

Do you think we're sexist?, [DTRH 2019]

2021



Département de
GÉOSCIENCES

Survey: harassment & Discriminations

Geosciences Department
Ecole normale supérieure de Paris

GEOS-Diversity&Equality Working Group

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1 Introduction

“Girls take more care of all practical aspects of the working life, like the toilet conditions for example.”

“Ok we have to clean up – go ahead, you’re a woman.”

“You, as a woman, you’re only good for shelling peas.”

“It won’t stop, she’s pregnant again.”

“You’re a girl, you’re the one to cook.”

“That’s not a work for you.”

“Girls don’t understand, ask boys.”

“Insulting people based on their culture or ability to speak a language is something I experience and witness almost every time I step out in this city. It is a sort of cultural discrimination and it does not make it easier for people who are leaving their home countries to study here. But experiencing it at school by teachers and rarely students is worse because it is the place of your work, for which you have shifted your entire life.”

These anonymous testimonies from employees or students of the Department of Geosciences (ENS) are taken from the 2020 Survey on Harassment and Discrimination. They shine a light on practical examples of harassment and discriminating behaviors, in particular sexism and racism, that can be encountered at the Department. Other types of discrimination or harassment such as those based on handicap, religion or sexual orientation to name a few did not appear in these testimonies but may still be present. The aim of the present report is to quantify the problem in our department and to identify actions to be done to reduce harassment in our department.

1.1 The elephant in the room

Harassment and discrimination are largely present in academia and in higher education systems worldwide (see the documentary [Picture a Scientist](#), or [the recent discoveries in Supelec](#)). The survey results presented in this report are further proof that the Department of Geosciences (ENS) is not particular on this regard. We can summarize some important findings here:

- 46% of the women surveyed report having been victims of at least one situation of abuse, discrimination and/or harassment at work, including some that happened within the Department (vs. 7% for men)
- 45% of the respondents witnessed at least one situation of abuse, discrimination and/or harassment at work
- When such situations happen, a majority of observers and victims do not know how to respond or dared to act

- 2 out of 3 respondents did not know how to report abuse, discrimination or harassment at ENS

The testimonies in French were analysed for the most used words (Fig. 1) and we observed trends that resonate with the rest of the survey: 1) *sexism* was the second most used word and slurs referring to women were also quoted ("grognasse"), 2) *verbal behaviors* were a big part of the corpus ("jokes", "remarks", "speech"), 3) some words referred to concerning *physical violence* ("gestures", "aggression"). Some of the testimonies that referred to ongoing or recent situations were reported and further investigated.

1.2 Definitions

Moral or psychological harassment arises when someone's actions affect a person's dignity, physical or psychological well-being. It can be detrimental to the quality of work and jeopardize the employment and professional development of the victim.

Sexual harassment arises when someone makes unwelcome and inappropriate sexual remarks or physical advances. This includes a variety of physical, verbal (e.g. making sexual innuendos) or non-verbal actions (e.g. displaying sexually suggestive visuals).

Discrimination occurs when a person is treated unfavorably because of some criterion including (but not limited to) their supposed or real gender, sexual orientation, origin, religion, pregnancy and maternity, disability etc.

Harassment and discrimination create an unwelcoming, exclusive environment, especially for minorities, affecting mental and physical health of workers and students. Discrimination is reprehended by the French and EU law and in work context, the employer has the responsibility to protect its employees from harm, including from racism, sexism or other types of discrimination. We should therefore thrive to reduce the occurrence of both harassment and discrimination at the Department of Geosciences.

1.3 The 2021 Survey

In this report we will first introduce the survey design and participants and the methods used to establish conclusions from the survey (section 2). Results come next, we observe the population witnessing situations of discrimination and harassment, the population targeted and the ability to react to these situations (section 3). The last part compiles suggestions of actions to improve the quality of our work environment (section 4.2) and all is summarized in conclusion (section 5).

We want to acknowledge that the authors worked on this report in their free time, are employees of the Department of Geosciences and are not professional experts in the thematic of the report or in the type of data extracted from the survey. If you would like to send us comments or suggestions for improvement for the next reports, please contact us @contact-DiversityEqualityGeos@geosciences.ens.fr. Nevertheless, if you faced or you witnessed a complicated situation, you can contact the lab QVTRPS (ie, *Quality of life at work and psychosocial risks*) referents.

Most-frequent words in witness testimonies

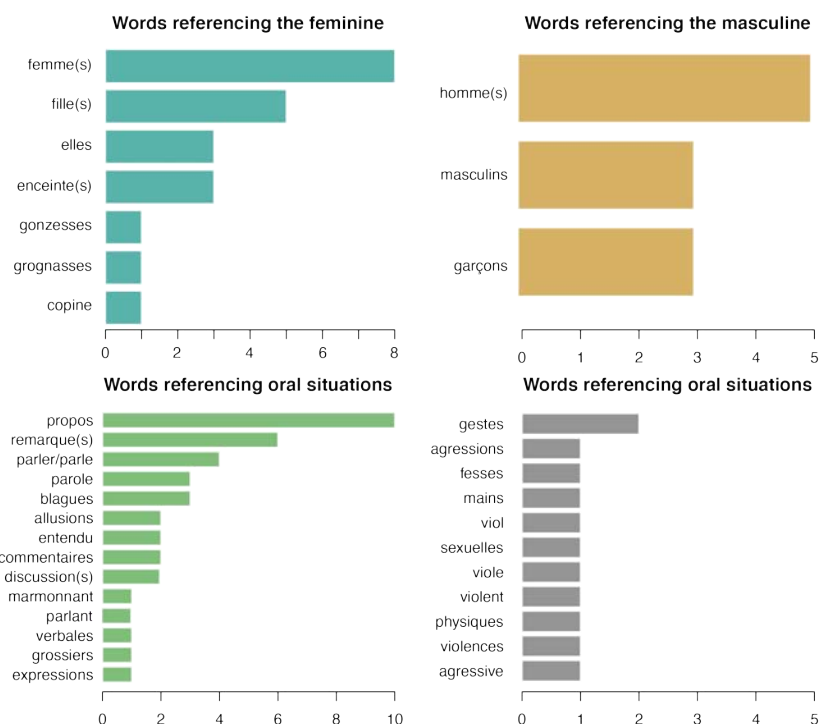
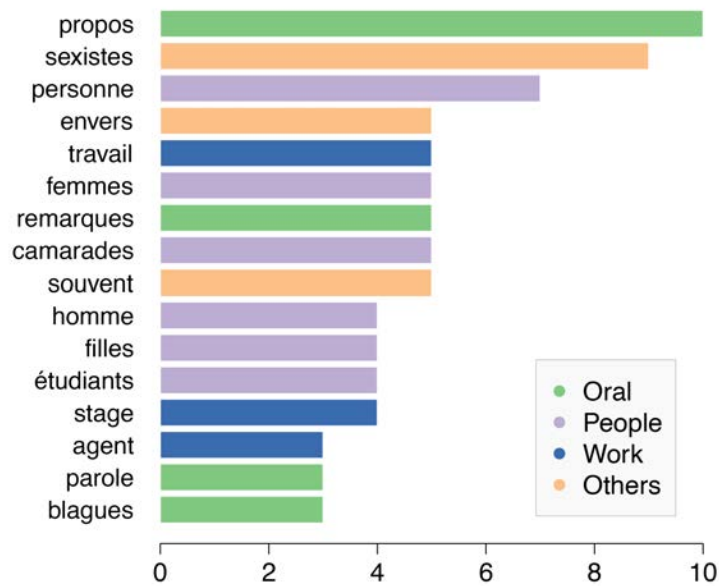


Figure 1. The words that were most frequently used by witnesses to describe situations of discrimination, harassment, sexual, gender-based or moral violence "You witnessed such a situation, can you try to describe your experience in a few words ?" (French language survey only)



Figure 2. **Why bother ?** from [DTRH, 2021] (last accessed 2021-11-11)

2 Survey and methods

2.1 Survey characteristics and timeline

The survey's questions and structure were inspired from a gender equity survey led in Sorbonne University that was improved to better assess the settings in which problematic behaviors occurred (field trips, courses, conferences, work situations in the lab, etc.). We also tried to develop the survey in order to include all types of discrimination, with mixed success.

The survey was articulated around three parts (see the French and English versions of the survey in the Appendix):

- the respondent's profile,
- the respondent's experience of discrimination, harassment, gender-based, sexual and moral violence,
- suggestions of actions in the department.

