survey where the context in which the incidents occur is masked by a scale. We cannot know whether the person who felt they were interrupted sometimes de facto dominates the floor – in which case the interruption of this dominance may rather indicate a good work environment for the person's colleagues or fellow students.

Similarly, we do not know whether questions about private life that have been asked once or twice and that were perceived as unpleasant may have remained within the bounds of common courtesy. Therefore, these survey questions should be seen in context. In this report, the questions on sexual victimisation have been divided into two groups, as specified in Appendix 2, based on which behaviours with clearly sexual undertones and interpretations other than sexual harassment may be possible. Sexual harassment in this report refers to those behaviours that have clear sexual undertones.

In general, experience (Johnson, Widnall & Benya, 2018) shows that more detailed questions result in higher prevalence of sexual harassment than general questions. This is also the case in the present survey. When asked "In the past 12 months, have you been subjected to unwanted sexual attention at work?" 3% of employees and 5% of students answer in the affirmative. This question is preceded by 13 questions about specific behaviours (without time limit) to which the respondent may have been exposed. Significantly more people answer the questions on specific behaviours in the affirmative than the subsequent summary question, which suggests either that the specific behaviours occurred earlier than in the last year or that several of the behavioural questions are not perceived as indicators of "unwanted sexual attention at work". This is followed by the question of who has been responsible. It is impossible to deduce from the answers which behaviours the respondent had in mind when answering this question: it is possible that people who did not indicate in the harassment questions that they had been harassed nevertheless ticked one of the options about who had harassed them, while others who had been subjected to at least some harassment behaviour did not answer. The answers to this question are therefore not subject to statistical calculations, but are only used as indicators of which groups of perpetrators may be involved. Similar problems exist with regard to the question on whether the harassment was brought up or reported.

Non-response rate

For Uppsala University, the survey was sent to 9% of students, 75% of doctoral students and 26% of staff, including both teachers/researchers and technical and administrative staff. The response rate was 26% for students, 39% for doctoral students and 46% for staff. Given the non-response rate, the data set includes responses from 2% of the student population, 29% of the doctoral student population and 12% of staff. The number of respondents in the different categories is specified in Appendix 1.



The response rate among students was relatively low, which results in the survey responses representing 2% of the student population. The data material, 712 students, was in itself sufficiently large to establish significant correlations in terms of several of the questions, but the risk of the material being skewed in some sense is of course greater with such a small sample. In the student material, the representation of the disciplinary domain of medicine and pharmacy corresponds roughly to the proportion of students in this domain, while the domain of humanities and social sciences is underrepresented and the domain of science and technology is overrepresented compared to the proportion of students in the different disciplinary domains. The gender distribution in humanities and social sciences and science and technology is different, meaning that male-dominated environments are probably slightly overrepresented in the responses from the whole student population.

Unfortunately, based on the data available to us, we have little opportunity to establish the representativeness of the sample in other respects. For example, we do not have age data. Through comparison with Uppsala University's Diversity Report from 2016 (Bazrafshan, 2017), which was based on slightly earlier data, we can see that the non-response rate was higher among those born abroad, both staff and students, and among students who are first-generation immigrants. One reason may be that although the survey was available in both a Swedish and an English version, the cover letter was only available in Swedish. The proportion of men and women who responded to the survey corresponds relatively well to the proportion of men and women in the population. Among doctoral students, the non-response rate was slightly higher among women, while it was slightly higher among men in the teacher-researcher group, though the differences are minor.

The survey asked about gender with four different options; in addition to “male” and “female”, there were also the options “other” and “prefer not to say”. We have only been able to access the responses of those who have identified themselves as either male or female. The situation of those who have a different gender identity thus needs a localised investigation, as this data is only processed at national level.

The survey did not record whether technical and administrative staff belong to a particular disciplinary domain or to the central administration. This is unfortunate, as many questions are related to the work environment, which differs between workplaces. Thus, when reporting on the situation in different disciplinary domains, technical and administrative staff are not included, while those who read the section on technical and administrative staff should bear in mind that this deals with staff in many different positions, both in the central administration and in different departments.

The key issue, of course, is whether the responses come from a representative sample of the population when it comes to the main question of the survey: exposure to sexual harassment and bullying.

Survey-based research on gender-based harassment and gender-based violence shows that results differ widely between studies. For example, Simmons & Swahnberg (2019) note that in Swedish studies on partner violence, the prevalence of emotional violence varies between 11% and 41% for women and 4% and 37% for men, depending on the survey. This suggests that the design of the survey itself greatly influences both who answers and what they answer.

There are assumptions that those who have experienced gender-based victimisation are more likely to respond to surveys about it, which would suggest that the survey portrays the problem as greater than it actually is. However, there is also a perception that those who have experienced gender-based victimisation are less likely to respond, due to the stigma and shame that the questions may remind them

of, and so the survey fails to capture the full extent of the problem. According to Simmons & Swahnberg (2019), people who have experienced severe levels of violence are less likely to participate in studies, while those who have experienced less severe levels of violence are more likely to participate. The presentation and design of the study also affects response rates, potentially differently in different groups in relation to gender-based victimisation. No such analysis has been done at national level, nor can it be done at local level.

As is always the case with surveys, there is room for interpretation regarding many of the questions . Pure language confusion has been reduced by having both a Swedish and an English version of the survey, but what is meant by "reporting" harassment, "bullying ," "thinking about quitting your current job" and so on can vary between individuals as well as their different backgrounds. The results sometimes raise questions about what respondents really mean, and whether differences are due to different ways of perceiving the question, but the data are limited to the extent that such questions cannot be answered.

National origin

Statistics Sweden and the national survey classify national origin into four categories: foreign-born, Swedish-born with two foreign-born parents, Swedish-born with one foreign-born parent and Swedish-born with two Swedish-born parents. In the case of staff, this report uses the terms Swedish-born and foreign-born. In this case, the “Swedish-born” group includes all Swedish-born persons, regardless of the origin of their parents. For students, a three-way split is used: Swedish background, which includes Swedish-born with no or one foreign-born parent, immigrant background, which includes Swedish-born with two foreign-born parents, and foreign background, which includes foreign-born. The “immigrant background” group is small, comprising responses from only 34 people, i.e. about 5% of all student surveys. However, since significant differences can be shown between this group and students with a Swedish background, and since this group is important in terms of widening participation, it is nevertheless kept separate in some calculations.

Processing and analysing

We received the data as an SPSS file and the data processing has mainly been done using that programme, occasionally also with Excel. Simple correlation calculations, such as chi-square, have principally been used. Most questions use Likert scales. Where applicable, t-tests and ANOVA have been used to compare different categories of respondents. However, the answers for several of the scales deviate strongly from normal distribution (usually one of the extreme options "never" and "always" dominates) and in such cases, the Mann-Whitney U test has mainly been used. In some cases, the Likert scales have also been made into binary (or three-step) variables for easier overview and chi-square calculations.

The confidence interval for comparisons is generally 95%. Percentages have been rounded to whole percentage points. "Differences" reported in the report are always significant at this level, unless it is explicitly stated that they are not (often because the data is too limited).

Some of the results differ from those presented in the results tables, which are calculated by Statistics Sweden for each university, including UU. The difference is probably due to the fact that Statistics Sweden has used so-called calibrated weights, which are partly intended to compensate for non-response, in that the responses from individuals belonging to a certain category (in Statistics Sweden's case defined by age, gender, category of staff/student, Swedish and foreign-born, and higher education institution) are given different weights depending on how large the non-response in this category is. In this report, calibrated weights have not been used.

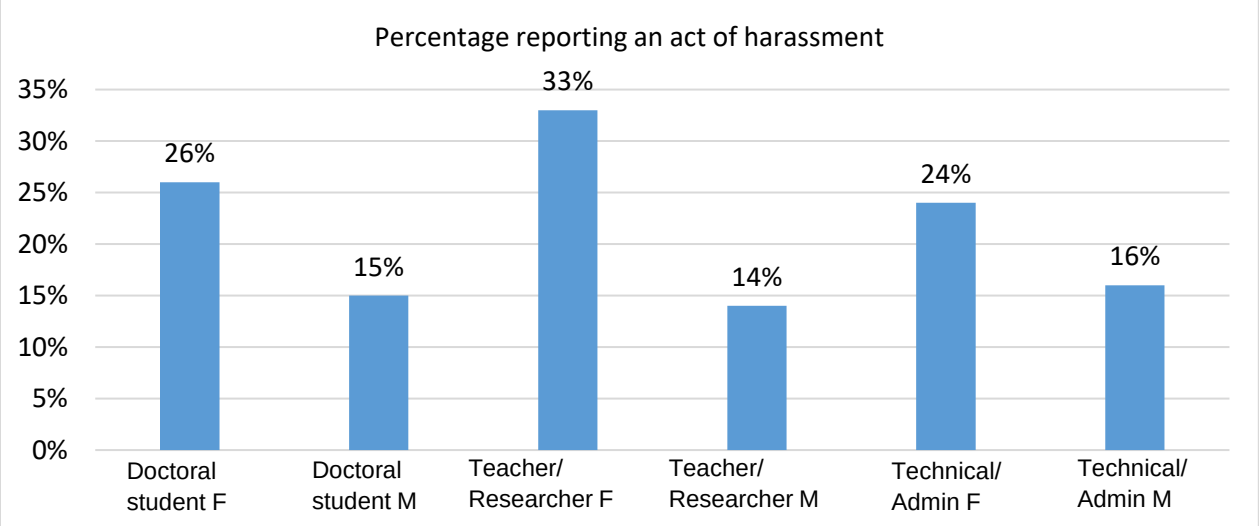
Harassment and bullying, general observations, staff

In general, there are minor differences between the discplinary domains. For several questions, this may be because the number of responses is small, making statements about differences in the whole population uncertain. It is also not the purpose of this report to compare disciplinary domains; each domain is presented separately in its own section. In this section, only some observations on unwanted sexual attention, bullying and their relation to health and propensity to quit are presented at an overall level.

Exposure to unwanted sexual attention

As might be expected from previous research, few staff answered the question "In the last 12 months, have you been subjected to unwanted sexual attention at work?" with any of the affirmative options. In total, this was 29 people, i.e. three percent of all staff who responded to the survey. This question in particular indicates that the problem exists, but can be assumed to underestimate its extent.

Exposed to unwanted sexual attention at work in the last 12 months						
	Doctoral student, female	Doctoral student, male	Teacher-researcher, female	Teacher-researcher, male	Technical-administrative, female	Technical-administrative, male
Daily		1	1		1	
Once a week/month	1		1			
A few times	11	1	3	2	6	1
Total	12	2	5	2	7	1

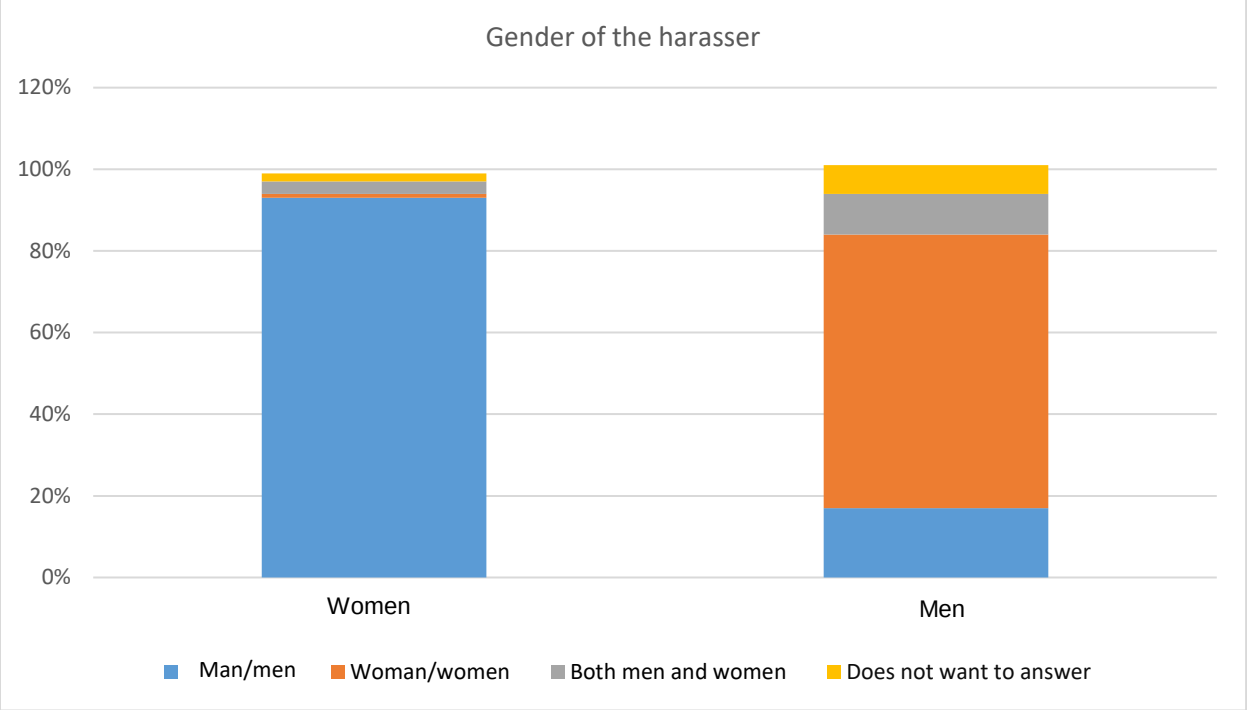


The detailed questions on harassment, unlike the general question, do not have a time limit but the harassment that the respondent has in mind may be further back in time, as long as it has happened "in your work". As a result, the number of people who say they have experienced at least one of the acts of harassment at least once or twice is significantly higher. (If only those who say they have experienced acts of sexual harassment "often" or "many times" are counted, the levels are about the same as in the general question.) As expected, women are more likely to be victims than men, but even among men, 15% have experienced some of the acts of sexual harassment. In contrast to the general question, women among teachers and researchers are the group with the highest number of reports of harassment – but since there is no time limit on the question, some of these harassment incidents may have occurred a long time

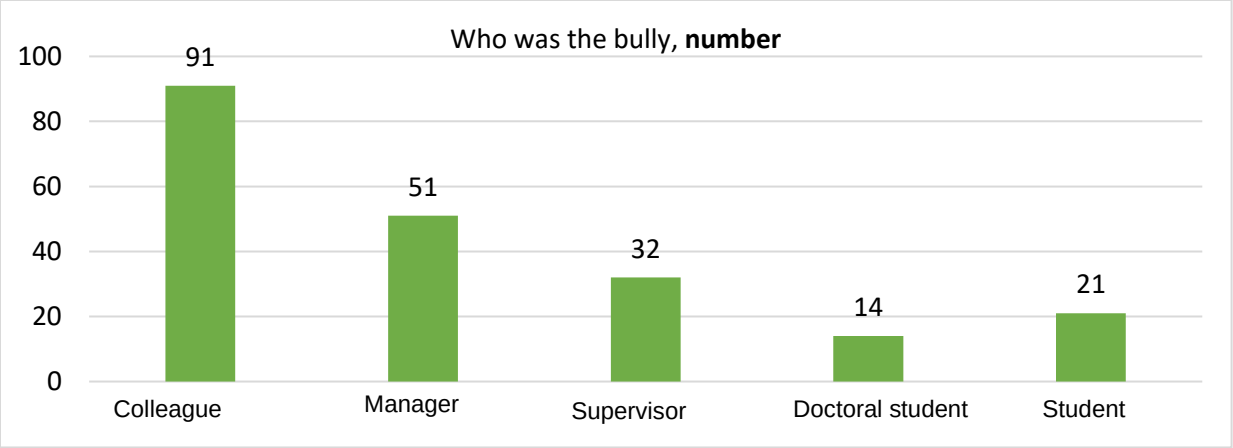
ago. The difference is also so minor that it is not significant, i.e. it cannot be assumed that it also exists in the entire population.

Contrary to what could be expected from previous research (Bondestam & Lundqvist, 2020), the type of employment (permanent or temporary) does not seem to play any role in the risk of being targeted.

In terms of who harassed the respondent, the figures are not very reliable, as few informants answered this question. Women are mainly harassed by men (93%) and men by women (67%), although men are also harassed by other men (17%) and "both women and men" (10% against 3% for women).



Few people responded to the question about the position of those who harassed, which is why it is not meaningful to give percentages, but the answers should be seen as indicative. Most common is to be harassed by a colleague in the organisation, but then, in descending order, come staff outside the organisation, manager, student and supervisor. Three people in the category of teachers/researchers state that they have been harassed by a doctoral student, and six that they have been harassed by students. Compared to this, there are quite a few of doctoral students, 20 people, who state that they have been harassed by students. Students are significantly more likely to report being harassed by other students than by teachers.

