

Advancing safe ‘out-of-office’ research:

Experiences of students and early career researchers from Wageningen University & Research with harassment, the impact, and available support

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Foreword

The motive for this research project was foremost to contribute to a more equal workplace and society, by collecting experiences with harassment and perceptions on beneficial support options of students and researchers. While reading through the collected data, the urgency and importance of this topic, and impact of harassment became more vivid for me. As a result, I became more passionate about this topic, which made the research and writing process rewarding and interesting. My position in this study also contributed to this, as I could relate to the students as a female MSc-student of colour. In foresight, I hope that this study provides a comprehensive insight in experiences with harassment, both their impact and useful support options, so that 'out-of-office' research can be advanced.

During my research internship at Wageningen University & Research I got the opportunity to get acquainted with an international project about gender. I got to learn more about organisational processes and practices within an university. Thereafter, I gained more practical and theoretical knowledge about practices and policies to enhance gender equality. In the future, I remain to be involved in the Gender-SMART project as a student assistant and hope to develop myself further. The research process naturally confronted me with some challenges, as this was the first time for me to design a survey. Luckily, I could seek support with team members of the Gender-SMART project and other people within WUR who provided constructive feedback. In particular, I would like to express gratitude towards my internship supervisor, Margreet van der Burg, who was a great support for me during the whole research process, and was always willing to help and provide feedback. Her enthusiasm, passion and expertise on this topic stimulated and motivated me. Thereafter, I am thankful to my thesis supervisor, Friederike Landau-Donnelly, who was always open for a conversation and provided me with useful and constructive feedback. Also, I want to show appreciation to the students and researchers for their openness on this sensitive topic. Lastly, I would like to thank my own support system, my family, friends and boyfriend for encouraging me during the research process, giving useful feedback and helping me with their own research expertise.

Abstract

Studies show that students and researchers with minority identities experience more unsafety and harassment in fieldwork research (Demery and Pipkin, 2021; Roketenetz and Holliday, 2022; McDermott, 2022; Nash et al., 2019; Langbeen & Bakx, n.d.). Reports of Wageningen University & Research [WUR] show that their students and researchers encounter discrimination and harassment while studying and working, and experience inadequate support (Meesters et al., 2021; Meesters et al., 2022). In turn, the well-being and (study) career of students and researchers is impacted (Langbeen & Bakx, n.d.). Therefore, this explorative study captures experiences of WUR students and early career staff with harassment in environments outside of the office, such as laboratory and fieldwork locations (‘out-of-office’). This contributes to safer ‘out-of-office’ research and research about harassment.

Experiences with harassment, the impact, and support options are investigated among a diverse sample of students and early career researchers of WUR, by using a survey and semi-structured interviews. Results show that students and researchers who belong to a marginalised gender group experience sexual and gender harassment in fieldwork locations significantly more often than those who do not belong to a marginalised gender group. The impact of experiences with harassment is characterised by a decrease in study or job satisfaction and commitment, productivity, participation in social activities, mental and physical health, and access to data collection. These findings underline that being marginalised by gender includes being more at risk in fieldwork locations and show the importance for researchers to be aware of and prepare for these situations.

Keywords: social safety, harassment, discrimination, racism, coping, fieldwork.

Contents

Foreword	2
Abstract	3
Chapter 1: Introduction	6
1.2 Relevance	7
1.2.1 Scientific relevance	7
1.2.2 Societal relevance	8
1.3 Research objective and research questions.....	9
1.4 Methods	9
1.5 Reading guide.....	10
Chapter 2: Theory.....	11
2.1 Literature review	11
2.1.1 Harassment in academia	11
2.1.2 Harassment in fieldwork.....	11
2.1.3 Harassment and intersectionality.....	13
2.2 Theoretical framework	14
2.2.1 Intersectional feminist perspective	14
2.2.2 Harassment	15
2.2.3 Discrimination and racism.....	16
2.2.4 Harassing behaviour	17
2.2.5 Impact harassment and discrimination	18
2.2.6 Fostering safe out-of-office research.....	19
2.3 Conceptual model.....	21
2.4 Operationalisation	23
2.4.1 Race, ethnicity and gender	23
2.4.2 Out-of-office environments	24
2.4.3 Harassment and (institutional) discrimination.....	24
2.4.4 Impact.....	25
2.4.5 Fostering safe OofO research	25
Chapter 3: Methodology.....	26
3.1 Research context and case of Wageningen University & Research	26
3.2 Research methods.....	27
3.3 Data collection.....	28
3.3.1 Survey.....	28
3.3.2 Semi-structured interviews	29
3.2.3 Selection of respondents.....	29
3.4 Data analyses	29

3.5 Validity and reliability.....	30
3.6 Researcher positionality and ethics	30
Chapter 4: Findings	32
4.1 Institutional context WUR.....	32
4.1.1 General policies on safety and integrity	32
4.1.2 Policies social safety.....	33
4.2 Background information respondents survey	40
4.3 Lived experiences with harassment in OofO environments.....	42
4.3.1 Experiencing harassment: marginalised gender group	42
4.3.2 Experiencing harassment: marginalised ethnicity group.....	43
4.3.3 Experiencing harassment: marginalised race group	44
4.3.4 Experiencing harassment: marginalised vs. not marginalised gender group.....	44
4.3.5 Experiencing harassment: minority women vs. majority women	45
4.4 Impact harassment.....	46
4.4.1 Impact marginalised gender group	46
4.4.2 Impact marginalised ethnicity group	47
4.4.3 Impact marginalised race group	47
4.5 Perceived quality and effectiveness of WUR support facilities	47
Chapter 5: Discussion and recommendations.....	49
5.1 Main findings	49
5.1.1 Findings sub-question 1.....	50
5.1.2 Findings sub-question 2.....	50
5.1.3 Findings sub-question 3.....	51
5.1.4 Findings sub-question 4.....	51
5.2 Reflection societal and scientific relevance.....	51
5.3 Limitations.....	52
5.4 Recommendations	53
Chapter 6: Conclusion.....	54
References	56
Appendix I: Interview guide students and researchers.....	62
Appendix II: Interview guide confidential counsellor and PhD advisor	68
Appendix III: Survey.....	73
Appendix IV: Overview background information respondents.....	82
Appendix V: Survey answers marginalised gender group	84
Appendix VI: Survey answers marginalised ethnicity group.....	94
Appendix VII: Survey answers marginalised race group	102
Appendix VIII: Description of independent <i>t</i> -tests	110

Chapter 1: Introduction

“I had to always choose safety over data collection” (Langbeen & Bakx, n.d.). This quote exemplifies one of the problems that students of Wageningen University & Research [WUR] encounter while doing fieldwork. Another quote exemplifies that a sense of awareness and vigilance among (male) supervisors is needed to check on the safety of their students: “I asked my (male) supervisors, who had conducted fieldwork in the same country before, how they thought the situation was for women to do research. They said it should be fine, that was it” (Langbeen & Bakx, n.d.).

Three reports of WUR, one written by a group of Forest and Nature Conservation and Policy [FNP] researchers, one by a group of MSc-students, and one by a group of researchers from the Wageningen Centre of Sustainability Governance [WCSG] served as starting points for this master’s thesis. All three groups conducted a survey to collect data from WUR students and staff. Additionally, the FNP group organised a workshop in which FNP staff could discuss the results of the survey and brainstorm about improvements. Also, the WCSG group gathered samples of the chair groups’ curricula and held a series of group discussions with teachers. The FNP group highlights experiences of discrimination of students and staff of WUR in various academic activities and suggests several bottom-up ideas to contribute to a safe academic culture. Moreover, the student-led initiative about fieldwork experiences reports about negative gendered experiences of women in the field and calls upon WUR to take action in tackling this problem. The findings of the WCSG group are divided to education-related outcomes and research-related outcomes. The outcomes about education suggest that WUR students are mostly confronted with white role models, western ideas and incentivized to practice western-based academic skills. Two key topics were raised regarding research-related outcomes. Firstly, there is an underrepresentation of cited scholars from the Global South. Secondly, the research practices of sustainability governance studies can be seen as ‘parachute science’, which points at extractive research where researchers collect and produce data in a foreign community without acknowledging contributions of local researchers and participants (Meesters et al., 2021, p. 2-9; Langbeen & Bakx, n.d.; Meesters et al., 2022).

In cooperation with the Gender-SMART project, this master’s thesis is written as a follow-up study of these three WUR reports and other WUR initiatives. It is meant as an explorative study about experiences with harassment in ‘out-of-office’ environments of students and researchers of WUR. Students or researchers are considered to be working in an OofO environments, when they are working outside of their permanent working or learning place. Also, all types of work and learning activities are included in this definition, thus also desk activities if performed elsewhere. In this situation, there can still be a risky environment. In light of the Covid-19 pandemic, home offices are not defined as OofO environments.

The main focus lies on providing an intersectional and comprehensive view on experiences with harassment in out-of-office environments. These experiences are collected by conducting a

survey and supplemented by quantitative data from semi-structured interviews. From here onwards, out-of-office will be referred to as ‘OofO’.

1.2 Relevance

1.2.1 Scientific relevance

Most of the existing research on harassment and safety in out-of-office environments focuses on fieldwork experiences of female researchers (Hanson & Richards, 2017; Wadds et al., 2020; Clancy, Nelson, Rutherford and Hinde, 2014; McDermott, 2022; Nash et al. 2019). Another research project of Nelson, Rutherford, Hinde and Clancy (2017) identified shortcomings in policies of academia regarding professional behaviour on the basis of lived experiences of field scientists. They recommend further research to look into the relation between specific identity markers and fieldwork experiences. Specifically for the Dutch context, the Dutch Network of Women Professors (in Dutch: LNVH) was the first to explore manifestations of harassment in Dutch academia. Findings show that female academics experience various expressions of harassment, facilitated by cultural and structural factors. The academic world has a highly hierarchical nature, in which individuals have power over others, e.g. to decide about someone else’s career (Naezer, van den Brink and Benschop, 2019). Very recently, the Dutch minister of Education, Culture and Science requested the KNAW (the Royal Dutch Academy of Sciences) to make a guide for enhancing social safety in Dutch academia. This guide also recognises that harassment is prevalent in OofO environments (KNAW, 2022). Demery and Pipkin (2021) specifically wrote on fieldwork strategies for at-risk individuals. They consider individuals to be more at risk in the field by their race, ethnicity, sexual orientation, disability, gender identity and/or religion. Additionally, Roketenetz and Holliday (2022) wrote on gender dynamics in marine labs and nature centres.

To further examine experiences in OofO environments and contribute to this body of research, this study looks into the relation between intersectionality and experiences with harassment. Specifically the identity markers gender, race and ethnicity are focal points, but various other identity markers are also included. Not much is known about harassment in out-of-office spaces against queer researchers, which may have to do with what Nichols (2018) calls ‘settler colonialism’. Settler colonialism is characterized by heteronormative discourses and uses the rhetoric of reproductive ‘inheritance’ to normalize erasures of indigenous cultures. The university can also be seen as a ‘settlerscape’, in which dominant discourses of modern settler society are made relevant by histories of indigenous displacement. Therefore, applying an intersectional perspective opens up the opportunity to incorporate more queer stories in research about harassment. While most research on this topic focuses on experiences of female researchers, Sharabi (2022) sheds light on power relations in fieldwork locations, which can stimulate specific feelings of fear for male researchers.

Investigating other OofO environments than fieldwork locations adds to existing literature as well, because most research centres around the experiences of field scientists. The value of WUR as

case study is relevant here too, as students and researchers from WUR work in the agricultural and food and life sciences domains. Therefore, they are studying and working in for example trial fields and laboratories. Studying these experiences will give scientific insights into the prevalence of harassment in science domains beyond social sciences and will provide directions for recommendations.

1.2.2 Societal relevance

Next to the scientific relevance of this study, the societal relevance shows that conducting research about harassment in OofO environments is an urgent matter. Researchers encounter various risks while conducting fieldwork research. Wadds et al. (2020) illustrated different personal narratives of researchers in the field. In the case of personal risk, fieldworkers risk to be harmed physically, psychologically, ephemerally and enduringly while conducting research. Subsequently, risk can be diffused to others and can impact the social and professional network of the researcher. Also, knowledge production and dissemination can be affected by certain risks in fieldwork locations (Apoifis et al., 2020). Demery and Pipkin (2021) show that individuals with minority identities can be more at risk than others in fieldwork research practices. They recognise that at-risk individuals risk their physical and mental health, safety, productivity, and professional development. For example, a researcher can be exposed to more risk when their disability is visible.

Nelson et al. (2017) show more in detail what impact harassment in OofO environments can have on the professional life of the researcher. As a result of lacking guidelines about appropriate professional behaviour, fieldworkers were denied access to professional opportunities. This manifested itself in alienation, unprofessional behaviour, sexual harassment and assault, gendered divisions of labour, and behavioural 'tests'. Moreover, working in a hostile work environment influenced the careers of the researchers. Namely, careers were stalled, redirected to a different institution or field site, or entirely stopped. This can be ascribed to for example psychological and physical harm and trauma.

Corresponding with these findings, Roketenetz and Holliday (2022), McDermott (2022) and Nash et al. (2019) reveal that field stations and nature centres are gendered work spaces, and wrote on gender bias. They found that female researchers have lesser access to positions, because they may encounter sexual harassment and assault as a way of bullying them out of the field. Moreover, gender bias stimulates horizontal and vertical gender segregation. Horizontal gender segregation means that certain careers and functions are seen as feminine and certain as masculine. Vertical gender segregation happens when in female-dominated work spaces, leadership positions are held by male researchers. Gender bias also influences the amount of opportunities and recognition that female researchers receive. For example, women are oftentimes excluded from informal networks in which promotion possibilities are discussed. Therefore, the widespread impact of experiences with harassment while conducting research shows why this problem should be addressed and prevented.

In spite of the findings of these research projects about harassment in OofO environments, a report of WUR shows that discrimination and harmful behaviour on field sites are occurring to students and researchers within the organisation. Students and researchers encounter risks and limitations in their data collection and experience a lack of support, which influences their well-being and (study) career (Langbeen & Bakx, n.d). To prevent and counter harassment and its impact on researchers, more research is needed. This research tries to capture experiences with harassment and perceptions on improvements to change the consciousness and support of both the academic world as society as a whole. Ultimately, risks and possible unsafety in OofO research should be reduced. Importantly, this research includes stories of people with various identities, to disrupt tenacious heteronormative biases in the academic world (Nichols, 2018). In the end, findings of this research contribute to awareness about the prevalence of harassment in OofO environments and will provide WUR with practical recommendations to better address this pressing problem.

1.3 Research objective and research questions

The aim of this master’s thesis is to provide a comprehensive view on experiences with harassing behaviour in OofO environments and the impact on and support options of students and researchers of Wageningen University. Moreover, the experiences and perceptions are analysed by an intersectional approach. This does entail the acknowledgment that harassment needs to be viewed as a complex social problem, in which different forms of social inequality interact and overlap with each other (Cho, Williams-Crenshaw & McCall, 2013). Ultimately, directions for change for WUR to deal with and decrease harassment in OofO environments will be provided. The following research questions are central to this study:

To what extent are marginalised gender and race groups of WUR experiencing harassment in out-of-office environments in 2018, 2019 and 2022?

1. Which WUR policies are in place to deal with and decrease the prevalence of harassment in out-of-office environments?
2. What are the lived experiences of students and researchers of WUR regarding harassment in out-of-office environments?
3. What is the impact of harassment in out-of-office environments on students and researchers of WUR?
4. What is the perceived quality and effectiveness of WUR support facilities?

1.4 Methods

A mixed-method approach was applied to operationalise the main research question and four sub-questions. The survey was spread among MSc, PhD candidates, postdoc and tenure track researchers

of WUR. Subsequently, two in-depth interviews with MSc-students and two in-depth interviews with a confidential counsellor and a PhD advisor were held.

In order to provide a comprehensive view on experiences with harassment in OofO environments, existing policies of WUR which deal with harassment were investigated. By document analysis, the first sub-question will be answered. After examining WUR policy regarding experiences of harassment, experiences with harassment in OofO environments of WUR researchers are investigated by the use of a survey and in-depth interviews to answer sub-question two. In an effort to portray these experiences, respondents were asked about the impact of encountering harassment to answer sub-question three. Lastly, respondents of the survey and interviews were asked about the quality and effectiveness of WUR support facilities, which is incorporated in sub-question four.

1.5 Reading guide

In order to answer the main research question and four sub-questions, chapter 2 introduces and defines different ways in which harassment can become apparent in academic environments. Furthermore, safety in the workplace is discussed by using notions of belonging and safety climate. These theoretical concepts will be related in a conceptual model. Thereafter, chapter 3 will highlight the methodology of this thesis. In this, the research context, data collection and researcher positionality will be considered. Chapter 4 consists of the findings of the survey and interviews. Chapter 5 will be used for presenting the main findings and reflecting on the societal and scientific relevance, limitations and recommendations. In chapter 6, an overview of the study is provided and a conclusion is drawn.

Chapter 2: Theory

This chapter will first discuss relevant studies in a literature review about harassment in academia. Thereafter, a theoretical framework will be formed in order to create the backbone for the data collection. Lastly, key theoretical concepts will be operationalised.

2.1 Literature review

2.1.1 Harassment in academia

Academic harassment and bullying have become more prevalent in higher education institutions (Miller et al., 2018). Miller et al. (2018) looked at experiences with psychological, emotional, cognitive or physical harassment of professors in their tenure process. In their research, they recognise the unique work environment of higher education institutions. This environment is characterised by 1) academic freedom, shared governance and tenure, 2) increased technological use and its impact on uncivil behaviour and 3) the behaviour of workplace colleagues. Moreover, they state that higher education culture is influenced by an unwritten, notwithstanding strong worldview on values and norms, which has impact on satisfaction, morale and motivation. This all can contribute to bullying within a faculty. Moreover, it came forward that personal or professional vulnerability and the presence or absence of a supportive partner/buffer played a role in hurtful events of the participants (Miller et al., 2018).

In 2016, commissioned by the Dutch Network of Women Professors, harassment in Dutch academia was studied by Naezer, van den Brink and Benschop (2019). This was the first explorative research about harassment experienced by female researchers in the Dutch context. Findings show that female academics mostly experience structural harassment, with a combination of different harassing behaviours. As a result, these researchers felt unwelcome, intimidated, and excluded. Moreover, their physical and mental health, and their careers were negatively impacted.

Moreover, the world of academia has a highly hierarchical nature, in which individuals have the power to decide about someone else's career. This means that decision makers can secure their own interests and simultaneously abuse their power to negatively affect candidates in precarious positions. Moreover, research contribution and skills are predominant in recruitment and promotions and leadership skills not. In addition, academic culture can be described as competitive, performance-driven and individualized, which stimulates a feeling of entitlement, desire for individual autonomy and harassing behaviour, and does not stimulate collegiality (Naezer et al., 2019).

2.1.2 Harassment in fieldwork

A body of research on sexual harassment and assault on women researchers during their ethnographic research shows that a particular researcher's positionality can cause unsafe situations (Hanson & Richards, 2017; Nelson, Rutherford, Hinde & Clancy, 2017; Wadds, Apoifis, Schmeidl & Spurway, 2020). In the book of Wadds et al. (2020), an interdisciplinary group of fieldworkers are interviewed,

who have done research in diverse settings. The common theme in these interviews was risk. Risk can take up multiple forms: personal risk, diffusion of risk to others, and risk related to data collection and dissemination (Apoifis, Wadds, Schmeidl & Spurway, 2020). Moreover, Hanson and Richards (2017) show that three so-called 'fixations' of contemporary ethnography: solitude, danger and intimacy, have implications for women ethnographers' understandings of and reaction to sexual harassment in fieldwork. Hanson and Richards (2017) argue that these fixations have two effects: 1) create dangerous environments for researchers and 2) shape the construction of ethnographic knowledge.

In addition, the Survey of Academic Field Experiences, which was filled out by 666 field scientists, shows that these researchers did not encounter many codes of conduct and sexual harassment policies while being trainees. Greater awareness about reporting mechanisms could possibly prevent experiences with harassment in an earlier stage. Research shows that sexual harassment and assault are often central when looking at workplace climate. Defining sexual harassment and assault can be troublesome, as experiences of these phenomenon are subjective (Clancy et al., 2014).

Further research from Nelson et al. (2017) focused on two ways to create safer fieldwork experiences: clarity of appropriate professional behaviour and rules at field sites and access to professional resources and opportunity. Their first finding describes that "field experiences differ according to presence or absence of rules, and consequences if rules were violated" (Nelson et al., 2017, p. 713). What becomes clear is that fieldwork contexts with a lack of clarity about shared rules of professional behaviour and procedures for recourse in cases of misconduct go hand-in-hand with abuses of power from the top of the professional hierarchy. Moreover, cases of sexual harassment and assault were described more often by respondents in field contexts with lacking clarity about codified rules. Furthermore, lacking clarity about appropriate professional behaviour was affiliated with a denial of access to professional opportunities. This denial of access revealed itself in various forms: encountering alienation, unprofessional behaviour, sexual harassment and assault, gendered divisions of labour, and behavioural 'tests'.

The second finding (Nelson et al., 2017) shows the way in which hostile environments and corresponding negative experiences influenced careers. Resulting from negative field experiences, careers were stalled, redirected to a different institution or field site or entirely stopped. Respondents who had positive field work experiences, did not report negative career effects. Many respondents encountered long-term problems as a consequence of unsafe field experiences. These problems extended beyond their time on the field and concerned psychological and physical harm and trauma. Thus, this finding suggests that including shared codes of conduct and addressing different manifestations of denials of access could enhance inclusivity and career success.

Thirdly, what came to the fore was that "egalitarian behaviours and enforcement of rules governing behaviour enhanced field experiences for respondents" (Nelson et al., 2017, p. 715). Positive field work contexts can be characterized as egalitarian, with intentional and safe living and

working conditions. These safe conditions are related to both physical safety and well-being. Furthermore, supervisors foresaw problems and created possibilities for conversations or reporting. Additionally, respondents pointed at the importance of having women in leadership roles (Nelson et al., 2017).

In their recommendations for further research, Nelson et al. (2017) argue that further exploration should be done in other academic environments, such as laboratories and conferences. Furthermore, they recommended to look into specific consequences of identity categories in hostile academic environments. Moreover, they state that a systematic examination is needed of the results of negative work experiences in terms of professional productivity.