The survey was shared via email by Laurent Bopp on February, 12th 2021 to the whole department, in French and in English, with a 1-month window to collect responses. The main results from the analysis of the answers have already been presented during [the Department Day on June 23rd, 2021](#).

2.2 Survey participants

A total of 82 people answered this poll, which represents about half of the department population. This relatively high percentage of responses to the survey (50%) ensures a good

representation of the Geosciences Department (Fig. 3).

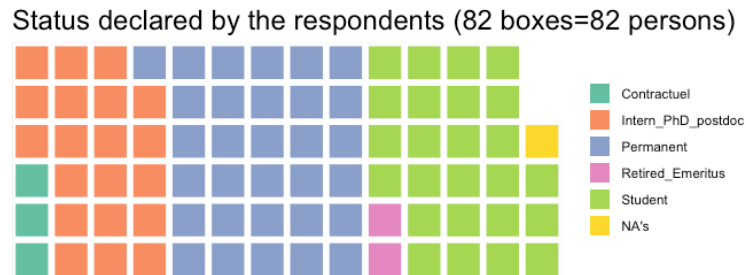


Figure 3. Status representation of respondents

The surveyed population corresponds to the Department gender and status structure, to a few exceptions (Fig. 4). Male student respondents are slightly under-represented (only 28% of the surveyed student population were male, while they represent 45% of the Department's student population) and in the pooled population of master interns, PhD students and postdocs (30% vs. 53% in total population). Note however that we compared the self-reported gender from the survey to the assumed gender from the Geosciences Department work directory ("total population").

2.3 Statistical methodologies

In the survey and its analyses, we used a gender and status classification to draw the profile of the respondents. We had three gender categories:

- **Women (W)**
- **Men (M)**
- Not stated/self-defined (n=5)

When the gender was not defined, the respondents' responses were still taken into account in "general means".

As for status in the Department, we had proposed 9 categories in the survey. However we do not present group statistics for "retired", "emeritus", "contractuel" or "not stated" alone, as these groups were too small to give a percentage (less than 3 respondents). Nevertheless their responses were taken into account in "general means". We also had to pool the early-career researchers ("Master students", "PhD students" and "Post-doc") together to get a significant amount of answers. We thus ended up with three main groups:

- Students

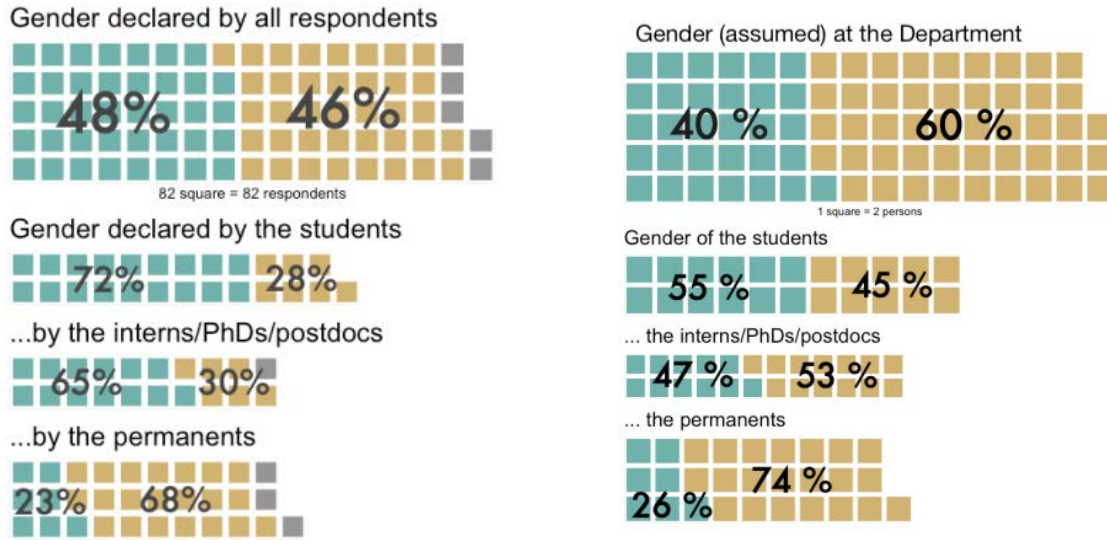


Figure 4. Gender and status structure of surveyed population (left) compared to the total population of the Department (right). Women are represented by blue squares, men by yellow squares, grey represents self defined gender or unavailable information.

- Permanents
- "PhDs et al." (i.e early-career researchers)

Due to the small number of respondents to the English version of the survey (8 compared to 74 for the French one), we did not investigate a possible effect of the language used to answer the survey. We instead pooled together the answers regardless of the language.

Besides, for easier analyses, answers were simplified (e.g. "At ENS I don't know but..." was transformed to "no") to yes/no answers (Fig. 5).

Finally, the method used for investigating the significance of the observed differences is based on generalized linear models. These are some sort of linear regressions that we used for analysing yes/no questions. Briefly, we modelled the answer to the question ("yes" or "no") as a function of gender and status factors. We built several models, some that take into account only gender, some only status and some both factors. We then compare the three models to a "null model", to see which ones are significantly different from a model without any of these factors. We keep the best model which tells us whether or not the gender and status factors have a significant effect on the answers to the question. If, for example, we find that the best model for answering the question "Have you been the object of discriminatory behavior" is the one considering gender as explaining variable, then this means that the answers to this question are significantly influenced by the gender of the people who answered it. The statistics are mentioned in the text only when statistical

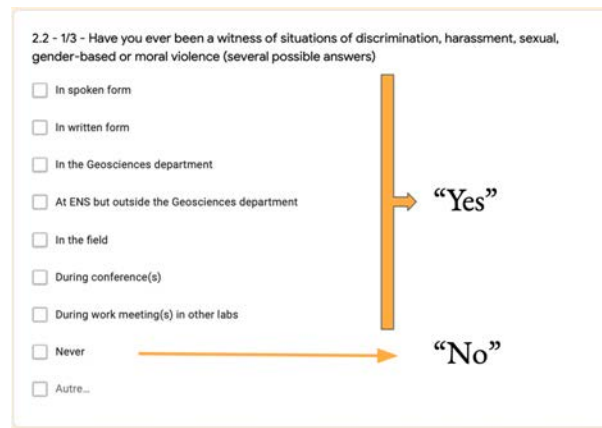


Figure 5. Simplification of results to "yes or no" answers

differences were highly significant ($p < 0.05$).

3 Survey insights: harassment and discrimination are an issue at ENS and in the Department of Geosciences

3.1 A majority of people does not know how to report harassment/discrimination

The first question of the survey was designed to evaluate whether people knew how to report and/or find help when witnessing or confronted with a situation of harassment/discrimination.

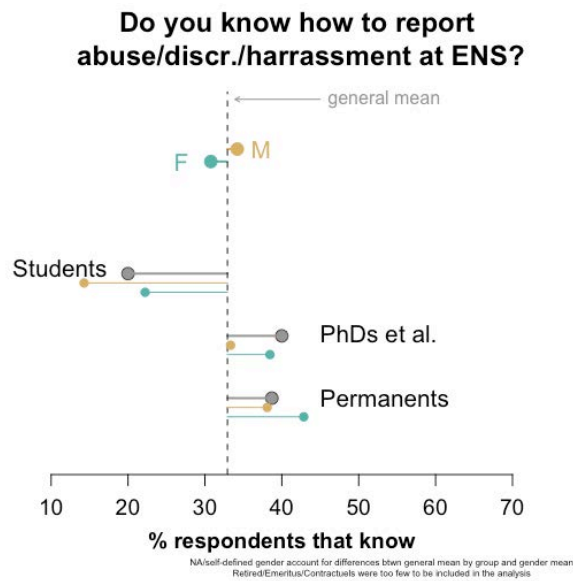


Figure 6. Do you know any mechanisms for reporting discrimination, harassment, sexual, gender-based or moral violence at ENS ? The fraction of all participants answering yes (dashed vertical line) is split into two gender categories (**women** and **men**) and into three different status categories (grey dots). Results are also reported for each gender within each category.

Only a third of the total surveyed population reported to know how to report harassment/discrimination at ENS (Fig. 6). There were no statistically significant differences in gender. We see that the youngest participants, the students, are less informed: less than 20% knew how to report harassment/discrimination at ENS versus 40% of permanents and PhDs *et al.*.

3.2 A majority has witnessed harassment/discrimination

The following question was designed to quantify how many people already witnessed situations of abuse at work. When they did, they were asked to indicate under what form (in the spoken or verbal form), and context (at the Department, on the field, during conferences...).