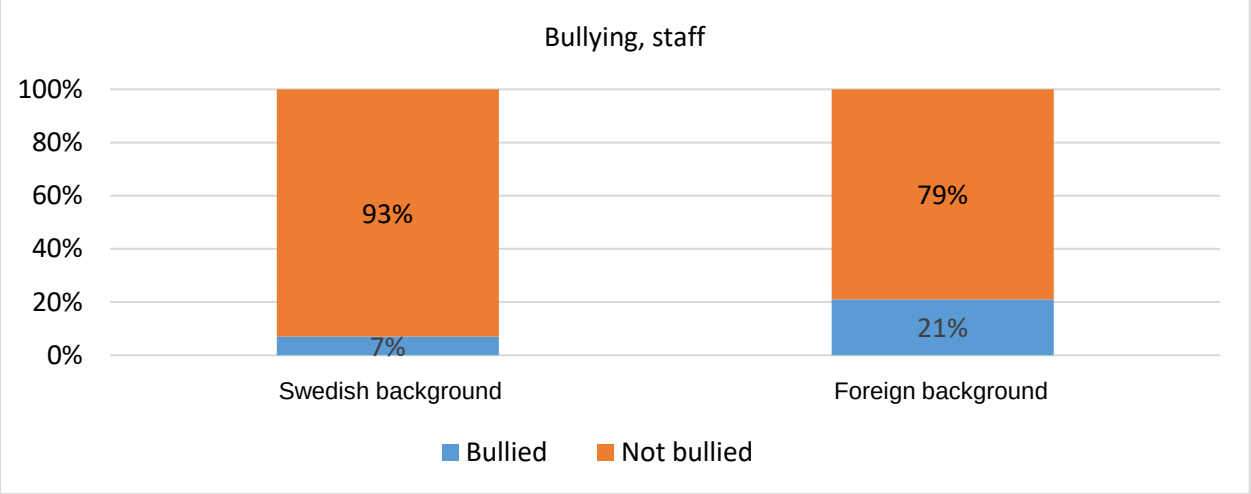


Both men and women who have been subjected to unwanted sexual attention are twice as likely to intend to leave their job than those who have not been targeted: the percentage of those harassed is 21% and of others 9%.

Around 6–7% of respondents have been "bystanders", i.e. seen someone else targeted in the last 12 months, and the vast majority state that this has happened "a few times". This figure may seem low, but it may be due to the fact that this was the period of limited interactions due to COVID-19.

Bullying

This section refers to the survey question: "In the last 12 months, have you been a victim of bullying at your workplace?". The question contains a definition: "Bullying means being repeatedly subjected to unpleasant or victimising behaviour against which it is difficult to defend oneself." The response options were "daily", "weekly", "monthly", "a few times" and "no".



Bullying is a more common phenomenon than sexual harassment. Few people have reported experiencing both bullying and sexual harassment – among staff, 20 people answered both the question about bullying and the question about unwelcome sexual attention in the past year in the affirmative. For the informants the phenomena seem to appear separate.

Among staff, 11% state that they have been bullied. 4 people state that they have been bullied daily, while 118 state that this has happened "a few times". It is largely female doctoral students or teachers/researchers who are bullied. And foreign-born staff are significantly more likely to have been bullied: one in five foreign-born staff say they have been bullied. There is also a gender difference: foreign-born women report bullying more often than foreign-born men. A quarter of foreign-born women have been bullied, compared with 16% of men. In the domain of science and technology, the difference between the number of Swedish-born and foreign-born people who say they have been bullied is smallest, but even there twice as many foreign-born people as Swedish-born people say they have been bullied. Even though the number of people who say they have been offended on social media is small (63 people), foreign-born people have been targeted so much more often that the difference is significant: 8% of foreign-born people compared to 6% of Swedish-born people say they have been victimised in this way.

As the answers to the question of who was the bully do not easily correspond to the answers to the question as to whether someone was bullied – several informants who indicated that they were bullied did not answer this question – only the number of answers for the different options is given here as an indicative picture. The graph refers to staff and doctoral students. It is relatively clear that the vast majority of bullying occurs between colleagues. It is not surprising that supervisors bully doctoral students more often than doctoral students bully supervisors, but also that bullying by both doctoral students and students against teachers and supervisors occurs (of the 14 who say they have been bullied by doctoral students, 3 belong to the category of teachers/researchers, the others are doctoral students themselves). If the answers to the question can be seen as indicative, bullying is above all a question of the work climate in the unit/group/department, which in some cases allows bullying between employees or between manager and employee.

Unsurprisingly, those who have been bullied are more likely to say they have thought about leaving their job: as many as 29% of those who have been bullied say they have “often” or “many times” thought about leaving their job, compared to 10% of those who have not been bullied.

About a quarter of informants report having witnessed bullying (compared to 6–7% who report having witnessed sexual harassment). Of the 147 people who have been bullied and the more than 300 who have witnessed bullying, 62 say they reported it to “someone at work” (most did not answer the question at all).

Health

Harassment and bullying are work environment issues, so it is interesting to see whether they are related to self-reported health. In addition to a number of detailed questions, the survey also includes the general question "In general, would you say your health is?" with the options "excellent", "very good", "good", "fair" and "poor". For the purposes of this report, it is of particular interest whether harassment and bullying are associated with poorer health, and therefore "fair" and "poor" have been grouped together as poor or poorer health, while the other three options are labelled as good health.

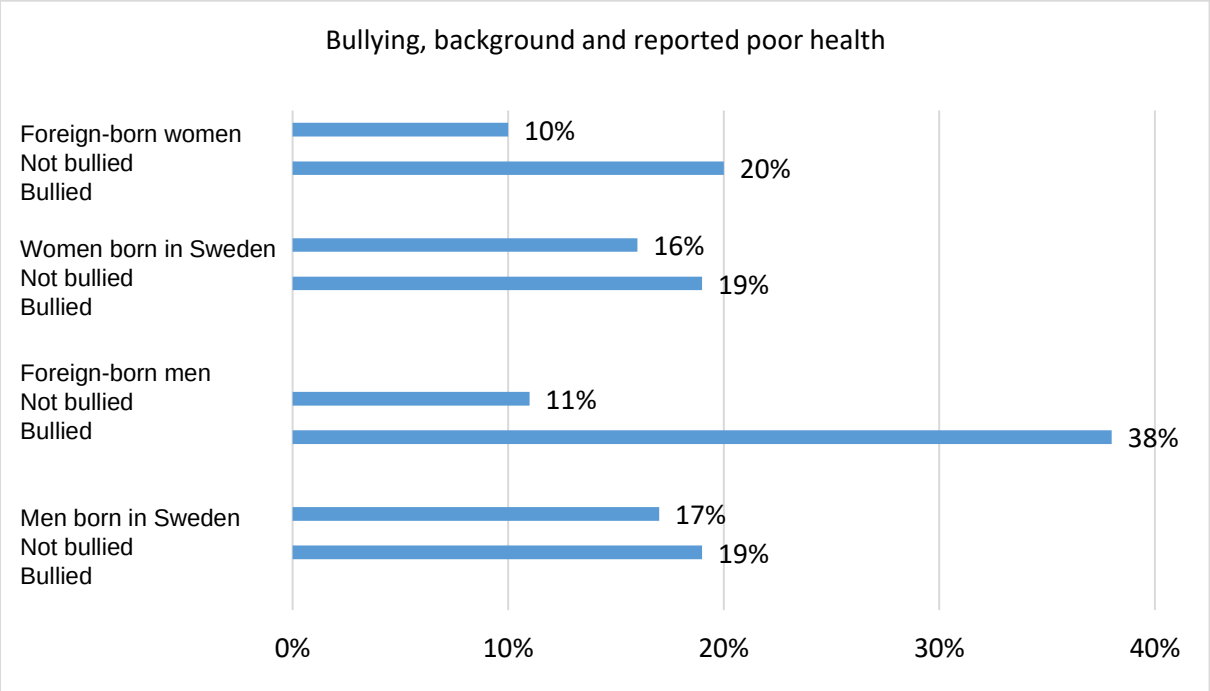
Only 75% of the informants answered the question, which may influence the results. For the whole material, 12%-14% state that they have poorer health, although men at the humanities and social sciences show a higher proportion. There are no significant differences between Swedish-born and foreign-born staff in terms of health.

Both women and men who reported being the object of unwanted sexual attention (general question) also report poorer health. However, the difference between those who have been harassed and those who have not is significant only in the case of women.

Indicates poor health, all employees		
	Men	Women
Humanities and social sciences	22%	14%
Medicine and pharmacy	13%	14%
Science and technology	13%	12%

Bullying affects foreign-born men differently, with over a third of men who have been bullied also reporting poorer health. It is only in this group that the correlation between bullying and poorer health is significant. So there is a question mark here – why does bullying affect foreign-born men particularly badly? Which men are involved, what kind of bullying and what are the health problems?

There are differences in health between those who have been bullied and those who have not been bullied for the other categories as well, not least for women born abroad, but they are too small to be significant. This may be because the data, i.e. the number of people in the various categories who have both stated that they have been bullied and answered the question about health, is so small that it is not possible to draw definitive conclusions.



Social and organisational work environment and civility

The survey contains 18 questions looking at various possible problems in the social and organisational work environment: 6 general questions and 12 questions dealing specifically with interactions. The report on the national survey (Rudolfsson et al., 2022) also uses the term incivility in the sense of "low-intensity aggressive behaviour with intent to harm, in violation of workplace norms of mutual respect... rude, unpleasant and disrespectful in nature" (p. 10).

Women and people born abroad report more negative experiences than men and people born abroad for most of these questions – though not always the same questions. In the table below, the crosses show questions where there is a significant difference between men and women, and between those born in Sweden and those born abroad. Individually, however, the differences are not large. Differences of more than 5% are highlighted in bold, and only two differences are above 10%. Rather, the table shows the overall effect.

Detailed questions related to the social and organisational work environment		
Question	Female	Foreign-born
Does your work put you in emotionally stressful situations?	**X**	
Do you have to deal with other people's personal problems in your work?	X	
If you need it, do you get help and support from your colleagues?		X
If you need it, are your colleagues prepared to listen to your problems at work?		X
Are you treated fairly at work?	**X**	
Does management recognise and appreciate your work?	**X**	**X**
In the LAST 12 MONTHS, have you been in a situation where one of your managers or colleagues has		
..... not paid attention to your statements or been uninterested in your views?	**X**	**X**
..... questioned your expertise in a matter for which you are responsible?	**X**	**X**
..... given you hostile looks, stared or sneered at you?		**X**
..... interrupted or "talked over" you?	**X**	
..... given you a worse assessment than you deserve on an evaluation?	X	**X**
..... made offensive or disrespectful comments about you?		**X**
..... ignored you or avoided talking to you?	**X**	**X**
..... attacked you in anger or rage?		X
..... questioned your competence?	**X**	
Do you feel that other people at your work make it difficult for you to speak up or make your voice heard		
at meetings?	**X**	
in social contexts?	**X**	**X**
In digital communication e.g. via email, learning management system or video meeting	X	X

The biggest difference is between Swedish-born and foreign-born staff when it comes to the issue of competence being questioned: 47% of foreign-born and 32% of Swedish-born staff say this has happened. Between men and women, the biggest difference is in the issue of difficulty speaking up in meetings, with 24% of women and 13% of men stating that this has happened. This difference is largest among doctoral students and smallest among teachers/researchers, although significant in all groups.

One problem with these survey questions is that the latter part of the incivility definition, "with intent to harm" cannot be evaluated based on the informant's tick in the box. The social work environment, and in

particular incivility, are areas in which there are always tensions: in some jobs, people get into emotionally charged situations, colleagues interrupt each other, etc. More seriously, and worthy of further investigation, is whether some groups or categories of employees have negative experiences more often than others, as seems to be the case here.

These questions only give indications of what the social work environment might be like for different groups. However, it becomes clear that it is different, in negative ways, for women and foreign-born compared to men and Swedish-born.

Disciplinary Domain of Humanities and Social Sciences

The number of responses from the humanities and social sciences.

Personnel				
	Men		Doctoral students	Teachers/researchers
		Swedish background	76	68
		Foreign background	33	15
	Female			
		Swedish background	61	56
		Foreign background	40	20

Students			
	Men		
		Swedish background	128
		Immigrant background	5
		Foreign-born	10
	Female		
		Swedish background	207
		Immigrant background	13
		Foreign-born	44

Exposure to unwanted sexual attention/sexual harassment

When asked directly whether they had been subjected to unwanted sexual attention in the past year, 9 staff members, 6 women and 3 men from the disciplinary domain, answered in the affirmative. Most of them indicated that they had been subjected “a few times”.

However, response rates were higher for several of the more detailed questions. Firstly, among **staff**:

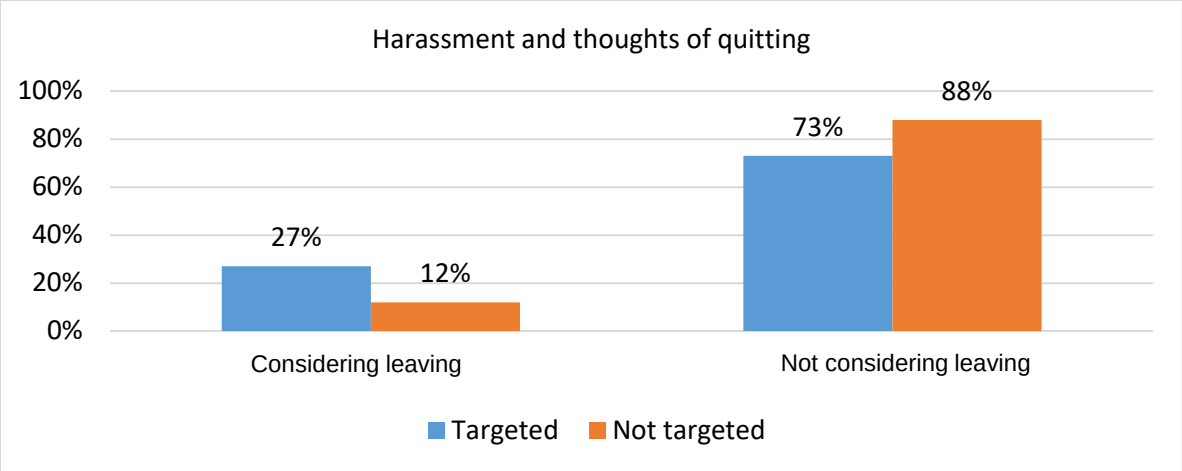
On the questions detailing sexual harassment (see Appendix 2), it can be seen that women are more targeted than men, but that the difference is significant only in the category of teachers/researchers. Interestingly, the category of teachers/researchers is more targeted than the category of doctoral students. Among teachers/researchers, a quarter (26% +-9%) have experienced at least one of these behaviours at least once or twice. Among doctoral students, it is one fifth (19% +-6%). However, if only

those who have experienced this "often" or "many times" are taken into account, 3% of both teachers/researchers (5 persons) and doctoral students (7 persons) have repeatedly been subjected to one or more types of sexual harassment.

When asked about the gender of the perpetrator, it is clear that women are more likely to be harassed by men (37 women). However, 12 men reported being harassed by women and 2 men by other men. The vast majority of staff are harassed by their colleagues, but also by students, staff outside the organisation and managers. The “doctoral student” group includes eight doctoral students who have been harassed by other doctoral students. One woman and one man state that they have been harassed by both men and women.

As the figures are uncertain, they can only be used for further reflection. Perhaps because the disciplinary domain is teaching-heavy, it appears that students sexually harass their teachers relatively often, roughly as often as managers.

While 29 people told someone about what happened, only 8 people (4 teachers/researchers and 4 doctoral students) indicated that they reported what happened. Even with these low numbers, there is a relatively high number of people in the sample reporting incidents at the humanities and social sciences, compared to teachers/researchers and doctoral students at the University as a whole. Among the few who indicated why they did not report anything, "I dealt with it myself" and "It was not that serious" were the main reasons.



There is a significant difference in thoughts about leaving employment between those who experience sexual harassment and those who do not, both in terms of men and women.

Among **students,** 18 people, or 4%, answered affirmatively to the direct question of whether they had been subjected to unwanted sexual attention in the last year. When looking at the detailed sexual harassment, 18% (+-5%), i.e. fewer than among staff, state they have been subjected at least once or twice, but 4%, i.e. more than among staff, say they have been subjected often or many times.

Female students are subjected significantly more often than male students. Students are mainly subjected by each other; based on the uncertain data, it is five times more common to be subjected by another student than to be subjected by a teacher. 18 students have told someone about the incident, but only 3 have reported it. Again, the main reasons for not reporting were that they dealt with it themselves, or that they did not think it was that serious, although “it would not have made a difference” was also a common reason. The latter may indicate an organisational problem.

Bullying

More people report having been bullied in the last year compared to those who have experienced sexual harassment. Among staff, there is also no significant difference between the number of men and women who report being bullied: the percentage for men is 10% and 16% for women. However, only 1% say that this has happened every day or every week. On the other hand, there is a difference between those born in Sweden and those born abroad: 6% of those born in Sweden and 29% of those born abroad say they have been bullied, but most of them only "a few times". The 5 people who say they have been bullied every day or every week include both Swedish-born and foreign-born people. Doctoral students and teachers/researchers report bullying to the same extent. Just under half (22 out of 48 people) say that they have reported the bullying – i.e. far more than those who have reported unwelcome sexual attention.

Those who have been bullied are more likely to consider leaving their job. However, there is no significant difference between those who have been bullied and those who have not when it comes to health.

While several people report being sexually harassed by students, relatively few report being bullied by this group. The results on who bully others follow a pattern that is familiar in the work environment: firstly colleagues, secondly managers.

Among students, 4% (14 individuals) say they have been bullied, and only 1% (4 people) say this has happened every day or every week. Thus, the data is too small to draw conclusions about gender, background, etc.

Particular aspects of the Humanities and Social Sciences

The domain of humanities and social sciences has relatively few foreign-born informants, which affects the results compared to the University as a whole. If we consider the responses from UU as a whole to be the norm, Humanities and Social Sciences has deviations in two aspects: on the one hand, the informants at the Humanities and Social Sciences report poorer health, while on the other hand they report a better "culture of politeness".