Subsequently, McDermott (2022) wrote on women's experiences with fieldwork in the tropics. Findings suggest that women have been silenced in sharing their stories, for example by isolation. Female researchers state that the culture of tropical field stations is oftentimes hypermasculine, in which communication climates tolerate sexual harassment and bullying. The research project of Schneider, Lord and Wilczak (2021) discusses the sexual politics of doing fieldwork in China. In this, they portrayed how gender and sexuality influences research and described the risks of sexual harassment and assault.

2.1.3 Harassment and intersectionality

People who belong to multiple oppressed groups are risking to experience more hostile behaviour in their academic work and consequently be more negatively impacted in their careers (Nelson et al., 2017). The study of Berdahl and Moore (2006) shows that minority women are more subject to harassment at work than majority men, minority men, and majority women. Moreover, Konik and Cortina (2008) conducted an empirical study about harassment of employees in higher education. This harassment, based on gender and sexual orientation, can be divided into three factors: sexualized harassment, gender harassment and heterosexist harassment. They suggested that these factors serve to uphold a heteronormative gender hierarchy. The findings of the study show that this model was superior to three competing alternatives and that it was qualitatively strong in explaining harassment.

Misawa (2014) proposes three ways in which academic bullying manifests: positional bullying, counter-positional bullying and unintentional conspirative positional bullying. The first refers to "a type of bullying engaged in by a person in a position of power" (Misawa, 2014, p. 8). The second entails bullying in which the bully has less power, but whose positionality stimulates them to bully a person because of their race, gender or sexual orientation. The latter is the act of bullying by at least two people, simultaneously and collaboratively and based on power differences. Again, the bullied person is degraded on their race, gender or sexual orientation.

In her book 'On being included: racism and diversity in institutional life', Sara Ahmed (2012) interviewed 21 diversity practitioners of different kinds of universities about their diversity work within the higher education sector. Furthermore, Ahmed approaches the university as a field of

knowledge and brings academic knowledge 'back home' by an ethnographical approach. Of importance for this literature review are the detailed descriptions of experiences with institutional whiteness and racism and its reproduction. Whiteness is narrated as invisible and unmarked. Therefore, confrontation with whiteness can unnoticedly demand emotional labour for people of colour (Ahmed, 2012, p. 23-36). Moreover, Ahmed emphasizes that organisational pride can stimulate institutional racism to prevail. Namely, the need for good practices and antiracist notions as sources for the organisational discourse can prevent the organization to truly undertake antiracist actions (Ahmed, 2012, p. 144-152).

Additionally, queer theory can contribute to the understanding of harassment in academic spheres. McNeil, Wermers and Lunn (2018) engage in the intersection between queer theory and education in their book 'Mapping Queer Space(s) of Praxis and Pedagogy'. In this, the fetishization of quantification is discussed. Numbers have become leading in describing and portraying contemporary school experiences. This is also the case for violence against queer bodies. Consequently, numbers are used as rhetorical and normative tools in describing the stories of queer people. However, it is also important to highlight personal stories and experiences in constructing queerness (Greteman & Thorpe, 2017).

2.2 Theoretical framework

2.2.1 Intersectional feminist perspective

This thesis applies an intersectional feminist perspective on experiences with OofO harassment of students and researchers. In this, the perspective of feminist poststructuralist theories of subjectivity are incorporated. Feminist poststructuralist theories of subjectivity indicate that the Self is 'becoming' through fluid and shifting, relational and local, and embedded and embodied spaces and processes. This opens up the opportunity to view OofO harassment as contextual, relational and subjective (Guyotte, Flint & Latopolski, 2021).

Namely, the investigation of experiences with harassment has to be placed in the social context, in which women are marginalized and men privileged. Specifically, those who conform to dominant, socially accepted heterosexual masculinity are advantaged. Hegemonic gender norms that play a role in contemporary society contain essentialist and stereotypical meanings of masculinity and femininity (Conroy, 2013). Butler (1988) laid out an influential notion about gender norms, by rejecting an essence of the human being and arguing that biology is dictated by social meanings. Therefore, Butler argues that there is no essential biological sex. Their theory of gender performativity entails the construction of gender identity "through a stylized repetition of acts." (Butler, 1988, p. 519). In this repetition of gender acts, a societal discourse of a binary sex division is created (Lloyd, 2007). Moreover, the idea of heteronormativity results in a heterosexual norm. This implicates a regulatory system in which for instance a biological woman is naturally associated with the female

gender and expected to be sexually orientated towards men. Notwithstanding, Butler argues that this is not natural and a consequence of violent gender norms (Butler, 1988).

The continuance of heterosexual masculinity and hierarchical power relationships intersects with other sites of power. The theory of intersectionality, introduced by Kimberlé Crenshaw in 1989, explains this phenomenon. Intersectionality is defined as: an analysing tool to distinguish ways in which different forms of social inequality, oppression and discrimination are interacting and overlapping in multidimensional ways (Cho et al., 2013). A focus on privileged groups causes marginalisation of multiply-burdened social groups and creates a misrepresentation of oppression and discrimination. This is the result of a narrow focus on a social problem, while instead these phenomena are more complex (Crenshaw, 1989).

Furthermore, bell hooks is considered to be the first to write about the idea of intersectionality, although she did not use the term. Thus, her great contribution to the theory of intersectionality should be acknowledged and explained here as well. In the book 'Feminist theory: from margin to center', hooks (1984) points at the absence of a comprehensive definition of feminism and the overrepresentation of white, privileged feminists in the movement. Before intersectionality became a common term among feminist theorists, hooks stated that feminism should include other forms of oppression besides sexism, such as racism, classicism, and imperialism. These different forms of oppression should be understood as interrelated and inseparably connected, existing in interrelated webs (Recep TAŞ, 2021; Biana, 2020).

2.2.2 Harassment

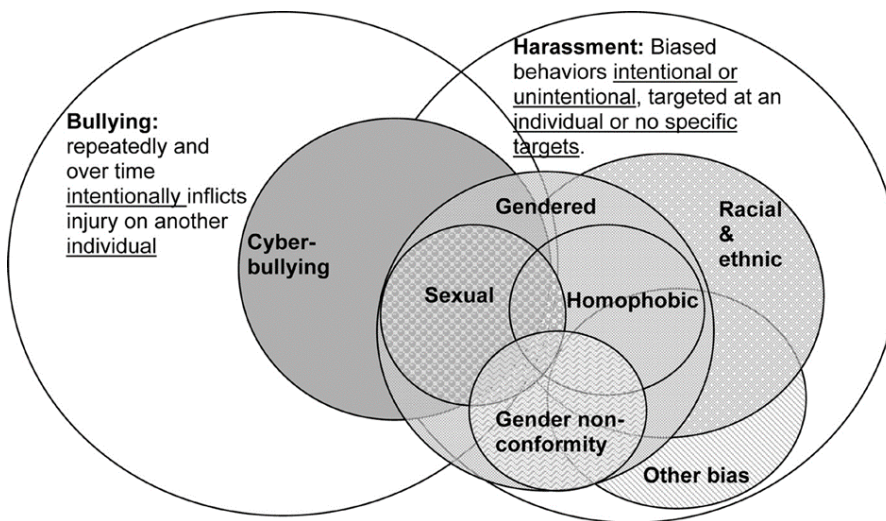
For the purpose of creating a theoretical framework to research harassment in OofO environments, it is relevant to define key concepts that together form harassing behaviour. The United Nations define harassment as "any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or which create an intimidating, hostile or offensive work environment." (United Nations Entity for Gender Equality and the Empowerment of Women [UN Women], 2013). In this definition, sexual harassment is described as receiving any unwelcome sexual behaviour that is expected or perceived as causing offence or humiliation (UN Women, 2013).

Due to the contemporary heteronormative patriarchy in our society, harassment can take many shapes along the axes of different social categories, for example race, gender, disability and religion (Raver & Nishii, 2010). Meyer (2008) designed a diagram which shows how different forms of harassment are related (see Figure 1). In this, Meyer focused on gendered harassment. Gendered harassment is defined as: "any behaviour, verbal, physical or psychological that polices the boundaries of traditional heterosexual gender norms and includes (hetero)sexual harassment, homophobic harassment and harassment for gender non-conformity." (Meyer, 2008, p. 556). Sexual harassment

could entail sexual coercion or unwanted sexual attention, while gender harassment could be inappropriate and unwelcome behaviour based on traditional gender norms without any explicit sexual motive (Raver & Nishii, 2010). Homophobic harassment can affect people who are or perceived to be gay, lesbian, bisexual or queer. Additionally, harassment for gender non-conformity does entail harassment based on gender expression, which could include questioning a man's masculinity (Rabelo & Cortina, 2014; Meyer, 2008). Racial and/or ethnic harassment could be described as inappropriate or threatening behaviour with an ethnic or racial component (Raver & Nishii, 2010). Marginalised groups, such as women and ethnic minorities experience harassment more often than others and can be subject to multiple forms of harassment (Berdahl & Moore, 2006; Konik & Cortina, 2008).

Figure 1

Different types of harassment according to Meyer (2008)



2.2.3 Discrimination and racism

There is no agreement whether discrimination can be categorised as harassing behaviour. However, while harassment and discrimination are related to each other, there are also differences. Namely, discrimination specifically entails any unfair treatment or arbitrary distinction based on one's position in a social group (Naezer et al., 2019; UN Women, 2013). Through this disadvantage, people become vulnerable to domination and oppression (Naezer et al., 2019). The vulnerable socioeconomic position of marginalised groups is also created through structural inequalities in societal organizations and institutions, which is called institutional discrimination (Lui & Anglin, 2021). Lui & Anglin (2021) wrote on institutional ethnoracial discrimination, but this phenomenon can also be applied to other minority groups.

People from marginalised race and/or ethnicity groups are specifically subject to racism. Racism is part of the potential of systems. It refers to the phenomenon of using categories, based on biological, cultural, religious, linguistic or territorial boundaries, to signify a fixed, deterministic

genealogical difference of 'the Other' (Ang, Ho & Yeoh, 2022). Essed (2008) employs the term everyday racism, in which she describes experiences of black people with racism. Moreover, institutional racism is reproduced in experienced everyday racism. Three forms of everyday racism exist: marginalisation, problematisation and containment. Marginalisation takes place when people of colour are being excluded and made unimportant. Additionally, problematisation points to attributing negative characteristics to people of colour. Containment does entail denying the existence of racism or taking a passive stance in fighting it. Moreover, containment strategies actually downplay racism (Collins, 1992).

2.2.4 Harassing behaviour

In order to investigate experiences with harassment in OofO environments, it is relevant to look at specific expressions of harassing and discriminatory behaviour that researchers encounter. The research of Naezer et al. (2019), mentioned in the introduction and literature review, and literature on workplace bullying are useful here to distinguish specific types of behaviours. Naezer et al. (2019) note that harassing behaviour is diverse and can manifest itself as verbal and non-verbal, physical and non-physical, sexual and non-sexual, online and offline, direct and indirect and task-related and person-related.

Einarsen, Hoel, Zapf and Cooper (2010) describe bullying as "the systematic exhibition of aggressive behaviour at work directed towards a subordinate, a coworker, or even a superior, as well as the perception of being systematically exposed to such mistreatment while at work." (Einarsen et al., 2010, p. 5). Bullying has several manifestations. Firstly, work-related bullying refers to behaviours of giving unmanageable deadlines or workloads, of controlling excessively and of assigning unintelligible tasks or no tasks. Secondly, person-related bullying is experienced when one is the victim of insulting remarks, excessive teasing, gossip or rumours, persistent criticism, jokes and intimidation. These behaviours operate largely independent of the work organisation. Moreover, person-related bullying can be scaled along the lines of passive and indirect behaviours to active and direct. Social isolation, which means cutting communication with someone or excluding them from social events and spreading gossip and rumours can be placed on the passive and indirect end of the scale. Humiliating someone with insulting remarks or jokes can be categorised in the middle. Verbal threats and aggression are at the active and direct end of the scale. Additionally, person-related bullying is mainly expressed psychologically, but can also manifest itself physically. Thirdly, bullying can occur interpersonally. This consists of a dynamic interaction between at least two parties. Fourthly, organisational bullying refers to depersonalized bullying, in which "organisational practices and procedures, perceived to be oppressive, demeaning, and humiliating, are employed so frequently and persistently that many employees feel victimised by them." (Einarsen et al., 2010, p. 20).

In addition, harassment and bullying can take place online, as workplaces are increasingly relying on information and communication technologies. D'Souza, Forsyth and Blackwood (2021)

employ the term cyber abuse. This points at online abusive interpersonal behaviours, for example online bullying, stalking, discrimination and (sexual) harassment. Cyber abuse can and does occur beyond working hours and outside physical work activities. This can be particularly relevant for out-of-the-office workplaces, as for example during ethnographic field research, the line between professional and private matters can be blurry (Hanson and Richards, 2017).

2.2.5 Impact harassment and discrimination

The response to harassing behaviour is an important part of harassment experiences. ‘Coping’ is a self-protection strategy from harm, by managing the stress that harassment brings to a victim (Houlden et al., 2021). According to Knapp et al. (1997) sexual harassment coping strategies for women can be divided into avoidance, confrontation, social coping, and advocacy seeking. These four responses vary in terms of focus and mode. The focus can be on the self or the harasser (initiator) and the mode can be supported or not supported. The latter depends on the amount of assistance the target seeks.

Table 1

Coping responses from Knapp et al. (1997)

Coping response	Focus of response	Mode of response
Avoidance/denial	Self	Not supported
Confrontation	Initiator	Not supported
Social coping	Self	Supported
Advocacy seeking	Initiator	Supported

Avoidance is a common strategy and describes a situation in which the perpetrator or the harassing context are avoided if possible. Moreover, the seriousness of the situation can be cognitively denied or minimized. Additionally, researchers could self-cope by for example drinking alcohol or using drugs (Schneider, Hitlan & Radhakrishnan, 2000). Confrontation describes a situation in which the perpetrator is addressed directly. In this, the perpetrator is either asked or insisted to cease the offensive behaviour. Social coping points at seeking social support from colleagues, friends, and family members. Lastly, advocacy seeking does entail the reporting of harassment to organizational authorities. Researchers could also step to legal authorities (Knapp et al., 1997).

Further short- and long-term impact of harassment in OofO environments on researchers has already partly been discussed in paragraphs 1.2.1 (societal relevance) and 2.1.2 (harassment in fieldwork). Additionally, Rospenda & Richman (2005) laid out job-related consequences of harassment. Namely, experiences with harassment influence one’s job satisfaction. Moreover, harassment and discrimination at work is associated with a decrease in organisational commitment and productivity, and an increase in work tension, absenteeism, and tardiness (Schneider et al., 2000). Also, people tend to switch or stall their career (Rospenda & Richman, 2005).

Moreover, the researcher can be indirectly impacted in their performance and career. Several informal forms of power and privilege, such as horizontal and vertical gender segregation, can play a role in access to data, spaces and opportunities. Furthermore, opportunities for promotion, performance assessment and the construction of knowledge can be influenced (Apoifis et al., 2020, p. 5-6, Roketenetz and Holliday, 2022; McDermott, 2022; Nash et al., 2019; Hanson & Richards, 2017).

2.2.6 Fostering safe out-of-office research

2.2.6.1 *Belonging*

The meaning of safety in academia is related to a feeling of belonging. Belonging is a basic human need, which continuously needs satisfaction and is subject to circumstances, conditions and contexts. Moreover, a sense of belonging contributes to well-being and safety, which in turn positively influence one's development and academic success. For students of colour, a strong feeling of belonging contributes to the prevention of depression and increased perceptions of self-worth, academic ability and social acceptance (Guyotte et al., 2021). In line with Yuval-Davis (2006), belonging is understood here as multi-layered, social, dynamic, political, and spatial. Furthermore, belonging is about feeling safe.

Using the analytical framework of Yuval-Davis, belonging can be differentiated between three major analytical levels: 1) social locations, 2) individuals' identifications and emotional attachments to various collectivities and groupings and 3) ethical and political value systems with which people judge their own and others' belonging/s. These levels are interrelated. Firstly, social locations refer to different social categories in society that have a specific positionality related to power. These categories are different depending on historical contexts and tend to be fluid and contested. Moreover, the social location of a person is determined along multiple axes of difference, for example gender, class, race, sexuality and ability. Secondly, identifications and emotional attachments to different identity groups play a role in the process of belonging. Identity is seen here as always changing and reproducing itself. Furthermore, belonging is linked to the notion of performativity. Repetition of specific social and cultural practices can stimulate a link between individual and collective behaviour. This is crucial for constructing and reproducing identity narratives and constructing feelings of attachment. Thirdly, differences between ethical and political values and corresponding usage of social locations and narratives of identities result in politics of belonging. Politics of belonging can include actions of exclusion, as it creates boundaries of the community of belonging. This is influenced by hegemonic political powers (Yuval-Davis, 2006).

2.2.6.2 *Organisational theory: safety climate*

Organisational theories about safety focus mainly on the managerial level of safety. In addition to the beforementioned concepts of harassment and belonging, notions about safety climate can contribute to the meaning of safety within the university as an organisation. Research shows that organisational

support and an effective change of information contributes to a positive safety climate. Moreover, environmental conditions, safety policies and programs, organisational climate and safety climate can make significant contributions to perceived safety in the workplace. Safety climate is defined as substantial management support for safety and the overall importance assigned to safety (DeJoy, Schaffer, Wilson, Vandenberg, & Butts, 2004).

Subsequently, psychosocial safety climate centres around the psychological health of the worker. This is defined as “shared perceptions of organisational policies, practices and procedures for the protection of worker psychological health and safety” (Law, Dollard, Tuckey, & Dormann, p. 1782). In this, harassment is seen as an unsafe condition within an organization. When a worker is exposed to harassment, the worker is at risk to being harmed. Research shows that organisations with low psychosocial safety climates experience more workplace bullying and harassment. Consequently, the workers of these organisations have more psychological health problems (Law et al., 2011).

2.2.6.3 Best practices field research

While fieldwork research is often portrayed with solidarity and intimacy, Lombard (2022) states that boundary-negotiation is important while conducting field research. Researchers should approach interactions in fieldwork as working through boundaries, which sometimes can function smoothly and sometimes can be put under pressure. Focusing on boundaries opens up the opportunity to include interlocutors and participants into the process of boundary-negotiation, instead of only portraying the risk in field research as a result of the researchers' identity. This can stimulate mutual respect for interpersonal differences within relations in the field.

Demery and Pipkin (2021) and Schneider et al. (2021) looked at ways to enhance safe field research. This involves best practices for researchers with minority identities, for supervisors and for institutions. Although it is unfair to lay the burden on at-risk researchers, for self-protection purposes researchers and students need to be cautious. Researchers and students should take advantage from possible training opportunities about field safety. Moreover, they should build systems of support with colleagues, peers and supervisors and talk about possible risks, preparations to minimize risk and reporting mechanisms.

The role of supervisors and institutions to enhance safe fieldwork needs more emphasis. Supervisors can support their researchers or students by using available resources to self-educate on possible risks for minorities in the field. Moreover, supervisors should discuss risk management and create a field risk management plan in cooperation with the researcher or student prior to the field research. In this, available reporting mechanisms should be included (Demery and Pipkin, 2021).

Departments and institutions can make a general field safety and/or harassment training available for researchers and students. Optionally, this can be made mandatory. Additionally, a list of resources about diversity in the scientific world, barriers to entry the scientific world and safety concerns should be made available. When researchers are leaving for fieldwork, a document or letter

about support for researchers with contact information should be provided. Moreover, a department or institution can provide training to supervisors on how to effectively support and mentor diverse researchers and students. Also, institutions can monitor whether field locations and housing are appropriate and safe for diverse researchers or students, by gathering anonymous feedback from field researchers. Ultimately, these inclusion and safety practices should be regularly evaluated (Demery and Pipkin, 2021).

2.3 Conceptual model

The purpose of this paragraph is to bring the concepts from the theoretical framework into a model and show the relations between these notions. This conceptual model is illustrated in Figure 2. First of all, the identity markers race and gender are incorporated, because the experiences of marginalized gender and/or race groups are the main focus of this research. Because a feminist intersectional perspective is employed, arrows are placed in between these identity characteristics, to recognise the interrelatedness. Moreover, a positive relation is illustrated between these identity markers and harassment in OofO environments, because the theoretical framework showed that minority groups risk to experience more harassment (see paragraph 2.1.3).