3.2.1 Who has been a witness?

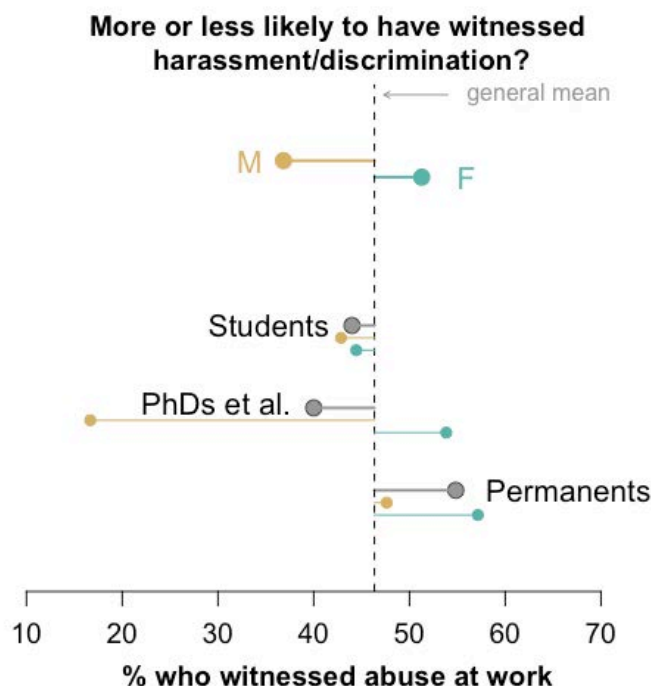


Figure 7. Have you ever been a witness of situations of discrimination, harassment, sexual, gender-based or moral violence ? (see Fig. 6 for detailed caption)

Nearly half respondents witnessed at least a situation of harassment/discrimination (48%, Fig. 7). Women (51%) witnessed these situations more than men (37%), especially within the group "PhDs et al.", in which we note a very important difference between women and men (W: 55% vs. M: 15%). Unsurprisingly, permanent employees, most likely working for decades and potentially in charge of students, young researchers and bigger projects, were also more likely to have witnessed such behaviors (Fig. 7).

3.2.2 In what settings have people witnessed harassment/discrimination?

Witnesses were then asked to check settings in which they had been subject to the harassment/discrimination events (Fig. 8). Within the 48% who answered to have witnessed abuse work, 37% reported about one of these situations in the Department and 21% at ENS (in other departments than Geosciences). A third of witnesses noticed problematic behavior at a conference. Note that this question was a multiple choice question, so that the sum of the percentages is not 100%.

These percentages were further broken down by genders and status categories (Fig. 9).

Gender breakdown (Fig. 9, left panels). Compared to men, women were more likely to witness problematic behavior on field trips (M: 14%, W: 30%) and at ENS outside of

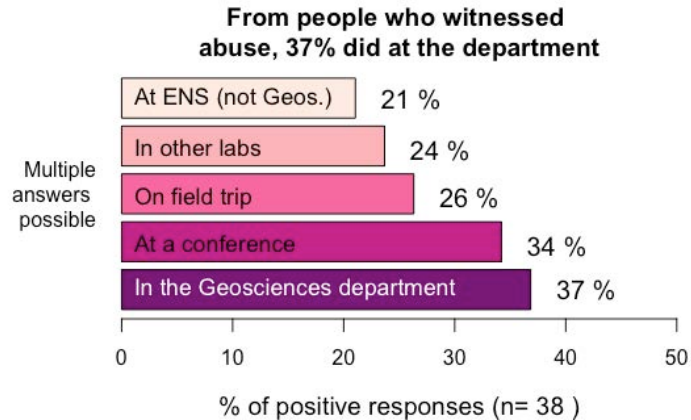


Figure 8. Where have you been a witness of situations of discrimination, harassment, sexual, gender-based or moral violence ?

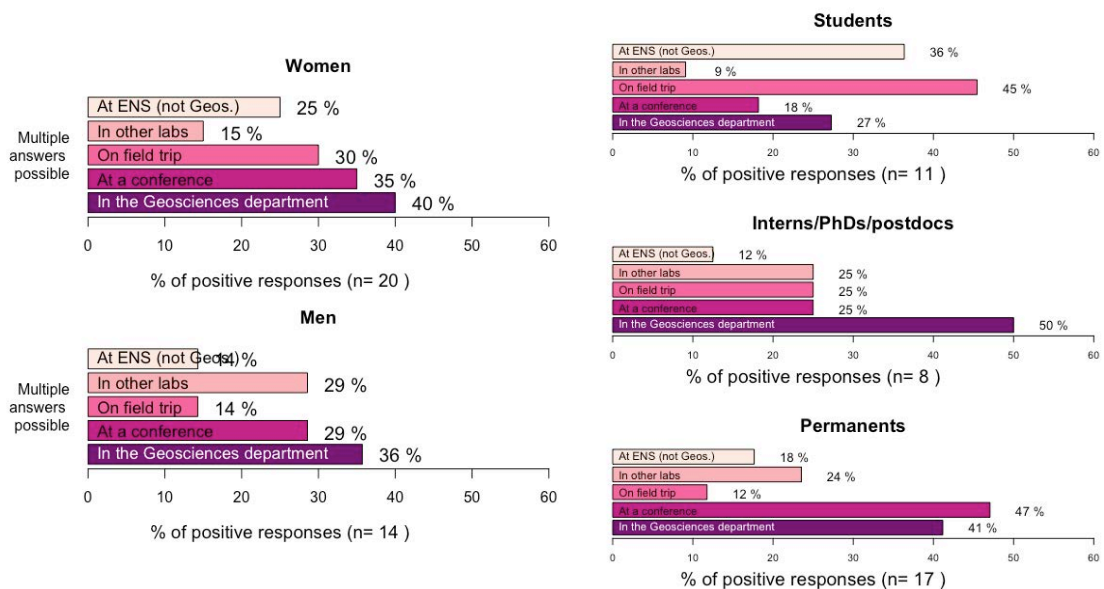


Figure 9. Where have you been a witness of situations of discrimination, harassment, sexual, gender-based or moral violence ? Gender (left) and status (right) breakdown

Geosciences (M: 14%, W: 25%), and to a lesser extent in the Geosciences Department (M: 36%, W: 40%). Men witnessed it more in labs outside ENS (M: 29%, W: 15%).

Status breakdown (Fig. 9, right panels). The most striking difference attributed to status categories is that 45% of the 11 student witnesses have seen problematic behavior on the field (vs. 25% for PhDs et al. and 12% for Permanents) - despite their short life in the academic system. Students were less likely witnesses of discrimination at conferences (likely

due to less opportunities to attend) or in other labs. In contrast, permanents witnessed these behaviors principally within the department and at conferences.

3.2.3 It is mostly witnessed in verbal form

Witnesses could precise whether the situation they witnessed occurred in written or verbal form (Fig. 10). For all respondents and independently from status and gender (Fig. 11), harassment, discrimination or violence mainly occur **in spoken form** (66% vs. 21% in written form). Note that there again the sum of the percentages is not 100%, since it was a multiple choice question with possibility to opt out.

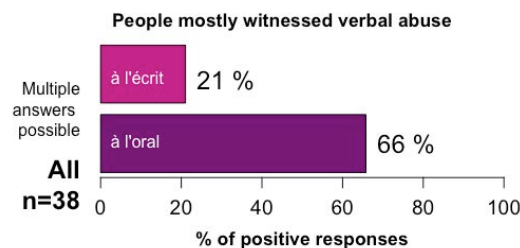


Figure 10. In what form have you been a witness of situations of discrimination, harassment, sexual, gender-based or moral violence ?