Humanities and Social Sciences staff report poorer health in part because male informants are more likely to describe their health as "moderate" or "poor". There are also more people who say that they have been physically exhausted and lacked energy. However, a difference between men and women, where men report poorer health, is only found in the general question on health.

Disciplinary Domain of Medicine and Pharmacy

The number of responses from the disciplinary domain of medicine and pharmacy.

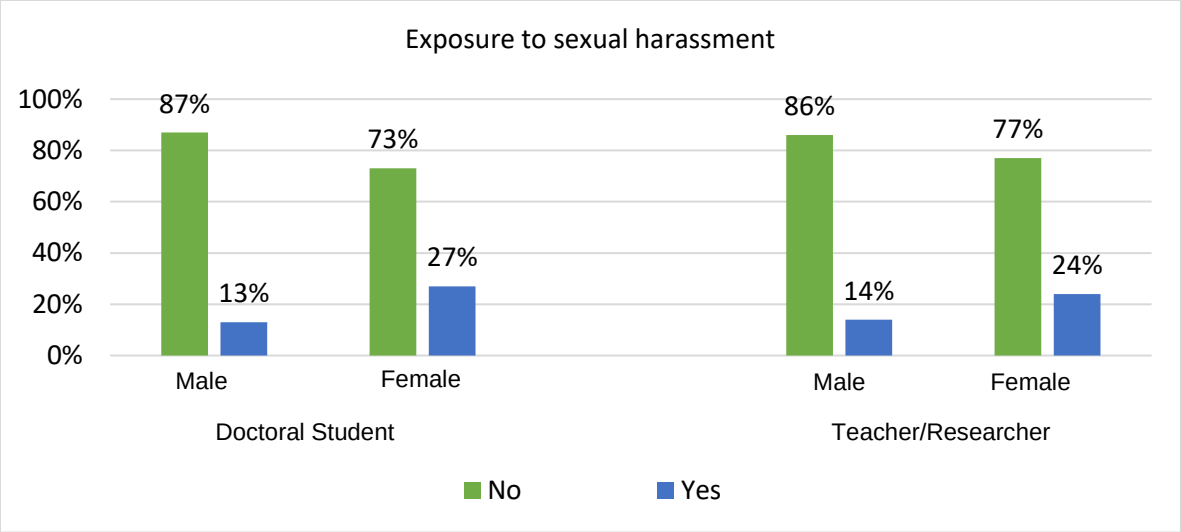
Staff				
	Men		Doctoral students	Teachers/researchers
		Swedish background	51	39
		Foreign background	16	19
	Female			
		Swedish background	56	63
		Foreign background	32	19

Students			
	Men		
		Swedish background	83
		Immigrant background	6
		Foreign-born	19
	Female		
		Swedish background	72
		Immigrant background	2
		Foreign-born	12

The drop-out rate is higher among those with a foreign or immigrant background, which is regrettable, as this group seems to differ from the Swedish-born group on several important issues, and it would therefore be desirable to ascertain the differences on these issues and to examine this group more closely.

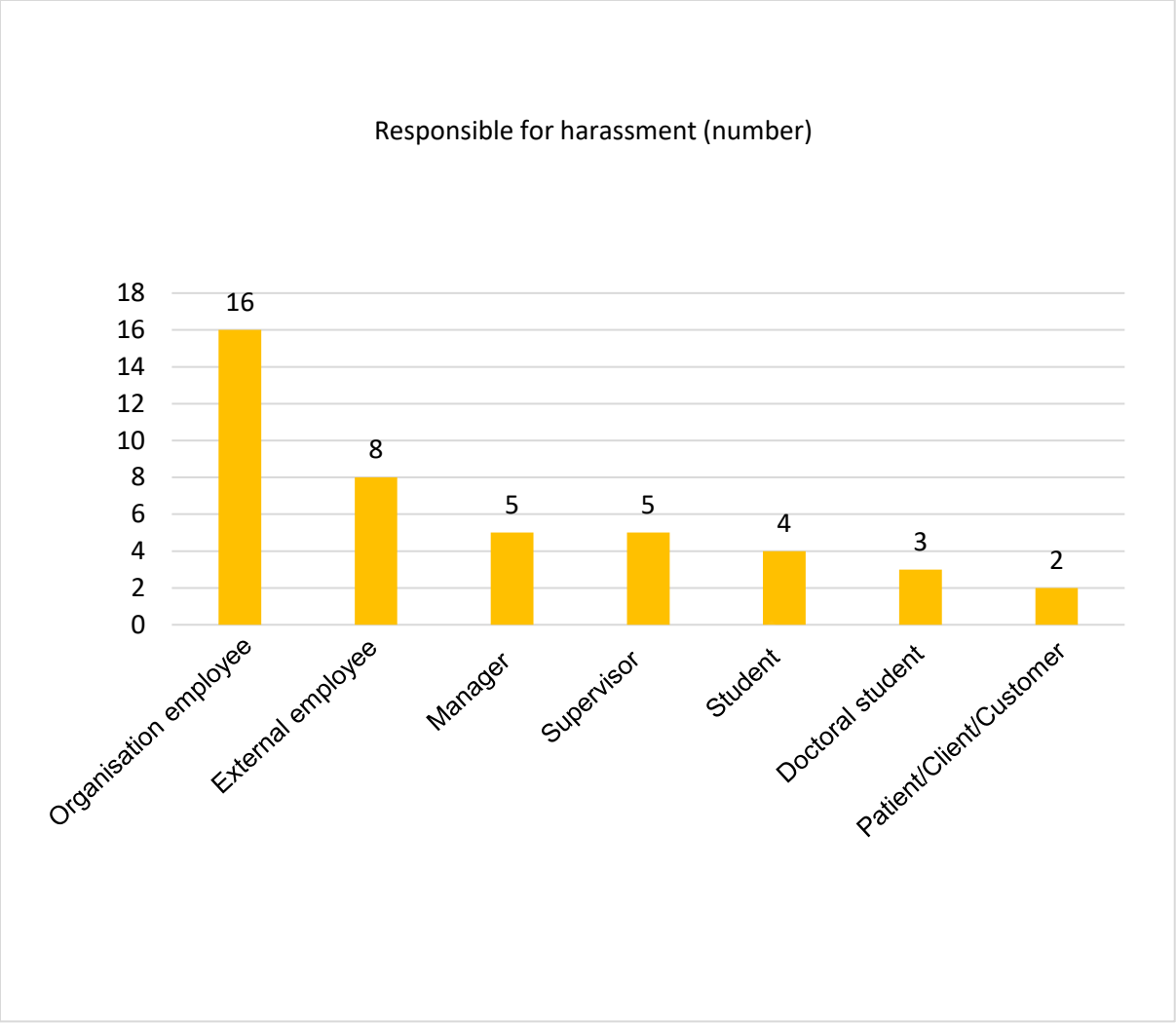
Exposure to sexual harassment

Among the doctoral students, 5 people (3% of respondents) answered affirmatively to the general question of having been subjected to unwanted sexual attention in the last 12 months. Of these, one person was foreign-born. Among employed teachers/researchers, two women (1%) answered in the affirmative to the same question, one having been subjected once and the other "once a month". Based on these figures, it would appear that doctoral students are more vulnerable, but both the number of responses and the difference between them are so small that it is not possible to say with reasonable certainty what the situation is across the entire population.



When it comes to more detailed questions on sexual harassment (see Appendix 4), it can be seen that women are more exposed than men, but that the difference is significant only in the category of doctoral students. In total, among those who responded to the survey, 17 men and 42 women have been subjected to at least one type of sexual harassment. Those who have been victimised "often" or "many times" include 4 doctoral students (2 men and 2 women), i.e. 3% of all doctoral students, and 4 teachers/ researchers (1 man and 3 women), i.e. 4% of all teachers/researchers who responded.

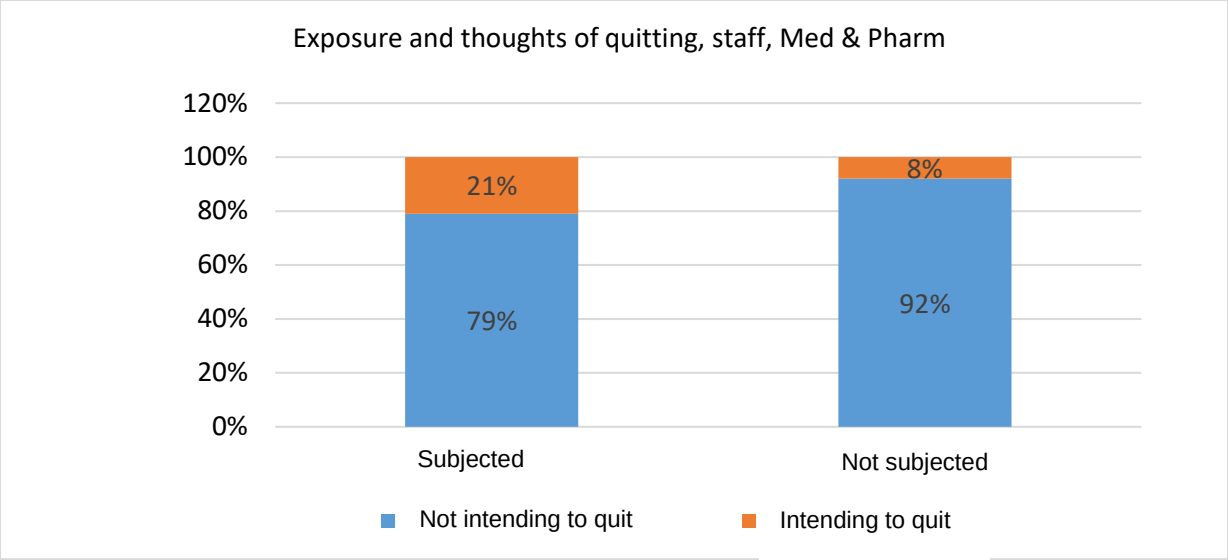
Above all, it is men who target others, both women and men. Since the question of "who perpetrated" in the survey directly follows the general question of whether they have been subjected to unwelcome sexual attention, i.e. a question to which relatively few respond in the affirmative, it is difficult to know what the answer to "who perpetrated" refers to – this question or the earlier more detailed questions? Taking the question as it stands, 25 people (24 women and one man) state they have been harassed by men, while only one man stated that he has been harassed by a woman.



Harassment usually occurs between colleagues, or by people outside the organisation – but rarely by patients.

While 21 people say they have told a colleague what happened, only 4 have reported it more officially, one of them a man.

Those who have experienced some form of sexual harassment are more likely to have considered leaving their job.

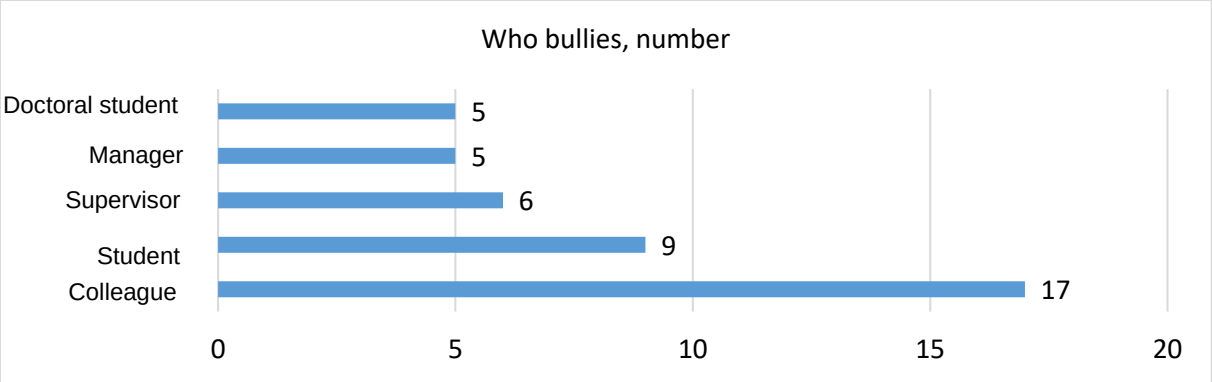


Of the 111 **students** who responded to the question, ten women and one man said that they had been "subjected to unwanted sexual attention in the last 12 months". Three of the women say this has happened daily, while the others state it has happened a few times, which means that 4% of the female students who responded to the survey have experienced unwanted sexual attention daily. The confidence interval is between 0% and 10%, i.e. it is possible that the survey succeeded in picking out just the three students who have been subjected to this among all the students at the disciplinary domain, or else 10% of the female students are subjected in this way. The real figure is probably somewhere in between. None of the students who responded to the survey reported the harassment.

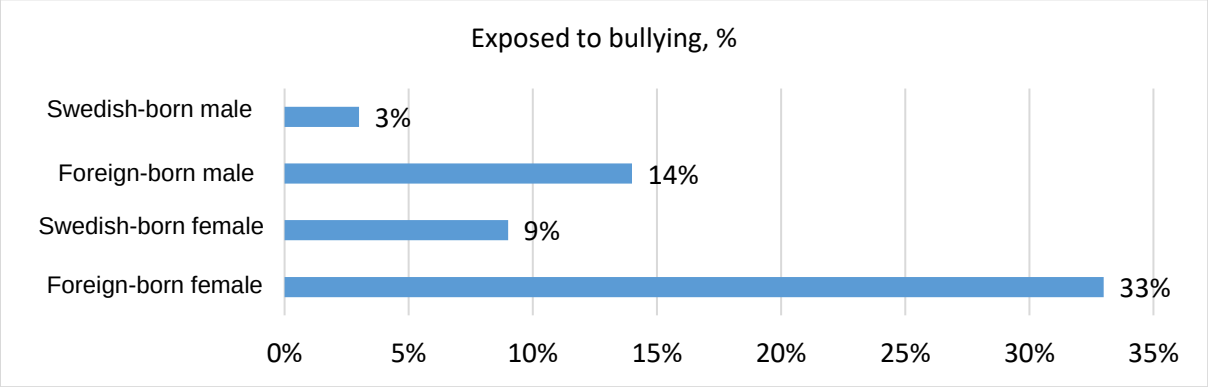
Exposure to bullying

Reported bullying, Medicine & Pharmacy		
	% of respondents	Number of individuals
Doctoral students	14%	21
Teachers/researchers	11%	15

The number of people who say they have been bullied is greater than the number who report sexual harassment. The proportion of doctoral students is slightly higher than that of teachers/researchers, but the difference is not significant. Most often, people are bullied by a colleague, manager or supervisor, but also by students. Compared to the rest of the University, there are many who are bullied by students in relative terms. However, the numbers are small, so a real difference cannot be determined.



Among staff, there is a significant difference between Swedish-born and foreign-born people in relation to bullying. Looking only at doctoral students, the distribution is similar, but the difference between Swedish-born and foreign-born women is no longer significant, probably because the number of individuals is smaller.



Of the 36 employees who said they had been bullied, just under half, or 15 people, reported it – significantly more than those who reported sexual harassment.

Those who say they have been bullied are also more likely to say that they intend to leave their job and that their health is “moderate” or “poor”.

Of the 111 students who responded to the survey, 8 (7%) said they had been bullied in the past year, most of them "a few times" and by other students. However, this is unevenly distributed by gender: 5 male students (14% of male informants compared to 4% of female informants) state that they have been bullied. The numbers are small, and imply unreasonably large confidence intervals, but there may be reason to investigate the situation further.

Particular aspects at Medicine and Pharmacy

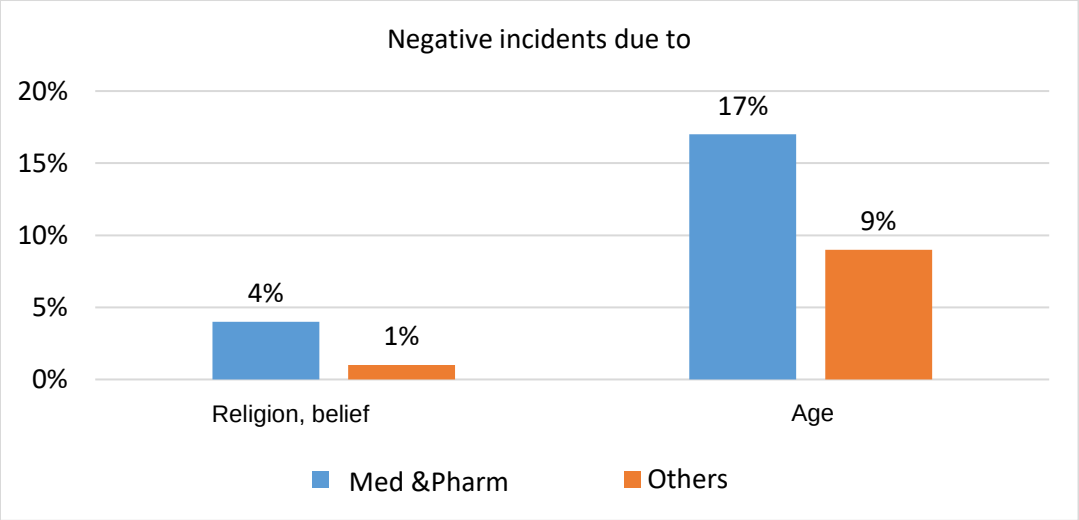
Medicine and Pharmacy is a female-dominated disciplinary domain, where activities are more likely to require researchers/teachers as well as students to work on campus for a majority of the time. For the most part, Medicine and Pharmacy staff do not differ in their responses from employees in other disciplinary domains. They indicate that they have witnessed bullying more often than staff in other science areas: 4% of Medicine and Pharmacy staff and 1% of staff in other science areas have witnessed bullying on at least a weekly basis. However, there is no significant difference in the number of informants

who say they have been bullied themselves. Approximately the same percentage of employees at Medicine and Pharmacy as in the other disciplinary domains say that they have been subjected to unwelcome sexual attention, but it is more common at Medicine and Pharmacy to talk about it among colleagues. There is also a higher percentage of people at Medicine and Pharmacy who say they have reported the harassment, although the number is so small that the difference is not significant. Thus, there seems to be greater openness about harassment and attention to bullying at Medicine and Pharmacy.

