



EPFL Culture of Respect Survey
2021

First Report

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Summary

Overview: The EPFL Culture of Respect Survey was launched with a view to establishing a benchmark for understanding whether the campus is experienced as a positive culture by community members and to gain an understanding of their experience of harassment, violence and discrimination on campus. 2,512 people completed the survey and consented to their data being used (an overall effective 13.5% response rate). The survey is broadly representative of the EPFL community, in terms of occupational categories, student section, representation of Bachelor and Master students, and staff attachment to faculty or central services. It is not representative in terms of gender: women make up about one-third of the EPFL community but 43% of survey respondents.

Belonging in the EPFL Community: Overall, just over 80% of respondents expressed their satisfaction with the overall climate on campus, and roughly 60% of the respondents feel part of a community in EPFL, feel valued, and feel close to others at EPFL. Participants are quite divided by the extent to which the EPFL culture is characterised by competition: almost half 'strongly agree' or 'agree' while about 30% 'disagree' or 'strongly disagree'. The culture of competition is felt most acutely among teachers and doctoral assistants. Over 70% of respondents indicate that they feel under pressure to perform and be productive in EPFL while almost 30% say they feel uneasy about pressure from their group. Doctoral assistants and teachers report feeling this pressure most acutely.

Participants rated the extent to which different groups contributed to a positive culture in EPFL. In general, respondents were most positive about students' contribution to an overall positive and enabling environment, followed by administrative and technical staff, then teachers, and then managers.

Equality policies and procedures: While satisfaction with the overall climate is over 80%, the satisfaction with equality and diversity policies is notably lower. Only about half of respondents are satisfied with the clarity of EPFL policy on diversity and equality, and a similar percentage are satisfied with the extent to which all members of the community have a sense of belonging. Less than half are satisfied with gender pay equality, with the implementation of EPFL policy on equality and diversity, with measures designed to foster a healthy work-life or study-life balance, and with gender balance in science careers. There are clear gender differences in response to these questions: for example, only one-quarter of women are satisfied with gender balance in science careers and in administrative and technical roles as compared to about 40% of men. Nonetheless, the lack of satisfaction with these policies is widely shared: a majority of both male and female respondents do not express satisfaction with gender balance in careers, with the implementation of the policy on equality and diversity, and with measures designed to foster a healthy work-life or study-life balance. Satisfaction with work-life balance is lowest among students, teachers, and doctoral assistants.

EPFL's policies and procedures to address discrimination are not well known or understood by the respondents: less than half of respondents indicate that they are aware about or know the main elements of the EPFL procedures for dealing with discrimination, less than one-quarter know how to report discrimination and fewer still know how discrimination is investigated and sanctioned. Awareness is low for all members of the community, but is particularly low among students and doctoral assistants. For those who witnessed or experienced discrimination or harassment, few reported what they had experienced. Of those who did, about two-thirds were dissatisfied with the response.

Witnessing and Experiencing Discrimination: About 30% of respondents indicate that they have experienced *inappropriate or derogatory comments* during their work or study at EPFL. The

percentage is higher for women (44%) and for those with a sexual orientation other than heterosexual or homosexual (just over 40%). The most common type of derogatory comments relates to a person's sex. Students and academic staff are the most commonly cited perpetrators of such comments.

About 30% of respondents indicate they have *witnessed discrimination* at EPFL. There are differences in this measure across different gender and sexual orientation groups in the community. For example about 40% of women witnessed discrimination. Sex-based discrimination is the most commonly cited type of discrimination witnessed – over 20% of participants report seeing it 'often', 'very often', or 'sometimes'. Students and academic staff (professors, teachers or researchers) were most frequently cited as being the perpetrators of such discrimination (about 18% of all survey respondents identified each of these groups as the perpetrators). The proportion of respondents who report having been *victim or target of discrimination* is lower, but remains nonetheless notable at circa 12%. Again, this rises for women (almost 20%), and for those who indicate a sexual orientation other than heterosexual or homosexual (15%). The most commonly cited form of discrimination is on the basis of sex. While only a small proportion (2.5%) of all respondents report being targeted for discrimination on the basis of their ethnicity, this rises to just over 6% for doctoral assistants.