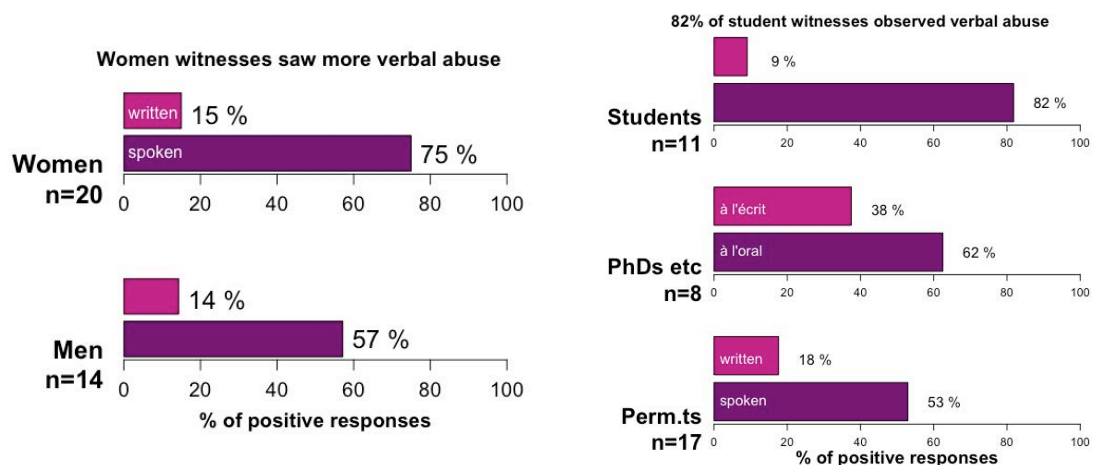


Figure 11. In what form have you been a witness of situations of discrimination, harassment, sexual, gender-based or moral violence ? Gender (left) and status (right) breakdown

Gender breakdown (Fig. 11, left panels) 75% of women witnessed spoken harassment or discrimination when only 57% men did, although these people share the same working places. Several testimonies reported situations that belong to everyday "sneaky/hidden"

sexism, such as (but not restricted to) dirty jokes, often perpetrated by men toward women. Such "jokes" could be seen more by women as they tend to affect them disproportionately.

Status breakdown (Fig. 11, right panels) "PhDs et al." observed significantly more written harassment/discrimination than the other populations (38% vs. 9% and 18% for the students and permanents respectively). There was no clear trend in written harassment as a function of seniority, as it increased from students to non-permanent researchers and then decreased again for permanent employees. On the contrary, there was clear trend in spoken form with decreasing percentage with seniority (82% for students, 62% for "PhDs et al." and 53% for permanents). Two main assumptions may explain these results. First, more seniority may reduce the likeliness of witnessing spoken harassment or discrimination because senior positions are generally associated with authority and spoken harassment is automatically reduced in presence of authority figures. The second and non exclusive assumption might be that younger generations' are more aware to harassment, leading them to pay closer attention to such situations than older generations. Additionally, while "PhDs et al." and students respondents chose either spoken or written for their answer, a third of the permanents chose none of these two options, which may indicate that they observed other forms of violence or harassment such as physical or non-verbal behaviors.

3.3 A third of respondents have been the target of harassment or discrimination

The following question was designed to quantify how many people were already targeted by situations of harassment, discrimination or violence at work. When respondents answer by the affirmative, they were asked to indicate under what form, and in which context as for the witness question.

3.3.1 Who has been targeted?

Thirty percent of the respondents have been targeted by situation of violence, harassment or discrimination (Fig. 12). **Nearly half of the women (46%) report having been victim** of such behaviors, this is significantly much higher than men (7%). This difference was visible whatever the status, and the biggest gender difference was found within the "PhDs et al." group, with 60% of women and 0% of men declaring having been targeted. Permanents were targeted the least (19% vs. 40% and 32% for Students and PhDs et al. respectively).

3.3.2 In what settings have respondents been targeted?

About 40% of the people that reported having been targets of violence, harassment and/or discrimination situations have had such experience **within the Geosciences Department** (Fig. 13). A similar proportion declared having been targeted in conferences or/and in the field. We also note that 26% of such situations were experienced at ENS (outside of our department). Note again that the total of percentage cannot make 100% for this question.

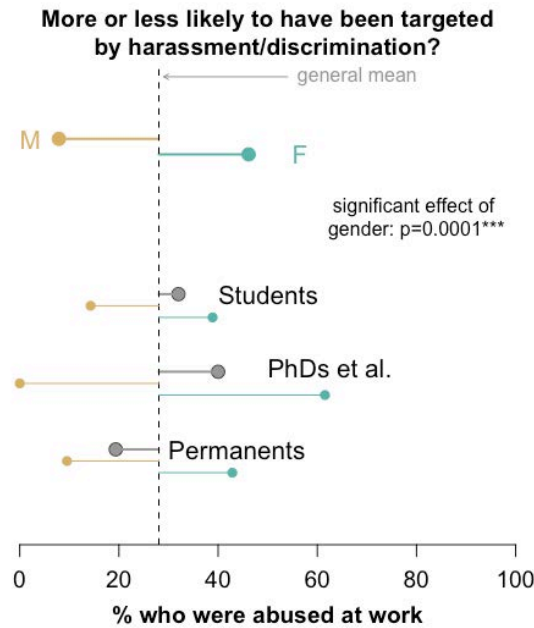


Figure 12. Have you ever been a target of situations of discrimination, harassment, sexual, gender-based or moral violence ? (see Fig. 6 for detailed caption)

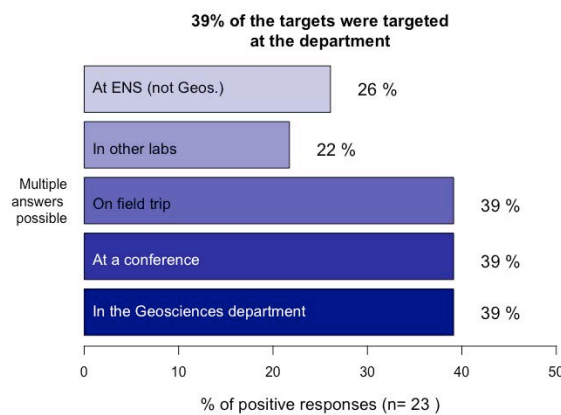


Figure 13. Where have you been a target of situations of discrimination, harassment, sexual, gender-based or moral violence ?

Gender breakdown (Fig. 14, left panels). Since there were few answers from men for this question ($n=3$ vs. 18 for women), it is difficult to draw conclusion comparing the settings for men and women, with women resembling the general population statistics.

Status breakdown (Fig. 14, left panels). As for the witness results, it appears that students have been targeted in the settings they evolve in: the Geosciences Department, the ENS and field trips. Conferences seem to be an environment favoring harassment, for both permanents and non-permanents that attend them (62% of the "PhD et al." and 50% of the

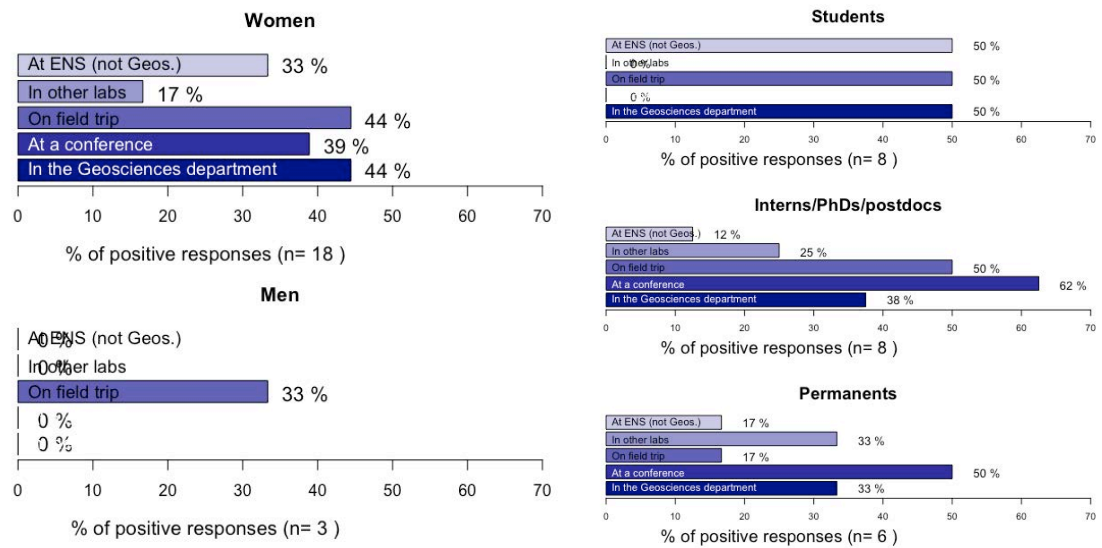


Figure 14. Where have you been a target of situations of discrimination, harassment, sexual, gender-based or moral violence ? Gender (left) and status (right) breakdown

Permanents targeted). Finally, the "PhDs et al." group appears very vulnerable during field trips with 50% of positive responses.