Students at Medicine and Pharmacy have a slightly different study situation than most other students. For example, it is not surprising that they more often answer that they have to deal with other people's personal problems in their activities. At the same time, they seem to have better social support: when asked "If you need it, do you get help and support from your fellow students?"

Help and support from fellow students		
	Always, often	Rarely, almost never
Med & Pharm students	66%	13%
Other students	59%	19%

On the more negative side, it can be noted that Medicine and Pharmacy students perceive themselves to be more exposed to negative incidents linked to the grounds of religion or other belief and age discrimination. When it comes to age, the gender composition of the disciplinary domain plays a role: the difference in age discrimination is generally significantly greater for female students. However, both findings call for further investigation into what is at stake and what measures may need to be taken to improve the situation.



Disciplinary Domain of Science and Technology

Number of respondents from the disciplinary domain of science and technology:

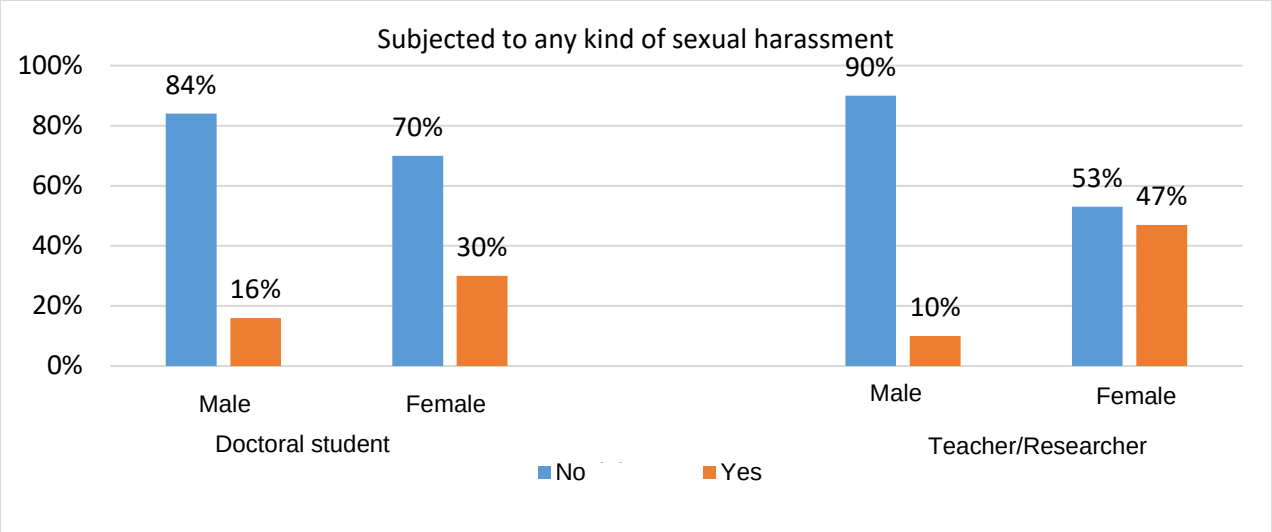
Personnel				
	Male		Doctoral students	Teachers/researchers
		Swedish background	51	56
		Foreign background	43	39
	Female			
		Swedish background	56	27
		Foreign background	40	25

Students			
	Male		
		Swedish background	83
		Immigrant background	6
		Foreign-born	19
	Female		
		Swedish background	72
		Immigrant background	2
		Foreign-born	12

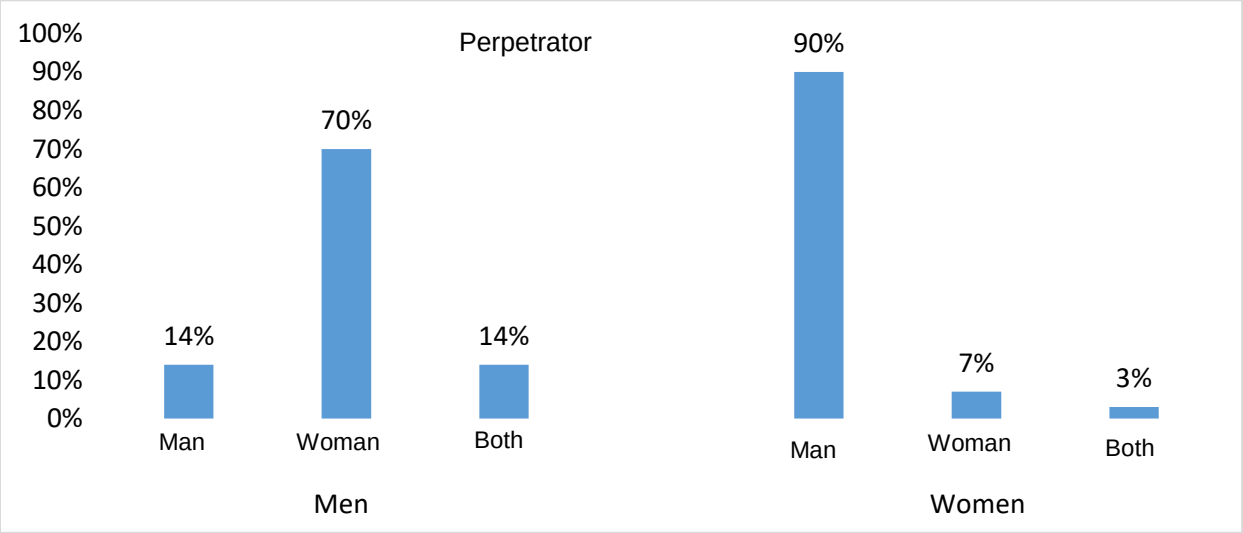
Among the staff respondents, those born abroad are significantly less well represented than those born in Sweden, which may influence the results. The difference in non-response between those born abroad and those born in Sweden is not as great among students, but even there those born in Sweden are overrepresented. In the case of Swedish-born students with two foreign-born parents ("immigrant background"), they make up about 6 percent of the students at Science and Technology, but only 4 percent of the sample. Moreover, the number is so small that it is not possible to draw any conclusions that would apply to this entire student group of around 450 people.

Exposure to sexual harassment

Among the doctoral students, 4 people (2% of respondents) answered in the affirmative to the general question about having been subjected to unwanted sexual attention in the last twelve months, but none indicated that it had happened more often than "a few times". Three of these persons, one man and two women, are foreign-born and one is a Swedish-born woman. Among employed teachers/researchers, there was one foreign-born woman who answered in the affirmative to the same question, with the alternative "a few times". Based on these figures, it would appear that doctoral students are more vulnerable than teachers/researchers, and that foreign-born people are more vulnerable than Swedish-born people, but both the number of responses and the difference between them are so small that it is not possible to guess with reasonable certainty what the situation is in the entire population.



When it comes to the more detailed questions on sexual harassment (see Appendix 2) without a time limit, it can be seen that women are more exposed than men. In contrast to the general question, almost half of the women among teachers/researchers, compared with just under a third of female doctoral students, say they have been subjected once or twice. However, if only those who have been victimised 'often' or 'many times' are counted, the results are similar to the answers to the general question. It is thus relatively common for female teachers/researchers and also doctoral students to be subjected to harassment from time to time, but relatively rare for this to happen in a more systematic way. There is no significant difference between those born in Sweden and those born abroad when it comes to exposure to harassment acts.



Since the question on who perpetrated the acts in the survey directly follows the general question on whether the respondent has been subjected to unwelcome sexual attention, i.e. a question to which relatively few respond in the affirmative, it is difficult to know what the answers to who perpetrated the acts refers to: this question or the earlier, more detailed questions. If you take the question as it is, you find that of the men who have been harassed, 70% have been harassed by women. However, this is only 5 men – in addition, one man has been harassed by another man, and one man says "both". The figures

as such are thus too small to serve as a basis for conclusions, but may warrant further investigation. However, the 90% of women who have been harassed by men conceal as many as 27 individual women.

While 16 people said they had spoken to a colleague about what had happened, only one person reported it. There are many reasons for mentioning individual experiences of negative treatment in an informal conversation with someone but not reporting them officially. However, a low reporting rate means that it is not possible for the organisation to estimate any cumulative effects of individual actions.

Of the 194 **students** who responded to the survey, six women (7%) and two men (2%) said they had been "subjected to unwanted sexual attention" in the last 12 months. One of the men said this had happened daily, one of the women said it had happened once a month, while the others said it had happened a few times. The figures are low, but only a small sample responded. In the case of female students, the true percentage who have been subjected to unwanted sexual attention is somewhere between 1% and 12%.

However, when looking at single acts of harassment, 13% of men and 28% of women have experienced at least one of them at least once. For each individual act, it is usually a case of “a few times”, and the percentages who say they have been harassed remain below 10%, except for the question “has someone ever made sexual advances in an uncomfortable or unpleasant way?”, with 23% of women (and 7% of men) responding that they have been harassed at least “a few times”.

Only one (foreign-born) woman states that she reported the harassment. As the number of students subjected to harassment is small, it is difficult to determine the true extent of under-reporting, but it seems clear that the extent of harassment cannot be estimated from the reporting data.

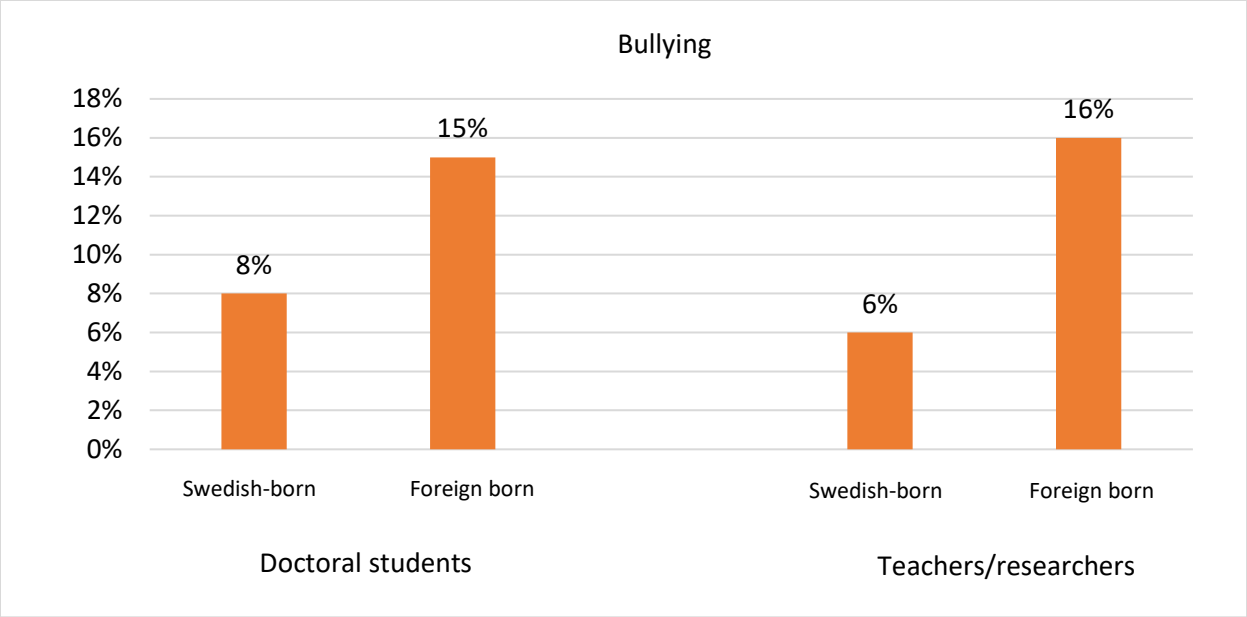
Exposure to bullying

Have you been subjected to bullying at your workplace in the last 12 months? Science and Technology		
	% of respondents	Number of individuals
Doctoral students	11%	20
Teachers/researchers	10%	15

The number of staff reporting bullying is higher than the number reporting sexual harassment. The proportion of doctoral students and the proportion of teachers/researchers who have been bullied is approximately the same; nor is there any significant difference in the proportion of men and women who have been bullied.

However, there is a significant difference between Swedish-born and foreign-born staff.

Most often they are bullied by colleagues. However, there are many doctoral students (more than at UU in general) who state that they are bullied by supervisors: of the 20 doctoral students who stated that they were bullied, 12 (60%) were bullied by supervisors. These are predominantly foreign-born and women. Although most state that the bHoweverullying has taken place "a few times", the figure is high.



11 informants responded that they had reported the bullying. This corresponds to about one third of those who have been bullied. The propensity to report bullying is thus significantly higher than the propensity to report harassment.

Bullying perpetrator, **number**	
Employees at the organisation	20
Supervisor	14
Manager	11

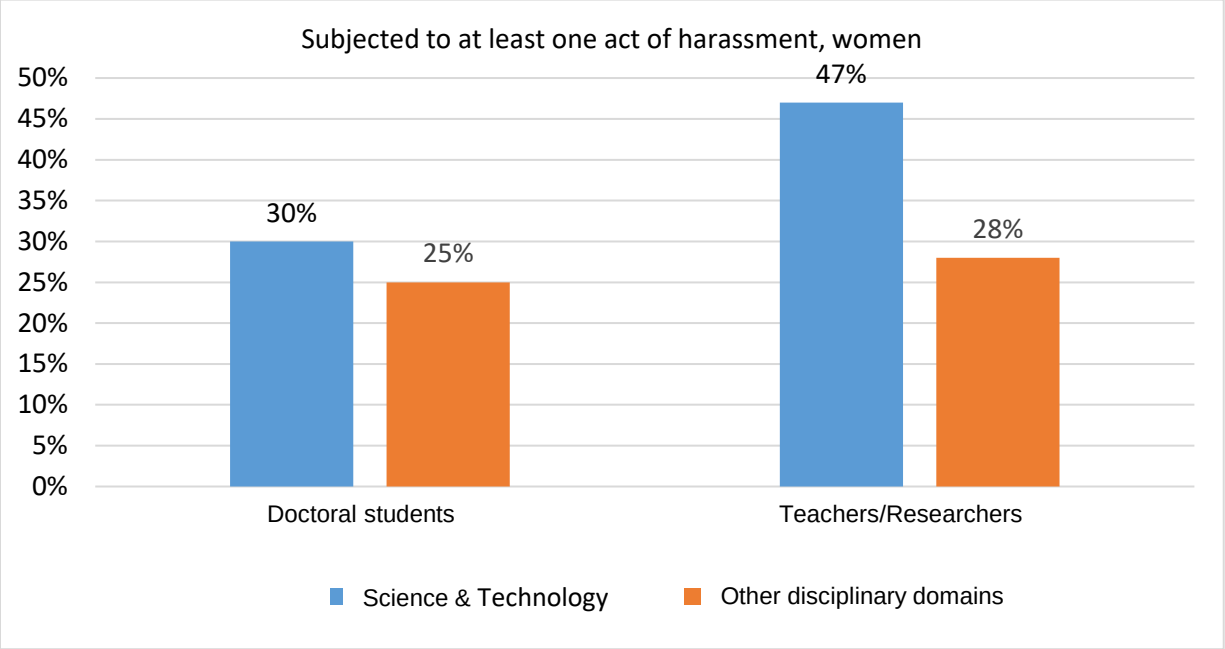
Those who say they have been bullied are also more likely to say that they intend to leave their job and that their health is “moderate” or “poor”.

Nine **students** (6%) state that they have been bullied "a few times" and mainly by other students. Despite the low number, there is a significant difference between students with foreign and Swedish backgrounds, with 13% of foreign-born students and 3% of students with Swedish backgrounds having been bullied.