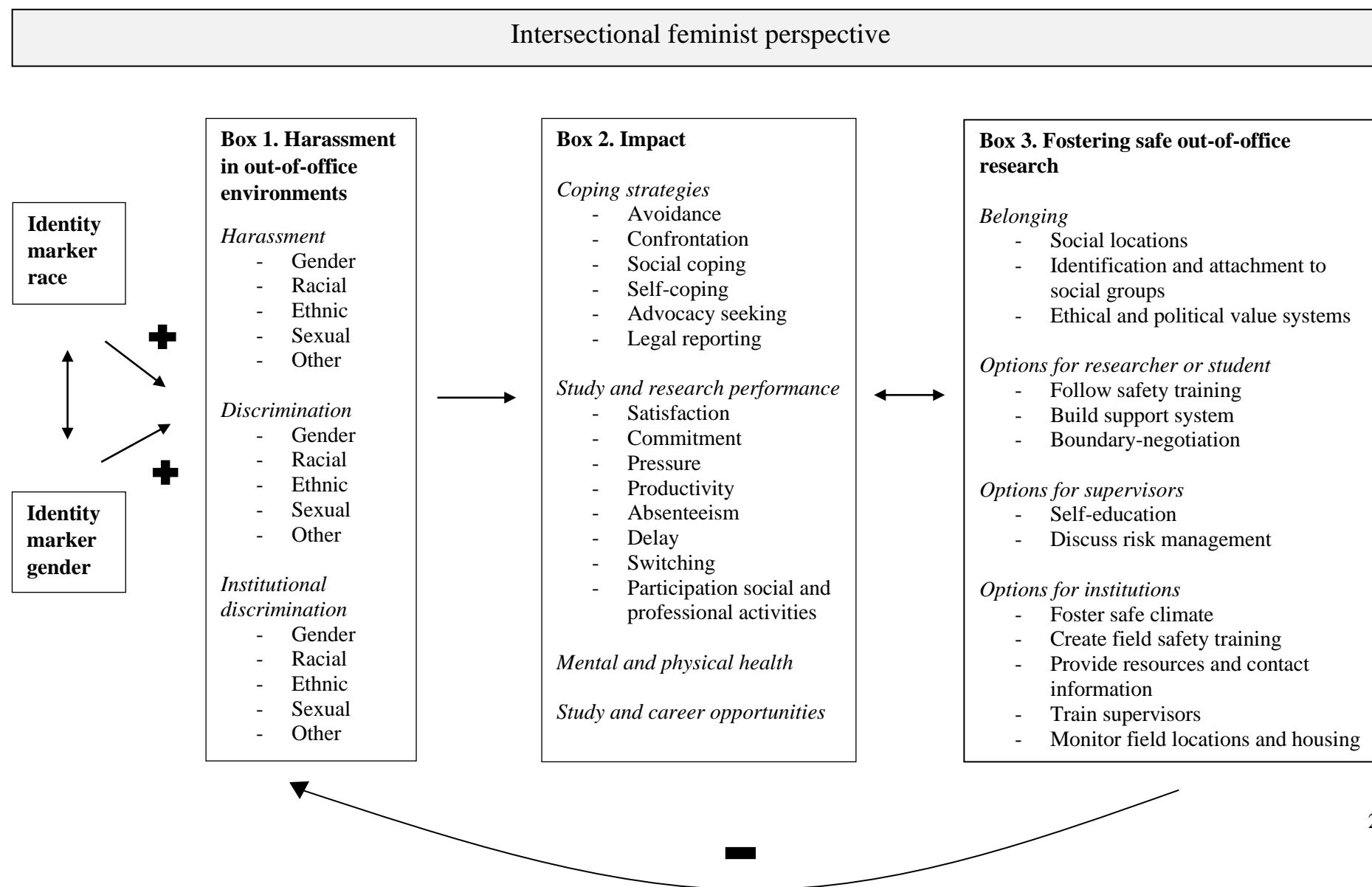
Box 1 ‘Harassment in OofO environments’ contains three main concepts: harassment, discrimination and institutional discrimination. These can manifest based on four social categories, identified in the theoretical framework (see paragraphs 2.2.2 and 2.2.3): gender, racial, ethnic, and sexual. To recognise other types of harassing and/or discriminatory behaviour, ‘other’ is added, which points at other possible social categories, such as class or religion.

Furthermore, the impact of experiences with harassment in OofO environments, discussed in paragraph 2.2.5 is portrayed in box 2. Because the relations between the concepts of box 1 and 2 differ (some are positive, some negative), the arrow is not accompanied with a plus nor minus sign. For example, an experience with racial discrimination is expected to have a negative relation with productivity.

Box 3 contains different notions about fostering safe OofO research (see paragraph 2.2.6). In this, concepts about belonging are laid out. Besides that, best practices for researchers or students, supervisors, and institutions are included. Box 2 and 3 are expected to interrelate, because both the impact and way in which safe OofO research is stimulated can influence each other. In turn, a negative relation is supposed between Box 3 and 1, because it can be expected that fostering safe OofO research will lower harassment in OofO environments.

Figure 2

Conceptual model



2.4 Operationalisation

After discussing the theoretical framework, it is important to operationalise these theoretical concepts. The operationalisation is described using the structure of the conceptual framework. Subsequently, this structure is also used for the survey and interviews.

2.4.1 Race, ethnicity and gender

In order to empirically operationalise race, ethnicity and gender, one must take into account the sensitive nature of these social identities. It is not the intention of this research project to categorize the respondents according to their race or ethnicity. Notwithstanding, the intention of this thesis to look at experiences with harassment of marginalised race and gender groups. The theoretical framework made clear that marginalised groups, including women and ethnic minorities, experience harassment more often than others (Berdahl & Moore, 2006; Konik & Cortina, 2008). Additionally, marginalisation is part of everyday racism, in which people of colour experience exclusion (Collins, 1992). Furthermore, the concept of gendered harassment shows that certain gender groups experience harassment that polices the boundaries of traditional heterosexual gender norms (Meyer, 2008).

Race is defined in this research as a cultural category, which is influenced by social and historical contexts (Wade, 2004). According to Omi and Winant (in: Ang et al., 2022), race is theoretically defined as “a concept, a representation or signification of identity that refers to different types of human bodies, to the perceived corporeal and phenotypic markers of difference and the meanings and social practices that are ascribed to these differences” (Ang et al., 2022, p. 586). Moreover, race is to a large extent a product of colonialism in postcolonial and neo-colonial states, in which the categorisation of phenotypes is naturalized.

Ethnicity refers to an identity with shared learned aspects of a group, which can be based on ancestry, language, or culture. In turn, the latter concepts can be grounded in customs, beliefs, religion, and memories of migration or colonialization. Brown (in: Ang et al., 2022) mentions that race is often incorrectly conflated with ethnicity. Namely, racial terms are often used to identify ethnic categories, which results in connecting skin colours to certain behaviours (Ang et al., 2022).

The concept of *gender* recognizes heterogeneity among women and men. In this, the notion of Butler (1988) is used, in which the concept of an essential biological sex is rejected and the construction of a gender identity through gender performativity is recognized.

Therefore, race, ethnicity and gender are empirically operationalized as social identities and are used in identifying the gender of the respondents and in identifying whether respondents felt like they belong to a marginalized group. Definitions of race, ethnicity and gender were not provided in the survey and respondents could self-categorise as belonging to a marginalized group. This was done intentionally, to prevent feelings of resistance and uneasiness. Later on, these social identities were used to distinct various types of harassment and discrimination. This distinction can provide insightful

information about experiences with specific harassing and discriminatory behaviours, of specific marginalized groups.

2.4.2 Out-of-office environments

The well-known term ‘out of office’, which refers to “a reply that can be automatically sent to an email that you have received when you are not in the office and cannot reply personally, or the system for sending such a reply” (Cambridge English Dictionary, n.d.), usually means that the employee is not working at the moment. In contrast, the term ‘out-of-office’ is used in this study to refer to a situation in which researchers of WUR are working outside of their permanent working or learning place. All types of work activities are included in the definition, thus also desk activities if performed elsewhere.

Different types of OofO environments were included in the survey and interviews, to research the prevalence of harassment in specific types of academic environments. In accordance with the theoretical framework and recommendations of Nelson et al. (2017), laboratory and fieldwork locations were distinguished as categories. Moreover, trial fields and excursion locations were added as categories after having spoken with different people from WUR about non-permanent spaces in which WUR scientists are working and studying. Lastly, OofO places in the home country and abroad were included, as the geographic location can have an influence on the experience with harassment (Schneider et al., 2021; McDermott, 2022).

2.4.3 Harassment and (institutional) discrimination

To define *harassment*, the definition of UN Women is used for the survey and interviews. Harassment includes any inappropriate and unsolicited conduct, that is expected or perceived to be offensive or humiliating to another person (UN Women, 2013). *Discrimination* is defined in the survey and interviews as any unfair or prejudicial treatment or arbitrary distinction based on one’s membership in a social group (Naezer et al., 2019; UN Women, 2013). The operational definition of *institutional discrimination* entails being affected by structural inequalities based on various social characteristics (Lui & Anglin, 2021).

These definitions are laid out in block 3 of the survey, to make sure that respondents can fill out the questions with enough background information. Each question about harassment, discrimination and institutional was divided according to the categories: sexual, gender, racial, ethnic, and other social dimensions. Sexual harassment or discrimination points at sexual insinuations and advances, while gender harassment or discrimination is based on traditional gender norms (UN Women, 2013; Meyer, 2008).

2.4.4 Impact

The different *coping strategies* and definitions from Knapp et al. (1997) were used to measure responses to harassing and/or discriminatory behaviour in OofO environments. Additionally, self-coping (Schneider et al., 2000) and legal reporting (as an addition to advocacy seeking) were included as coping strategies to be more comprehensive.

Furthermore, the different concepts regarding study and research performance were used to assess short- and long-term changes after experiencing harassing and/or discriminatory behaviour in OofO environments. The effect of these experiences on mental and physical health was included in this question as well.

The influence that harassment in OofO research can have on *study and career opportunities* was assessed in a question about the impact on career. In this, notions from paragraph 2.2.5, for example access to data and opportunity for promotion were included.

2.4.5 Fostering safe OofO research

The concepts discussed in box 3 about stimulating safe OofO research were not directly discussed in the survey and interviews, as the focus of the data collection was to collect experiences with harassment. However, respondents were asked in open questions how they qualified the support provided by the institution (WUR) and were asked whether they had any suggestions and/or improvements for support facilities. A comparison of these results and best practices for safe OofO research, identified in paragraph 2.2.6.3, can be found in the section about recommendations.

Chapter 3: Methodology

This chapter will discuss the way in which this research is conducted. Firstly, paragraph 3.1 will describe the case study and context in which this research was conducted. Paragraph 3.2 looks at the research methods for this study. Moreover, the data collection is described in paragraph 3.3. Thereafter, the way in which the data is analysed is described in paragraph 3.4. The validity and reliability of this thesis will be reflected on in paragraph 3.5. Lastly, a reflection on researcher positionality and ethics will be provided in paragraph 3.6.

3.1 Research context and case of Wageningen University & Research

This master’s thesis draws to a large extent from the data collection that is made possible through a research internship at Wageningen University & Research. WUR stands for the collaboration between Wageningen University and the Foundation Wageningen Research (WUR, n.d.b). In specific, the research internship arose in a conversation with the project leads of the DARE and Gender-SMART projects and was meant to connect these related projects. In practice, the internship took place within the Gender-SMART project and team.

The DARE project was approved and encouraged by the Executive Board of WUR in March 2021 and lasts three years. Responding to the recent Black Lives Matter voices, DARE came about to tackle racism and discrimination within WUR and on its university campus. Their formal goal is: “to establish anti-discrimination policies, practices and procedures, and usher in a culture of Decolonization, Anti-Racism, Anti-Discrimination, Equity and Equal Chances.” (WUR, n.d.a). Deriving from this, the project has four pillars: reporting, culture & awareness, education & research and WUR documents and policies (WUR, n.d.a).

Additionally, WUR is part of the EU Consortium Gender-SMART, which started in 2019. This consortium consists of six European partners and aims to strengthen and consolidate gender+ equality. The project has a duration of four years. In 2020, a specific WUR plan called ‘Towards a Gender+ SMART WUR’ started, which objective is “to establish solid and sustainable gender+ policies and practices.” (WUR, n.d.c). This is done over seven dimensions: building a gender+ SMART culture, safe and respectful working environment, gender+ in recruitment and careers, work-life balance, gender+-sensitive governance, leadership and decision-making, gender+ in education and gender+ in research. In the course of 2022, a follow-up plan will be created with clear responsibilities, indicators and monitoring (WUR, n.d.c). According to the team of WUR, Gender ‘+’ stands for a “recognition of heterogeneity among men and among women. It considers the gender dimension as intersecting with other (multiple) social dimensions such as generation, race, ethnicity, class/wealth, religion, civic status, sexual orientation, health status, urban/rural locality, etc.” (WUR, n.d.c).

Moreover, three reports concerning a safe academic culture of WUR served as starting points for this study (Meesters et al., 2021; Langbeen & Bakx, n.d.; Meesters et al., 2022). These were already shortly described in the introduction. The first shows findings of a survey among BBN and

MFN students and FNP staff, about: experiences of discrimination in WUR, social comfort within their chair group and possibilities to address discrimination and enhance inclusivity. What came to the fore was that respondents have experienced discrimination during different educational activities. Furthermore, experiences show that discrimination played a role in being granted access to particular educational opportunities. In addition, discrimination based on gender was reported to be the case for senior or ambitious positions. Lastly, respondents described experiences of positive or ‘invisible’ discrimination (Meesters et al., 2021, p. 2-9).

The second report is based on a questionnaire, which was filled out by mainly female students involved in doing fieldwork. The aim was to improve the support and response to students going abroad for fieldwork research. Six themes could be distinguished based on responses from the students. Firstly, the gendered experiences of female students had impact on their research: they had to choose safety over data collection and got different responses due to their gender. Furthermore, multiple students were sexually assaulted. Next to that, gendered experiences during fieldwork mentally impacted the young researchers. Concerning WUR staff, the students feared sharing their experiences and felt that they got inadequate responses (Langbeen & Bakx, n.d.).

The third report mapped curricula samples of the different chair groups of Wageningen Centre for Sustainability Governance (WCSG), conducted a survey about education and research that was sent to staff, PhD candidates and students, and held group discussions with teachers. In the case of education, they identified that much knowledge within WUR centres around the ‘global North’, that WUR is an institutionally white space, that stereotyping and discrimination is still prevalent within the institution and that the teaching pedagogy should open up more to non-Western standards. Two main findings regarding research were raised. Firstly, there is an underrepresentation of cited scholars from the ‘Global South’ and secondly, research within WCSG can sometimes be characterised as ‘parachute science’. This means that researchers fail to acknowledge local researchers and participants in producing data (Meesters et al., 2022).

Instead of focusing on only one study programme or Science Group, the research population was expanded to several study programmes and Science Groups of WUR. This opens up the opportunity to provide a more extensive insight and comparison of experiences with harassment. A consequence of including more scientific disciplines in this study is that experiences in a variety of out-of-office environments can be researched. Therefore, both the research population as well as the research subject are expanded in comparison to the existing WUR reports.

3.2 Research methods

This thesis applies a mixed-method approach, as this answers to both the needs of the research topic as to the needs of WUR. Researching harassment, which has an interpretive nature, asks for a qualitative research approach. Namely, qualitative research methods, such as semi-structured interviews, can provide in-depth insights in the lived experiences with harassment. Furthermore, this thesis functions

as a follow-up study of the beforementioned reports. The internship organization and WUR Gender-SMART expressed that data about out-of-office experiences with harassment will be highly valued within the organization. Also, in this way the results could be more generalised. The questions in the survey and interviews were based on the theoretical framework and operationalisation, which corresponds with the deductive research approach of this thesis (Bleijenbergh, 2015, p. 52; Vennix, 2016, p. 16).

3.3 Data collection

3.3.1 Survey

The first measure instrument that was developed and used is the survey. The questions in the survey were based on theoretical concepts from the theoretical framework. The survey is included in Appendix III. The survey contains mostly closed questions for time management reasons. Additionally, a few open questions were added to provide room for elaboration. The introduction of the questionnaire contained information about the research project and survey, an invitation for the interviews, a trigger warning with links to different support facilities of WUR, and a question about consent for data processing. These links are also included in the middle of the survey, to make the access to support facilities easier for the respondents. Also, it was made clear that the answers were automatically saved, to make it possible to take a break during the survey.

Furthermore, the questions were divided into four blocks, each starting with a small introduction. When deemed necessary, central concepts were defined. Firstly, background details were asked, to enable cross-analysis and to gather data on specifically marginalised gender and race groups. These questions were formulated with much care, as it is important that personal identity questions about marginalisation and gender do not come across as insensitive.

Secondly, the respondents were asked about their experiences in OofO environments. If the respondent had not been working in an out-of-office environment in 2018, 2019 or 2022, they did not have to answer the questions about harassment and were led to question 18. In the other case, respondents were directed to the third block, about experiences with harassment in OofO environments. This part asked about experiences with specific forms of harassment and discrimination, such as racial harassment. Moreover, the questions asked about specification of the experience. For example, certain harassing and/or discriminatory behaviours were listed. The last block asked about experiences with the support system of WUR. Lastly, the respondents were directed to the end page, which contained another invitation for an interview and a list of support facilities.

In the designing process, different versions were reviewed by the internship supervisor and the thesis supervisor. Also, a test phase was done to eliminate content and technical mistakes. Approximately 50 people participated in this phase. The programme 'Qualtrics', available for students of Radboud University, was used to design the survey. A pro of this programme was the high

usability. A con would be that the program did not allow to include different types of response scales for one question, which causes unnecessary repetition of the question text.

3.3.2 Semi-structured interviews

On the basis of the survey, the interview guides for the semi-structured interviews were formulated. The interview guide for the interviews with the confidential counsellors contained more new questions in comparison to the interview guide for the MSc-students, as these highlight a different perspective on experiences with harassment. The two interview guides are provided in Appendix I and II.

3.2.3 Selection of respondents

A survey and interviews were conducted with MSc, PhD candidates, postdoc and tenure track researchers of Wageningen University & Research. The selection of these specific respondents was done intentionally, as it is expected that they are more vulnerable in their academic prospects. Namely, part of this research is to investigate the effect that these unsafe experiences possibly can have on the academic careers of these researchers. Expected effects could occur in terms of tenure, publications, grants, mentoring, and promotion. Additionally, two interviews were carried out with a confidential counsellor for students a PhD advisor. These interviews helped in formulating policy-oriented recommendations for WUR. The other two interviews were held with two master's students of different study programmes.

Suitable respondents were gathered through a process of networking, emailing and snowball sampling (Myers, 2009, p. 129-130). Luckily, it is possible to use existing networks from both the DARE and Gender-SMART projects. Before the survey was spread, I personally introduced this research to the Dean of Education of WUR, the chair of Wageningen PhD Council, directors of study programmes, the study advisor of International Development Studies, and the policy officer of education and labour market. Moreover, the Dean of Research and two other members of the PhD Council were informed about this research and showed their interest in the results and recommendations. The survey was distributed via emailing and reached about 1100 people. In this, different contact persons within WUR helped with the distribution of the survey. Participants for the interviews were invited in the survey and via emails.

3.4 Data analyses

Using a mixed-method approach implies the need for different data analysing techniques. Firstly, most of the data of the survey was analysed using SPSS. The multiple choice questions of the survey were analysed by providing descriptive information of the answers of the relevant marginalized groups. To compare different groups, several independent *t*-tests were performed. Moreover, the open-ended questions were analysed by coding the answers in Excel. In this coding process, the most frequently mentioned themes were gathered and discussed in the results.

Three of four interviews were written down in literal transcripts. One interview could not be written down in a literal transcript, as the respondent did not want the interview to be recorded. Instead, notes were taken during the interview. These four interviews were coded in Word. In this, frequently brought up themes were highlighted with different colours, so that these answers could be used for the findings. Ultimately, the most frequently mentioned topics were discussed in the paragraph about results.

3.5 Validity and reliability

Because this research has an explorative nature, different research methods and data were used to measure experiences and impact of harassment as completely as possible. Thereafter, respondents of the survey and interviews came from many different scientific backgrounds and had different research or student positions. Additionally, two interviews were held with persons who provide support for people who have experienced harassment. In this way, their perspective could be incorporated as well. Including different types of data collection and perceptions positively contributes to the content validity of this study.

Moreover this study tries to capture experiences with harassment, impact and support options as comprehensively as possible. Also, the questions in the survey and interviews aim to gather as much information as possible on experiences with harassment in OofO research and highlight various subjective experiences of harassment. Therefore, results may vary over time. Additionally, the survey and interviews were not retested. Because of the beforementioned reasons, the reliability of this study could be improved by for example retesting. However, due to the extensive nature of this research, this was not possible within the scope of this study.

3.6 Researcher positionality and ethics

In order to examine the work and study experiences of researchers and students from WUR, it is of importance to characterize the positionality of these particular researchers. The epistemological stance that I derive from here is feminist standpoint theory. This theory originates in the 1980s and argues that collective and individual experiences shape the production of knowledge. By doing this, it dissects traditional scientific ideas, such as objectivity and neutrality (Andreassen & Myong, 2016). Feminist scholars like Sandra Harding and Susan Hekman recognize the need to situate the knowing subject in its context. Consequently, knowledge is no longer seen as a simple reflection of a social basis (Stoetzler & Yuval-Davis, 2002). Rather, practicing science is inherently biased and exists within a context of struggling dominant and marginalized groups and voices. Therefore, the production of knowledge needs to be situated (Andreassen & Myong, 2016). From this viewpoint, conducting research and participating in academic activities, such as doing fieldwork and attending conferences, happens in biased and contested environments.

As a female, young, MSc-student of colour, investigating this subject was both rewarding as confronting. As having experienced harassment and discrimination myself, it can be painful and exhausting to read and process traumatising events. Luckily, most of the time I could take a step back and analyse the data from a researcher's point of view. However, from my standpoint, it would be impossible to be unbiased towards experiences with harassment. Following the traditions of feminist standpoint theory, this was never my intention (Andreassen & Myong, 2016).

While working on this research project, ethics was often discussed. During talks about the survey, doubts about the use of quantitative research methods for measuring experiences with harassment were expressed. Therefore, interviews were included to collect more in-depth data. Moreover, multiple trigger warnings and information about support facilities were included in the survey to answer the needs of possible vulnerable respondents as much as possible. Also, measuring experiences with harassment is subjective, as only the victims' view is included. Notwithstanding, previous studies have showed that focussing on the victims' experiences more often results in underreporting than overreporting (Naezer & van den Brink, 2019).

Chapter 4: Findings

Answers to sub-questions 2, 3 and 4 are provided in this chapter, by showing and discussing the findings of the investigation of WUR institutional policies, the survey, and the interviews. Firstly, the institutional context of WUR is drawn in paragraph 4.1, which shows general policies on safety and integrity, and policies on social safety. Thereafter, the background information of the respondents of the survey is provided in paragraph 4.2. What follows are the lived experiences with harassment in OofO environments of students and researchers of WUR in paragraph 4.3, by using the findings of both the survey and interviews. Subsequently, the impact of harassment on WUR students and researchers is portrayed in paragraph 4.4. Lastly, the perceived quality and effectiveness of WUR support facilities are described in paragraph 4.5.

4.1 Institutional context WUR

The institutional context of WUR is discussed in this section. By analysing the institutional context, this paragraph will answer sub-question 1: “Which institutional policies are in place at WUR to deal with and decrease the prevalence of harassment in out-of-office environments?”.