3.3.3 Written or Verbal?

Looking at the total population having experienced abuses, 74% report experiencing such abuse verbally, and 17% in written form (Fig. 15). We recognize that this question (as for the previous question regarding witnesses) was overly simplified as it dismissed non-verbal violence or harassment (e.g. lewd gestures, unwanted touching, displaying sexual posters), which could explain why some people chose neither answers.

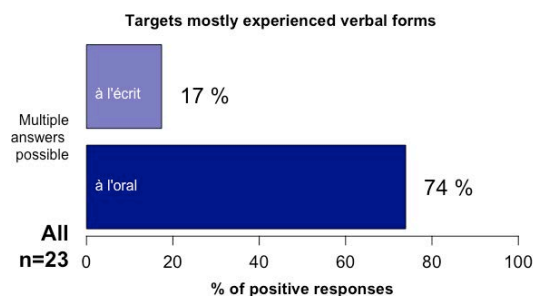


Figure 15. In what form have you been a target of situations of discrimination, harassment, sexual, gender-based or moral violence?

These proportions remain consistent when decomposing by gender (Fig. 16, left panels)

and status (Fig. 16, right panels). As in the reports by witnesses, the "PhDs et al." group were more likely to be harassed/discriminated in the written form than the other groups (25% vs. 12-17% for the other two groups).

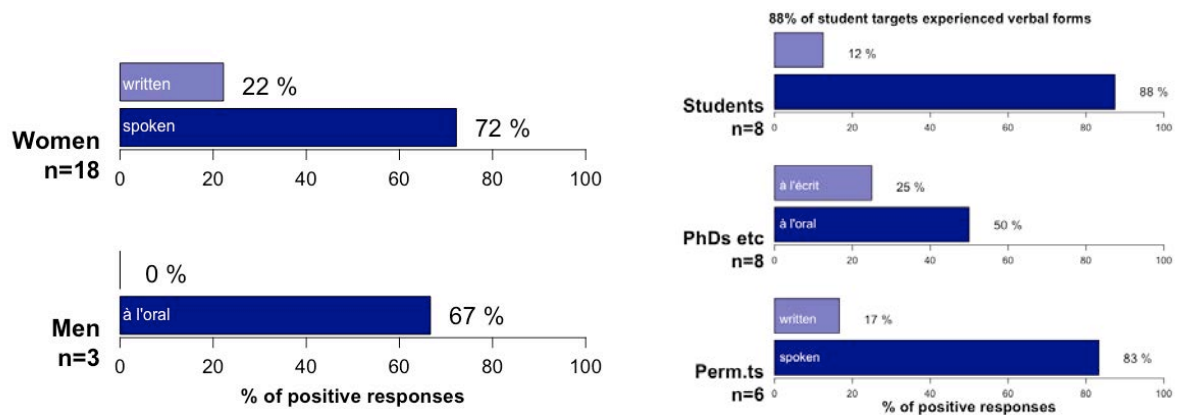


Figure 16. In what form have you been a target of situations of discrimination, harassment, sexual, gender-based or moral violence ? Gender (left) and status (right) breakdown

3.4 How did people react after being witness or target of problematic behavior?

In order to evaluate the type of reaction people had when facing problematic situations at work, whether when being a witness or target, we proposed several answers (multiple choice question: the total of answers is not equal to 100%) :

- I did not know how to / did not dare intervene
- I did not realise right away what was happening
- I spoke up to try and make it stop
- I reported later the incident to a manager

3.4.1 People do not know how to or do not dare to react

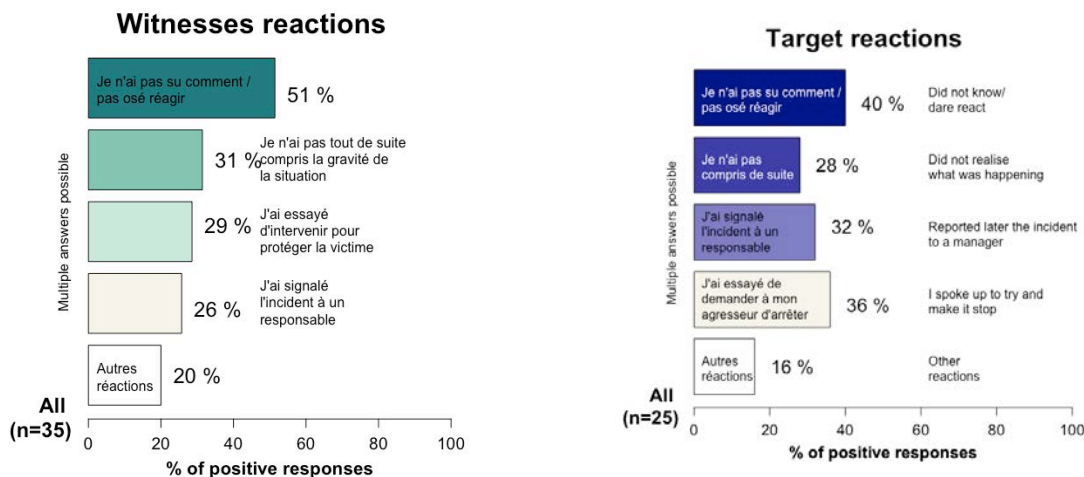


Figure 17. You were witness (left) or victim (right) of situations of discrimination, harassment, sexual, gender-based or moral violence at work, how did you react ?

A majority of witnesses (51% - Fig. 17, left) and targets (40% - Fig. 17, right) did not know how to react or did not dare to react. Nearly a third of witnesses (31%) or targets (28%) did not understand right away the gravity of the situation. A third (witnesses: 29 and 26%, targets: 36 and 32%) tried to speak up and/or report the incident.

3.4.2 Men and women react differently to witnessing abuse

Witness gender breakdown (Fig. 18). The reaction from witnesses was very different depending on people's gender: women did not know how to or dare react (67%) and did not report the problem to a person of authority (only 17% did). In contrast, men were more likely to report the incident (38% did) and more likely to know how to react (only 31% did not know how to react).

We did not present gender differences in targets as the number of responses from men was low (n=6).

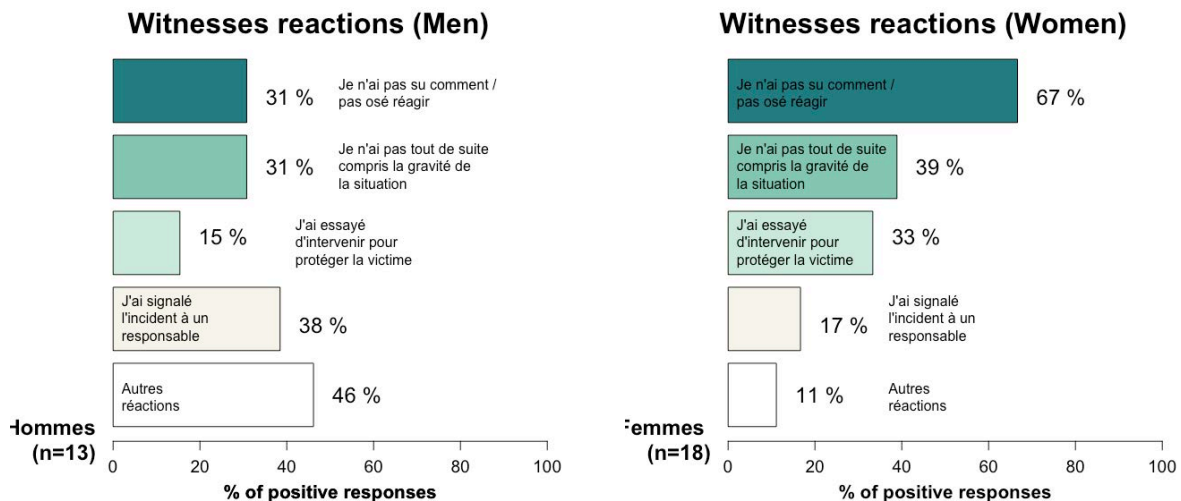


Figure 18. You were witness of situations of discrimination, harassment, sexual, gender-based or moral violence at work, how did you react ? - Gender decomposition: men (left) and women (right)