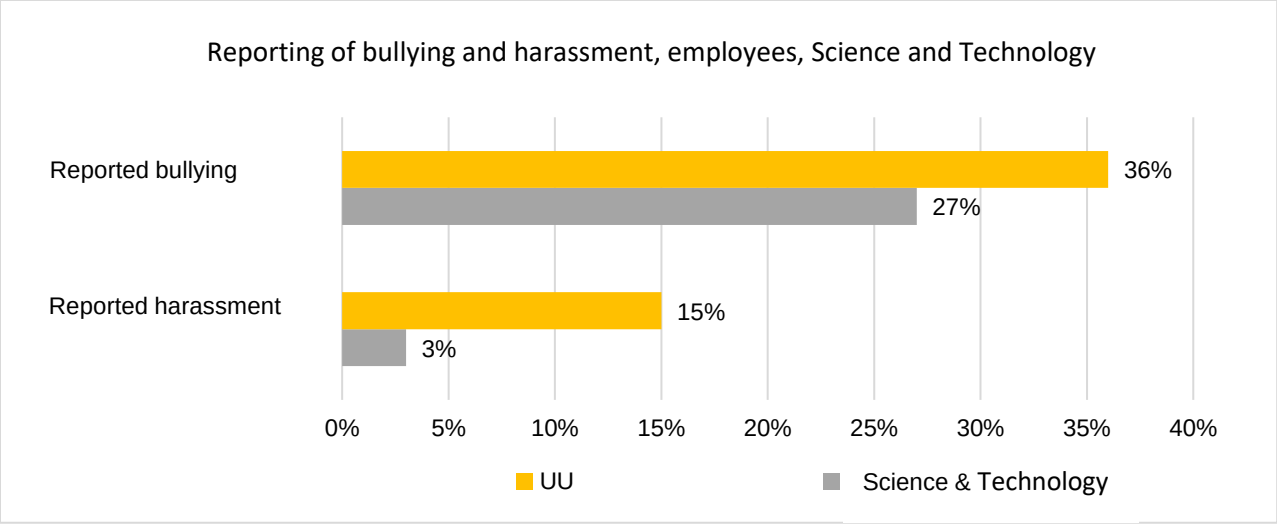
Particular aspects at Science and Technology

The disciplinary domain of Science and Technology is a more male-dominated discipline than the other two, and the proportion of foreign-born staff is higher. Both being a woman and having a foreign background sometimes prove to hold disadvantages at the University as a whole. At Science and Technology, this is reflected in the fact that a high percentage of female teachers/researchers and staff state that they have been subjected to at least some sexual harassment at least once. However, there is no significant difference in this respect for female doctoral students. It is also somewhat surprising that the difference between doctoral students and teachers/researchers is so great at Science and Technology. Given the extensive gender equality work that has been carried out at Science and Technology, it raises

the question of whether female staff are becoming more aware of and sensitive to harassment over time, rather than being subjected to a greater number of harassments.



There seem to be some issues in recognising that harassment and bullying occurs. The differences with the rest of the University in terms of recognising and reporting are not significant at the 95% level, but they are relatively large and some of them come close to being significant. If the high number of female teachers/researchers reporting sexual harassment indicates an awareness of even single or minor acts, the low rate of harassment reporting can be partially explained.



The percentages refer to self-perceived bullying and harassment, i.e. the data consists only of those who answered yes to the questions about bullying and who chose to answer the reporting question.

Doctoral students

In many respects, the responses of doctoral students follow those of other teachers/researchers. This section highlights aspects that are of particular interest to the doctoral student group, or where it differs from other teachers/researchers.

In total, 555 doctoral students responded to the survey with an even gender distribution: 285 women and 270 men. The distribution between Swedish-born and foreign-born doctoral students was 64%/36%, i.e. about one third of the doctoral students had a foreign background. The response rate was 38, but since the sample approached the population size, the responses represent 29% of all doctoral students, which can be considered a good representation. However, the non-response rate for foreign-born doctoral students is higher than for Swedish-born students, which may affect the survey results.

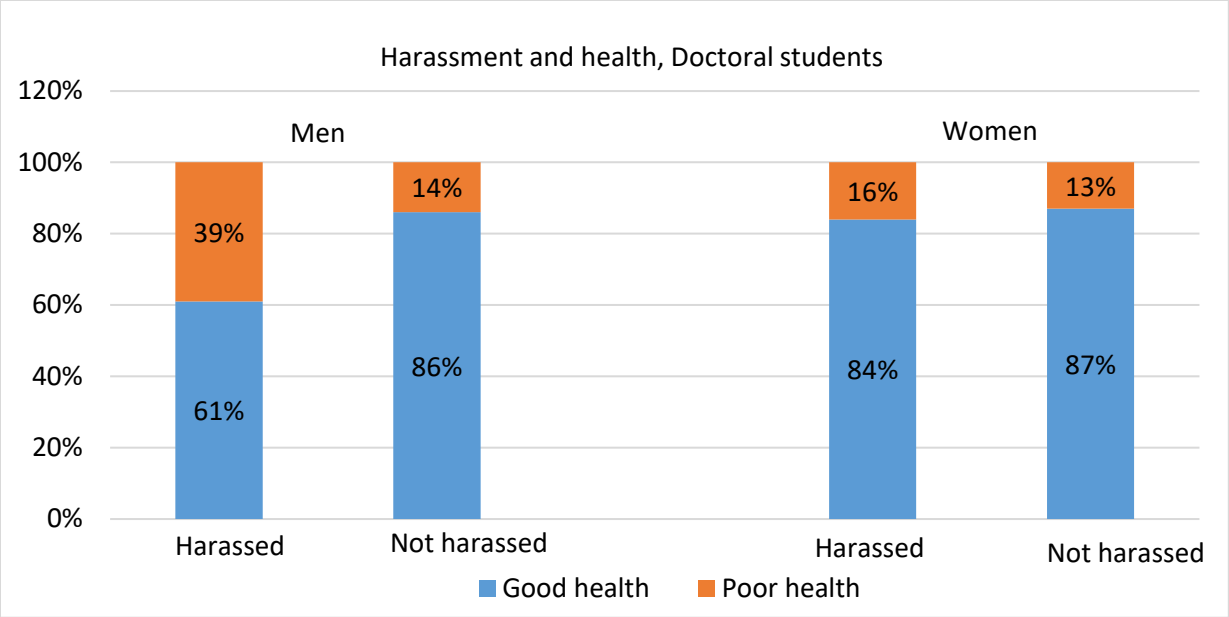
Number of doctoral students who responded to the survey			
Disciplinary domain	Doctoral students		Total
	Men	Female	
Science and Technology	94	96	190
Medicine and Pharmacy	67	88	155
Humanities and Social Sciences	109	101	210

Unwelcome sexual attention

14 (2%) of the doctoral students indicated that they had been subjected to unwelcome sexual attention in the last 12 months, most of them “a few times” and only one (male) “every day”. These 14 were evenly distributed across the disciplines. The figures rise if we remove the 12-month restriction and look at the questions on the individual acts of harassment (see Appendix 4). Here there is a significant difference between male and female doctoral students. However, relatively few (4%) state that they have been subjected to such acts often or many times.

There is no significant difference between the group of doctoral students and the group of teachers/researchers, either in terms of the general question about unwanted sexual attention or exposure to the sexual harassment as described in the detailed questions. Although there are slightly more doctoral students who say that they have been victimised, the differences are not large enough to establish that they also exist in the entire population. In general, however, it should be borne in mind that since the individual harassment questions have no time limit, teachers/researchers' responses may refer to considerably longer periods of time than those of the doctoral students.

The only question relating to sexual harassment in which doctoral students in general were more exposed was the following: "Has someone ever asked questions about your private life in an uncomfortable or unpleasant way?", to which 19% of teachers/researchers and 25% of doctoral students answered in the affirmative. In terms of women solely, (only) the question "In your work, has someone ever made sexual invitations or asked to meet outside work in an uncomfortable or unpleasant way?" showed a significant difference: 17% of teachers/researchers and 11% of doctoral students indicate that they have been exposed at least once.

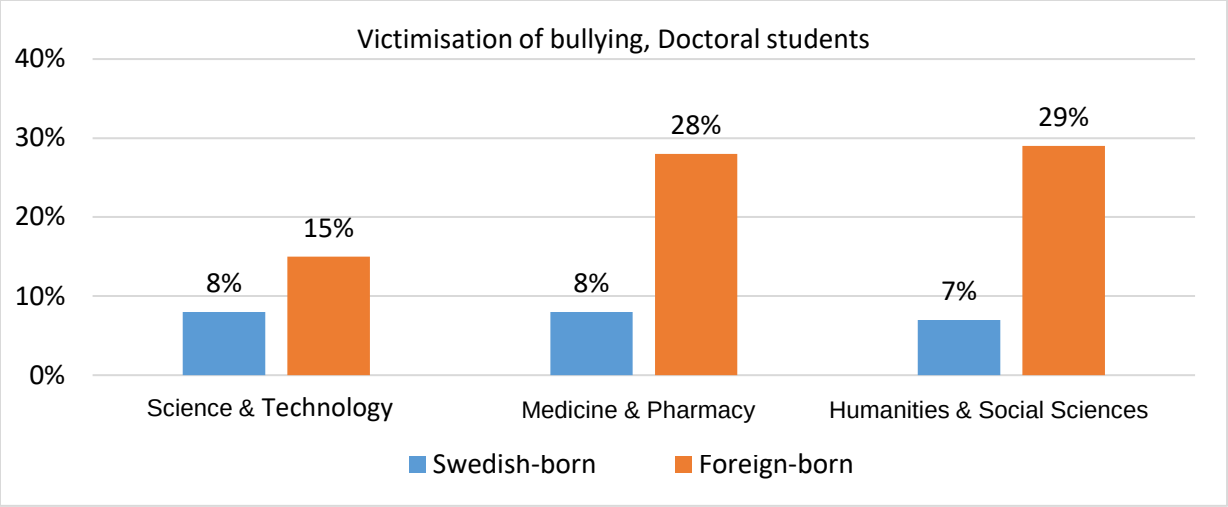


Being sexually harassed has a connection to the health of male, but not female, doctoral students. A higher percentage of men than women report poorer health overall (18% and 13% respectively), and even more foreign-born men report poorer health (21%). However, the figure rises markedly among male doctoral students who have experienced some form of sexual harassment, with almost 40% reporting their health as only fair or poor. This effect does not exist for female doctoral students. Although the number of individuals involved is small (41 harassed male doctoral students), the difference is so large that it can be concluded with 95% probability that male doctoral students who experience sexual harassment also experience poorer health. (However, we do not know whether the acts themselves affect health.)

Male and female doctoral students are roughly equal in recognising sexual harassment in their environment: 7% of women and 6% of men reported such observations.

Bullying

9% of male and 17% of female doctoral students report being bullied in the last 12 months, i.e. female doctoral students are bullied significantly more often than male doctoral students. However, doctoral students are not bullied more often than teachers/researchers.



In general, negative incidents according to the different grounds of discrimination follow the same pattern as for the category of teachers/researchers, with one exception: female doctoral students are more likely (45 people) than males (10 people) to report experiencing discrimination on the grounds of age. These 45 are evenly distributed across the disciplinary domains.

However, there is a difference between how often Swedish-born and foreign-born doctoral students report bullying. Although the numbers are small, the difference is significant for Humanities and Social Sciences and Medicine and Pharmacy: it is definite that foreign-born doctoral students more often experience bullying there. In general, the figures are lower for Science and Technology.

Bullied by supervisor		
	Foreign-born	Swedish
Female	12%	2%
Man	7%	3%

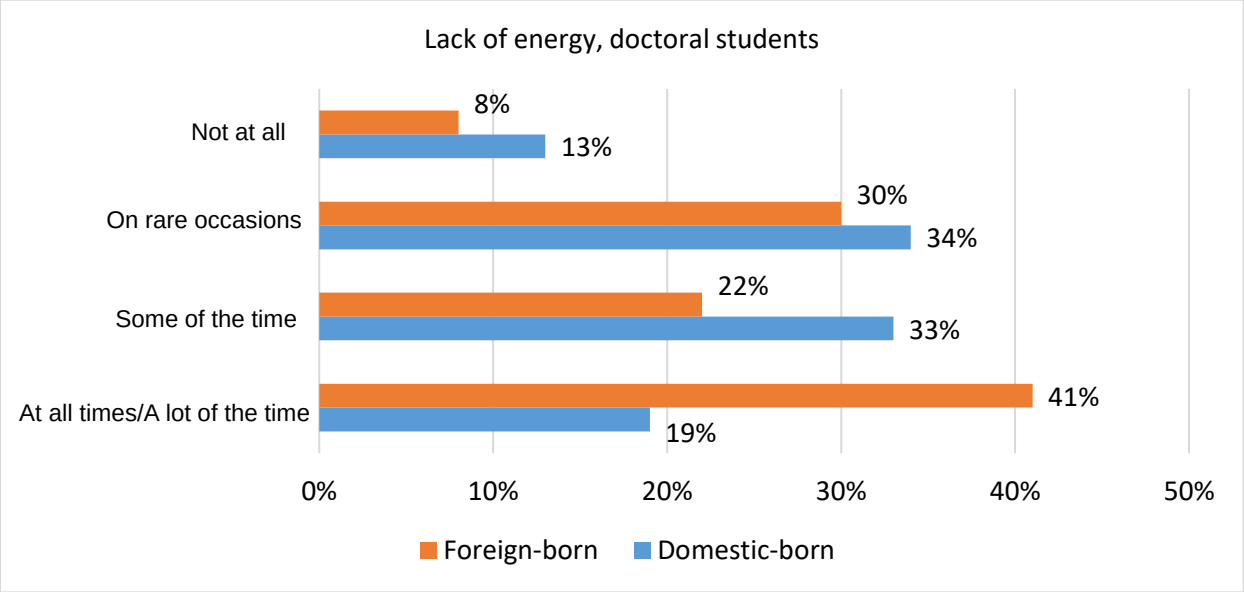
The supervisor's position of power makes it particularly interesting to know whether doctoral students experience bullying from their supervisor. In general, the figures show that relatively few doctoral students experience it. However, there is a significant difference between Swedish-born and foreign-born female doctoral students, with foreign-born female doctoral students more often stating that they were bullied by their supervisor. Foreign-born men also report more bullying than Swedish-born men, although the difference is smaller. With few responses (12 women and 6 men), it is difficult to know how things stand in the entire doctoral student population, but the fact that 12% of the foreign-born female doctoral students feel that they have been bullied by their supervisor is a worrying sign. Breaking this down into disciplinary domains gives even more uncertain estimates, so it can only be stated that the difference in the survey results between the number of Swedish-born and the number of foreign-born doctoral students who reported being bullied by their supervisors exists in all disciplinary domains.

For foreign-born doctoral students, bullying is linked to health. Although the number is small, we can assume that the difference exists in the entire doctoral population.

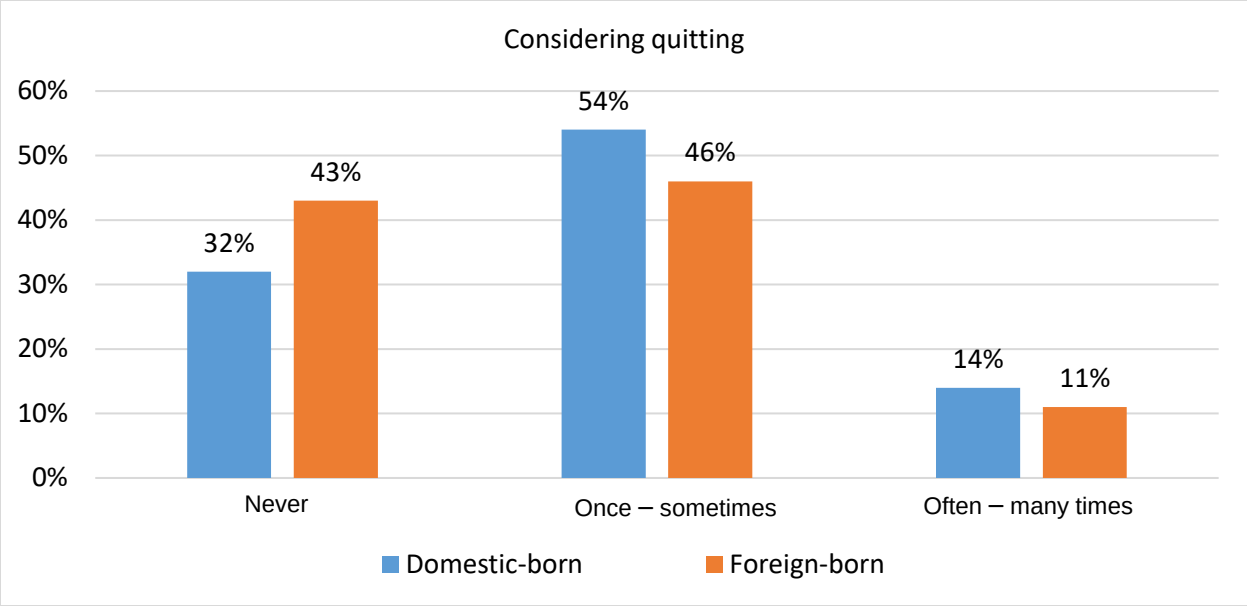
Bullying and health, doctoral students, Swedish-born		
	Bullied	Not bullied
Good health	84%	85%
Poor health	16%	15%

Bullying and health, doctoral students, foreign-born		
	Bullied	Not bullied
Good health	72%	87%
Poor health	28%	13%

In general, foreign-born doctoral students report more fatigue than Swedish-born doctoral students. To the question "How often have you lacked energy during the last 4 weeks?", the responses of foreign-born doctoral students are significantly more negative than those of Swedish-born doctoral students. However, the doctoral student group as a whole does not differ from the group of teachers/researchers. Similar patterns can be seen in the answers to the question of whether it has been difficult to relax.



But despite the fact that foreign-born doctoral students seem to have it tougher in many respects than Swedish-born doctoral students, fewer of them have considered dropping out of their doctoral studies. The difference is significant.


Considering quitting
60%
50%
40%
30%
20%
10%
0%
32%
43%
54%
46%
14%
11%
Never
Once – sometimes
Often – many times
Domestic-born
Foreign-born

Technical and administrative staff

A total of 321 people in the technical and administrative group responded to the survey. Both the proportion of foreign-born and the proportion of men and women corresponds roughly to the proportion in the entire group of technical and administrative employees.