4.1.1 General policies on safety and integrity

Since 2013, WUR started to work on a programme regarding corporate social responsibility. WUR aims to reach maximum diligence and integrity in their research and education. Moreover, WUR specifically states that they believe in global cooperation and highly value mutual respect between cultures and human dignity. Also, they strive to offer safe working conditions (WUR, 2013). The ‘Integrity Code of Wageningen university & Research’ discusses five principles, which is meant for staff members to act with integrity. The first principle is ‘scrupulous’, which stands for performing work with care and attention to detail. Secondly, ‘reliability’ is seen as important, which comes hand in hand with transparency. The third principle does entail ‘independence’, which indicates that education and research of WUR should not be influenced by third-party interests. Fourthly, by employing ‘social responsibility’, WUR wants to respect social aspects and ecological limitations. Lastly, ‘inspiring and safe working environment’ also includes attention for cultural diversity (WUR, 2014). A person can file a complaint about integrity with the complaints officer of WUR (WUR, n.d.d).

In 2020, the most recent code for good governance was approved by the supervisory board of WUR. Mostly how WUR defines a safe academic culture is interesting for this research. WUR states that they employ principles derived from the ‘Code for Good Governance in Dutch Universities’ from 2020, and the provisions of the ‘Dutch Corporate Governance Code’ from 2016. These general statements discuss that universities should strive for a safe culture in which students and researchers feel inspired. Moreover, students and PhD candidates should be able to trust that they can receive proper support (WUR, 2020).

Looking at the general principles of good governance of WUR, principle three states: “WUR promotes the creation of a safe environment in which students and staff can thrive and develop professionally.” (WUR, 2020, p. 7). WUR expresses that the executive board is responsible for a safe and inclusive culture, for people from diverse backgrounds, orientations and views. Moreover, attention goes to the physical and mental well-being of staff and students, which includes good working conditions and academic feasibility. Also, WUR offers a complaints procedure, whistle-blower policy and confidential counsellors (WUR, 2020).

Students can file a complaint about an organisation, organisational component, or person that is working under the responsibility of WUR. First, they have to discuss their complaint with a student counsellor and search for ways to discuss the complaint with whom the complaint relates to. When there is no progression after this discussion, the student has the opportunity to file an official complaint. This can be done by submitting a digital complaints form to the Student Legal Protection Desk (WUR, 2021).

4.1.2 Policies social safety

The whistle-blower policy of WUR is also relevant for this study, as students or researchers may have to deal with this policy when experiencing harassment in OofO environments. Namely, they can report a suspicion of wrongdoing of the organisation where they work or study (WUR, 2008).

WUR has put in place confidential counsellors who are specialized in dealing with cases of undesirable behaviour (WUR, 2019a). WUR defines undesirable behaviour as “sexual harassment, harassment, discrimination, aggression, violence and bullying in the workplace or study environment.” (WUR, 2019b, p. 2). Moreover, sexual harassment is defined as: “any form of sexual advance, request for sexual favours or other sexually explicit verbal, non-verbal or physical behaviour that is experienced as undesirable.” (WUR, 2019b, p. 2). Harassment is understood by WUR as specifically aimed at or results in a violation of the dignity of a person, which in turn creates a threatening, insulting or hurtful environment. Subsequently, discrimination is defined as “making an unlawful distinction between groups of individuals” (WUR, 2019b, p. 2). These groups of individuals are characterised by various kinds of identity markers, which are also included in Article 1 of the Dutch Constitution. Notably, WUR includes in this definition the experience of the individual: “including behaviour that is expected as discriminatory by the individual who is confronted with it.” (WUR, 2019b, p. 2).

Confidential counsellors for undesirable behaviour are assigned three main duties. Firstly, they have to confidentially discuss and provide support regarding the experience with undesirable behaviour. Secondly, they can independently provide solicited or unsolicited advice to supervisors, the Management Council and the Executive Board. Thirdly, they have an informative role on this topic and try to stimulate awareness of undesirable behaviour. Confidential counsellors are officially not

involved in a formal complaint, but can support the complainant if requested (WUR, 2019a; personal communication, June 27, 2022).

From September 2021 onwards, WUR added an ombudsperson to their social safety team. The ombudsperson contributes to a safe working and study environment for staff and students and has an independent role. In this, the ombudsperson aims to signal structural trends regarding social safety and provide advice on the basis of these trends (Schoone, 2022; WUR, n.d.e).

Three guides for employees, PhD candidates and students provide an interactive overview of the main support facilities that are available within WUR (see: Figure 3, 4 and 5). Moreover, a guide about social safety for students is recently developed (see Figure 6). The interactive nature of the guides helps in finding the contact details of the different persons.

Figure 3

Interactive guide for students



Figure 4

Interactive guide for PhD candidates

PhD candidate guidance, find your way

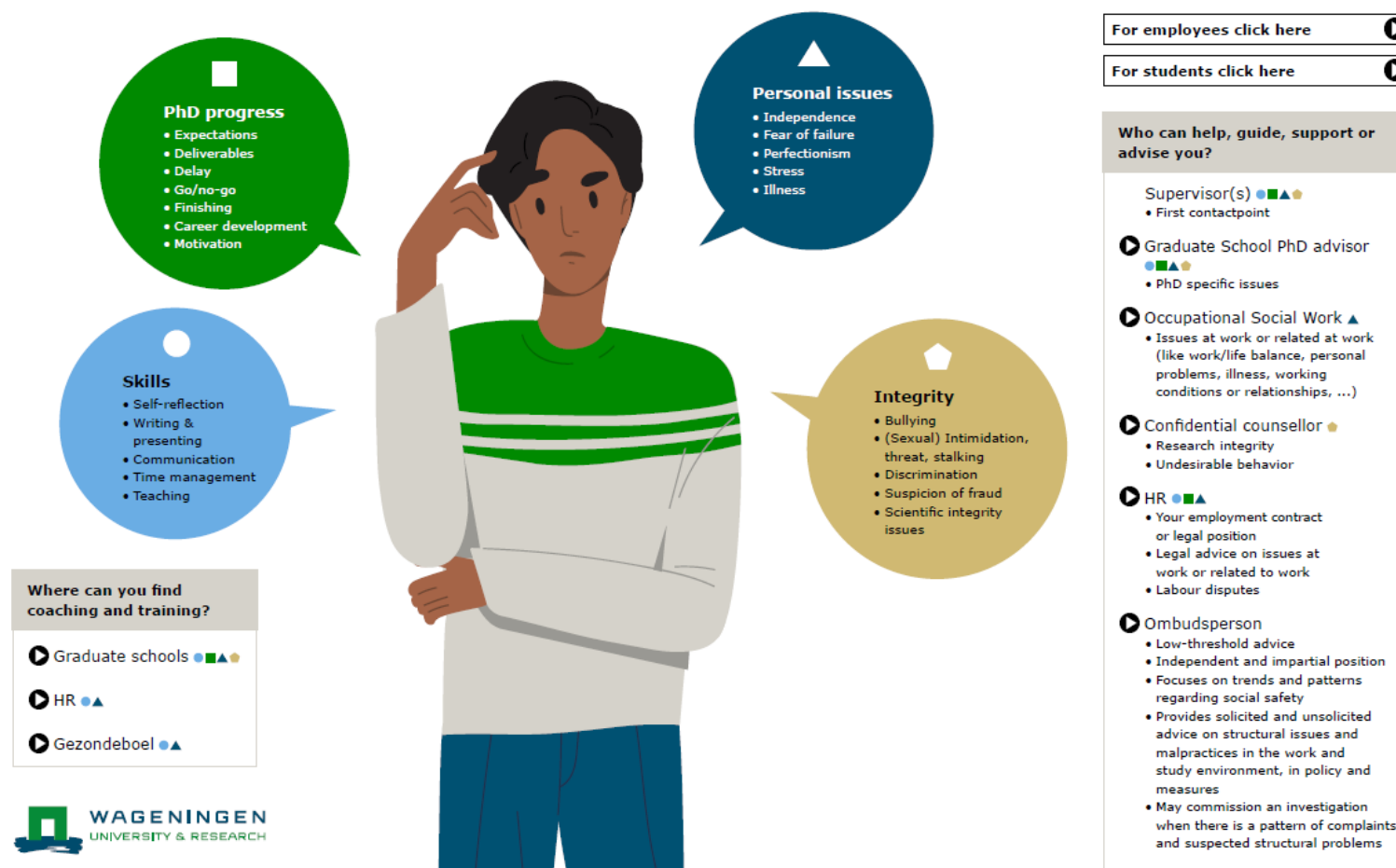


Figure 5

Interactive guide for employees

Employee guidance, find your way



Figure 6

Interactive social safety guide for students

Social safety for students

What to do when you feel unsafe

We want you - WUR students - to be assured of a positive and safe environment for your studies. We are, however, aware that undesirable behaviour or unsafe situations may occur within our WUR community.

This infographic shows you who to contact for advice, support, or to report incidents. Depending on the circumstances, you might first want to discuss the situation with someone you trust; a friend or relative, for instance, or your study adviser.

Do not hesitate to seek professional support. Even or especially when in doubt. We are here to help you! Anything you report will be treated in the strictest confidence. **Go to wur.eu/socialsafety.**

Undesirable Behaviour

- Bullying
- Intimidation
- Discrimination
- Stalking
- Sexual Violence

Structural Problems & Injustices

- Institutional Racism
- Unsafety
- Culture of Fear
- Gender Inequality

Scientific Integrity

- Honesty
- Ethics
- Plagiarism
- Negligence
- Data Manipulation
- Corruption

Physical & Mental Effects

- Trauma
- Fear
- Anxiety
- Unsafty
- Assault
- Self-harm
- Depression
- STD

Confidential Counsellor	Confidential Contact Persons	Ombudsperson	Confidential Counsellor Scientific Integrity	General Practitioner	Student Psychologist
<ul style="list-style-type: none"> You experienced undesirable behaviour from a fellow student or WUR employee. You need advice, support, or want to submit a formal complaint. 	<ul style="list-style-type: none"> All WUR study- and student (sports)associations have confidential contact persons to whom you can turn. 	<ul style="list-style-type: none"> You want to address structural problems or injustices affecting a group of people. You are looking for impartial advice, referral, investigation, or mediation. 	<ul style="list-style-type: none"> You suspect a possible breach of scientific integrity. You seek advice or want to submit a complaint. 	<ul style="list-style-type: none"> You have concerns or complaints about your physical or mental health. 	<ul style="list-style-type: none"> You need help because a social unsafe situation is affecting your mental health.

Emergency

Police - In case of a criminal offense, report this to the police.

- In case of an emergency: call 112.
- Other cases: call 0900 - 8844 or go to politie.nl/en.

Suicide prevention

- Are you thinking of suicide? Call 0800-0113 or chat via 113.nl/english.

External Support

- Sexual Violence** - centrumseksueelgeweld.nl/csg-en/.
- Domestic Violence** - veiligthuisgm.nl.
- Discrimination** - discriminatieboost.nl/en/.
- Addiction** - iriszorg.nl/home.

We are here to support you!

Go to wur.eu/socialsafety

The facilities in the student guide are divided in two categories: coaching or training facilities and support or advice facilities. Different topics which these facilities handle are: study skills, study progress, personal issues, and integrity. These topics all have their own colour and behind every facility, there are coloured dots of the suiting topics. This causes for a clear overview of the different facilities for students. Also, the confidential adviser can be contacted in cases about integrity and will guide in cases of unacceptable behaviour.

The guide for PhD candidates is structured in a similar way as the guide for students. There are less coaching and training facilities for PhD candidates than for students, three against six options. The topics on which the facilities could provide support are similar to that of the student guide. Moreover, the confidential counsellor is listed as a support facility in this guide. Also, the student and employee guides are linked in this guide, since PhD candidates can be contracted as students only or as employee as well.

Furthermore, the employee guide contains three coaching and training facilities and ten support facilities. The confidential counsellor is also included in this guide and more facilities are focused on HR and work services. Also, the guide contains more topics which the facilities cover, such as information for international staff, the workplace, terms of employment and information security & privacy. The student guide is linked, but the PhD candidate guide not.

In addition to the abovementioned guides, there is a newly developed social safety interactive map for students. This map was sent to WUR students and teachers on May the 20th 2022. The goal of this infographic was to familiarise the students with the support system within and outside of WUR (Bregt, 2022). This map exclusively focusses on social safety. It is divided into four topics: undesirable behaviour, structural problems & injustices, scientific integrity, and physical & mental effects.

When searching online for WUR support facilities, it is remarkable that the right websites and sources about WUR support do not come up immediately. Instead, one has to click on several links to gather the right information on support. Moreover, respondents of the survey and interviews mention that the variety of support facilities and their different tasks cause unclarity among students about who they can approach. This could have to do with the fact that WUR uses different terminology for the function of confidential counsellor. Namely, the student guide uses the word ‘confidential advisor’, while the other three guides mention ‘confidential counsellors’. Also, from the side of the support facilities it can be difficult sometimes to redirect the students, PhD candidates or staff to the right facility.

Moreover, the course ‘Fieldwork in Conflict and Post-conflict’ is offered for master’s level students who are going to do research in ‘difficult’ settings, which are for example characterized by violence. The course is recommended for master’s students from International Development and especially recommended to students from the specialisation Disaster Studies (WUR, n.d.f).

Respondents from the survey also mentioned this course and suggested that the content could be a good suggestion for all fieldwork or methodology courses.

In the two interviews with MSc-students, a form about risk analysis was mentioned as mandatory preparation for fieldwork. However, both respondents stated that this analysis covers subjects like alcohol and drugs use, tropical diseases and disasters, and does not cover specifically social safety, harassment and cultural differences (personal communication, June 28, 2022; personal communication, July 26, 2022).

4.2 Background information respondents survey

The data analysis of the survey was conducted with 96 respondents consisting of 63 eligible respondents ($N = 63$), because they have been working in an OofO environment in 2018, 2019 and/or 2022. The 33 other respondents ($N = 33$) indicated that they did not meet this condition. In this group of 33 respondents, 24 identified as female, 5 as male, 2 as non-binary and 2 did not fill out their gender. Furthermore 18 respondents in this group grew up in a Dutch context, 6 in an European context, 2 in an African context, 5 in an Asian context, 1 in a Latin-American context and 2 indicated 'Other context'.

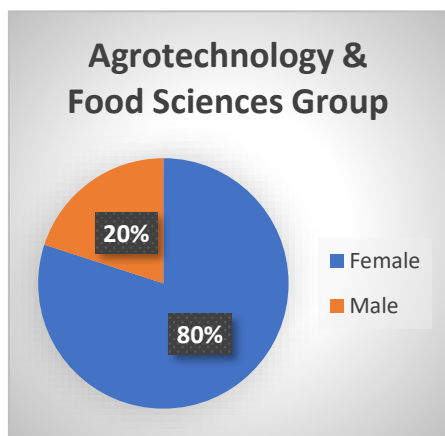
In the group of 63 eligible persons, 48 identified as female (76.19%) and 14 as male (22.22%). Respondents were given the opportunity to select multiple gender categories, therefore 3 (4.76%) respondents identified themselves with two genders. Two respondents identified themselves as female and non-conforming or non-binary. One respondent selected the category 'non-binary' and added 'gender fluid' to their answer. All three of them are working as PhD candidates and are under the age of 40 years.

To give an overview of the distribution of respondents among Science Groups, Figure 7 shows pie graphs in which the gender of the respondents per Science Group is visualised. Respondents were asked about their study programme or Science Group. Furthermore, respondents indicated fourteen different chair groups and five master programs. These master programs are: International Land & Water Management, International Development Studies, Animal Sciences, Tourism, Society & Environment and Development and Rural Innovation.

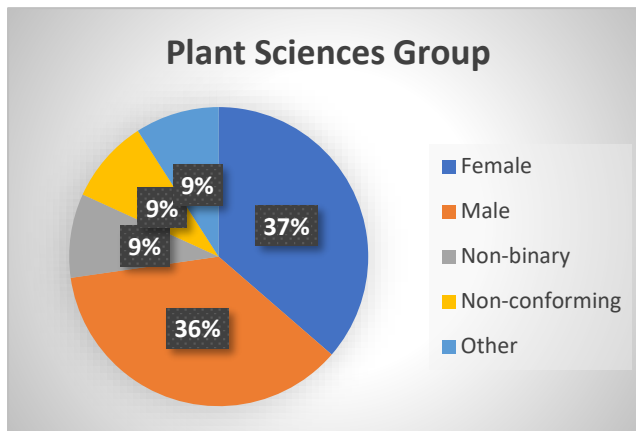
Figure 7

Pie graphs gender of respondents per Science Group

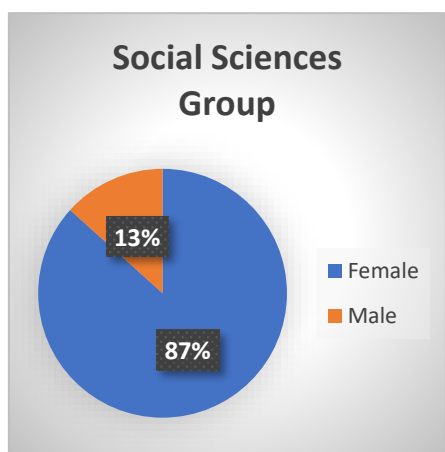
AFSG ($N = 5$)



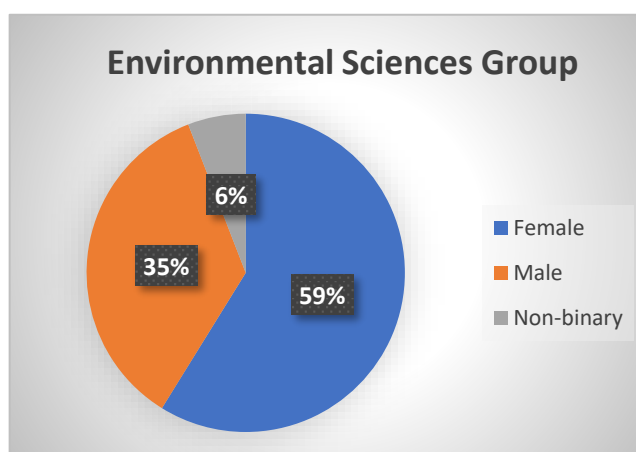
PSG ($N = 9$)



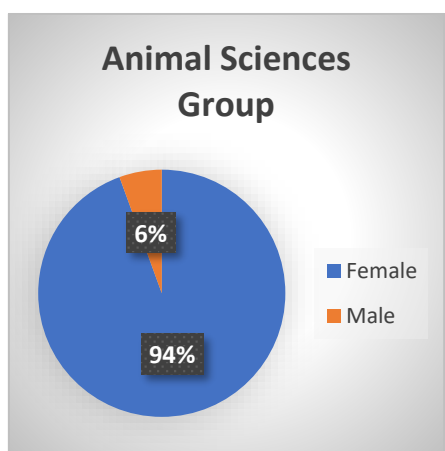
SSG ($N = 15$)



ESG ($N = 16$)



ASG ($N = 18$)



The student or research position of the female respondents was divided as follows: 28 (58.33%) females are a MSc-student or graduate under the age of 40 years. 18 (28.57%) female PhD candidates under the age of 40 years participated in the study. Also 1 (1.59%) female postdoc or otherwise graduated researcher under the age of 40 years and 1 (1.59%) female respondent who filled out 'Other' were part of the survey.

In the male group of respondents, 1 (1.59%) MSc-student or graduate under the age of 40 years filled out the survey. Half of the males, 7 (11.11%), are PhD candidates under the age of 40 years. Moreover, 1 (1.59%) male postdoc or otherwise graduated researcher under the age of 40 years participated. 5 (7.94%) male respondents stated their research position as 'Other' and are working as: assistant professor not in tenure track, associate professor (in tenure track), lecturer under the age of 40 years, and postdoc and general teacher of the age of 40 years.

In terms of the context in which the respondents grew up, most of them were brought up in a Dutch context ($N = 42$, 66.67%). In this group, 30 (47.62%) identified themselves as female. Therefore, almost half of the respondents are female and brought up in a Dutch context. Moreover, 21 (33.33%) respondents grew up in an European context. Females are largely represented in this group as well (14, 63.63%).

Lastly, respondents could categorize themselves as being part of a marginalised group. Again, women are mostly represented, as 27 (42.86%) felt marginalised by their gender. In total, 32 (50.79%) respondents categorised themselves as being marginalised by their gender. Also, 14 (22.22%) people in total felt marginalised by their sexual orientation. This category was filled out by 9 (14.29%) women. Respondents could fill out 'not applicable' too. 21 (33.33%) respondents choose this option. In this group, 13 (20.63%) are female and 8 (12.70%) male. Appendix IV shows a complete overview of the background information of the respondents, divided according to the different gender categories.

4.3 Lived experiences with harassment in OofO environments

The lived experiences of students and researchers of WUR regarding harassment in OofO environments are described by using findings of the survey and interviews. In the results, the mean [M] and standard deviation [SD] are reported. An overview of all the answers of the survey of these groups is shown in Appendix V, VI and VII. Remarkable findings of the survey are discussed in the following paragraphs. Moreover, cross-analysis of descriptive information shows per marginalised race, ethnic, and gender group, to what extent they have experienced harassment. Also, several independent t -tests were done to test whether mean differences between two groups regarding harassment are significant.

4.3.1 Experiencing harassment: marginalised gender group

11 respondents from the marginalised gender group have experienced harassment in the given time frame, which is 34.38% of the entire marginalised gender group ($N = 32$). Moreover, these

respondents make up 68.80% of all the respondents who have experienced harassment. 8 respondents filled out that they have experienced discrimination, which is 61.50% of all the people who have encountered discrimination. With regards to institutional discrimination, 6 respondents of this group have dealt with this phenomenon. They account for 75.00% of the respondents who have experienced institutional discrimination.

Looking at specific categories of harassment and (institutional) discrimination, respondents score the highest on gender harassment ($M = 1.57$, $SD = 1.01$). The scale that is used for these questions is: 1 = never, 4 = frequently. In addition, some respondents experience sexual harassment ($M = 1.50$, $SD = 1.01$). Subsequently, respondents experience gender discrimination ($M = 1.43$, $SD = 0.97$). Experiences of these respondents with harassment and/or discrimination most often happens in small groups, with three to eight people involved ($N = 8$). Furthermore, experiences with harassment and discrimination are mostly characterized by inappropriate comments ($M = 2.69$, $SD = 1.11$) and inappropriate jokes ($M = 2.62$, $SD = 1.19$).