3.4.3 A positive evolution with seniority?

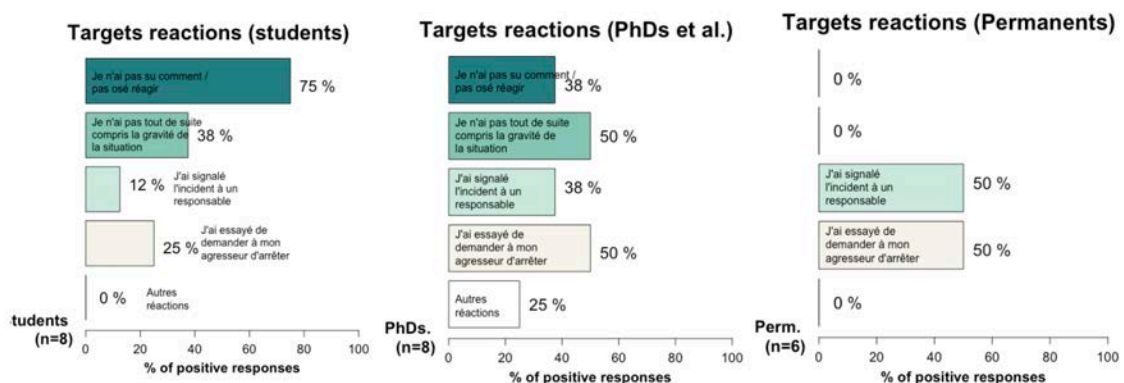


Figure 19. You were witness of situations of discrimination, harassment, sexual, gender-based or moral violence at work, how did you react ? - Status decomposition with, from left to right, Students, PhDs et al., Permanent staff

Witness status breakdown (Fig. 19). 75% of students targeted by harassment, discrimination or violence did not know how to or dare react (left panel), which appear coherent with the fact that this population does not know where to report and find help facing a situation of abuse (see section 3.1). We observed a positive evolution of the reaction with age and experience: experienced targets were more likely to report and/or ask their abuser to stop, likely more aware and quick to recognise abuse situation. None of permanent staff declared not knowing/daring or not understanding the situation.

4 Survey insights

Thanks to this survey we identified key groups that are more often victims of harassment. Not surprisingly, women are the first victims. We also showed that many people, in particular young people, don't know how to react or report such situations. It is therefore of primary importance to propose actions to change the situation and improve the working environment in our department. It is also important to note that the way the survey was done does not allow to identify potential evolution of the situation with time, since for all the questions we did not asked whether the situation was faced recently or not. However, the present survey clearly showed that some progress are urgently needed in our department.

4.1 Why does it matter ?

1. The very first reason why we have to improve the situation within our walls is that all people deserve respect regardless of their identities and individualities. Workers and students of the Department of Geosciences deserve a safe and supportive environment in which they can achieve their full potential, thrive and grow.
2. a. Harassment and discrimination are punishable under French and EU law, including racist, sexist, ableist and LGBT-phobic speeches or comments.

b. In France, it is a [legal requirement for the employer to guarantee the employees security](#) (article L. 4121-1 du Code du travail). This includes reducing the stress at work and psycho-social risks induced by harassment and violence. These have to be taken into account, prevented and managed to the same level as other professional risks.
3. Unwelcoming and stressful work environments have consequences on workers' physical and mental health. We tend to work better when we feel accepted, calm, in a friendly environment, where we can mostly focus on work. The time and energy spent on avoiding certain situations or people is time and energy taken away from peaceful productive work-time.
4. For the Department of Geosciences, [psycho-social risks](#) have an impact on keeping its operation smooth and efficient (turnover, bad working environment, rate of absenteeism...).
5. a) Inhospitable and/or stressful environments will drive away from academia talented and alternative thinkers, in particular women and minorities. On the other side, diversity is important for the quality of science (like in an ecosystem, [\[Mori et al., 2013\]](#)) : it is likely to increase chances to make truly new scientific discoveries. Increasing diversity should thus be a priority to maintain quality and innovation in research and the department population should allow a better representativeness of the population's diversity. Thus, recruitment should not be a bottleneck for minorities and women.

b) Diversity promotes international "stature"/attractiveness?. The department mind-openness and the existence of concrete measures may become a criterion for future applicants.

4.2 What do we do to improve the working culture?

The Working Group "Diversity & Equality" took advantage of this survey to suggest a list of actions to organise at the Department in order to improve the general climate. These ideas were generally well received with more than 60% of favorable opinion (Fig. 20) and actions to increase the general awareness of the department population (such as poster displays in the corridors) were developed over the first semester of 2021.

A survey will be conducted annually, in order to monitor the evolution and check that previously reported situations were appropriately handled. This survey will be improved in three main ways :

1. To better evaluate discrimination on minorities and, more generally, cover all kind of discrimination. Although we mostly observed gender-based discrimination and violence, testimonies revealed the presence of other problems such as racism. Discrimination is at most times invisible: we should remember we need to try to prevent them anyway. A couple of actions are on-going in the department and can be found on the web-page of the working group but are not detailed here.
2. To better include physical and non-verbal violence.
3. To better constrain the reporting in time. This survey was not bound in time (situations reported could have happened anytime in the past) and thus it gives us a snapshot of experiences while the next surveys will observe temporal evolution of the situation.

After presenting the results of this survey at the 2021 General Assembly of the Geosciences Department (23rd June 2021), we appointed local interlocutors in both the LMD and the Geology laboratories. Currently, these so-called referents "Qualité de Vie au Travail et Risques Psychosociaux" are Aglaé Jezequel and Benjamin Fildier for the LMD, Emilie Klein and Matthias Delescluse for the Geology lab. Anyone should feel entirely free to find one of them to report any situation they witnessed or were targeted. The referents will listen, and do their best to indicate the appropriate aid system depending of the situation.

The Working group also wrote a "Code of Conduct" for the Department, aiming at providing guidelines for better inclusion of people, regardless of their identities and individuality (e.g. real or presumed gender, sexual orientation, origin, religion, disability situation, professional status..). Its content concerns on one hand the individual behaviors and actions of each member of the Department and on the other hand the commitments and actions to be carried out at the level of team, laboratory and department management. This [Code of Conduct](#) has been ratified by the Laboratory Council of the Laboratory of Geology of October, 18th 2021, and has been added to the Internal Rules of the lab (*Règlement intérieur*, see the [french version](#)). The Laboratory of Dynamic Meteorology, being composed

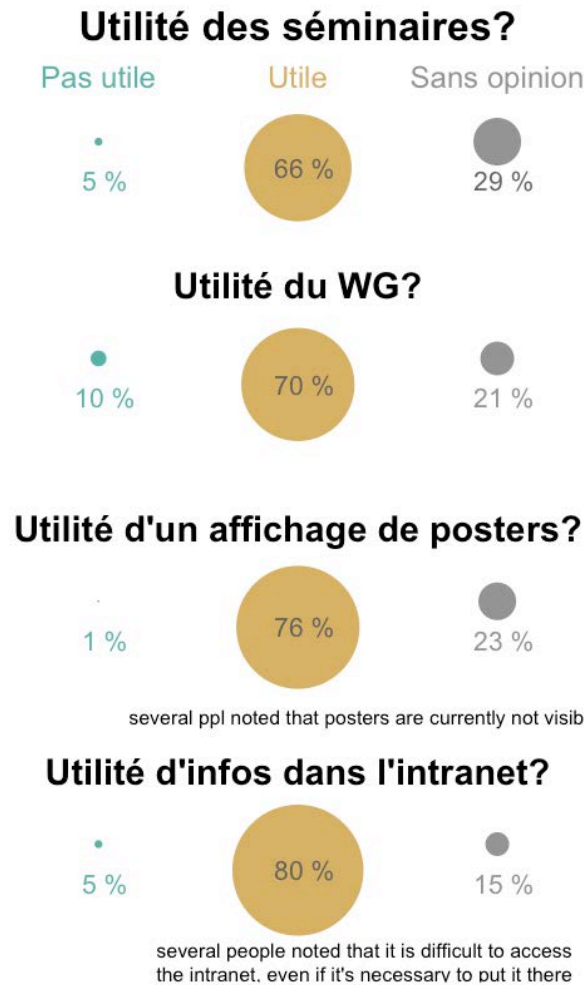


Figure 20. Effectiveness of the actions suggested within the department. Here "WG" stands for the Working Group "Diversity Equality"

of teams at different locations (ENS but also Ecole Polytechnique and Jussieu) will work at writing their own code that would appropriately apply to the three sites. Further work will be made in the future to attune the two documents and in the meantime, the Geosciences Department should soon adopt the current code for all agents from both lab localized at ENS.