Number of responses, technical and administrative staff		
Men	Swedish background	107
	Foreign background	14
Female	Swedish background	179
	Foreign background	21
Total		321

It should be borne in mind that these people may work in the central administration or at disciplinary domains and departments. They could be involved in anything from cleaning to advanced project management. We do not know how many individuals responded from the different categories of staff and the different organisational units. Technical and administrative staff are thus a very heterogeneous group, and this overview section cannot say much about the situation in their different work environments; more focused surveys are needed to answer questions about bullying and harassment for the different occupational groups.

Exposure to sexual harassment

Eight people, i.e. 2%, answered in the affirmative to the general question of having been subjected to unwanted sexual attention in the last 12 months. One of them indicates that this has happened on a daily basis, while the others have experienced it "a few times" (which is the lowest option). All of these people, one man and six women, were Swedish-born.

On the detailed questions describing different types of sexual harassment, there was a gender difference in the responses, but it is not so large that we could say with 95% certainty that it also exists among all tech/admin staff. 16% of men and 24% of women have experienced such an act at least once, but only three women say that it has happened often or many times, and then it is a question of "someone making sexual advances in an uncomfortable or unpleasant way". Being offered "a promotion/assignment/service in exchange for sexual favours" has happened to one woman "once or twice" and another "sometimes". Both of these women were born outside Sweden.

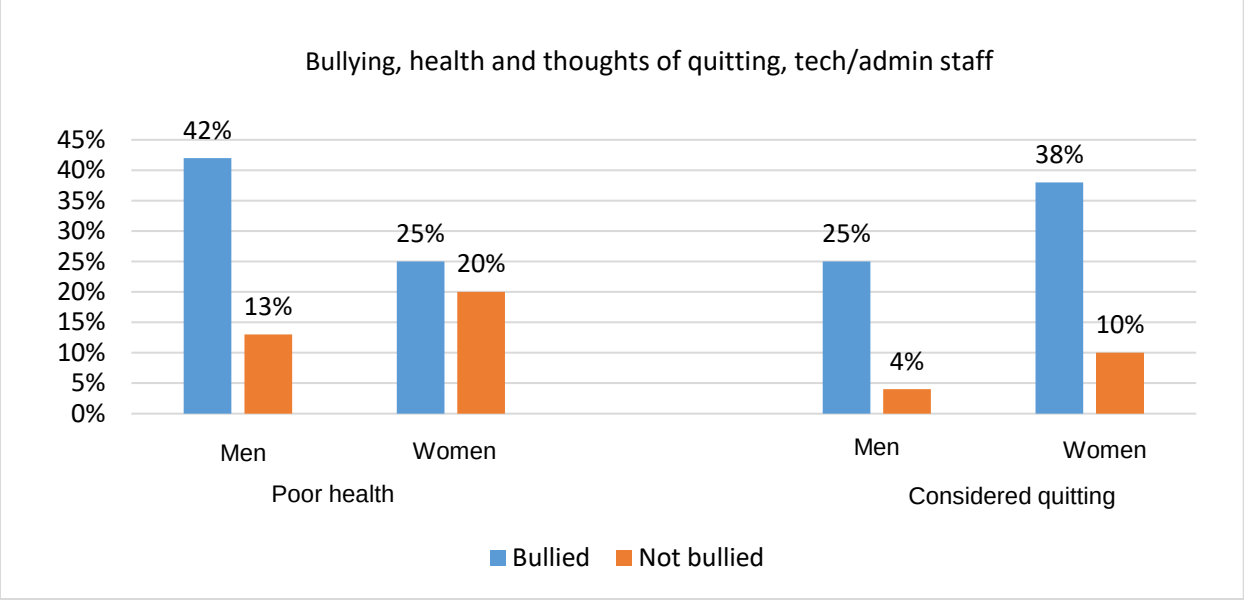
Those who answered the question on the gender of the perpetrator (4 men and 33 women), make a clear gender categorisation: men have been victimised by women and women by men. Not many respondents answered the question on the position of the harasser, but of those who did, most were harassed by colleagues. The proportion who had been harassed by colleagues and managers was similar compared to teachers/researchers.

Women have talked about what happened informally with others, while only one man has done so. There were also 27 women who state that they reported the harassment. Both figures are significantly higher than those of the group of teachers/researchers. The working conditions of tech/admin staff differ from those of the majority of teachers, reseachers and doctoral students as individuality and competition are much more prominent in the academic career, which may explain part of the difference.

Men who have experienced one of the acts of harassment are more likely to report poorer health and thoughts of leaving their jobs than those who have not been harassed. The number of individuals involved is small, but the difference is significant. For women, there are no significant differences between those who have been harassed and those who have not been harassed in either question.

Bullying

28 people, or 9% of respondents from the tech/admin category, say they have been bullied in the last year, one man every day and one woman every week, the others less frequently. Men and women are bullied to about the same extent. The same applies to those born in Sweden and those born abroad. The number of staff who say they have been bullied is greater than the number who say they have been the object of unwanted sexual attention.



The pattern of perpetrators of bullying is the same as for sexual harassment: most people have been bullied by their colleagues and fewer have been bullied by their manager.

36 informants state that they "reported what, or some of what, they experienced to someone in the workplace". This number is larger than those who say they were bullied, meaning the figure is difficult to interpret, but it seems to indicate a high rate of reporting.

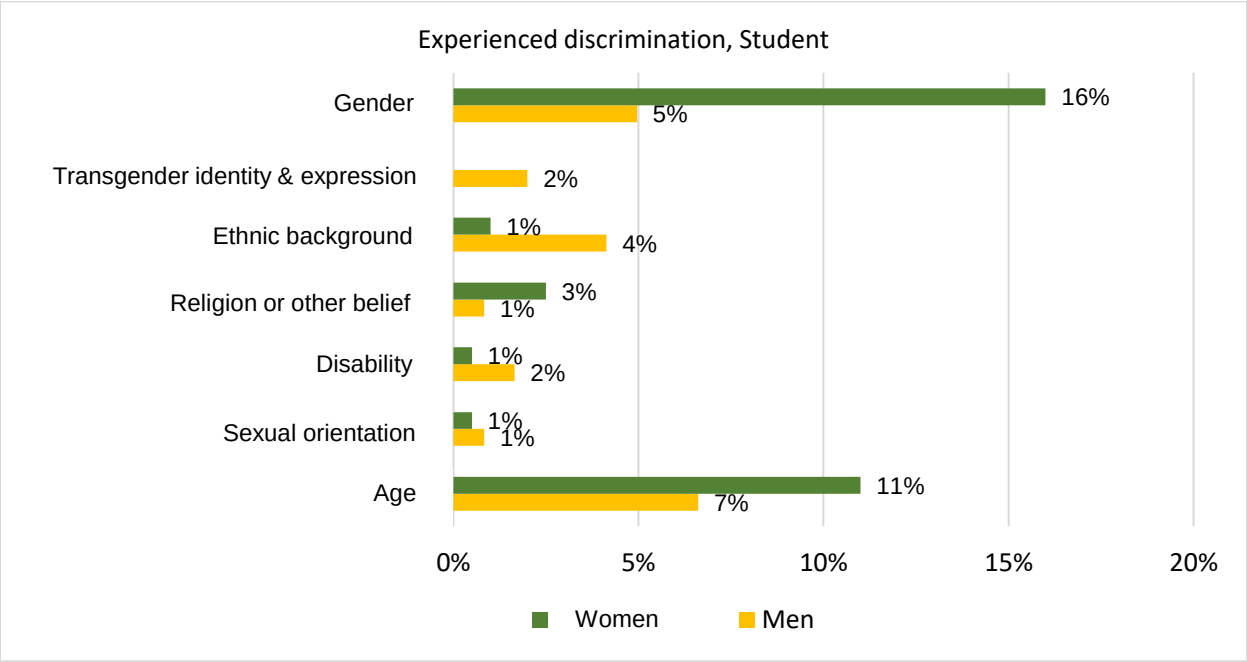
Those who have been bullied are more likely to report that their health is “fair” or “poor”, although the difference between bullied and non-bullied is only significant for men. Among those who have experienced bullying, more men and women say they have "often" or "many times" thought about quitting their job than among those who have not been bullied.

Discrimination grounds

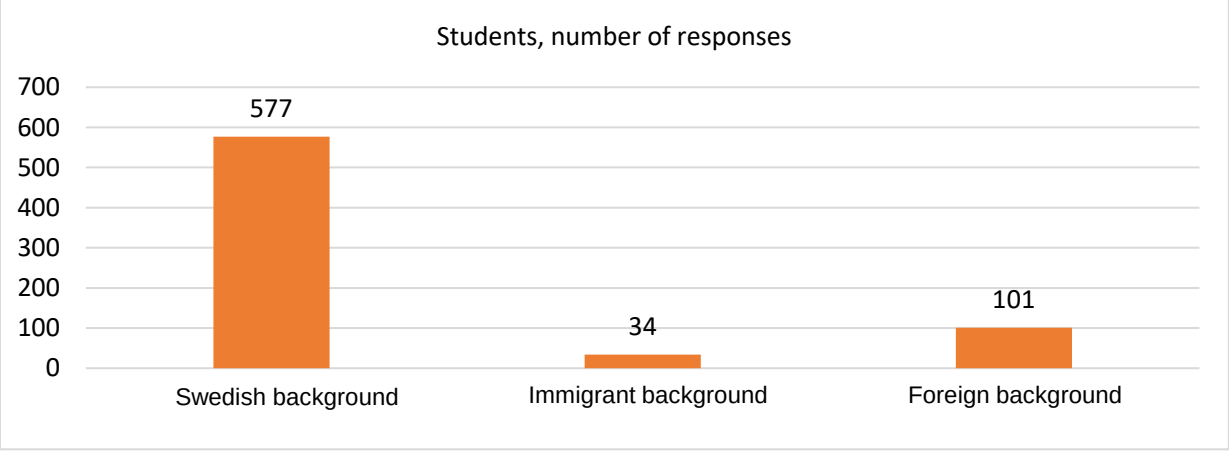
Few people have experienced discrimination related to any of the grounds of discrimination. Not only do women, unsurprisingly, experience discrimination on the grounds of gender, but they are also the ones who mainly report age discrimination.

Students

The survey was sent to 2,690 students, of whom 712 responded, i.e. 26%. Of these, 40% were male and 60% female.



In this section, the term "immigrant background" is used for students who were born in Sweden and have two foreign-born parents. In the material, they represent 4% of the responses, while in the student pool this category represents 7%. Swedish-born students with one foreign-born parent are considered here to have a Swedish background. From the data we have, it is difficult to say whether the non-response biases the sample, but many of the results here should be seen as indicative.



Unwanted sexual attention

On the general question of unwanted sexual attention, 7% of women and 2% of men answered in the affirmative. However, these figures would probably have been higher, especially for women, if the survey had not been sent out during the COVID-19 pandemic, as 14% of female students (and 5% of male students) indicate that their exposure to sexual harassment has decreased due to the pandemic. In the sample, five women and three men say they have been targeted daily. The percentage is low, but it is clear that there is daily sexual harassment among students. None of the eight respondents who indicated this in the survey had reported the harassment, and only four gave (different) reasons for not reporting it.

Unwanted sexual attention		
	Male	Female
Daily	1% (3)	1% (5)
Weekly/monthly	0% (1)	1% (3)
A few times	1% (3)	5% (22)
Not at all	98% (278)	93% (395)

As expected, women have been targeted more often than men. The confidence interval is 4% – 10% for women who have received unwanted sexual attention a few times or more in the past year, usually by a fellow student, but those who are harassed every day are relatively few.

Significantly more students report being subjected to certain behaviours than those who answer in the affirmative to the general question on unwelcome sexual attention. Female students experience different types of sexual harassment more often than male students, but it is only in the case of sexual innuendo that the difference is significant, otherwise the figures should be read as a trend. Very few respondents indicated that the behaviour occurred “often” or “many times”. Apart from sexual innuendo, where 1% (6 people) answered "often" or "many times", there are 0–3 people for each behaviour.

In what ways are students targeted?	Male	Female
Sexual innuendo	6% (16)	20% (83)
Sexual invitations	4% (10)	10% (40)
Touching	4% (11)	7% (29)
Sexual messages in emails, SMS, etc.	2% (5)	4% (16)
Sexual images/gifts	1% (3)	2% (9)
Displayed pornography	4% (10)	2% (7)
Exposure	2% (6)	1% (5)
Offered something in exchange for sex	0% (0)	1% (4)

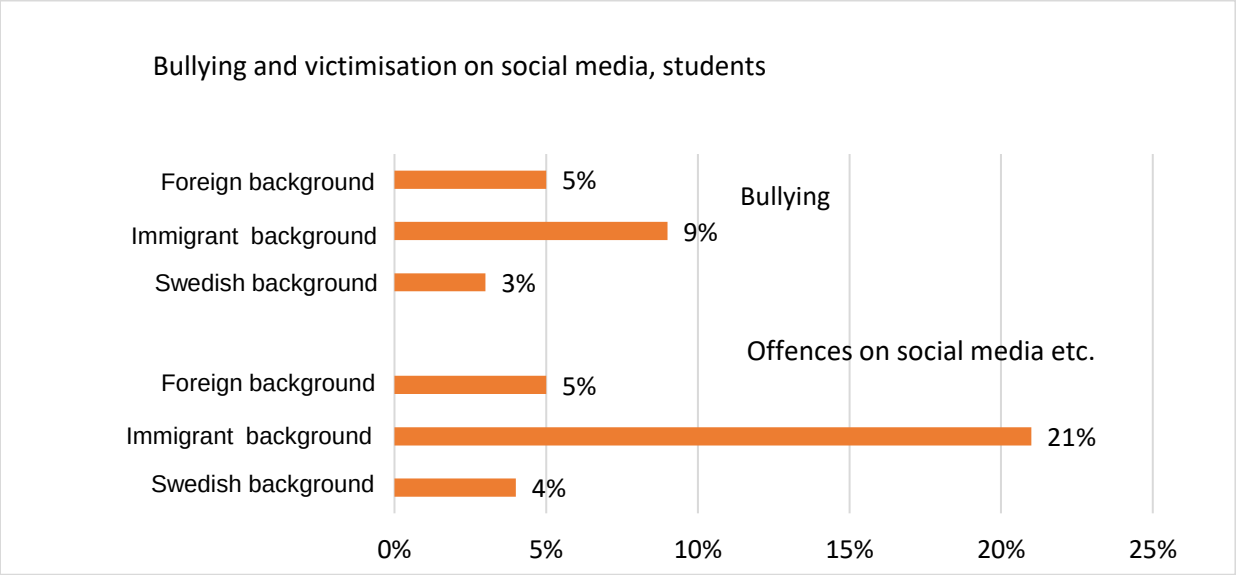
Of the female students who answered the question about the perpetrator, 90% say they were targeted by a man; of the male students, 50% say they were targeted by a woman and 25% by a man. (The other options, "both", "other" and "don't know" cover the remaining percentages).

Perpetrator		
Student	8%	55
Teacher/supervisor	2%	11
Patient/client/customer	1%	8
Other	2%	12

There are no significant differences between students from different national backgrounds in terms of sexual harassment.

Bullying

There is a large difference between Swedish-born students with Swedish-born parents and Swedish-born students with two foreign-born parents in how often they report being bullied.



There are 13 students with a Swedish background and 5 students with an immigrant background who state that they have been bullied during the past year, but the difference is so large that a difference can be assumed to exist in the entire population. In other words, we can assume that students born in Sweden with two foreign-born parents actually do experience bullying more often than other students. This also applies to victimisation on social media etc. ("In the last 12 months, have you been victimised on social media (e.g. Facebook), via email or SMS?"), which actually seems to be more common than bullying, especially in the case of students with an immigrant background. When one fifth of immigrant students report being harassed via SMS, email or social media, there is reason to investigate whether and how this is related to their study environment, although the confidence interval ranges from 3% to 34%.

Foreign-born students (91 individuals in the material) are also both bullied and victimised on social media significantly more often than Swedish-born students.

Bullying mainly occurs between students. 34 students report being bullied by other students, while only 9 report being bullied by teachers.