The OofO environments in which these respondents were mostly studying or working, are fieldwork locations ($M = 2.57$, $SD = 1.17$). Respondents were asked per OofO environment how often they had been working or studying there, on a scale of: 1 = frequently, 4 = never. Thereafter, respondents are most frequently working or studying in excursion locations in comparison to other OofO environments ($M = 2.79$, $SD = 1.05$). 2 female respondents reported in the open questions of the survey about sexist comments that they encountered while being in the laboratory and while doing fieldwork abroad. Respondents from the interviews, who stated that they feel marginalised by their gender, most often mentioned fieldwork locations abroad. Respondents stated that fieldwork locations abroad can create vulnerable situations for female researchers, because of the remoteness and dependency of those situations. Moreover, students and researchers of WUR often do fieldwork in patriarchal societies, which are culturally different from the Netherlands (personal communication, June 28, 2022; personal communication, July 26, 2022). A quote from the interviews portrays an experience with sexual harassment: *"At a certain moment he really wanted me to become his girlfriend, but that was actually already after one week. So I asked him, what do you actually know about me after one week? I also always tried to make clear to him that he was my key informant, that we of course could become friends, but that I did not hang around with him with any romantic interest."* (personal communication, July 26, 2022).

4.3.2 Experiencing harassment: marginalised ethnicity group

2 respondents in the marginalised ethnicity group have experienced harassment, 4 have encountered discrimination and 2 institutional discrimination ($N = 7$). 4 respondents did not experience harassment or discrimination. With regards to specific types of harassment and (institutional) discrimination, gender discrimination scores the highest ($M = 1.71$, $SD = 1.60$). Thereafter, respondents of this group

experience ethnic discrimination and gender institutional discrimination (respectively, $M = 1.57$, $SD = 1.27$; $M = 1.57$, $SD = 1.72$).

Also for this group, all harassing and discriminatory behaviour takes place in a setting of three to eight people. Moreover, exclusion is most frequently experienced by respondents, on a scale of 1 = never, 4 = frequently ($M = 3.67$, $SD = 0.58$). Denigrating comments score relatively high as well ($M = 2.67$, $SD = 1.53$). The OofO environments in which these respondents have been studying or working are most often trial fields ($M = 3.29$, $SD = 0.95$) and OofO places in the home country ($M = 2.71$, $SD = 1.25$).

4.3.3 Experiencing harassment: marginalised race group

All the respondents ($N = 8$) of this group have answered 'no' to the question whether they have experienced harassment in OofO environments in the given time period. However, 4 respondents have had experiences with discrimination and 3 with institutional discrimination. In total, 4 respondents have not encountered any harassment or (institutional) discrimination. In specific, gender discrimination ($M = 1.75$, $SD = 1.16$), ethnic discrimination ($M = 1.63$, $SD = 1.19$) and discrimination based on other social categories ($M = 1.63$, $SD = 0.97$) score the highest.

The setting in which respondents from this group have experienced discrimination, is mostly with three to eight people ($N = 3$). Moreover, of the different discriminatory behaviours, they have encountered denigrating comments and exclusion most often (respectively, $M = 2.25$, $SD = 1.26$; $M = 2.25$, $SD = 1.50$). Mostly, respondents of this group have been working or studying in a laboratory ($M = 2.50$, $SD = 1.41$). Thereafter, they occasionally are in fieldwork locations ($M = 2.75$, $SD = 1.17$), excursion locations ($M = 2.75$, $SD = 1.04$) and or OofO places abroad ($M = 2.75$, $SD = 1.17$). Moreover, the interviews made clear that white female students and researchers are often hypersexualised in fieldwork locations abroad. Also, respondents stated that men wanted to take advantage of them, because they supposed that these female students or researchers were wealthy (personal communication, June 28, 2022; personal communication, July 26, 2022).

4.3.4 Experiencing harassment: marginalised vs. not marginalised gender group

To answer the research question of this study, the following results show the mean differences regarding specific harassment categories of two groups. A new variable was created to test the differences between these groups. One group ($N = 32$) consists of the respondents who feel marginalised by gender and/or their non-conforming gender identity. All the other respondents are included in the second group 0 ($N = 31$). Independent t -tests were not performed to compare the means of the marginalised race and/or ethnicity group and the other respondents, because the sample size ($N = 12$) is relatively low for an independent t -test.

The different harassment variables were measured on a scale of never (= 1) to frequently (= 4). Subsequently, several independent t -tests were performed to test the mean differences between the

group that feels marginalised by gender 'marginalised gender' and the other respondents 'not marginalised gender'. The scores were not normally distributed for both these groups. Therefore, the level of significance should be interpreted with caution. Detailed descriptions of the independent *t*-tests are provided in Appendix VIII.

With regards to *sexual harassment*, the group that is not marginalised by gender scores lower than the group that is marginalised by gender ($M = 1.09$, $SD = 0.47$; $M = 1.48$, $SD = 1.00$). This mean difference proves to be significant ($p = 0.054$), which could indicate that the results of this sample can be generalised to the population. Therefore, it can be assumed that people who feel marginalised by gender significantly experience more sexual harassment while studying or working in OofO environments.

Moreover, a *t*-test was performed with *gender harassment*. Generally, the group that does not feel marginalised by gender has a lower score than the group that feels marginalised by gender ($M = 1.06$, $SD = 0.44$, $M = 1.55$, $SD = 0.99$). Interestingly, the mean difference between these groups was again significant ($p = 0.02$). Thereafter, this could indicate that this result can be generalised and that a marginalised gender group significantly experiences more gender harassment in OofO work or study environments in comparison to a group that does not feel marginalised by gender. Respondents from the interviews also made clear that they feel like female researchers and students are more at risk in OofO environments than male researchers and students, and that they hear many stories about harassment in fieldwork locations abroad from female peers (personal communication, June 28, 2022; personal communication, July 27, 2022).

For the categories of *racial harassment*, *ethnic harassment* and *harassment based on other social dimensions*, the marginalised by gender groups scores averagely higher than the not marginalised by gender group. However, the mean differences did not prove to be significant. This indicates that a marginalised gender group does not significantly experience more racial and ethnic harassment and harassment based on other social dimensions.

4.3.5 Experiencing harassment: minority women vs. majority women

The study of Berdahl and Moore (2006) suggests that minority women experience harassment more often at the workplace than majority men, minority men and majority women. Because most respondents in this study are female, minority women are compared to majority women. Several independent *t*-tests were performed to test this statement. The first group contains respondents who identify as female and feel marginalised by one or more identity categories other than gender. The choice was made to exclude female respondents in this group who solely feel marginalised by their gender, because these respondents are not a minority within the category 'women'. This category is labelled as 'minority women'. The other group is named 'majority women' and can also contain female respondents who feel marginalised by their gender. Also for these groups, the normality was

tested. None of the difference scores were normally distributed and therefore the results of the *t*-tests should be interpreted with precarity.

With regards to *sexual harassment*, minority women ($M = 1.23$, $SD = 0.74$) score lower than majority women ($M = 1.36$, $SD = 0.76$). Looking at *gender harassment*, the group of minority women ($M = 1.30$, $SD = 0.88$) scores again lower than majority women ($M = 1.44$, $SD = 0.87$). Also, minority women ($M = 1.04$, $SD = 0.37$) score lower on experiences with *racial harassment* in comparison to majority women ($M = 1.12$, $SD = 0.44$). Regarding *ethnic harassment*, female minorities ($M = 0.96$, $SD = 0.21$) score lower than female majorities ($M = 1.04$, $SD = 0.20$). Only with *harassment based on other social dimensions*, minority women ($M = 1.17$, $SD = 0.65$) score higher than majority women ($M = 1.08$, $SD = 0.28$). Therefore, it seems that belonging to multiple minority groups for women does not indicate that one experiences more sexual, gender, racial and ethnic harassment. However, none of the mean differences prove to be significant, which means that these results cannot be generalised to the population.

4.4 Impact harassment

4.4.1 Impact marginalised gender group

Respondents of the marginalized gender group mostly adopt a social coping strategy as their response to harassing and/or discriminatory behaviour ($M = 2.23$, $SD = 0.83$). Thereafter, they try to self-cope ($M = 2.46$, $SD = 1.05$). The used scale for these questions was: 1 = frequently, 4 = never. Furthermore, the impact on the respondents after experiencing harassment and/or discrimination was measured by asking whether they noticed change within six months and six months after or longer (short-term and long-term). 8 respondents of the marginalised gender group noticed a short-term decrease in their study/job satisfaction. Subsequently, six months after or longer, this number was halved. The short-term study/research commitment decreased for 6 respondents, and on a long-term, the study/research commitment still decreased for 5 respondents. 10 respondents filled out that their participation in social activities decreased on a short-term. Six months after or longer, only 5 respondents in this category noticed change. Moreover, 7 respondents noticed a short-term decrease of mental health, as opposed to 6 respondents who did not notice change. In other categories, such as study/work pressure and delay, respondents mostly filled out that they have not noticed any change after experiencing harassment and/or discrimination. 4 respondents noticed a decrease in access to professional networks. Moreover, for 10 respondents, their access to data collection has decreased. The study/performance assessment decreased for 5 respondents.

As the respondents of the interviews who have experienced harassment identified themselves as belonging to a marginalised gender group, the findings from these interviews can be incorporated here as well. The impact that experiences with harassment had on the respondents varied from long-term mental and physical harm, to persistent stress. Also, respondents noticed that their work and study productivity decreased shortly after experiencing harassment as well as after six months or

longer. A quote from the interviews greatly illustrates how impactful experiences with harassment can be: *“when I came back, I just did not felt like working on it. I think I [...] really had to process that experience... I think for a long time, I carried around the feeling that I did that to myself, and that is the reason why I did not really reach out to people.”* (personal communication, July 26, 2022).

4.4.2 Impact marginalised ethnicity group

The coping strategy that respondents from the marginalised ethnicity group mostly apply is avoidance ($M = 1.67$, $SD = 1.16$, scale: 1 = frequently, 4 = never). All 3 respondents in this category noticed a short-term decrease in study/job satisfaction, a short-term increase in absenteeism, a short-term increase in consideration of switching study or career and a short-term decrease in participating in social activities. In terms of long-term change, respondents from this group mostly did not notice any change in study and research performance. Also, respondents mostly did not notice any changes in their performance and career opportunities. 2 respondents noticed a decrease in their access to professional networks and data collection.

4.4.3 Impact marginalised race group

The coping strategy that respondents from the marginalised race group employ the most is avoidance ($M = 2.25$, $SD = 0.50$, scale: 1 = frequently, 4 = never). Within six months after experiencing discriminatory behaviour, all 4 respondents in this category noticed that their study/job satisfaction was decreased. Furthermore, 3 respondents stated that their short-term study/research commitment, short-term productivity, short-term participation in social activities and short-term physical health decreased. The access to data collection and study/career opportunities for 3 respondents was also lowered.

4.5 Perceived quality and effectiveness of WUR support facilities

Within the marginalised gender group ($N = 32$), 5 respondents sought support by their supervisor ($N = 32$). On a scale of 1 = very poor, 5 = very good, the support was averagely rated as acceptable ($M = 3$, $SD = 1.23$). The majority of the respondents did not use any support facility. People from the marginalised by ethnicity group mostly reach out to a supervisor and qualify this support between poor and acceptable ($M = 2.50$, $SD = 0.71$). Only 1 respondent from the marginalised by race group made use of WUR support facilities, including the study/PhD advisor, which was qualified as poor, the student psychologist, which delivered acceptable support, and a supervisor, which gave good support.

Respondents from the survey and interviews noted that support facilities are sometimes lacking specific knowledge and skills to deal with cases of harassment. Moreover, the offered and mandatory preparation before going abroad for fieldwork is not qualified as sufficient to prepare students for possible unsafe situations regarding harassment. Namely, the main focus lies on physical safety, for example preventing diseases and what to do in cases of disasters. Respondents do not recall

that they have been prepared for unsafe situations regarding harassment and how to deal with that. Also, they sometimes feel like it is inappropriate to talk about social safety and harassment with their supervisors (personal communication, June 28, 2022; personal communication, July 27, 2022).

Chapter 5: Discussion and recommendations

The findings that answer the main research question and sub-questions will first be discussed in this chapter. What follows is a reflection on the scientific and social relevance of these results and this study as a whole. Moreover, possible limitations will be reviewed. To end this chapter, policy recommendations for WUR will be presented.

5.1 Main findings

In this study the follow research question was explored: “To what extent are marginalised gender and race groups of Wageningen University & Research experiencing harassment in out-of-office environments in 2018, 2019 and 2022?”. Results from the survey show that 34.38% of the marginalised gender group ($N = 32$) has experienced harassment in OofO environments in 2018, 2019 and/or 2022. Moreover, 61.50% of all the respondents who have indicated that they experienced harassment belong to the marginalised gender group. Specifically sexual and gender harassment is experienced significantly more often by the marginalised gender group in comparison to respondents who do not feel marginalised by their gender. This indicates that respondents from this group have dealt with inappropriate and unwelcome behaviour based on sexual insinuations and advances, and based on traditional gender norms.

Looking at the characteristics of marginalised gender group, 28 identified as female, 2 as male, 2 as non-binary, 1 as non-conforming, and 1 as gender fluid. Together this is more than $N = 32$, because respondents had the option to identify with more than one gender category. From the different OofO environments, respondents from the marginalised gender group are mostly studying or working in fieldwork locations ($M = 2.57$, $SD = 1.17$). Respondents from the interviews also indicated that they belong to a marginalised gender group and have predominantly encountered sexual and gender harassment in comparison to other types of harassment.

The marginalised race and ethnicity group contains of respondents that feel marginalised by their ethnicity and/or their race ($N = 12$). Respondents were given the option to categorize themselves in more than one marginalised group category. In the marginalised ethnicity group, 28.57% have experienced harassment ($N = 7$). None of the respondents from the marginalised race group stated that they have had an experience with harassment in 2018, 2019 or 2022 ($N = 8$). Therefore, 16.67% of the whole marginalised race and ethnicity group has experienced harassment in OofO environments in 2018, 2019 and/or 2022 ($N = 12$). However, 50.00% from the marginalised race group has experienced discrimination and 37.50% institutional discrimination ($N = 8$). This means that 33.33% of the entire race and ethnicity group has encountered discrimination, and 25.00% institutional discrimination ($N = 12$).

Furthermore, the OofO environments in which these respondents are studying and working vary. On a scale of 1 = frequently and 5 = never, the marginalised ethnicity group most often studies or works in trial fields ($M = 3.29$, $SD = 0.95$) and OofO places in the home country ($M = 2.71$, $SD =$

1.25). The marginalised by race group is occasionally in fieldwork locations ($M = 2.75$, $SD = 1.17$), excursion locations ($M = 2.75$, $SD = 1.04$) and or OofO places abroad ($M = 2.75$, $SD = 1.17$). Additionally, experiences with harassment of minority women were compared with experiences of majority women. Averagely, majority women experience harassment more often than minority women. Notwithstanding, analysing the mean differences with an independent t -test did not show significant differences between these two groups.

5.1.1 Findings sub-question 1

Sub-question 1 asked: "Which WUR policies are in place to deal with and decrease the prevalence of harassment in out-of-office environments?". Firstly, WUR has several documents about general safety and integrity policies. In this, a safe working environment for people with diverse backgrounds is highly valued. Moreover, there are several ways to get support and file complaints, for example by reaching out to a confidential counsellor. This person can also support the complainant in the complaint process. Also, there are specific confidential counsellors for undesirable behaviour. Furthermore, WUR offers four online interactive guides about support facilities of WUR. Facilities that could support in cases of harassment are: study or PhD advisors, supervisors, the student dean, confidential counsellors, occupational social work, the student psychologist, a WUR medical doctor and the ombudsperson. Respondents indicated that finding the right support facility is perceived as difficult, because the interactive maps are not easily findable on the internet and the division of tasks among support facilities is not always clear. Also, respondents most often sought support by their supervisor and qualified that support as acceptable. Furthermore, the course 'Fieldwork in Conflict and Post-conflict' is offered for master's level students who are going to do research in 'difficult' settings, which are for example characterised by violence (WUR, n.d.f).

5.1.2 Findings sub-question 2

Sub-question 2 was: "What are the lived experiences of researchers of WUR regarding harassment in out-of-office environments?". Interestingly, and in accordance with the literature review and theoretical framework, people who are marginalized by gender significantly experience more sexual and gender harassment than people who do not belong to a marginalised gender group. Findings from the open questions of the survey and findings of the interviews showed that fieldwork locations abroad are characterized by remoteness and dependency. Also, cultural differences in patriarchal societies can create unsafe situations for especially white female students and researchers. Respondents were oftentimes confronted with inappropriate sexual advances and insinuations, and tended to downplay these experience, for example: "Nothing more actually on the streets. The only thing they sometimes do is, they grab your hand, they give you a kiss on your hand or something like that." (personal communication, July 27, 2022).

5.1.3 Findings sub-question 3

The third sub-question: “What is the impact of harassment in out-of-office environments on students and researchers of WUR?” was also answered by the survey and interviews. The results from the survey show that the marginalized gender, race and ethnicity groups mostly noticed a short-term decrease on their study and job satisfaction and commitment, participation in social activities and mental health. The long-term impact mostly scored lower than the short-term. Thereafter, a decrease in access to data collection was most often mentioned. Results from the open questions and interviews showed more long-term changes, as the mental and physical health of respondents decreased for more than six months. Moreover, short- and long-term impact was noticed regarding a lower study and work productivity.

5.1.4 Findings sub-question 4

The fourth sub-question is: “What is the perceived quality and effectiveness of WUR support facilities?”. The majority of the respondents of the survey did not reach out for a support facility. However, findings from the interviews gave more insight in experiences with WUR support facilities. Namely, respondents stated that lacking knowledge and skills caused inadequate support. Moreover, mandatory preparation from WUR about going abroad for fieldwork only focuses on physical safety. As a result, respondents were not well enough prepared for the risks that they encountered in the field. This means that information and support facilities at place are not sufficient enough in enhancing safe OofO research.

5.2 Reflection societal and scientific relevance

With regards to the scientific relevance, this thesis studied experiences in several OofO environments. From these different OofO environments, most experiences with harassment occurred at fieldwork locations. Therefore, this suggests that fieldwork locations, in specific locations abroad, carry the most risks with regards to harassment. Also, analyses of this study contributed to theory building about social safety of students and researchers in the academic world, with a focus on fieldwork locations and intersectionality. Moreover, this research captured the impact of harassment on students and researchers and the perceived effectiveness of support systems. Although the marginalised race and ethnicity group did not encounter as much harassment as the marginalized gender group, the first group experiences (institutional) discrimination more often. This suggests that it is necessary to make a distinction between harassment and discrimination. As the marginalised race and ethnicity group was not large enough to perform reliable analyses ($N = 12$), more research is needed into experiences with discrimination in fieldwork locations of marginalised race and ethnicity groups. More broadly, experiences and perceptions of harassment might depend on the geographic location where it takes place, which already partially come forward in the findings. Namely, findings suggest that meanings

of undesirable behaviour differentiate between cultures and that a certain skin colour can influence the way a researcher or student is treated. Further research could look more in detail to this phenomenon.

Multiple studies showed that female researchers encounter harassment while conducting fieldwork. Experiences with harassment can have an impact on the career of the researchers as well as on the mental and physical health (Nelson et al., 2017). This study supports these findings and found that predominantly female students and researchers from WUR, who are marginalised by gender, are significantly more subject to sexual and gender harassment than others. This happens mostly in fieldwork locations abroad. Moreover, the impact of experiences with harassment in the marginalised gender group was notable in terms of a short-term decrease in study or job satisfaction, participation in social activities, and mental health. Over a longer period, respondents noticed a decrease in their study or work productivity and study or research commitment. The access to data collection and study and performance assessment also decreased. Because this study shows that predominantly female students and researchers from WUR significantly experience sexual and gender harassment in fieldwork locations more often than other students and researchers, it is important that WUR keeps taking action in preparing and protecting their female students and researchers and helping in optimising their well-being and performance in OofO environments.

5.3 Limitations

While conducting this study and formulating the results, some limitations of this study came forward. First of all, it took several weeks to contact and speak with people from WUR about spreading the survey. However, this was done intentionally, because we hoped that the response rate would be higher when the survey would be spread via staff of WUR. Secondly, the survey was created to gather as much data as possible on experiences with harassment in several OofO environments of as much people as possible. While processing the data, it became clear that it was impossible within the time frame of this master's thesis to process and combine all the information. Notwithstanding, follow-up research could use the gathered data to analyse other relations.

Thirdly, certain characteristics of the questionnaire did not prove to be useful for data analyses in a later stadium. For example, it would have been useful to make the most relevant questions mandatory, to make sure that important data to answer to main research question is collected. Also, it would have been useful to have certain data analyses in mind before making the questionnaire. Lastly, measuring harassment as a subjective phenomenon, can be difficult. Namely, every individual has their own meanings and boundaries concerning transgressive behaviour. However, research shows that highlighting the experiences of victims more often results in underreporting than overreporting (Naezer & van den Brink, 2019).

5.4 Recommendations

To formulate recommendations for WUR, findings about WUR safety policies and support facilities are compared with concepts from the theoretical framework (see paragraph 2.2.6.3). Demery and Pipkin (2021), Lombard (2022) and Schneider et al. (2021) recommended best practices for departments and institutions, supervisors and at-risk individuals.

The first recommendation considers a *mandatory course or training* about possible risks in OofO environments regarding harassment *for researchers and students*, including contact information about support facilities. This is in line with the recommendations of Demery and Pipkin (2021), which pointed at developing a field safety and/or harassment training for both researchers and students. Also, they argued that a document with contact details of support facilities should be provided before researchers leave. The importance of providing information on this topic to students and PhD candidates as well as to teaching staff also came to the fore in the findings of this research. Respondents noted that the current preparation for going abroad for field research is inadequate. Thereafter, they stated that they missed a clear overview of support facilities that they could reach out for. This indicates that the information that WUR provides and WUR facilities are not adequate enough if students and researchers do not know how to find them.