An important aspect that needs to be improved is the welcoming of newcomers, particularly foreigners. Over the past few years, the lab of Geology has been organising welcoming meeting in fall, aiming at presenting the general organisation of the labs and the Department, the administrative and IT services, general rules about missions and so on. We also plan to create a booklet that gather this information as well as the administrative circuit which can be particularly complex (e.g. for PhD students between PSL and the Doctoral School). The LMD adopted a more individual procedure, distributing a welcoming course to fulfil through the different services and useful places. Finally, some informal groups of mentoring can be encouraged to open space for discussion with the new comers outside the

scientific field.

Finally, the Working Group is working on feeding a new dedicated webpage on the Department website (<http://www.geosciences.ens.fr/diversite-egalite>) in order to display that the Department is actively working on equality and diversity questions. All digital resources and contacts will be made available via the Department intranet that is currently under construction.

5 Conclusions

Past research showed that voicing out the importance of these issues and raising consciousness on the presence of the problem can help to reduce sexual harassment, but gender discrimination seems harder to fight [Keplinger et al., 2019].

With this survey, we are now able to take the measure of harassment and discrimination at the Department. Many were victims of harassment or discrimination, with a majority of testimonies reporting sexist "jokes". For women and minorities, this creates an everyday work environment that is more challenging than necessary. As shown by a [recent report taken at Centrale Supélec](#) - where an online anonymous survey revealed widely spread sexual harassment despite the implementation of an important mechanism to fight against sexual violence at least since 2019 - we will only hear of the problems when we start to ask questions. In this, conducting these anonymous surveys is vital. As stated in section Why does it matter?, closing our eyes on harassment and discrimination at work is harmful and unproductive. Actions are currently taken by the Working Group "Diversity & Equality" (formed by voluntary employees and students of the Department) to improve the environment for all, including a Code of Conduct and more accessible information to report incidents.

6 Chosen reading on diversity and harassment in academia

1. Le guide "Lutter contre la haine et les discriminations anti-LGBT+ dans l'enseignement supérieur et la recherche" (02/2021)

2. A poll in Physics/Chemistry & LGBT+ discrimination/wellbeing:

"Ultimately, what any minority group-belonging person wants is, when push comes to shove, will my organisation support me?" Interview participant, cisgender man, gay

"I think that most of it is people making jokes about it all. You know, there is a kind of hurtful humour, I suppose, aspect of it." Interview participant, transgender non-binary, bisexual

3. Under-representation of disability/neurodiversity and discrimination in academia:

"...maintaining a high level of outputs, such as publishing first-author papers, is necessary to be competitive in grant acquisition. If a researcher cannot sustain funding, staff cannot be retained to continue research and further drops in productivity ensue [4]. This is a vicious cycle for disabled scholars. Indeed, in countries that collect such data, academics with a disability are consistently funded at lower rates."

"Mellifont and colleagues [1] have reported that support deficits are one of the barriers that disabled academics face, including inaccessible areas, inadequate facilities and non-implementation of quotas and inclusion policies. Additionally, there are socially constructed constraints in place in both academia and funding bodies. Often, discrimination is not overt or even intentional but based on the shared expectation of normality and a culture of ableism."

4. Racism and racist bias in academia:

"And, for every explicit act of racism, there are countless other, more subtle acts in which the racism is suspected, but not easy to substantiate."

"Even today, people with names associated with minority ethnic groups are substantially less likely to get a job interview, according to a report by sociologists Valentina Di Stasio and Anthony Heath, and BAME [ie Black, Asian other Minority Ethnic] researchers receive fewer and smaller grants than their white counterparts. Names still matter in 2020, yet name-blind procedures are applied only haphazardly across academia."

*"We delude ourselves if we think that there is no racial discrimination in academia because racist expletives are rarely uttered. Statistics show that the BAME population is under-represented at many UK and US universities (particularly at top-ranked institutions, and at more senior levels), that ethnic-minority staff are less likely to get promoted than their white counterparts, and that there exists a pay gap between white and BAME university employees (see Kalwant Bhopal's 2015 book *The Experiences of Black and Minority Ethnic Academics*)."*

5. Discriminations perçues au sein de l'organisation par ses usagers : le cas des étudiant.e.s de l'Université de Lorraine et testez vos connaissances

6. [Diversité et excellence dans les grandes écoles une conciliation possible?](#)

“Les grandes écoles françaises, qui forment les élites de la nation, tiennent un double discours : elles valorisent l'excellence, qui renforce les inégalités et, dans le même temps, elles cherchent à s'ouvrir à la diversité.”

7. [Sexism. See it. Name it. Stop it.](#) - Council of Europe

8. [Sexual harassment in Women in Ocean Science:](#)

“78% of female respondents have experienced sexual harassment in their workplace/learning environment”

“University and during fieldwork were the most common places for respondents to witness or experience sexual harassment”

“Verbal remarks of a sexual nature, lustful staring and unwanted touching or physical contact were the most frequently experienced types of harassment”

9. [Disability shouldn't limit accessibility in science:](#)

“Making space for and improving the experience for people with disabilities [...] requires the active investment of all facets of science: labs, institutions, and funding bodies; this includes our own practices as journals and publishers.”

10. [Discriminations à l'université: un testing prouve des discriminations sur le critère de l'origine maghrébine des étudiants \(15/02/2022\):](#)

“[L'étude] a visé 19 universités, 607 Masters et s'est effectuée via l'envoi de près de 2000 courriels. Deux critères ont été testés : celui du handicap [moteur lourd (pas d'effet significatif)] et celui du patronyme maghrébin.”

“Dans l'ensemble, toutes filières confondues, les candidats fictifs maghrébins ont 12% de chances en moins d'obtenir une réponse. [...] Pour les Masters scientifiques, les candidats maghrébins ont 20% de chances en moins de recevoir une réponse.”

References

- [DTRH, 2021] DTRH (2021). Did this really happen?!. 2018. [online], available at:. <https://didthisreallyhappen.net/>. Accessed: 2021-11-11.
- [Keplinger et al., 2019] Keplinger, K., Johnson, S. K., Kirk, J. F., and Barnes, L. Y. (2019). Women at work: Changes in sexual harassment between september 2016 and september 2018. *PLOS ONE*, 14(7):1–20.
- [Mori et al., 2013] Mori, A. S., Furukawa, T., and Sasaki, T. (2013). Response diversity determines the resilience of ecosystems to environmental change. *Biological reviews*, 88(2):349–364.

Appendix

French and English versions of the survey:

Enquête Diversité&Egalité - Département des Géosciences ENS

Ce questionnaire porte sur la situation de l'égalité entre les femmes et les hommes dans le département des Géosciences de l'Ecole normale supérieure. Ce formulaire restera parfaitement anonyme et son remplissage devrait prendre moins de 10 min.

Votre Profil

1. Vous vous identifiez comme

Une seule réponse possible.

- ☐ Une femme
- ☐ Un homme
- ☐ Non-binaire
- ☐ Je ne veux pas préciser
- ☐ Autre : _____

2. Vous êtes

Une seule réponse possible.

- ☐ Etudiant.e
- ☐ Stagiaire / Doctorant.e / Post-doctorant.e
- ☐ Personnel permanent (Chercheur.se / Enseignant.e -Chercheur.se / ITA)
- ☐ Personnel contractuel
- ☐ Autre : _____

Discrimination,
harcèlement,
violences sexistes,
sexuelles et morales

Dans cette section, nous souhaitons recenser les situations critiques qui ont pu se produire au sein du département, plus largement de l'ENS ou en dehors (sur le terrain ou en conférence), dans le cadre professionnel.

3. 2.1 - Avez-vous connaissance de dispositifs de signalement de discriminations, de harcèlement, de violence sexuelles, sexistes ou morales à l'ENS ? Si oui, pouvez-vous les lister ?

4. 2.2 - 1/3 - Avez-vous été témoin de situations de discriminations, de harcèlement, de violences sexuelles, sexistes ou morales (plusieurs réponses possibles)

Plusieurs réponses possibles.

- ☐ A l'écrit
- ☐ A l'oral
- ☐ Au département de Géosciences
- ☐ A l'ENS mais en dehors du département de Géosciences
- ☐ Sur le terrain
- ☐ Lors de conférence(s)
- ☐ Lors de réunion de travail dans d'autres laboratoires
- ☐ Jamais

5. 2.2 - 2/3 - Si vous avez été témoin, essayez de décrire la situation en quelques mots

6. 2.2 - 3/3 - Si vous avez été témoin, comment avez-vous réagit ? (plusieurs réponses possibles)

Plusieurs réponses possibles.