Interactions

There is a difference between male and female students in how much "voice" they feel they have. When asked "Do you feel that other people at your work make it difficult for you to speak up or make your voice heard a) in meetings, b) in social contexts c) in digital communication", women are more likely to say that they have experienced this:

Sometimes, often or always feel that other people at work make it difficult to speak up or make your voice heard		
	Male	Female
At meetings	7%	18%
In social contexts	9%	16%
In digital communication	8%	18%

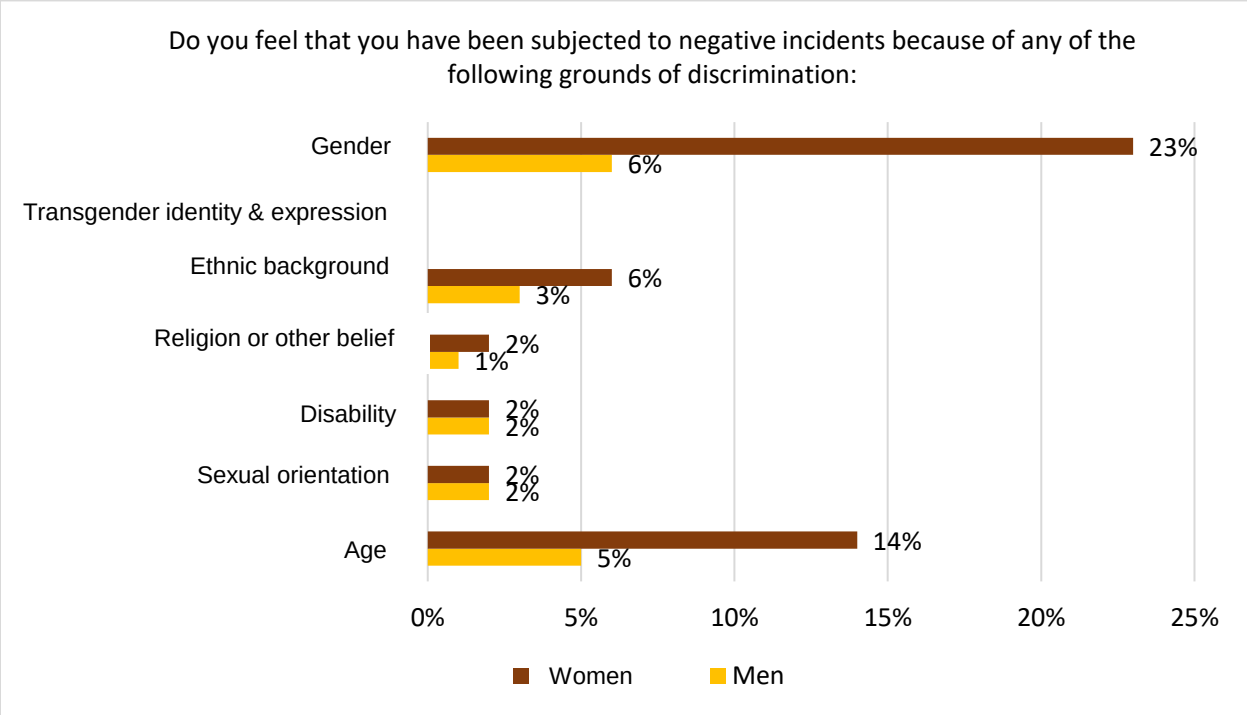
These experiences also affect health, especially in the case of women. However, we do not know what the cause is: whether their health is affected by not feeling heard, or whether their poorer health makes it difficult for them to be heard.

As far as politeness variables are concerned, the pattern is the same as for staff: the differences in terms of the individual variables are small, but overall they go in one direction: women and students with two foreign-born parents experience a more unfavourable environment than men and students with two domestically born parents, with one exception: when asked whether teachers or fellow students have made jokes at one's expense, men answer more often than women that this has been the case. As the number of students with two foreign-born parents is small, it is difficult to detect significant differences, but those ticked in the following table are significant, and there are more questions where students with two foreign-born parents report more negative experiences than students with two Swedish-born parents, although the difference is not significant.

	Gender	Background at birth
If you need it, are your teachers/supervisors prepared to listen to problems related to your studies?	x	x
Do your teachers/supervisors recognise and appreciate your study efforts?	x	
Do your studies put you in emotionally stressful situations?	x	x
In the *last 12 months*, have you found yourself in a situation where one of your teachers or fellow students...		
...did not pay attention to your statements or were uninterested in your opinions?	x	
...interrupted or "talked over" you?	x	x
...questioned your expertise in a matter for which you are responsible?		x
ignored you or avoided talking to you?		x

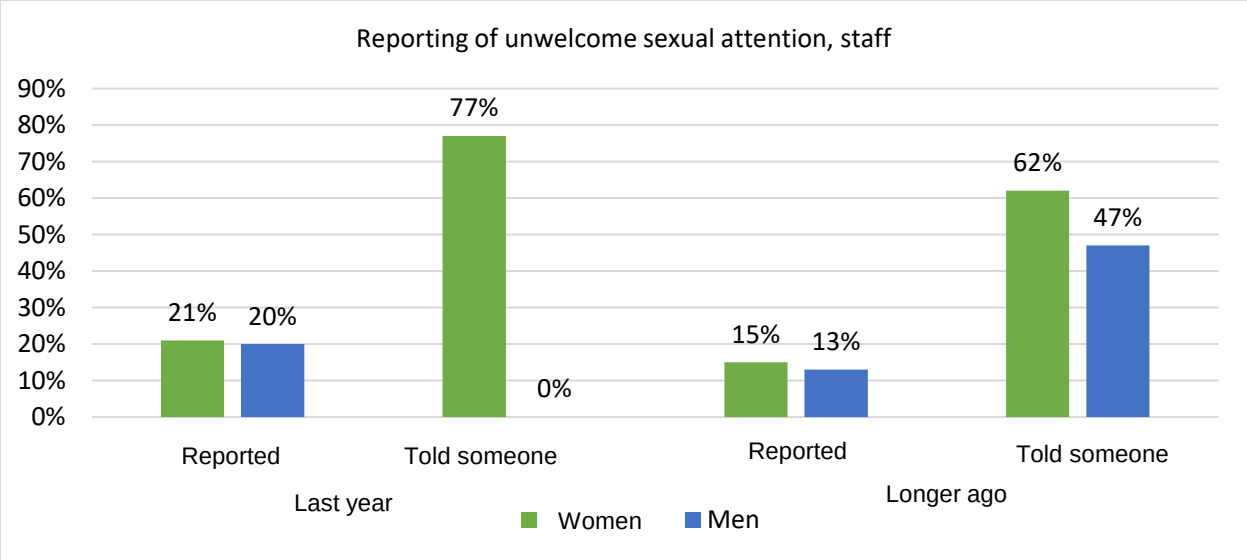
Grounds of discrimination

Few students report that they have been discriminated against on any other grounds than gender. The fact that female students say they have been discriminated against because of their gender is not particularly surprising. But it is interesting that even where there are differences regarding other grounds of discrimination, there are more women who have experienced discrimination. The gender difference in relation to perceived age discrimination is large and significant. Since the prevalence survey does not give any clues as to what kind of incidents this might entail, there is a need for further knowledge. No student reported discrimination on the basis of transgender identity – but in this sample (2% of all students) no one reported any gender identity other than female or male.



Reporting harassment

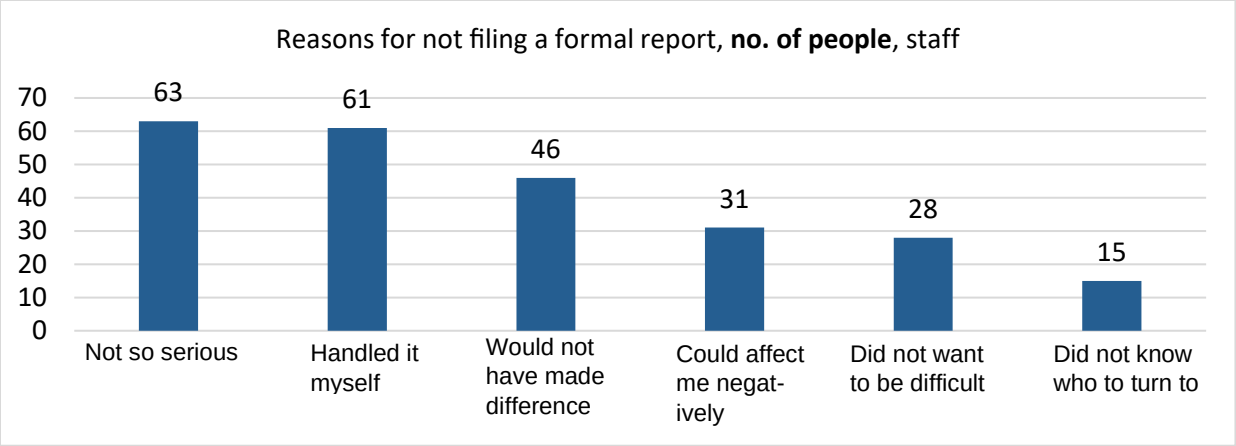
The survey shows that the threshold for reporting (the word used in the survey) seems to be lower for bullying than for sexual harassment. The word “reporting” is also open to interpretation. In the case of sexual harassment, there is a preceding question on whether the person has "told a colleague/student", which should suggest that "reporting" refers to something more official, but the room for interpretation regarding how and who a person should tell in order to count it as reporting is still wide.



Of those employees who said they had been subjected to unwanted sexual attention in the last year, a fifth said that they had reported the incident, with women and men reporting at roughly the same rate. This is significantly higher than among those who had been subjected in the past year (i.e. answered in the affirmative to the question "Have you been subjected to unwanted sexual attention at work in the past 12 months?"). Only 14% said they had reported it. In contrast, 77% of the women but none (of the four) of the men who answered the question regarding the past 12 months had told a colleague about the incident. However, when it comes to events "longer ago than the last 12 months", almost half, 47%, of the men and 62% of the women, have told someone. The figures are similar when looking at individual acts of harassment, where the question also had no time limit. So it seems that reporting has increased – but still only a fifth of unwelcome sexual attention is reported. Awareness of sexual harassment is more widespread, especially among women. By comparison, of the 147 people who said they had been victims of bullying , 36% answered the question, with 37% of these stating they had reported the incidents.

Somewhat surprisingly, temporary staff report sexual harassment at a higher rate than permanent staff, while there is no such difference when it comes to bullying.

Kirkner, Lorenz & Mazar (2022) found in their study that gender-based violence via email and social media was reported more often than other types of gender-based violence and suggest that this is due to the availability of evidence. Unfortunately, the prevalence survey does not make it possible to establish whether the same is true for Uppsala University, as the number of respondents to the reporting question is small. When comparing the propensity to report, those subjected to "sexual images, photographs or gifts" and "sexual content via email, text or social media messages" have reported such incidents slightly more often than those subjected to the other acts of harassment. The numbers are too small to draw firm conclusions, but the issue is important, as it may ultimately be about the victim's confidence in the University's handling of harassment cases.



Why do people not report sexual harassment? Not all non-reporters answered the question "Why did you not report what happened to you?" The figures here are uncertain – there are 287 responses in total, as it was possible to indicate several options. Therefore, the number of individuals is only given as an indication of what prevents harassment from coming to light.

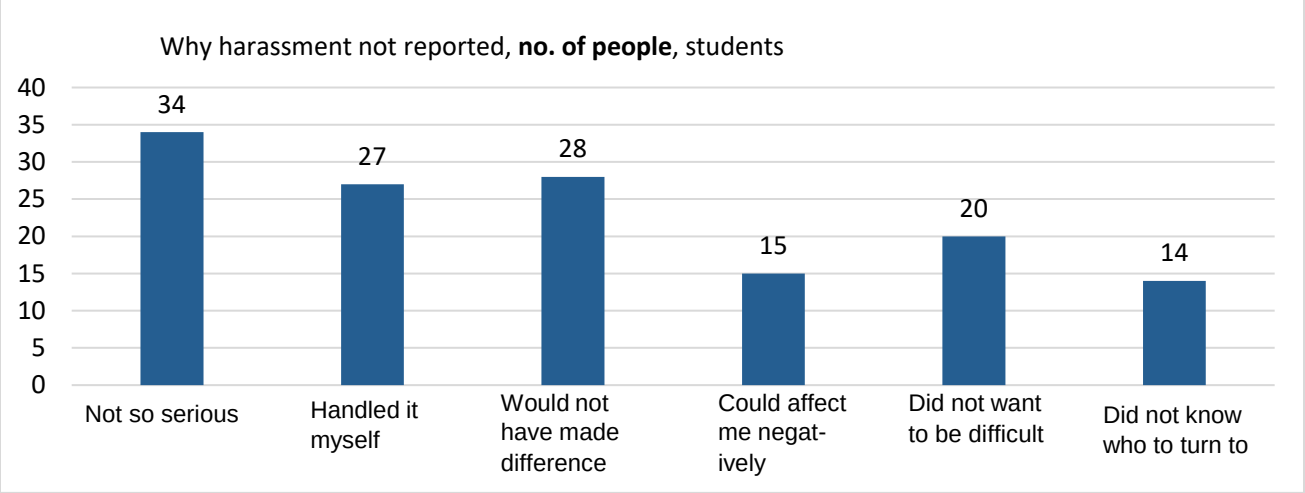
Here, it can be seen that the most common options – that they dealt with the situation themselves or that it was not that serious – suggest that the respondent does not consider reporting to be necessary. These reasons were also most common in the survey at Lund University (Agardh et al., 2020) and in the prevalence study at national level (Rudolfsson et al. 2022).

In contrast, the other four options suggest that there was a barrier to reporting and are therefore of greater interest from an organisational perspective.

Only 42 men answered this question, so the differences between men and women in the whole population cannot be ascertained. However, it can be pointed out that there is a gender difference: men are more likely to say that it was not that serious, while women are more likely to say that they did not want to be difficult, that it would not have made a difference, or that they were worried that reporting might affect them negatively. It cannot be concluded that these differences also exist among staff in general, but does give an indication that this may be the case. However, there is a clear and significant difference between foreign-born and Swedish-born women, with 32% of foreign-born women, compared to 11% of Swedish-born women, indicating the option "I did not know who to turn to". Unfortunately, the survey did not have corresponding detailed questions regarding the reporting of bullying.

Students are less likely to report harassment. Of the 30 female students who have been subjected to unwelcome sexual attention in the last year, 4 (13%) have reported it. None of the 7 men who were subjected reported it. However, more than half (52% of women and 60% of men) have told a fellow student about the incident. Thus, even among students there is widespread knowledge of the sexual harassment that occurs, without this leading to greater awareness at the organisation. Unlike staff, students also do not seem to report bullying: 31 students indicated in the survey that they had been bullied, but even there only 4 women (not the same women who reported harassment) indicated that they had reported this. Thus, the number of unreported cases of both bullying and harassment among students appears to be high.

Why do students not report the harassment? In total, there are even fewer responses than among staff, and despite some variations, the pattern is broadly the same. The fact that "Not so serious" is the most common reason given is also consistent with the survey by Agardh et al. (2020) from Lund University, where students were unsure when the incident was serious enough to be reported.



With so few responses, it is rather pointless to consider differences between men and women or those born in Sweden and those born abroad. All that can be said in general is that there is room for improvement, so that students also know who they can report harassment to and that they have reason to believe that reporting it makes a difference.

Conclusions

The responses from Uppsala University in the national prevalence study largely confirm what research on sexual harassment and bullying has already found. For the University, they indicate areas for improvement that exist and may not have received sufficient attention so far, both at the University-wide and the discipline domain level.

The survey results confirm that both sexual harassment and bullying occur at Uppsala University. 11% of staff and 5% of students state that they have been bullied during the past 12-month period. Fewer state that they have been subjected to unwanted sexual attention, but when asked more closely, around a quarter of both staff and students state that they have been subjected to some kind of sexual harassment. However, the overall percentages are less interesting, as both bullying and sexual harassment affect some categories of staff and students more than others, thereby creating unequal conditions for work and study. This affects not only the individuals who have been subjected to bullying and harassment, but also their immediate surroundings. In the long run, health problems causing loss of efficiency and creativity and possibly sick leave, for example, as well as staff turnover, all have consequences, including financial ones, for the organisation. In addition, bullying and harassment have implications for academic freedom insofar as they restrict the ability of staff and students to freely conduct research, teaching and study.

The results of the survey for UU should be seen as indicative. We are not in a position to assess the non-response rate, neither who chose not to respond, nor why some questions have a lower response rate than others. The survey consisted only of fixed response options, which means that the information is relatively limited. The survey was also relatively long, which may also have affected response patterns. Some background variables are missing. For example, it would have been beneficial to be able to use sick leave data in addition to self-rated health, or to be able to use age as a variable, especially when age discrimination was found to be relatively frequent. While the questionnaire included a definition of one focus on bullying, there was no definition of the other focus area 'unwanted sexual attention' . The detailed questions stated at the beginning that these were 'questions about different types of unwanted sexual attention that may occur at work,' but it is still uncertain how the informants interpreted the questions.

However, the study is comprehensive, the response rate is high or at least satisfactory and it would be difficult and laborious to obtain equivalent data in any other way. The survey can thus be seen as a spring-board for further investigation and work on the issues and problems it indicates.

Selected results

Firstly, the survey results confirm commonly known facts: women are more likely than men to be victims of sexual harassment and men are more likely than women to be perpetrators. Bullying usually takes place between colleagues or fellow students.

The survey results also point to issues that have received less attention:

In particular, the results show that the differences are often greater between those **born in Sweden and those born abroad** than between men and women. The differences between men and women, although they still exist, have probably been influenced by the gender equality work carried out by the university over several decades. Similar work with regard to staff and students from different national backgrounds has not taken place to the same extent. Given the university's ambition to be an international institution,

it is important that work to counteract bullying and harassment of foreign-born employees takes place. On the student side, the work on broadening recruitment also requires this.

Although female **doctoral students** in a number of questions more often than **female teachers/researchers** indicate that they have been subjected to sexual harassment, the differences are not so great that they are also present in the entire population with 95% certainty. This can of course be interpreted in two ways, either with satisfaction that doctoral students are not more exposed than teachers/researchers, or with a realisation that teachers/researchers are no less exposed than doctoral students. In any case, the work to counteract sexual harassment needs to include both groups of employees.

The survey results indicate that we do not know much about **the situation for men**. For example, we see that victimised men, especially in terms of bullying, are more likely than women to have health problems, but we do not know if there is a causality, in which direction, or what it looks like. As Kirkner, Lorenz and Mazar (2022) note, reporting sexual victimisation may be particularly problematic for men. This may be even more true for foreign-born men. The results indicate that there are men in our organisation who suffer from harassment and bullying, but our knowledge about this is too incomplete.