The second recommendation entails *providing information and training for supervisors* about risks in OofO research. In line with Demery and Pipkin (2021), respondents expressed that supervisors should be equipped to deal with situations in which their students or PhD candidates have experienced harassment. Moreover, findings of this study show that mostly supervisors provide support in cases with harassment. Thus, it would be valuable if supervisors educate themselves on this topic. Furthermore, teaching staff should have the opportunity to talk further on this subject. This could be done in a workshop, in which possible procedures could be discussed in cases of harassment.

Thirdly, raising more *awareness* about risks in OofO research is a more broad recommendation. As Demery and Pipkin and Schneider et al. (2021) already mentioned, it is important that researchers and students continue to build systems of support with colleagues, peers and supervisors to openly talk about this subject so that others may become aware of risks, and talk and report when something happens to them. Respondents mentioned as well that they would value more attention for this topic. This can be stimulated by actively and regularly offering support from the side of WUR, present officers with individual stories to stimulate engagement and organise discussions.

Chapter 6: Conclusion

This study illustrates a comprehensive view on experiences with harassment in OofO research, the impact and support options. Specifically, experiences of marginalised gender, race, and ethnicity groups were highlighted. WUR served as a case study to investigate experiences with harassment beyond the social sciences. Furthermore, an intersectional feminist perspective was employed to acknowledge that women are marginalised and men privileged. The theory of intersectionality is considered in this, which recognises that different forms of (in)equality interact and overlap with each other.

The literature review showed that the academic world has a highly hierarchical nature, which can stimulate harassing behaviour. Thereafter, studies on structural harassment of Dutch female researchers were described. With regards to harassment in field research, literature shows that the positionality of a researcher could cause unsafe situations. These risks can also be spread to other persons involved and the data collection and dissemination. Consequently, researchers are personally and professionally affected. Individuals with minority identities can be more at risk than others.

Moreover, the theoretical framework discussed different types of harassing behaviour, discrimination and racism. The impact of harassment and discrimination was explained by describing various coping mechanisms, varying from avoidance to social coping. Also, the impact on the career and performance of students and researchers was highlighted in this section. For example, they can be negatively impacted in their opportunities for promotion as a result of harassment in OofO environments. Subsequently, fostering safe OofO research was discussed. In this, feelings of belonging and organisational safety climate were described. Best practices for safe field research do for example entail the monitoring of field locations and housing. Eventually, these theoretical concepts were brought together in a conceptual model and operationalised for the survey.

In the methodology section, the research context and case study of WUR were described. In this, the research context and case study of WUR were discussed. Additionally, the methodology of the survey and interview guides, selection of respondents, and data analyses were presented. Paragraph 3.4 showed that the content validity of this study was positively influenced by incorporating two research methods and highlighting different perspectives on harassment in OofO environments. In paragraph 3.6, the positionality of the researcher in this study was discussed. Namely, during this research project I noticed that my position in this research project influenced the way in which I conducted research.

The findings show that harassment in OofO research is predominantly experienced by the marginalised gender group. Namely, 61.50% of the people who indicated in the survey that they have experienced harassment in OofO environments belong to the marginalised gender group. The marginalised gender group is predominantly female (84.38%, $N = 32$). Data analysis showed that this group experiences more sexual and gender harassment than the not marginalised by gender group. Respondents from this group are mostly studying or working in fieldwork locations. Additionally,

conversations with interviewees illustrated why OofO environments are risky environments for specifically female researchers and what short- and long-term impact this can have. These alarming findings correspond with the literature review and underline the societal relevance of this study. Comparing experiences with OofO harassment of minority women and majority women did not prove to be significant. Further research could look deeper into the experiences of marginalised race and ethnicity groups.

In the case of WUR, there are various documents about general safety and integrity. A safe working and study environments is greatly valued within the institution. However, communication about support possibilities and the quality of the support can be improved. Also, the mandatory preparation before conducting field research could include more information about social safety and harassment.

In concluding remarks, findings of this research show why it is important that research on this topic should continue. Having to deal with more sexual and gender harassment in OofO research because of your female gender is a confirmation that the social context in which we live and work, that of privileged men and marginalized women, is still very much alive. Hence, to decrease and prevent these experiences and its consequences, it is important to advance safe 'out-of-office' research for all.

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Appendix I: Interview guide students and researchers

Information about this study will be sent to the respondent prior to the interview, in order to make the actual interview shorter. A short handout with contact details of the persons of the WUR support system will be provided via e-mail after the interview.

Information study

- Motive: student initiative (+ study advisor Lieke van der Zouwen) focused on field work experiences of students: experienced harassment and discrimination, which influenced their study performance and study career
- Follow-up: study about experiences with harassment in out-of-office environments, taking into consideration intersectionality. Expand to other out-of-office environments, such as internships, excursions and laboratories. Also not only focused on students, but also about PhD students and early career staff. Out-of-office because WUR students and researchers are often studying/working outside of their usual work/study environment.
- Gender-SMART: EU-project, consortium, 2019-2023, gender equality, equal career opportunities, decision making, gender in research, education and financing, gender⁺ cooperation with DARE.
- Methods: mixed-methods. Questionnaire & interviews.
- Central concepts:
 - Out-of-office environments: students or researchers are considered to be working in an out-of-office environment, when working outside of the permanent desk workplace. Home offices are not considered as out-of-office workplaces.
 - Intersectionality: different forms of (in)equality interact and overlap with each other.
 - Harassment: any inappropriate and unsolicited conduct that is expected or perceived to be offensive or humiliating to another person. Discrimination is seen as a form of harassment and is defined as any unfair or prejudicial treatment or arbitrary distinction based on characteristics such as race, gender, age or sexual orientation.
 - Experiences within periods: 2018, 2019 and 2022 (2020 and 2021 are not included because of Covid-19)

Cursive = extra information or optional questions

Introduction

First and foremost: thank you for making time to have a conversation with me and share your experiences. It surely will be a great contribution to this study. Is it okay if I record this interview? I will use the recording to make an anonymous transcript. You can always stop for a break or tell I cannot record.

Personal introduction: MSc-student Human Geography at Radboud University, research intern for Gender-SMART project.

Disclaimer: Before we start, I want to first acknowledge that this conversation can trigger intense emotions and feelings with you. If you are feeling uncomfortable or unsettled during our conversation, as said, it is at all times possible to take a break or stop the entire conversation. Also, you do not have to justify if you want to pass a specific question. After the interview, I will send you an overview of persons of the support system of WUR who are available if you like to contact them.

Focus this interview: Your experience(s) with out-of-office environments, possible harassment or discrimination you experienced, their impact on you and your (study) career and your experience(s), and your experience(s) with and/or perceptions on the support by the WUR support system.

Background details, for cross-analysis purposes

1. Which study programme or Science Group are you part of?
2. What student or research position are you currently in?
3. Do you consider yourself as being part of a marginalized group? May I ask which one(s)?
 - *You can think of gender, ethnicity, sexual orientation, migrant background etc.*
4. Which gender do you usually report in questionnaires or surveys? What are your preferred pronouns?

Study or work experiences in out-of-office environments

5. How often have you found yourself studying or working in out-of-office environments in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak?
6. In what kind of out-of-office environments have you been studying or working?
 - *You can think of trial fields, laboratory, excursion locations, internship, field research etc.*

7. Can you start to tell me a bit about the context you worked or studied at the time?

- *How did an average day look like?*
- *Duration of out-of-office experience*
- *Location: remote, city, geographical location etc.*
- *Where there other people you studied/worked with?*
- *Housing?*

Experiences with harassment

You were willing to share some of your out-of-office experiences.

8. During these experiences, where there times that you encountered inappropriate and unwelcome behaviour which made you feel humiliated?

9. Can you tell me more about these experiences, what happened in your view that did upset you?

- *Can this unwelcome behaviour be characterized as:*
 - *Inappropriate jokes*
 - *Inappropriate comments*
 - *Inappropriate touching*
 - *Denigrating comments*
 - *Exclusion*
 - *Grooming*
 - *Imitation*
 - *Intimidation*
 - *Gossiping*
 - *Bullying*
 - *Online harassment*
- *Setting: hierarchical, peer, both*
- *Who were involved in the situation?*
- *Related to specific types of harassment or discrimination? (sexual, gender, racial, (institutional) discrimination)*
 - *Sexual harassment: in what way was the behaviour based on sexual insinuations and advances?*
 - *Gender harassment: how was the behaviour based on traditional gender norms*
 - *Racial harassment: how was the behaviour based on racial stereotypes*
 - *Ethnic harassment: how was the behaviour based on ethnic stereotypes*

- *Discrimination: in what way were you unfairly treated? Was that based on specific identity characteristics?*
- *Institutional discrimination: what made the behaviour that you encountered structural?*

10. How did it make you feel afterwards?

- *Did you try to avoid the person(s), situation or harassing context?*
 - *How did you try to do that?...*
 - *Did you physically and/or mentally try to avoid?*
- *Or address the person(s), by asking or insisting to cease the offensive behaviour or change the context.*
 - *How...*
 - *What was the reaction of that person?*
- *Or seek social support from colleagues, friends, and family members.*
 - *How...*
 - *What was the reaction of these persons?*
- *Or self-coping: e.g. withdrawal, social isolation and/or use of drugs.*
 - *How...*
- *Or advocacy seeking: e.g. reporting to responsible authorities.*
 - *How...*
 - *Reaction/action of these authorities, what kind of process*
- *Or legal reporting: e.g reporting to legal authorities.*
 - *How...*
 - *Reaction/action of these authorities, what kind of process*
- *Did your response work for you? Made you feel any better?*
 - *Made you feel relieved?*
 - *Made you feel more upset?*
 - *Was there any support missing?*
 - *Did you seek any support elsewhere?*

11. Within 6 months after you experienced this behaviour, did you notice any personal or professional change within yourself?

- *Study/job satisfaction*
- *Study programme or research commitment*
- *Study/work pressure*
- *Productivity*
- *Absenteeism*

- *Delay*
- *Consideration of switching study or career*
- *Participating in study or work related activities*
- *Participating in social activities*
- *Mental or physical health*
- *In what way do you think that your experience(s) stimulated this change?*
- *Can you tell me more about the relation between your experience(s) and these changes?*
- *Can you tell me more about the impact of these changes?*
- *And 6 months after or longer? Long-term changes?*

12. Did you experience that your performance and possibly career was impacted because of your experience? In what way was this impacted?

- *Access to important professional networks*
- *Access to work/study spaces*
- *Access to data collection*
- *Access to data processing*
- *Access to data sharing*
- *Access to study/career opportunities*
- *Opportunity for promotion*
- *Study/performance assessment*
- *Was this related to a hierarchical setting? In what way related and did that affect your performance and possibly career?*

Experiences with support system of WUR

Thank you for sharing your experience(s) with me. I would now like to ask your perception on and experience with the WUR support system.

13. What is your experience with the WUR support system?

- *Did you ever use a support facility of WUR?*
- *Was this after experiencing harassment in out-of-office environments? Or another reason?*
- *If yes, which facilities did you use?*
- *How did this support facility help you?*
- *What is your perception on the WUR support system?*
- *In what way did you feel supported/not supported?*

14. Do you have any suggestions and/or improvements for the support facilities?

Ending

Thank you so much for your participation and openness. Do you want to add or discuss something else? What did you think of this interview, do you have any remarks and/or questions? Do you want to receive the final report of this study? I will send you an overview of the persons of the WUR support system. Please do not hesitate to contact one of these persons if you sense you would like to find a listening ear or other support. Again, thank you for your time and contribution and the results and recommendations of this research will also be reported through existing WUR channels.

Appendix II: Interview guide confidential counsellor and PhD advisor

Information about this study will be sent to the respondent prior to the interview, in order to make the actual interview shorter.

Information study

- Motive: student initiative (+ study advisor Lieke van der Zouwen) focused on field work experiences of students: experienced harassment and discrimination, which influenced their study performance and study career
- Follow-up: study about experiences with harassment in out-of-office environments, taking into consideration intersectionality. Expand to other out-of-office environments, such as internships, excursions and laboratories. Also not only focused on students, but also about PhD candidates and early career staff. Out-of-office because WUR students and researchers are often studying/working outside of their usual work/study environment.
- Gender-SMART: EU-project, consortium, 2019-2023, gender equality, equal career opportunities, decision making, gender in research, education and financing, gender+ cooperation with DARE.
- Methods: mixed-methods. Questionnaire & interviews.
- Central concepts:
 - Out-of-office environments: students or researchers are considered to be working in an out-of-office environment, when working outside of the permanent desk workplace. Home offices are not considered as out-of-office workplaces.
 - Intersectionality: different forms of (in)equality interact and overlap with each other.
 - Harassment: any inappropriate and unsolicited conduct that is expected or perceived to be offensive or humiliating to another person. Discrimination is seen as a form of harassment and is defined as any unfair or prejudicial treatment or arbitrary distinction based on characteristics such as race, gender, age or sexual orientation.
 - Experiences within periods: 2018, 2019 and 2022 (2020 and 2021 are not included because of Covid-19)

Cursive = extra information or optional questions

Introduction

First and foremost: thank you for making time to have a conversation with me and share your experiences. It surely will be a great contribution to this study. Is it okay if I record this interview? I will use the recording to make an anonymous transcript. You can always stop for a break or tell I cannot record.

Personal introduction: MSc-student Human Geography at Radboud University, research intern for Gender-SMART project.

Focus this interview: First I will ask about stories you hear from WUR (PhD) students about experiences with harassment in out-of-office environments. Then, I will ask for your ideas on the options and constraints of confidential counsellors when a (PhD) student has or is experiencing harassment in out-of-office environments and how this is facilitated within WUR support system.

Function profile

I will first start with some introduction questions, to be able to picture the context in which confidential counsellors operate.

15. How long have you been working for WUR as a confidential counsellor (for (PhD) students)?

16. Can you tell me in a few sentences what being a confidential counsellor entails?

- *You can think of tasks, responsibilities, competences*

Experiences of (PhD) students with harassment in out-of-office environments

17. Are you confronted with stories about experiences with harassment in out-of-office environments of (PhD) students and what do these stories entail?

- *Can you tell me more about these stories?*
- *How often does this happen? In comparison to stories about harassment in general?*
- *Are there specific types of harassment that these (PhD) students encounter?*
 - *Identity characteristics*
 - *Ethnic*
 - *Racial*
 - *Gender*
 - *Sexual*
 - *Do these stories often relate to identity characteristics? How often?*
 - *(language)*

- *Are there specific harassing behaviours that (PhD) students often encounter while studying in an out-of-office environments?*
 - *Inappropriate jokes*
 - *Inappropriate comments*
 - *Inappropriate touching*
 - *Denigrating comments*
 - *Exclusion*
 - *Grooming*
 - *Imitation*
 - *Intimidation*
 - *Gossiping*
 - *Bullying*
 - *Online harassment*
- *Looking at different out-of-office environments (mention a few), in which environments do you think (PhD) students have experienced harassment more often?*
- *What is often the initial reaction of (PhD) students to harassment in out-of-office environments?*
 - *Coping strategies: avoidance, confrontation, advocacy seeking, reporting*
- *Do you hear about any short-term changes (within 6 months) that these (PhD) students experience? And long-term? For example:*
 - *Study/job satisfaction*
 - *Study programme or research commitment*
 - *Study/work pressure*
 - *Productivity*
 - *Absenteeism*
 - *Delay*
 - *Consideration of switching study or career*
 - *Participating in study or work related activities*
 - *Participating in social activities*
 - *Mental or physical health*
- *In what way do you think that their experience(s) stimulated this change?*
- *What do you think is the impact of these changes on the (PhD) student?*
- *Do you think that these experiences with harassment can have impact on the performance and possibly career of the (PhD) student? How? For example:*
 - *Access to important professional networks*
 - *Access to work/study spaces*
 - *Access to data collection*

- *Access to data processing*
- *Access to data sharing*
- *Access to study/career opportunities*
- *Opportunity for promotion*
- *Study/performance assessment*

18. Do you notice differences in experiences with harassment in out-of-office environment comparing to regular study/work environments?

- *What do you think stimulates these differences?*
 - *For example different social dynamic, formal/informal division more unclear*
 - *Culture differences*
 - *Dependency*

WUR support system

19. Can you tell me about a procedure you follow when a (PhD)-student comes to you about an experience with harassment?

- *What are concrete steps/actions that you and the (PhD)-student can take in these cases?*
- *Is the procedure different for an experience with harassment in an out-of-office environment?*
How?

20. How are you as a confidential counsellor positioned within the support system of WUR?

- *You can think of differences in tasks, responsibilities, competences*
 - *Support facilities:*
 - *Study/PhD advisor*
 - *Internship, thesis or PhD supervisor*
 - *Student dean*
 - *Occupational social work*
 - *Student psychologist*
 - *WUR related medical doctor*
 - *Ombudsperson*

21. What is your responsibility concerning harassment in out-of-office environments?

- *Does this differ to your responsibility about harassment in general?*

22. Do you feel you are well enough enabled to help a (PhD)-student through the WUR support system?

- *Did you receive any training from WUR for your function as a confidential counsellor?*

- *What did this training entail?*
- *What did you think of this training?*

23. What is your view on the division of responsibility among different facilities regarding harassment in out-of-office environments?

- *Are thesis supervisors more responsible to guide (PhD)-students?*
- *Are students approaching you first when they are experiencing or have experienced harassment in out-of-office environments?*

24. Do you have any suggestions on how to better facilitate support for WUR (PhD)-students in regards to harassment in out-of-office environments?

Ending

Thank you so much for your participation. Do you want to add or discuss something else? What did you think of this interview, do you have any remarks and/or questions? Do you want to receive the final report of this study? Again, thank you for your time and the results and recommendations of this research will also be reported through existing WUR channels.

Appendix III: Survey

Introduction

WUR has been very active lately in improving their policies to enhance a social safe and respectful culture in its study and research environment. The workgroup Gender and Fieldwork (see short video presentation: https://www.youtube.com/watch?v=UwYWfFZB_6I) showed that harassment and discrimination are hindering students' performance and study career in various ways.

The team of WUR Gender-SMART initiated a study about harassment in out-of-office environments, since WUR researchers are often working away from office desks. This study aims to gain insight in the out-of-office experiences of especially WUR students and early-career staff and how to better address.

We invite you to answer four boxes:

- Background details
- Study or work experiences in out-of-office environments
- Experiences with harassment
- Experiences with support system of WUR

We apply an intersectional approach, by acknowledging that different forms of (in)equality interact and overlap with each other.

If you are open to a **confidential** interview, please send an e-mail to WUR Gender-SMART ([link](#)) and we will follow up. Also, if you have any questions regarding this questionnaire, please contact: WUR Gender-SMART ([link](#)).

This study is initiated by WUR Gender-SMART as part of the research internship and master's thesis of Mae Lyn Meulman for Human Geography at Radboud University.

We acknowledge that this questionnaire can trigger negative emotions and feelings. When filling out this questionnaire, your answers are automatically saved so you may continue later **in the same browser**. If you sense you would like to find a listening ear or other support, please do not hesitate to contact one of the persons of the WUR support system:

- Study/PhD advisor
- Your internship, thesis or PhD supervisor
- Student dean (Studentdean@wur.nl, 0317-483618)
- Confidential counsellor (students: +31 636463811, PhD, staff)
- Occupational social work (0317-474158)
- Student psychologist (0318-200800)
- WUR related medical doctor (staff: +31880088916, students: 0317-466600)
- Ombudsperson (ombudsperson@wur.nl, +31 628043302 / 0317-486079)

Block 1. Background details

Please provide some background details to enable cross-analysis.

#1 Please indicate your study programme or Science Group

0 ...

#2 Please indicate your student or research position:

0 MSc-student or graduate under the age of 40 years

0 PhD student/candidate under the age of 40 years

0 Postdoc or otherwise graduated researcher under the age of 40 years

0 Assistant-professor in tenure-track

0 Other...

#3 Please indicate whether you consider yourself as being part of a marginalized group as associated by:

(more answers possible)

0 Gender

0 Ethnicity

0 Race

0 Sexual orientation

0 Non-conforming gender identity

0 Impairment and/or special needs

0 Migrant background

0 First generation student

0 Class/wealth

0 Religion

0 Other...

0 Not applicable

#4 Please indicate how you would identify yourself as being grown up in a:

(more answers possible)

0 Dutch context

0 European context

0 North-American and Australian context

0 African context

0 Asian context

☐ Latin-American context

☐ Other []

#5 Please indicate which gender you feel most comfortable with:

☐ Female

☐ Male

☐ Non-binary

☐ Non-conforming

☐ Other...

Block 2. Study or work experiences in out-of-office environments

The following questions will ask you about your study or work experience in out-of-office environments. Students or researchers are considered to be working in an out-of-office environment, when working outside of the permanent desk workplace.

Note: home offices are not considered as out-of-office workplaces.

#6 Please indicate how often you have been studying or working in out-of-office environments in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak:

☐ Trial fields (e.g. test location for field production of vegetables)

☐ Laboratory

☐ Fieldwork locations (this includes on sea, land etc.)

☐ Excursion locations

☐ Out-of-office places in your home country

☐ Out-of-office places abroad

☐ Other: []

For each question: Scale 1-5 Frequently, occasionally, rarely, never

#7 Please select 'not applicable' if you have not been studying or working in out-of-office environments in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak:

(otherwise you can select 'applicable')

☐ Not applicable

☐ Applicable

➔ *If respondent answers 'not applicable' ➔ then directed to #18*

Block 3. Experiences with harassment

The following questions will ask whether you had any experiences with harassment in out-of-office environments and whether it affected your study or research performance. When filling out, your answers are automatically saved so you may continue later in the same browser.

Harassment is defined as any inappropriate and unsolicited conduct that is expected or perceived to be offensive or humiliating to another person (UN Women, 2013). To clarify specific forms of harassment, short descriptions are provided below:

- Sexual harassment: inappropriate and unwelcome behaviour based on sexual insinuations and advances.
- Gender harassment: inappropriate and unwelcome behaviour based on traditional gender norms.
- Racial harassment: inappropriate and unwelcome behaviour based on racial stereotypes.
- Ethnic harassment: inappropriate and unwelcome behaviour based on ethnic stereotypes.
- Harassment on the basis of other social dimensions: inappropriate and unwelcome behaviour based on stereotypes about for example class and special needs.
- Discrimination: any unfair or prejudicial treatment or arbitrary distinction based on characteristics such as race, gender, age or sexual orientation.
- Institutional discrimination: being affected by structural inequalities based on characteristics such as race, gender, age or sexual orientation.