- ☐ Je n'ai pas tout de suite compris la gravité de la situation
- ☐ Je n'ai pas su comment / pas osé réagir
- ☐ J'ai essayé d'intervenir pour protéger la victime
- ☐ J'ai signalé l'incident à un responsable

Autre : ☐ _____

7. 2.3 - 1/3 - Avez-vous été victime de situations de discriminations, de harcèlement, de violences sexuelles, sexistes ou morales (plusieurs réponses possibles)

Plusieurs réponses possibles.

- ☐ A l'écrit
- ☐ A l'oral
- ☐ Au département de Géosciences
- ☐ A l'ENS mais en dehors du département de Géosciences
- ☐ Sur le terrain
- ☐ Lors de conférence(s)
- ☐ Lors de réunion de travail dans d'autres laboratoires
- ☐ Jamais

Autre : ☐ _____

8. 2.3 - 2/3 - Si vous avez été victime, essayez de décrire la situation en quelques mots

9. 2.3 - 3/3 - Si vous avez été victime, comment avez-vous réagit ? (plusieurs réponses possibles)

Plusieurs réponses possibles.

- ☐ Je n'ai pas tout de suite compris la gravité de la situation
- ☐ Je n'ai pas su comment / pas osé réagir
- ☐ J'ai essayé de demander à mon agresseur d'arrêter
- ☐ J'ai signalé l'incident à un responsable

Autre : ☐ _____

10. 2.4 - 1/2 - Sans être victime ni témoin, avez-vous connaissance de situations de discriminations, de harcèlement, de violences sexuelles, sexistes ou morales (plusieurs réponses possibles)

Plusieurs réponses possibles.

- ☐ A l'oral
- ☐ A l'écrit
- ☐ Au département de Géosciences
- ☐ A l'ENS mais en dehors du département de Géosciences
- ☐ Sur le terrain
- ☐ Lors de conférence(s)
- ☐ Lors de réunion de travail dans d'autres laboratoires
- ☐ Je n'ai pas eu connaissance de ce genre de situation

Autre : ☐ _____

11. 2.4 - 2/2 - Si oui, essayez de décrire la situation en quelques mots

Suggestions d'action
au département

Dans cette section, nous aimerions mieux connaître votre avis sur l'efficacité des actions proposées au sein du département.

12. 3.1 Campagne d'affichage dans nos couloirs et espaces communs :

Une seule réponse possible.

- ☐ Utile
- ☐ Pas utile
- ☐ Pas d'avis
- ☐ Autre : _____

13. 3.2 -1/2- Mise à disposition d'informations et de contacts via l'intranet du département et des laboratoires :

Une seule réponse possible.

- ☐ Utile
- ☐ Pas utile
- ☐ Pas d'avis
- ☐ Autre : _____

14. 3.2 -2/2- Avez-vous des suggestions de sujets sur lesquels vous souhaiteriez avoir un meilleur accès ?

15. 3.3 -1/3- Organisation de séminaire/groupe de discussion avec intervenants extérieurs :

Une seule réponse possible.

☐ Utile

☐ Pas utile

☐ Pas d'avis

☐ Autre :

16. 3.3 -2/3- Organisation de séminaire/groupe de discussion: Le créneau 16h-18h vous conviendrait-il ? Si non, avez-vous d'autres suggestions ?

Une seule réponse possible.

☐ Oui

☐ Non

☐ Autre :

17. 3.3 -3/3- Organisation de séminaire/groupe de discussion: Avez-vous des suggestions de sujets/intervenants ?

18. 3.4 Lancement d'un working group au département, et participation aux groupes des autres départements (Physique, DEC) ?

Une seule réponse possible.

☐ Utile

☐ Pas utile

☐ Autre : _____

19. 3.5 Avez-vous d'autres suggestions d'actions à mettre en place dans notre département pour favoriser l'égalité femmes/hommes ?

Merci pour votre contribution.

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Google Forms

Survey Diversity&Equality - Department of Geosciences ENS

This survey aims at evaluating the situation regarding equality between women and men in the Geosciences Department of ENS. All answers will remain totally anonymous and it should take less than 10 min to fill.

Your Profile

1. You identify as

Une seule réponse possible.

- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ I don't want to precise
- ☐ Autre : _____

2. You are:

Une seule réponse possible.

- ☐ A student
- ☐ A intern / PhD / post-doctorant
- ☐ Permanent staff (researcher, teachers, ITA)
- ☐ Contractual staff
- ☐ Autre : _____

Discrimination,
harassment, gender-
based, sexual and
moral violence

In this section, we would like to list the critical situations that may have arisen within the department, more broadly within the ENS or outside (in the field or during conferences), within the professional framework.

3. 2.1 Do you know any mechanisms for reporting discrimination, harassment, sexual, gender-based or moral violence at ENS ? If yes, can you list them.

4. 2.2 - 1/3 - Have you ever been a witness of situations of discrimination, harassment, sexual, gender-based or moral violence (several possible answers)

Plusieurs réponses possibles.

- ☐ In spoken form
☐ In written form
☐ In the Geosciences department
☐ At ENS but outside the Geosciences department
☐ In the field
☐ During conference(s)
☐ During work meeting(s) in other labs
☐ Never

Autre : ☐ _____

5. 2.2 - 2/3 - You witnessed such a situation, can you try to describe your experience in a few words ?

6. 2.2 - 3/3 - You witnessed such a situation, how did you react ? (several possible answers)

Plusieurs réponses possibles.

- ☐ I did not realise right away what was happening
- ☐ I did not know how to / did not dare
- ☐ I tried to step in to support the target
- ☐ I reported later the incident to a manager

Autre : ☐ _____

7. 2.3 - 1/3 - Have you ever been a target of situations of discrimination, harassment, sexual, gender-based or moral violence (several possible answers)

Plusieurs réponses possibles.

- ☐ In spoken form
- ☐ In written form
- ☐ In the Geosciences department
- ☐ At ENS but outside the Geosciences department
- ☐ In the field
- ☐ During conference(s)
- ☐ During work meeting(s) in other labs
- ☐ Never

Autre : ☐ _____

8. 2.3 - 2/3 - You were victim of such a situation, can you try to describe your experience in a few words ?

9. 2.3 - 3/3 - You were victim of such a situation, how did you react ? (several possible answer

Plusieurs réponses possibles.

- ☐ I did not realise right away what was happening
- ☐ I did not know how to / did not dare intervene
- ☐ I spoke up to try and make it stop
- ☐ I reported later the incident to a manager

Autre : ☐ _____

10. 2.4 - 1/2 - Without being a victim or a witness are you aware of situations of discrimination harassment, sexual, gender-based or moral violence (several possible answers)

Plusieurs réponses possibles.

- ☐ In spoken form
- ☐ In written form
- ☐ In the Geosciences department
- ☐ At ENS but outside the Geosciences department
- ☐ In the field
- ☐ During conference(s)
- ☐ During work meeting(s) in other labs
- ☐ You are not aware of such a situation

Autre : ☐ _____

11. 2.4 - 2/2 - If yes, can you try to describe your experience in a few words ?

Suggestions of actions at
the department

In this section, we would like to know your opinion on the effectiveness of the
actions suggested within the department.

12. 3.1 Poster display in our hallways and common areas:

Une seule réponse possible.

- ☐ Useful
- ☐ Useless
- ☐ No opinion
- ☐ Autre : _____

13. 3.2 -1/2- Provision of information and contacts via the intranets of the department and lab

Plusieurs réponses possibles.

- ☐ Useful
- ☐ Useless
- ☐ No opinion
- Autre : ☐ _____

14. 3.2 -2/2- Do you have any suggestions for topics about which you would like to have better access?

15. 3.3 -1/3- Organisation of seminars / discussion groups with external speakers:

Plusieurs réponses possibles.

- ☐ Useful
☐ Useless
☐ No opinion

Autre : ☐ _____

16. 3.3 -1/3- Organisation of seminars / discussion groups : Would the 4 pm-6 pm time slot su you? If not, do you have any other suggestions?

Plusieurs réponses possibles.

- ☐ Yes
☐ No

Autre : ☐ _____

17. 3.3 -1/3- Organisation of seminars / discussion groups : Do you have any suggestions for topics / speakers?

18. 3.4 Launch of a working group in the department, and participation in groups from other departments (Physics, DEC)?

Plusieurs réponses possibles.

- ☐ Useful
☐ Useless
☐ No opinion

Autre : ☐ _____

19. 3.5 Do you have any other suggestions for actions to be implemented to promote diversity and equality in our department ?

Thank you for your contribution.

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