"Negative events due to **age**" were relatively frequent, in fact more frequent than negative events due to ethnicity, especially among women, among both staff and students. As we do not have age data, we do not know whether these informants were older or younger than the average age in the position concerned. There is limited research on age discrimination at universities and it is mainly conducted in the US with a principal focus on students, who have been found to be more negative towards older students – but these have been much older people than the average student. There have also been negative attitudes towards older researchers, but again these are people close to or above normal retirement age and there were not many informants in this age group in the survey sample. Age may also be an indicator of family situation, so that parents of young children perceive that they are experiencing negative incidents because of their stage of life. It is possible that the events referred to by the informants are age discrimination, but we do not know what they entail and where they take place, nor how they should be countered, if at all.

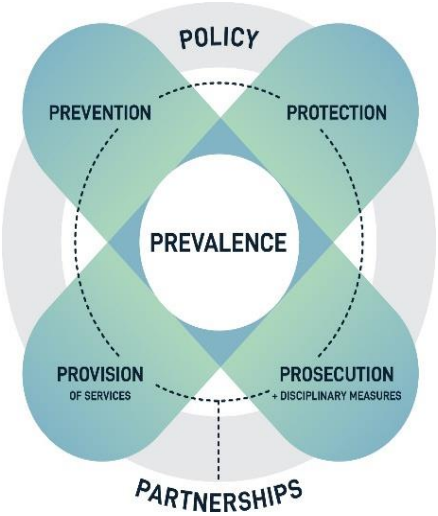
Relatively few people **report sexual harassment**. This means that the University cannot find out where harassment occurs and is thus partly in the dark when it comes to countering it. Although many respondents believe that what they have experienced is not serious, or that they can best deal with it themselves, there are also reasons for not reporting that are influenced by the way in which the organisation handles the reports. According to other studies, one of the main reasons for not reporting is the fear of not being believed (Keisu & Regnö, 2021; Humbert et al., 2022) and the fear of negative consequences (Keisu & Regnö, 2021), as reporting can negatively affect the reporter's continued existence at the institution even more than the harassment itself. A low number of reports is not in itself desirable: trust in harassment prevention efforts may initially increase the number of reports, which is a positive development.

Tackling harassment

Since the purpose of the report is to serve as a knowledge base for continuous gender equality and equal opportunities management at Uppsala University, and since the survey results show that work to counteract sexual harassment is needed, the report concludes with a section on what researchers in the field of gender and higher education in particular have come up with in terms of counteracting sexual harassment. The UniSAFE project presents a "7P model", which identifies seven aspects as necessary for a university to address sexual harassment: policy, prevalence, prevention, protection, prosecution,

partnerships and provision of services (Mergaert et al., 2023). Some of these are applicable to individual cases: protection of victims or reporters of harassment, provision of services, and prosecution of perpetrators. Others concern general efforts to minimise the incidence of harassment: policies that clearly set out the organisation's approach, including its manifestation in practice, the knowledge of prevalence required to know where and what kind of prevention measures are needed. Finally, UniSAFE points out that partnerships with other relevant actors, such as trade unions or student unions, are also needed. UniSAFE's model reflects what many other researchers and practitioners emphasise: dealing with individual cases of harassment, where prosecution and possibly support are often at the forefront, is only a small part of what is necessary to create a harassment-free work environment.

UniSAFE, as well as several other researchers (Bondestam & Lundqvist, 2018), point out that it is crucial that the policy is anchored at all management levels, up to the top, in order to be truly achieved. In larger organisations, there are probably parts where harassment – both gender-based harassment in conversations and jokes and certain forms of sexual harassment – has become normalised, and where people have learned to keep quiet for fear of reprisals, regardless of whether they are the victim themselves or want to support a victim. For a policy to work, such environments need to be recognised at the top level.



In both individual and organisational responses to gender-based victimisation, fundamental power imbalances often receive too little attention (Mergaert, Linková & Strid, 2023; Ranea-Triviño et al., 2022). Policies at higher education institutions also tend not to take into account the fact that different minorities are particularly vulnerable. Harassment policies need to take into account both formal and informal power relations and gender structures that exist in the academic environment, so that it is not risky for a complainant to expose themselves to the subsequent process (Ranea-Triviño et al., 2022).

In the case of students, we know little about the informal power imbalances between them and how they manifest themselves in gender-based harassment, despite the fact that students are mainly harassed by other students. The study by Agardh et al. (2020) shows that positions in different student bodies confer both formal and informal power over other students, and that informal power can also be linked to age or length of educational career, which means that new students are more vulnerable. Students also end up in other spheres of power during placements in professional programmes, and gender-based harassment, which the education provider is responsible for counteracting, also occurs there (Agardh et al., 2020; Rudolfsson et al., 2022).

Many higher education institutions offer training, but tackling harassment through training alone is open to criticism: the main reason for the occurrence of harassment is not a general lack of knowledge. What is needed is not training on sexual harassment per se, but how to change the work environment so that it does not occur. In this respect, good results have been achieved by training bystanders, those colleagues or fellow students who witness harassment and who could intervene directly (Coker et al., 2016; Johnson, Widnall & Benya, 2018; UHR, 2019).

In general, higher education institutions have guidelines for dealing with sexual harassment. One criticism of these is that the processes are too individual-centred and legalistic (Keisu & Regnö, 2021; Röding, 2022).

In UniSAFE terms, the focus is on the issue of prosecution. Although there may be provision of services/support for the victim, the protection of the person reporting harassment is often inadequate. It is not clear that the psychological support, which is often provided outside the University, has an insight into the context, especially power relations, of sexual harassment in academia. And when the harasser is in a more powerful position, the complainant also risks concrete financial and professional consequences. This can also apply to people who support the victim (Flecha, 2021). These also need support of various kinds, as they can also be "questioned, punished, met with resistance, ostracised" (Keisu & Regnö, 2021, p. 28). The person reported for harassment may have an informal position of power at the institution, have allies higher up in the hierarchy or influential networks.

The duty to investigate sexual harassment easily leads to a focus on prosecution, which in turn means that the issue is legalised: it is a matter of evidence from the victimised person and counter-evidence or justifications from the perpetrator (Keisu & Regnö, 2021; Röding, 2022). This is not necessarily in accordance with the victim's wishes. The legalistic aspect also means that it must be possible to describe the harassment convincingly, while several forms of harassment are low-intensity and create discomfort mainly by continuing over a longer period of time. Furthermore, the legalistic aspect means that the case becomes a process that rolls forward on its own steam – victims who have reported such incidents recount the feeling of losing control and an inability to influence the course of the case by, for example, proposing solutions. In Keisu & Regnö's study, it emerged that the processes are often difficult to understand and that they could take different forms despite the procedural order. One reason for processes not following the order may be that the HEI tries to hide and forget rather than solve the problem (Blazyte G. & Pilinkaite Sotirovic, 2022; O'Connor et al., 2021). Once the process is finalised, there is often a lack of follow-up (Keisu & Regnö, 2021): even if the reported harassment ceases, the work environment may still be a breeding ground for gender-based victimisation.

Placing the responsibility for investigating and handling harassment reports on the management of the immediate work environment ignores the need for knowledge of the specifics of sexual harassment, and also makes it more difficult to get a sense of the prevalence of the problem at a general organisational level. Both research and reports from individual universities (Agardh et al., 2020; Röding, 2022) conclude that sexual harassment is best handled by a team at a more central level, in collaboration with the manager of the relevant unit, i.e. that the responsibility for investigation and possible prosecution, as well as protection and support for the victim and any other complainants, is lifted from the immediate manager. This is both due to the need for special expertise and because the manager in question has not infrequently experienced pressure and harassment during the course of the case (Keisu & Regnö, 2021).

To reduce risks, it is a common wish to be able to report anonymously. This can be made possible through whistleblowing mechanisms. There is uncertainty about how such reports can be handled, but even if an individual process cannot be started, they can be seen as indicators of workplace problems, in line with the view of sexual harassment as something beyond individual relationships.

Proposals for action

In the following section, a number of actions are proposed that the findings of the report, combined with previous research and practical knowledge on harassment, may justify. The results of the report give rise to two main actions: work to increase equality between people born in Sweden and those born abroad, and reform of harassment management, including the handling of anonymous reports. It also indicates

the need for further knowledge gathering in some areas, to determine whether there are other work environment problems.

It is not part of the assignment to propose *how* different measures should be realised. Uppsala University's Staff Policy and Work Environment and Equal Opportunities Policy address several factors related to harassment and bullying, and implementation of these policy documents also addresses the problems indicated in this report. The measures proposed here address these problems in a more focused way.

There are extensive knowledge resources for further developing initiatives against sexual harassment; for example, UniSAFE's resource library (https://unisafe-toolkit.eu/resources/) can be a good starting point. Examples of methods for working with sexual harassment and bullying can also be obtained from a number of other Swedish and international universities.

Regardless of which measures are considered important to implement, both research and practical experience show that clear support from the management level is a prerequisite for change to take place.

1) Addressing inequalities between Swedish-born and foreign-born people – without stigmatising those who are foreign-born.

> The gender equality work that has been and is still being carried out can provide pointers as to what action is needed. *Creating awareness* of the existence of the phenomenon is the first step. The inequality produced is probably largely unconscious, and a general awareness in organisations of the existence of the problem would influence various types of action. In addition to all staff, in terms of the day-to-day work environment, awareness of the risk of the creation of inequality between native and foreign-born workers is particularly important for salary-setting and other managers, recruitment committees, teachers and HR staff. *Internal communication* also needs to be improved – an indication of this is the relative ignorance of foreign-born staff about how to report harassment. In an international university, *intercultural communication skills* are much needed, and skills training in this area is therefore also desirable.
>
> The fact that the work and study environment at Uppsala University with regard to harassment, bullying and incivility is unequal on the basis of country of birth is a result that may exist primarily at the aggregate level, i.e. it is not certain that those born abroad who have stated that they have been subjected to such phenomena feel that they have been subjected precisely because of their origin. Nor should we create an image that all foreign-born people are discriminated against.
>
> Efforts to combat inequality based on ethnicity are hindered by the fact that this is not a task that organisations are allowed to record, and thus basic knowledge is lacking. Uppsala University's diversity reports provide an initial estimate of the number of foreign-born staff and students in different organisational units. However, these cannot be combined with other data, for example in the same way as the gender equality indicators in terms of gender. It is likely that manual data processing is needed to investigate whether inequalities based on country of birth exist and where. Without such data, it is difficult to take precise action. Engagement is therefore needed to produce creative solutions which are legally sustainable.

2) Handling of reported harassment

Knowledge of the sexual harassment that occurs is necessary in order to counteract it, and inadequate handling increases rather than reduces the problems both for the individual and for the work environment. There has been dissatisfaction with Uppsala University's handling of harassment in a way that has become public knowledge, which may affect the propensity to report. Both because of this history and because of the findings of the report, a "fresh start" is needed in dealing with sexual harassment with a more robust process.

Knowledge and proven experience show that although sexual harassment is a work environment problem, the responsibility for dealing with it should be taken away from the responsible manager. The management of these cases requires different types of expertise: legal, psychological, work environmental and organisational. Therefore, it is recommended that harassment cases are handled by teams that can build and maintain knowledge, both theoretical and experiential, and which have an overview of what is happening in the organisation. As harassment often involves individuals with a lot of information and power, the team should have a high level of legitimacy and backing from top management. It should act in a down-to-earth manner with creative solutions based on the needs of the victim. UniSAFE's recommendations on policy development and partnership, as well as the legal aspects (prosecution), can be more easily realised with individuals whose specific area of responsibility is harassment management.

3) Anonymous whistleblowers

A functioning anonymous reporting channel helps identify problematic environments, rather than problematic individuals. It can be used by both victims of harassment and bystanders, who do not want to initiate a comprehensive process because of the incident but still want to alert the responsible management to a possible problem.

As required by law, Uppsala University has a channel for anonymous reporting of wrongdoing. However, the introductory text for whistleblowing does not encourage reporting of harassment and bullying, and this signals that the organisation does not see this channel as a valuable opportunity to gain knowledge of such misconduct that may require action. In addition, the whistleblowing function is only intended for staff, not students. The whistleblowing function needs to be made better known and processes need to be built around how anonymous reports are handled. Simple information for whistleblowers about the types of issues that can trigger whistleblowing (e.g. sexual harassment) should be available in the whistleblowing function, as well as information about how reports will be handled and what cannot be achieved due to anonymity. Students also need to have access to a whistleblowing function regarding bullying and harassment.

4) Bystander training

When bystanders who witness inappropriate behaviour in everyday situations are trained to become aware of and recognise harassment and are given the tools on how to act in different situations, they can contribute to an environment in which harassment does not take hold. As such bystander training has proven to be an effective way of preventing the escalation of harassment in a work environment, it should be possible to offer such training to interested units

and to units where a risk of harassment has been identified. This also applies to groups of students.

In addition to sexual harassment, bystander training may also counteract bullying.

5) Particular focus on students

a) No student who had been harassed on a daily basis had reported it. Making it clear to students that the University takes sexual harassment seriously and creating opportunities for easy reporting and a safe follow-up process is also needed for students.

b) The difference between Swedish-born students with and without two foreign-born parents, i.e. students with "Swedish background" and "immigrant background", is large, especially when it comes to cyberbullying. If the bullying is related to the study environment, there is a need, firstly, for an awareness-raising campaign explaining that this is not something that the University accepts, and secondly, for an easy and safe way to discuss bullying with University representatives and, where appropriate, report it.

c) In the case of student harassment, “partnerships” (one of the pillars of the UniSAFE model) with student organisations is key. Forms and forums of cooperation need to be developed both for prevention and for dealing with those cases of harassment that do occur and may first come to the attention of the student unions.

6) Increased information on the University's definition, approach and management of harassment and bullying in different types of internal communication.

This links to the points above. It is important that both staff and students are aware and reminded that work is underway to counter sexual harassment and bullying and that it has an important place in the University's human resources and training initiatives. Both staff and students also need to know how this work is carried out.

It is particularly important that information reaches foreign-born students and staff. In doing so, it is important that it is not based on assumptions about gender equality, rights, perceptions of what constitutes harassment and how it should be handled that are normal for Swedish academic organisations. This is an area that requires some expertise in intercultural communication.

7) Knowledge acquisition as a first step

The report raises some questions for which further information is needed to know if there are working environment issues needing to be addressed:

a) What are the negative incidents related to age which a number of informants have experienced? Is there age discrimination in the organisation, and if so, what does it look like?

b) Bullying and sexual harassment are more often associated with poor health in men than in women. What is this about? Do men suffer more from these behaviours, or are men in poorer health more likely to experience them? Overall, we hardly know anything about men who are subjected to such incidents.

c) We still have hardly any knowledge about staff and students with a gender identity other than female/male, and their potential specific problems with harassment or bullying. Based on research, we can assume that specific problems exist.

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Appendix 1. Number of responses

The table below shows the number of responses broken down by doctoral students and teachers/researchers, technical and administrative staff and students.

A total of 2,034 people responded to the survey.

Disciplinary domain			Doctoral students	Teachers/researchers	Total
Humanities and social sciences					
	Male				
		Swedish background	76	68	
		Foreign background	33	15	
	Female				
		Swedish background	61	56	
		Foreign background	40	20	
Total			210	159	369
Medicine and Pharmacy					
	Male				
		Swedish background	51	39	
		Foreign background	16	19	
	Female				
		Swedish background	56	63	
		Foreign background	32	19	
Total			155	140	295
Science and Technology					
	Male				
		Swedish background	51	56	
		Foreign background	43	39	
	Female				
		Swedish background	56	27	
		Foreign background	40	25	
Total			190	147	337
Total			555	446	1001

Technical and administrative staff		
Male	Swedish background	107
	Foreign background	14
Female		
	Swedish background	179
	Foreign background	21
Total		321

Students				
Humani-ties and Social Sciences				
	Male			
		Swedish background	128	
		Immigrant background	5	
		Foreign background	10	
	Female			
		Swedish background	207	
		Immigrant background	13	
		Foreign background	44	
Total			407	407
Medicine and Phar-macy				
	Male			
		Swedish background	27	
		Immigrant background	3	
		Foreign background	6	
	Female			
		Swedish background	60	
		Immigrant background	5	
		Foreign background	10	
Total			111	111
Science and Tech-nology				
	Male			
		Swedish background	83	
		Immigrant background	6	
		Foreign background	19	
	Female			
		Swedish background	72	
		Immigrant background	2	

Students				
		Foreign background	12	
Total			194	194
Total				712

Appendix 2: Survey questions on acts of harassment

Those marked with a cross were used in the report

In your work, has anyone ever:	
asked questions about your private life in an uncomfortable or unpleasant way?	
looked at you in an uncomfortable or unpleasant way?	
made sexual references in an uncomfortable or unpleasant way?	X
made comments about your appearance or age in an uncomfortable or unpleasant way?	
made sexual invitations or asked to meet outside work in an uncomfortable or unpleasant way?	X
sent, given or shown you sexual images, photographs or gifts in an uncomfortable or unpleasant way?	X
exposed their body to you?	X
shown you pornographic images or films?	X
sent sexual content via email, text or social media messages in an uncomfortable or unpleasant way?	X
contacted you by email, text or social media messages in an uncomfortable or unpleasant way?	
touched you in a sexual way e.g. by grabbing, holding, kissing, hugging or caressing in an uncomfortable or unpleasant way?	X
offered you a promotion/task/service in exchange for sexual behaviour?	X
threatened/offered to withhold a promotion/task/service if you did not consent to sexual acts?	X