#8 Please indicate whether you experienced harassment and/or discrimination in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak, while working in out-of-office environments:

(more answers possible)

0 Harassment

0 Discrimination

0 Institutional discrimination

For each question: Scale 1-2 yes, no

➔ *If respondent answers 'no' to every option ➔ then redirected to #18*

➔ Follow up:

Please indicate whether you experienced specific forms of harassment in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak, while working in out-of-office environments:

0 Sexual harassment

- ☐ Gender harassment
- ☐ Racial harassment
- ☐ Ethnic harassment
- ☐ Harassment on the basis of other social dimensions such as you identified in the first set of questions
- ☐ Other []

➔ Follow up:

Please indicate whether you experienced specific forms of discrimination in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak, while working in out-of-office environments:

- ☐ Gender discrimination
- ☐ Racial discrimination
- ☐ Ethnic discrimination
- ☐ Discrimination on the basis of other social dimensions such as you identified in the first set of questions
- ☐ Other []

➔ Follow up

Please indicate whether you experienced specific forms of institutional discrimination in 2022 and possibly 2 years (2018/2019) before the Covid-19 outbreak, while working in out-of-office environments:

- ☐ Gender institutional discrimination
- ☐ Racial institutional discrimination
- ☐ Ethnic institutional discrimination
- ☐ Institutional discrimination on the basis of other social dimensions such as you identified in the first set of questions
- ☐ Other []

For each question: Scale 1-4 never, rarely, occasionally, frequently

#9 Please give some specification about the situation.

Did you experience this mainly in a:

- ☐ Hierarchical setting
- ☐ Peer setting
- ☐ Both

Number of people involved (including yourself):

- ☐ 2
- ☐ 3 – 8
- ☐ 8 <

#10 Please specify whether you experienced the following behaviours in 2022 and possibly 2018/2019, while working in out-of-office environments:

- ☐ Inappropriate jokes
- ☐ Inappropriate comments
- ☐ Inappropriate touching
- ☐ Denigrating comments
- ☐ Exclusion
- ☐ Grooming
- ☐ Imitation
- ☐ Intimidation
- ☐ Gossiping
- ☐ Bullying
- ☐ Online harassment
- ☐ Other...

For each question: Scale 1-4 Never, rarely, occasionally, frequently

#11 Please indicate how you would characterize your response to harassing and/or discriminatory behaviour in out-of-office environments:

Avoidance: e.g. avoiding the person(s), situation or harassing context.

Confrontation: e.g. addressing the person(s), by asking or insisting to cease the offensive behaviour or change the context.

Social coping: e.g. seeking social support from colleagues, friends, and family members)

Self coping: e.g. withdrawal, social isolation and/or use of drugs.

Advocacy seeking: e.g. reporting to responsible authorities.

Legal reporting: e.g reporting to legal authorities.

- ☐ Avoidance
- ☐ Confrontation
- ☐ Social coping
- ☐ Self coping
- ☐ Advocacy seeking
- ☐ Legal reporting
- ☐ Other...

For each item: Scale 1-4 Frequently, occasionally, rarely, never

#12 You are welcome to elaborate on your answer if you like:

- ☐ ...

If you are open to tell more in a confidential interview, please send an e-mail to Gender.SMART@wur.nl and we will follow up.

If you are feeling uncomfortable or unsettled while filling out this questionnaire, please do not hesitate to contact any of the support facilities of WUR ([students](#), [PhD](#), [staff](#)), also mentioned at the beginning and end of this questionnaire. Moreover, your answers are automatically saved so you may continue later in the same browser.

#13 Please indicate per item whether you noticed short-term and long-term changes after experiencing harassing and/or discriminatory behaviour in out-of-office environments:

Short-term: within 6 months.

Long-term: 6 months after or longer.

0 Study/job satisfaction

➔ Short-term:

➔ Long-term:

0 Study programme or research commitment

➔ Short-term:

➔ Long-term:

0 Study/work pressure

➔ ...

0 Productivity

0 Absenteeism

0 Delay

0 Consideration of switching study or career

0 Participating in study or work related activities

0 Participating in social activities

0 Mental health

0 Physical health

0 Other []

For each item: Scale 1-4 Increase, no change, decrease, not applicable

#14 Please specify per item how harassing and/or discriminatory behaviour in out-of-office environments has impacted your performance and possibly career:

0 Access to important professional networks

0 Access to work/study spaces

0 Access to data collection

0 Access to data processing

- 0 Access to data sharing
- 0 Access to study/career opportunities
- 0 Opportunity for promotion
- 0 Study/performance assessment
- 0 Other []

For each item: Scale 1-4 Increase, no change, decrease, not applicable

Experiences with support system of WUR

The last set of questions will ask about your experiences with and opinion on support facilities of WUR.

#15 Please indicate whether you have ever used a support facility of WUR after experiencing harassment and/or (institutional) discrimination in out-of-office environments:

- 0 Study/PhD advisor
- 0 Internship/thesis/PhD supervisor
- 0 Student dean
- 0 Confidential counsellor
- 0 Occupational social work
- 0 Student psychologist
- 0 WUR related medical doctor
- 0 Ombudsperson
- 0 Other...

For each item: Scale 1-2 yes, no

If respondent answers 'no' to every item: skip #16 - #17

If respondent answers 'yes' to an item: for every support facility:

#16 Please specify how you would qualify the support:

- 0 ...

For each item: Scale 1-5 very poor, poor, acceptable, good, very good

#17 You are very welcome to elaborate on your answers:

- 0...

#18 Please elaborate if you have any suggestions and/or improvements for the support facilities of WUR:

- 0 ...

#19 Please elaborate if you have any remarks concerning the topics addressed or questionnaire itself:

(Note: this is the last question of this questionnaire, after this question it will not be possible to change your answers.)

0 ...

Ending

Thank you for your time and input for this questionnaire and study!

Results and recommendations of this research will be reported through existing WUR channels.

If you are open to a **confidential interview**, please feel free to send an e-mail to Gender.SMART@wur.nl and we will follow up.

We acknowledge that this questionnaire can trigger negative emotions and feelings. If you sense you would like to find a listening ear or other support, please do not hesitate to contact one of the persons of the WUR support system (links to student, PhD and staff support):

- Study/PhD advisor
- Your internship, thesis or PhD supervisor
- Student dean (Studentdean@wur.nl, 0317-483618)
- Confidential counsellor (students: +31 636463811, PhD, staff)
- Occupational social work (0317-474158)
- Student psychologist (0318-200800)
- WUR related medical doctor (students: 0317-466600, staff: +31 880088916)
- Ombudsperson (ombudsperson@wur.nl, +31 628043302, 0317-486079)

Appendix IV: Overview background information respondents

Gender		Female	Male	Non- binary	Non- conforming	Other	Total**
Science Group*	AFSG	4	1	0	0	0	5
	ASG	17	1	0	0	0	18
	ESG	10	6	1	0	0	17
	PSG	4	4	1	1	1	11
	SSG	13	2	0	0	0	15
	<i>Total</i>	48	14	2	1	1	66
Student or research position	MSc-student	28	1	0	0	0	29
	PhD candidate	18	7	2	1	1	29
	Postdoc or otherwise	1	1	0	0	0	2
	Assistant- professor	0	0	0	0	0	0
	Other	1	5	0	0	0	6
	<i>Total</i>	48	14	2	1	1	66
Context in which respondent grew up	Dutch	30	10	1	1	0	42
	European	14	5	1	0	1	21
	North- American and Australian	3	0	0	0	0	3
	African	1	1	0	0	0	2
	Asian	2	2	0	0	0	4
	Latin- American	2	0	0	0	0	2
	Other	1	0	0	0	0	1
	<i>Total</i>	53	18	2	1	1	75
Marginalized group	Gender	27	2	1	1	1	32
	Ethnicity	5	2	2			9
	Race	6	2	2			10

Sexual orientation	9	3	0	1	1	14
Non-conforming gender identity	2	0	0	1	1	4
Impairment	3	0	1	0	0	4
Migrant background	4	1	0	0	0	5
First generation student	5	3	0	0	0	8
Class/wealth	5	1	0	0	0	6
Religion	2	1	0	0	0	3
Other	1	1	2	1	1	6
Not applicable	13	8	0	0	0	21
<i>Total*</i>	82	24	8	4	4	122

**Note.*

AFSG = Agrotechnology & Food Sciences Group

ASG = Animal Sciences Group

ESG = Environmental Sciences Group

PSG = Plant Sciences Group

SSG = Social Sciences Group

****Note.** Total can exceed N = 63, because respondents were given the opportunity to select multiple answer categories.

Appendix V: Survey answers marginalised gender group

<i>Marginalised by gender</i> $N = 32$		N	Percent
Science Group	AFSG	1	20.00%
	ASG	7	38.90%
	ESG	9	56.30%
	PSG	4	44.40%
	SSG	9	60.00%
Student or research position	MSc-student	15	51.70%
	PhD candidate	14	53.80%
	Postdoc or otherwise	1	50.00%
Context grown up	Dutch	19	47.50%
	European	11	55.00%
	North-American and Australian	2	66.7%
	Asian	2	50.00%
	Latin-American	1	50.00%
	Other	1	100.00%
Gender	Female	27	56.3%
	Male	2	14.3%
	Non-binary	1	50.00%
	Non-conforming	1	100.00%
	Other	1	100.00%
OofO environments			
Trial fields $M = 3.63$ $SD = 0.67$	Occasionally	3	33.30%
	Rarely	5	83.30%
	Never	22	51.20%
Laboratory $M = 2.93$ $SD = 1.23$	Frequently	7	50.00%
	Occasionally	2	33.30%
	Rarely	7	53.80%

	Never	14	51.90%
Fieldwork locations	Frequently	7	77.80%
<i>M</i> = 2.57	Occasionally	8	44.40%
<i>SD</i> = 1.17	Rarely	6	50.00%
	Never	9	39.10%
Excursion locations	Frequently	3	75.00%
<i>M</i> = 2.79	Occasionally	10	58.80%
<i>SD</i> = 1.05	Rarely	6	40.00%
	Never	10	41.70%
OofO places home country	Frequently	4	50.00%
<i>M</i> = 3.07	Occasionally	7	53.80%
<i>SD</i> = 1.17	Rarely	2	28.60%
	Never	17	53.10%
OofO places abroad	Frequently	6	66.70%
<i>M</i> = 2.87	Occasionally	6	66.70%
<i>SD</i> = 1.22	Rarely	4	36.40%
	Never	14	42.40%
Other	Frequently	1	100.00%
<i>M</i> = 3.17	Occasionally	1	50.00%
<i>SD</i> = 1.33	Never	4	25.00%
Harassment	Yes	11	68.80%
	No	19	41.30%
Discrimination	Yes	8	61.50%
	No	22	44.90%
Institutional discrimination	Yes	6	75.00%
	No	24	44.40%
Sexual harassment	0	1	50.00%
<i>Mean</i> = 1.50	1	21	42.00%
<i>SD</i> = 1.01	2	2	50.00%
	3	4	80.00%
	4	2	100.00%

Gender harassment	0	1	50.00%
Mean = 1.57	1	19	38.80%
SD = 1.01	2	4	80.00%
	3	4	80.00%
	4	2	100.00%
Racial harassment	0	1	50.00%
Mean = 1.13	1	25	43.90%
SD = 0.09	2	3	100.00%
	3	1	100.00%
Ethnic harassment	0	1	50.00%
Mean = 1.00	1	28	46.70%
SD = 0.26	2	1	100.00%
Harassment other social categories	0	1	50.00%
Mean = 1.13	1	25	44.60%
SD = 0.09	2	3	100.00%
	3	1	50.00%
Other	0	10	76.90%
Mean = 0.67	1	20	40.00%
SD = 0.09			
Gender discrimination	0	1	50.00%
Mean = 1.43	1	22	40.70%
SD = 0.97	2	2	100.00%
	3	3	100.00%
	4	2	100.00%
Racial discrimination	0	1	50.00%
Mean = 1.23	1	24	43.60%
SD = 0.73	2	3	75.00%
	3	1	100.00%
	4	1	100.00%
Ethnic discrimination	0	1	50.00%
Mean = 1.17	1	26	46.40%
SD = 0.70	2	1	33.30%
	3	1	100.00%
	4	1	100.00%
Discrimination other	0	1	50.00%

social categories	1	24	45.30%
Mean = 1.23	2	2	66.70%
SD = 0.68	3	3	60.00%
Other	0	7	63.60%
Mean = 0.62	1	22	44.00%
SD = 0.48	2	1	100.00%
Gender institutional	0	3	33.30%
discrimination	1	21	44.70%
Mean = 1.27	2	3	100.00%
SD = 0.94	3	1	50.00%
	4	2	100.00%
Racial institutional	0	3	33.30%
discrimination	1	24	47.10%
Mean = 1.07	2	2	100.00%
SD = 0.69	4	1	100.00%
Ethnic institutional	0	3	33.30%
discrimination	1	24	47.10%
Mean = 1.10	2	1	100.00%
SD = 0.76	3	1	100.00%
	4	1	100.00%
Institutional	0	4	40.00%
discrimination other	1	23	47.90%
social categories	2	2	66.70%
Mean = 1.00	3	1	50.00%
SD = 0.59			
Other	0	8	57.10%
Mean = 0.73	1	22	45.80%
SD = 0.45			
Setting	Hierarchical	4	13.30%
	Peer	5	16.70%
	Both	4	13.30%
Number of people	2	3	10.00%
involved	3 – 8	8	26.70%
	8 >	2	6.70%
Inappropriate jokes	Never	3	37.50%
Mean = 2.62	Rarely	3	50.00%

SD = 1.19	Occasionally	3	75.00%
	Frequently	4	80.00%
Inappropriate comments	Never	2	66.70%
	Rarely	4	44.40%
Mean = 2.69	Occasionally	3	50.00%
SD = 1.11	Frequently	4	80.00%
Inappropriate touching	Never	8	50.00%
	Rarely	3	60.00%
Mean = 1.62	Occasionally	1	100.00%
SD = 0.97	Frequently	1	100.00%
Denigrating comments	Never	6	60.00%
	Rarely	3	50.00%
Mean = 1.92	Occasionally	3	50.00%
SD = 1.04	Frequently	1	100.00%
Exclusion	Never	6	54.50%
	Rarely	1	50.00%
Mean = 2	Occasionally	4	66.70%
SD = 1.13	Frequently	1	33.30%
Grooming	Never	12	54.50%
	Occasionally	1	100.00%
Mean = 1.15			
SD = 0.56			
Imitation	Never	12	54.50%
	Occasionally	1	100.00%
Mean = 1.15			
SD = 0.56			
Intimidation	Never	6	40.00%
	Rarely	6	100.00%
Mean = 1.69	Frequently	1	100.00%
SD = 0.86			
Gossiping	Never	8	61.50%
	Rarely	2	33.30%
Mean = 1.62	Occasionally	3	75.00%
SD = 0.87			
Bullying	Never	10	52.60%
	Rarely	3	75.00%
Mean = 1.23			
SD = 0.44			
Online harassment	Never	11	55.00%
	Rarely	2	66.70%
Mean = 1.15			

<i>SD = 0.38</i>			
Other	Never	2	28.60%
Mean = 1			
<i>SD = 0</i>			
Coping	Frequently	7	50.00%
Avoidance	Occasionally	3	60.00%
Mean = 1.85	Rarely	1	50.00%
<i>SD = 1.14</i>	Never	2	100.00%
Confrontation	Occasionally	2	66.70%
Mean = 3.31	Rarely	5	55.60%
<i>SD = 0.75</i>	Never	6	54.50%
Social coping	Frequently	2	50.00%
Mean = 2.23	Occasionally	7	63.60%
<i>SD = 0.83</i>	Rarely	3	75.00%
	Never	1	25.00%
Self-coping	Frequently	2	66.70%
Mean = 2.46	Occasionally	6	60.00%
<i>SD = 1.05</i>	Rarely	2	50.00%
	Never	3	50.00%
Advocacy seeking	Occasionally	2	50.00%
Mean = 3.62	Rarely	1	25.00%
<i>SD = 0.77</i>	Never	10	66.70%
Legal reporting	Occasionally	1	100.00%
Mean = 3.69	Rarely	2	100.00%
<i>SD = 0.63</i>	Never	10	50.00%
Other	Never	2	33.30%
Mean = 4			
<i>SD = 0</i>			
ST study/job	Increase	1	100.00%
satisfaction	No change	4	50.00%
	Decrease	8	57.10%
LT study/job	Increase	1	100.00%
satisfaction	No change	7	58.30%
	Decrease	4	50.00%
ST Study/research	No change	7	70.00%

commitment	Decrease	6	54.50%
LT study/research	Increase	1	100.00%
commitment	No change	7	46.70%
	Decrease	5	83.30%
ST study/work	Increase	3	60.00%
pressure	No change	8	57.10%
	Decrease	2	66.70%
LT study/work	Increase	4	80.00%
pressure	No change	7	53.80%
	Decrease	2	50.00%
ST productivity	Increase	1	100.00%
	No change	6	54.50%
	Decrease	6	66.70%
LT productivity	Increase	1	100.00%
	No change	7	46.70%
	Decrease	5	100.00%
ST absenteeism	Increase	2	33.30%
	No change	7	63.60%
	Decrease	2	100.00%
	Not applicable	2	50.00%
LT absenteeism	Increase	2	50.00%
	No change	8	57.10%
	Decrease	1	100.00%
	Not applicable	2	50.00%
ST delay	Increase	3	60.00%
	No change	9	33.30%
	Not applicable	1	33.30%
LT delay	Increase	2	50.00%
	No change	10	62.50%
	Not applicable	1	33.30%
ST switch	Increase	6	60.00%
	No change	7	58.30%
LT switch	Increase	4	66.70%
	No change	9	60.00%
ST professional	No change	8	61.50%

activities	Decrease	5	62.50%
LT professional activities	No change	9	56.30%
	Decrease	4	66.70%
ST social activities	No change	3	42.90%
	Decrease	10	76.90%
LT social activities	No change	8	53.30%
	Decrease	5	100.00%
ST mental health	No change	6	60.00%
	Decrease	7	70.00%
LT mental health	No change	8	50.00%
	Decrease	5	83.30%
ST physical health	No change	8	50.00%
	Decrease	5	83.30%
LT physical health	No change	9	50.00%
	Decrease	4	100.00%
ST other	Increase	1	100.00%
	No change	1	50.00%
	Not applicable	1	25.00%
LT other	No change	1	50.00%
	Not applicable	1	25.00%
Access professional networks	Increase	1	100.00%
	No change	6	54.50%
	Decrease	5	62.50%
Access study/work spaces	No change	7	50.00%
	Decrease	5	83.30%
Access data collection	Increase	1	100.00%
	No change	1	16.70%
	Decrease	9	81.80%
	Not applicable	1	25.00%
Access data processing	No change	10	62.50%
	Not applicable	2	40.00%
Access Data sharing	No change	9	64.30%
	Decrease	2	50.00%
	Not applicable	1	25.00%

Access study/career opportunities	Increase	1	100.00%
	No change	5	45.50%
	Decrease	4	66.70%
	Not applicable	1	33.30%
Opportunity promotion	Increase	1	100.00%
	No change	7	53.80%
	Decrease	2	66.70%
	Not applicable	2	40.00%
Study/performance assessment	No change	6	54.50%
	Decrease	5	71.40%
	Not applicable	1	25.00%
Other	No change	1	33.30%
Study/PhD advisor	Yes	3	60.00%
	No	10	55.60%
Quality Mean = 3 SD = 1	Poor	1	100.00%
	Acceptable	1	100.00%
	Good	1	33.30%
Supervisor	Yes	5	71.40%
	No	8	50.00%
Quality Mean = 3 SD = 1.23	Poor	2	100.00%
	Acceptable	2	66.70%
	Very good	1	50.00%
Student dean	Yes	1	100.00%
	No	12	54.50%
Quality	Acceptable	1	100.00%
Confidential counsellor	Yes	1	100.00%
	No	12	54.50%
Quality	Good	1	100.00%
Occupational social work	No	13	56.50%
Student psychologist Quality Mean = 3.50	Yes	2	66.70%
	No	11	55.00%
	Acceptable	1	100.00%

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<i>SD = 0.71</i>	Good	1	50.00%
WUR doctor	Yes	1	100.00%
	No	12	54.50%
Quality	Acceptable	1	100.00%
Ombudsperson	No	13	56.50%
Other	No	5	55.60%

Appendix VI: Survey answers marginalised ethnicity group

<i>Marginalised by ethnicity (N = 7)</i>		N	Percent
Science Group	ASG	3	16.70%
	ESG	1	6.30%
	PSG	1	11.10%
	SSG	2	13.30%
Student or research position	Msc-student	3	10.30%
	PhD candidate	4	15.40%
Context grown up	Dutch	3	7.50%
	European	4	20.00%
	African	1	50.00%
	Asian	1	25.00%
	Other	1	100.00%
Gender	Female	5	10.40%
	Male	2	14.30%
OofO environments			
Trial fields	Occasionally	2	22.20%
M = 3.29	Rarely	1	16.70%
SD = 0.95	Never	4	9.30%
Laboratory	Frequently	3	21.40%
M = 2.43	Occasionally	1	16.70%
SD = 1.51	Never	3	11.10%
Fieldwork locations	Frequently	3	33.30%
M = 2.14	Occasionally	2	11.10%
SD = 1.35	Never	2	8.70%
Excursion locations	Frequently	1	25.00%
M = 2.71	Occasionally	2	11.80%
SD = 1.11	Rarely	2	13.30%
	Never	2	8.30%
OofO places home country	Frequently	1	12.50%
	Occasionally	3	23.10%
	Never	3	9.40%

OofO places abroad	Frequently	2	22.20%
M = 2.29	Occasionally	2	22.20%
SD = 1.11	Rarely	2	18.20%
	Never	1	3.00%
Other	Rarely	1	100.00%
M = 3.50	Never	1	6.30%
SD = 0.71			
Harassment	Yes	2	12.50%
	No	5	10.90%
Discrimination	Yes	4	30.80%
	No	3	6.10%
Institutional discrimination	Yes	2	25.00%
	No	5	9.30%
Sexual harassment	0	1	50.00%
Mean = 1.14	1	5	10.00%
SD = 0.90	3	1	20.00%
Gender harassment	0	1	50.00%
Mean = 1.29	1	5	10.20%
SD = 1.25	4	1	50.00%
Racial harassment	0	1	50.00%
Mean = 0.86	1	6	10.50%
SD = 0.38			
Ethnic harassment	0	1	50.00%
Mean = 0.86	1	6	10.00%
SD = 0.38			
Harassment other social categories	0	1	50.00%
Mean = 1.00	1	5	8.90%
SD = 0.58	2	1	33.30%
Other	0	2	15.40%
Mean = 0.71	1	5	10.00%
SD = 0.49			
Gender	0	1	50.00%

discrimination	1	4	7.40%
	4	2	100.00%
Mean = 1.71			
SD = 1.60			
Racial discrimination	0	1	50.00%
	1	4	7.30%
Mean = 1.43	2	1	25.00%
SD = 1.27	4	1	100.00%
Ethnic discrimination	0	1	50.00%
Mean = 1.57	1	3	5.40%
SD = 1.27	2	2	66.70%
	4	1	100.00%
Discrimination other social categories	0	1	50.00%
	1	3	5.70%
Mean = 1.43	2	2	66.70%
SD = 0.98	3	1	20.00%
Other	0	3	27.30%
	1	3	6.00%
Mean = 0.71	2	1	100.00%
SD = 0.76			
Gender institutional discrimination	0	2	22.20%
	1	3	6.40%
	4	2	100.00%
Mean = 1.57			
SD = 1.72			
Racial institutional discrimination	0	2	22.20%
	1	3	5.90%
Mean = 1.29	2	1	50.00%
SD = 1.38	4	1	100.00%
Ethnic institutional discrimination	0	2	22.20%
	1	3	5.90%
Mean = 1.29	2	1	100.00%
SD = 1.38	4	1	100.00%
Institutional discrimination other social categories	0	3	30.00%
	1	3	6.30%
	2	1	33.30%

Mean = 0.71			
SD = 0.76			
Other	0	4	28.60%
Mean = 0.43	1	3	6.30%
SD = 0.53			
Setting	Hierarchical	1	14.30%
	Peer	1	14.30%
	Both	1	14.30%
Number of people involved	3 – 8	3	20.00%
Inappropriate jokes	Never	1	12.50%
	Rarely	1	16.70%
	Frequently	1	20.00%
Inappropriate comments	Never	1	33.30%
	Rarely	1	11.10%
	Frequently	1	20.00%
Mean = 2.33			
SD = 1.53			
Inappropriate touching	Never	2	12.50%
	Rarely	1	20.00%
Mean = 1.33			
SD = 0.58			
Denigrating comments	Never	1	10.00%
	Occasionally	1	16.70%
	Frequently	1	100.00%
Mean = 2.67			
SD = 1.53			
Exclusion	Occasionally	1	16.70%
	Frequently	2	66.70%
Mean = 3.67			
SD = 0.58			
Grooming	Never	2	9.10%
	Occasionally	1	100.00%
Mean = 1.67			
SD = 1.16			
Imitation	Never	2	9.10%
	Occasionally	1	100.00%
Mean = 1.67			
SD = 1.16			
Intimidation	Never	1	6.60%
	Rarely	1	16.70%
Mean = 2.33			

<i>SD = 1.52</i>	Frequently	1	100.00%
Gossiping	Never	1	7.70%
Mean = 2.00	Rarely	16.70%	33.30%
<i>SD = 1.00</i>	Occasionally	1	25.00%
Bullying	Never	1	5.30%
Mean = 1.67	Rarely	2	50.00%
<i>SD = 0.58</i>			
Online harassment	Never	2	10.00%
Mean = 1.33	Rarely	1	33.30%
<i>SD = 0.58</i>			
Other	Never	1	14.30%
Mean = 1.00			
<i>SD = 0.00</i>			
Coping	Frequently	2	14.30%
Avoidance	Rarely	1	50.00%
Mean = 1.67			
<i>SD = 1.16</i>			
Confrontation	Occasionally	1	33.30%
Mean = 3.00	Rarely	1	11.10%
<i>SD = 1.00</i>	Never	1	9.10%
Social coping	Frequently	1	25.00%
Mean = 2.33	Rarely	2	50.00%
<i>SD = 1.16</i>			
Self-coping	Occasionally	3	30.00%
Mean = 2.00			
<i>SD = 0.00</i>			
Advocacy seeking	Occasionally	1	25.00%
Mean = 3.33	Never	2	13.30%
<i>SD = 1.16</i>			
Legal reporting	Rarely	1	50.00%
Mean = 3.67	Never	2	10.00%
<i>SD = 0.58</i>			
Other	Never	1	16.70%
Mean = 4.00			
<i>SD = 0.00</i>			
ST* study/job	Decrease	3	21.40%

satisfaction			
LT study/job	No change	2	16.70%
satisfaction	Decrease	1	12.50%
ST Study/research	No change	2	20.00%
commitment	Decrease	1	9.10%
LT study/research	Increase	1	100.00%
commitment	No change	1	6.70%
	Decrease	1	16.70%
ST study/work	Increase	1	20.00%
pressure	No change	2	14.30%
LT study/work	Increase	1	20.00%
pressure	No change	2	15.40%
ST productivity	No change	1	9.10%
	Decrease	2	22.20%
LT productivity	No change	2	13.30%
	Decrease	1	20.00%
ST absenteeism	Increase	3	50.00%
LT absenteeism	Increase	2	50.00%
	No change	1	7.10%
ST delay	Increase	1	20.00%
	No change	2	13.30%
LT delay	Increase	1	25.00%
	No change	2	12.50%
ST switch	Increase	3	30.00%
LT switch	Increase	1	16.70%
	No change	2	13.30%
ST professional	No change	1	7.70%
activities	Decrease	2	25.00%
LT professional	No change	2	12.50%
activities	Decrease	1	16.70%
ST social activities	Decrease	3	23.10%
LT social activities	No change	1	6.70%
	Decrease	2	40.00%
ST mental health	No change	1	10.00%
	Decrease	2	20.00%

LT mental health	No change	1	6.30%
	Decrease	2	33.30%
ST physical health	No change	2	12.50%
	Decrease	1	16.70%
LT physical health	No change	2	11.10%
	Decrease	1	25.00%
ST other	Not applicable	1	25.00%
LT other	Not applicable	1	25.00%
Access professional networks	No change	1	9.10%
	Decrease	2	25.00%
Access study/work spaces	No change	2	14.30%
	Decrease	1	16.70%
Access data collection	No change	1	16.70%
	Decrease	2	18.20%
Access data processing	No change	3	18.80%
Access Data sharing	No change	2	14.30%
	Decrease	1	25.00%
Access study/career opportunities	No change	1	9.10%
	Decrease	1	16.70%
	Not applicable	1	33.30%
Opportunity promotion	No change	2	15.40%
	Not applicable	1	20.00%
Study/performance assessment	No change	2	18.20%
	Not applicable	1	25.00%
Other	No change	1	33.30%
Study/PhD advisor	Yes	1	20.00%
	No	2	11.10%
Quality	Good	1	33.30%
Supervisor	Yes	2	28.60%
	No	1	6.30%
Quality	Poor	1	100.00%
Mean = 2.50	Acceptable	1	66.70%
SD = 0.71			
Student dean	No	3	13.60%
Confidential	No	3	13.60%

counsellor			
Occupational social work	No	3	13.00%
Student psychologist	Yes	1	33.30%
Quality	No	2	10.00%
	Good	1	50.00%
WUR doctor	No	3	13.60%
Ombudsperson	No	3	13.00%
Other	No	2	22.20%

*Note. ST = short-term, LT = long-term.

Appendix VII: Survey answers marginalised race group

<i>Marginalised by race</i>		N	Percent
<i>(N = 8)</i>			
Science Group	AFSG	1	20.00%
	ASG	3	16.70%
	ESG	2	12.50%
	SSG	2	13.30%
Student or research position	MSc-student	3	10.30%
	PhD candidate	4	15.40%
	Other	1	16.70%
Context grown up	Dutch	3	7.50%
	European	2	10.00%
	North-American and Australian	2	66.70%
	African	2	100.00%
	Asian	3	75.00%
Gender	Female	6	12.50%
	Male	2	14.30%
OofO environments			
Trial fields	Rarely	2	33.30%
M = 3.75	Never	6	14.00%
SD = 0.46			
Laboratory	Frequently	3	21.40%
M = 2.50	Occasionally	1	16.70%
SD = 1.41	Rarely	1	7.70%
	Never	3	11.10%
Fieldwork locations	Frequently	1	11.10%
M = 2.75	Occasionally	3	16.70%
SD = 1.17	Rarely	1	8.30%
	Never	3	13.00%

Excursion locations	Frequently	1	25.00%
M = 2.75	Occasionally	2	11.80%
SD = 1.04	Rarely	3	20.00%
	Never	2	8.30%
OofO places home country	Frequently	1	12.50%
M = 3	Occasionally	2	15.40%
SD = 1.20	Rarely	1	14.30%
	Never	4	12.50%
OofO places abroad	Frequently	2	22.20%
M = 2.75	Rarely	4	36.40%
SD = 1.17	Never	2	6.10%
Other	Rarely	1	100.00%
M = 3.67	Never	2	12.50%
SD = 0.58			
Harassment	No	8	17.40%
Discrimination	Yes	4	30.80%
	No	4	8.20%
Institutional discrimination	Yes	3	37.50%
	No	5	9.30%
Gender discrimination	1	5	9.30%
	2	1	50.00%
Mean = 1.75	3	1	33.30%
SD = 1.16	4	1	50.00%
Racial discrimination	1	6	10.90%
Mean = 1.50	2	1	25.00%
SD = 1.07	4	1	100.00%
Ethnic discrimination	1	6	10.70%
Mean = 1.63	3	1	100.00%
SD = 1.19	4	1	100.00%
Discrimination other social categories	1	5	9.40%
	2	1	33.30%

Mean = 1.63	3	2	40.00%
SD = 0.97			
Other	0	2	18.20%
Mean = 1.13	1	4	8.00%
SD = 0.99	2	1	100.00%
	3	1	100.00%
Gender institutional discrimination	0	1	11.10%
	1	4	8.50%
Mean = 1.50	2	2	66.70%
SD = 1.20	4	1	50.00%
Racial institutional discrimination	0	1	11.10%
	1	5	9.80%
Mean = 1.38	2	1	50.00%
SD = 1.19	4	1	100.00%
Ethnic institutional discrimination	0	1	11.10%
	1	5	9.80%
Mean = 1.50	3	1	100.00%
SD = 1.31	4	1	100.00%
Institutional discrimination other social categories	0	2	20.00%
	1	4	8.30%
	2	1	33.30%
Mean = 1.13	3	1	50.00%
SD = 0.99			
Other	0	4	28.60%
Mean = 0.50	1	4	8.30%
SD = 0.53			
Setting	Hierarchical	1	12.50%
	Peer	2	22.20%
	Both	1	16.70%
Number of people involved	2	1	16.70%
	3 – 8	3	20.00%
Inappropriate jokes	Never	3	37.50%
Mean = 1.25	Rarely	1	16.70%
SD = 0.50			
Inappropriate comments	Never	2	66.70%
	Rarely	2	22.20%

Mean = 1.50			
SD = 0.58			
Inappropriate touching	Never	4	25.00%
Mean = 1.00			
SD = 0.00			
Denigrating comments	Never	1	10.00%
	Rarely	2	33.30%
	Frequently	1	100.00%
Mean = 2.25			
SD = 1.26			
Exclusion	Never	2	18.20%
	Occasionally	1	16.70%
	Frequently	1	33.30%
Mean = 2.25			
SD = 1.50			
Grooming	Never	4	18.20%
Mean = 1.00			
SD = 0.00			
Imitation	Never	3	13.60%
	Occasionally	1	100.00%
Mean = 1.50			
SD = 1.00			
Intimidation	Never	2	13.30%
	Rarely	2	33.30%
Mean = 1.50			
SD = 0.58			
Gossiping	Never	3	23.10%
	Occasionally	1	25.00%
Mean = 1.50			
SD = 1.00			
Bullying	Never	3	15.80%
	Rarely	1	25.00%
Mean = 1.25			
SD = 0.50			
Online harassment	Never	3	15.00%
	Rarely	1	33.30%
Mean = 1.25			
SD = 0.50			
Other	Never	2	28.60%
Mean = 1.00			
SD = 0.00			
Coping	Occasionally	3	60.0%
Avoidance	Rarely	1	50.00%

Mean = 2.25			
SD = 0.50			
Confrontation	Occasionally	1	33.30%
Mean = 3.00	Rarely	2	22.20%
SD = 0.82	Never	1	9.10%
Social coping	Occasionally	2	18.20%
Mean = 2.75	Rarely	1	25.00%
SD = 0.96	Never	1	25.00%
Self-coping	Occasionally	3	30.00%
Mean = 2.50	Never	1	16.70%
SD = 1.00			
Advocacy seeking	Occasionally	2	50.00%
Mean = 2.75	Rarely	1	25.00%
SD = 0.96	Never	1	6.70%
Legal reporting	Rarely	2	100.00%
Mean = 3.50	Never	2	10.00%
SD = 0.58			
Other	Never	2	33.30%
Mean = 4.00			
SD = 0.00			
ST study/job satisfaction	Decrease	4	28.60%
LT study/job satisfaction	No change	1	8.30%
	Decrease	2	25.00%
	Not applicable	1	100.00%
ST Study/research commitment	No change	1	10.00%
	Decrease	3	18.20%
LT study/research commitment	Decrease	3	50.00%
	Not applicable	1	100.00%
ST study/work pressure	No change	1	7.10%
	Decrease	2	66.70%
LT study/work pressure	No change	1	7.70%
	Decrease	3	75.00%
ST productivity	Decrease	3	33.30%
	Not applicable	1	50.00%
LT productivity	Decrease	3	60.00%

	Not applicable	1	50.00%
ST absenteeism	Increase	1	16.70%
	No change	1	9.10%
	Decrease	1	50.00%
	Not applicable	1	25.00%
LT absenteeism	Increase	1	25.00%
	No change	1	7.10%
	Decrease	1	100.00%
	Not applicable	1	25.00%
ST delay	Increase	1	20.00%
	No change	2	6.70%
	Not applicable	2	66.70%
LT delay	No change	2	12.50%
	Not applicable	2	66.70%
ST switch	Increase	2	20.00%
	No change	1	8.30%
	Not applicable	1	100.00%
LT switch	Increase	1	16.70%
	No change	2	13.30%
	Not applicable	1	50.00%
ST professional activities	No change	1	7.70%
	Decrease	2	25.00%
	Not applicable	1	100.00%
LT professional activities	No change	1	6.30%
	Decrease	2	33.30%
	Not applicable	1	100.00%
ST social activities	Decrease	3	23.10%
	Not applicable	1	100.00%
LT social activities	No change	1	6.70%
	Decrease	2	40.00%
	Not applicable	1	100.00%
ST mental health	No change	1	10.00%
	Decrease	2	20.00%
	Not applicable	1	100.00%
LT mental health	No change	1	6.30%

	Decrease	2	33.30%
	Not applicable	1	100.00%
ST physical health	Decrease	3	50.00%
	Not applicable	1	100.00%
LT physical health	No change	1	5.60%
	Decrease	2	50.00%
	Not applicable	1	100.00%
ST other	Not applicable	2	50.00%
Access professional networks	No change	1	9.10%
	Decrease	2	25.00%
	Not applicable	1	50.00%
Access study/work spaces	No change	1	7.10%
	Decrease	2	33.30%
	Not applicable	1	50.00%
Access data collection	Decrease	3	27.30%
	Not applicable	1	25.00%
Access data processing	No change	2	12.50%
	Not applicable	2	40.00%
Access Data sharing	No change	2	14.30%
	Decrease	1	25.00%
	Not applicable	1	25.00%
Access study/career opportunities	Decrease	3	50.00%
	Not applicable	1	33.30%
Opportunity promotion	No change	2	15.40%
	Not applicable	2	40.00%
Study/performance assessment	No change	1	9.10%
	Decrease	2	28.60%
	Not applicable	1	25.00%
Other	No change	1	33.30%
	Not applicable	1	50.00%
Study/PhD advisor	No	4	22.20%
Supervisor	Yes	1	14.30%
	No	3	18.80%
Quality	Poor	1	50.00%
Student dean	No	4	18.20%

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Confidential counsellor	No	4	18.20%
Occupational social work	No	4	17.40%
Student psychologist	Yes	1	33.30%
Quality	No	3	15.00%
	Acceptable	1	100.00%
WUR doctor	No	4	18.20%
Ombudsperson	No	4	17.40%
Other	Yes	1	100.00%
	No	2	22.20%
Quality	Good	1	100.00%

Appendix VIII: Description of independent *t*-tests

Comparison marginalized and not marginalized by gender groups

Sexual harassment. The sexual harassment scores were not normally distributed for both these groups. Therefore, the *p*-value should be interpreted with caution and the bootstrapped 95% confidence interval is provided. Z-scores skewness/kurtosis: not marginalised gender = 5.02 and 10.71, marginalised gender = 3.02 and 1.21. On average, not marginalised gender ($M = 1.09$, $SD = 0.47$) scores lower than marginalised gender ($M = 1.48$, $SD = 1.00$). This difference was significant ($Mdif = 0.39$, $t(42.22) = 1.98$, $p = 0.054$) and generalises to the population (95% *CI* -0.80, -0.02). The difference represents a medium-sized effect $d = 0.50$.

Gender harassment. Z-scores skewness/kurtosis: not marginalised gender = 5.98 and 15.27, marginalised gender = 2.64 and 0.79. Generally, not marginalised gender ($M = 1.06$, $SD = .44$) has a lower score than marginalised gender group ($M = 1.55$, $SD = 0.99$). The difference between these groups was significant ($Mdif = 0.49$, $t(40.1) = 2.50$, $p = 0.02$) and can be generalised to the population (95% *CI* -0.90, -0.13). Also, the difference represents a medium-sized effect $d = 0.64$.

Racial harassment. An independent *t*-test was performed for this variable as well. Z-scores skewness/kurtosis: not marginalised gender = -11.76 and 34.22, marginalised gender = 4.18 and 7.37. On average, not marginalised gender ($M = 0.97$, $SD = 0.18$) has a lower score on racial harassment than marginalised gender ($M = 1.13$, $SD = .50$). This difference was not significant ($Mdif = 0.16$, $t(37.19) = 1.69$, $p = 0.10$) and does not generalise to the population (95% *CI* -0.38, .001). The difference stands for a medium-sized effect $d = 0.43$.

Ethnic harassment. The z-scores for skewness/kurtosis: not marginalised by gender = -11.76 and 34.22, marginalised by gender = 0.00 and 16.04. The mean value of not marginalised by gender ($M = 0.97$, $SD = 0.18$) was lower than the mean value of marginalised by gender ($M = 1.00$, $SD = 0.26$). This difference was not significant ($Mdif = 0.03$, $t(61) = 0.56$, $p = 0.58$) and therefore does not generalize to the population (95% *CI* -0.15, 0.08). The difference represents a small-sized effect $d = 0.14$.

Harassment based on other social dimensions. Z-scores regarding skewness/kurtosis for not marginalised by gender = 7.28 and 22.79, marginalized by gender = 4.18 and 7.37. On average, not marginalised by gender ($M = 1.03$, $SD = 0.40$) scores lower than marginalised by gender ($M = 1.13$, $SD = 0.50$). This difference was not significant ($Mdif = 0.10$, $t(61) = 0.86$, $p = 0.20$) and does not generalise to the population (95% *CI* -0.33, 0.11). The difference represents a small-sized effect $d = 0.22$.

Comparison majority and minority women

Sexual harassment. Z-scores skewness/kurtosis: minority women = 4.98 and 6.24, majority women = 4.98 and 6.24. Generally, minority women ($M = 1.23$, $SD = 0.74$) score lower in sexual harassment than majority women ($M = 1.36$, $SD = 0.76$). This difference was not significant ($Mdif = 0.14$, $t(46) =$

0.66, $p = 0.51$) and does not generalise to the population (95% CI -0.59, 0.25). The difference represents a small-sized effect $d = 0.19$.

Gender harassment. Z-scores skewness/kurtosis of minority women = 4.15 and 4.19, majority women = 3.85 and 2.51. Minority women ($M = 1.30$, $SD = .88$) scored averagely lower than majority women in experiences with gender harassment ($M = 1.44$, $SD = 0.87$). This difference was not significant ($Mdif = 0.14$, $t(46) = 0.54$, $p = 0.59$) and does not generalise to the population (95% CI -0.63, 0.38). The difference represents a small-sized effect $d = 0.16$.

Racial harassment. Z-scores skewness/kurtosis minority women = 1.29 and 6.42, majority women = 8.07 and 16.41. Minority women ($M = 1.04$, $SD = 0.37$) have a lower mean score than majority women ($M = 1.12$, $SD = 0.44$). This difference was not significant ($Mdif = 0.08$, $t(46) = 0.65$, $p = 0.52$) and does not generalise to the population (95% CI -0.31, 0.14). The difference represents a small-sized effect $d = 0.19$.

Ethnic harassment. Z-scores skewness/kurtosis minority women = -9.97 and 24.60, majority women = 10.40 and 26.74. The mean of minority women ($M = 0.96$, $SD = 0.21$) was lower than the mean value of majority women ($M = 1.04$, $SD = 0.20$). This difference was not significant ($Mdif = 0.08$, $t(46) = 0.142$, $p = 0.16$), however it generalises to the population (95% CI -0.23, -0.03). Moreover, the difference represents a medium-sized effect $d = 0.41$.

Harassment based on other social dimensions. Z-scores skewness/kurtosis minority women = 4.15 and 5.10 and majority women = 6.86 and 10.31. On average, minority women ($M = 1.17$, $SD = 0.65$) scored higher than majority women ($M = 1.08$, $SD = 0.28$). This difference was not significant ($Mdif = 0.09$, $t(29.2) = 0.64$, $p = 0.53$) and does not generalise to the population (95% CI -0.17, 0.41). The difference represents a small-sized effect $d = 0.19$.