Psychological harassment and physical violence: Overall one-quarter of respondents report having *witnessed violence or psychological harassment* during their work or studies in EPFL. The percentage answering 'yes' to this question is higher among women (almost one-third) than among men and other genders, and higher among all categories of staff than it is among students (about one-sixth of students answer 'yes', as compared to about one-third of staff). The perpetrators cited most frequently are academic staff and students. About one-in-twenty respondents identifies these groups as perpetrating such behaviour 'very often' or 'often'.

In total about one-sixth of respondents indicate that they have been the *target or victim of violence or psychological harassment*. Rates are higher for women, (about one-quarter) and for doctoral assistants (just under one-third). Rates are lowest for students (one-tenth) and teachers (one-eighth). Reports of physical violence are extremely rare; almost all the harassment reported here is psychological in nature. For example, one-in-twenty respondents report being 'very often' or 'often' targeted with acts intended to harm the quality of life and professional performance or career. These reports are more common among staff than among students. The most commonly identified perpetrators are academic staff. Such harassment is reported to be infrequent; only about 4% report such harassment by academic staff happens 'very often' or 'often'. Respondents were asked where such violence or psychological harassment took place. The most commonly cited location was an EPFL office or conference room, or an EPFL staff or faculty office.

Sexual harassment and sexual violence: Respondents report that there is something of a climate of risk of sexual violence and harassment on the campus: about one-quarter of respondents 'agree' or 'strongly agree' that one of their friends is at risk of unwanted physical contact while 15.5% 'agree' or 'strongly agree' that one of their friends is at risk of sexual assault, rape or attempted rape. The rates are higher for students in general and for women students in particular: In total one-quarter of all students and one-third of women students 'strongly agree' or 'agree' that one of their friends is at risk of sexual assault, rape and/or attempted rape. One-quarter of female students 'strongly agree' or 'agree' that they are personally at risk of sexual assault, rape and/or attempted rape.

About one-ninth of respondents indicate that they have witnessed sexual violence or harassment during their work or studies at EPFL. The most common form of sexual harassment was verbal

harassment. This kind of behaviour was more likely to be witnessed by women than by men. The group most commonly cited as the perpetrators of such behaviour is students. The most commonly cited location for having witnessed sexual harassment or sexual violence is in an EPFL affiliated event on campus, followed by classrooms. Less than one-tenth of those who witnessed discrimination, violence, psychological harassment, sexual violence and/or sexual harassment said they reported it through the EPFL procedures.

Participants were asked about their experience of sexual violence during their work and studies in EPFL during the last 5 years. 12.3% of respondents report having experienced unwanted physical contact during the last 5 years during their work or studies at EPFL, 4% report sexual assault and 1% report having been victim of a rape. Almost a quarter of all women respondents report unwanted physical contact, while 8% report a sexual assault. For female students the picture is even more extreme; one-third report having been victim of unwanted physical contact, 14% report being the victim of a sexual assault and 2.8% report being victim of a rape during their work or studies at EPFL during the last 5 years. Participants were asked who was responsible for this assault. The most commonly cited perpetrators were EPFL students and students from another institution. Participants were also asked where the assault or unwanted touching took place. The most commonly cited location is an event associated with EPFL (both on campus and off campus events), followed by in student accommodation. Of the 284 reports of unwanted physical contact, sexual assault or rape, only 7 were identified by respondents as having been reported using the relevant EPFL procedure.

Introduction

The EPFL Culture of Respect Survey was launched with a view to establishing a benchmark for understanding the extent to which the campus is experienced as a positive culture by community members and to gain an understanding of their experience of harassment, violence, and discrimination on campus. The purpose of the survey was to feed the reflection a Task Force on Harassment and Promoting a Culture of Respect on the EPFL campus.

The survey was developed by a steering group with representation drawn from students, administrative and technical staff, academic staff, Human Resources, and from the Vice-Presidency for Academic Affairs. The process was managed by Albertine Kolendowska of the Associate Vice Presidency for Student Affairs and Outreach. The design of the survey was also informed by a group of external experts. In order to guarantee confidentiality of respondents, the survey was administered by an association independent of EPFL, Unisanté.

The survey was launched on 3 June 2021, and was open for responses until 5 July 2021. Members of the campus community were asked to complete the survey in an email from the Vice-President for Responsible Transformation, Gisou van der Goot. A further reminder was included in an email from President Martin Vetterli. Two reminders were also sent by Unisanté, on 15th June and 29th June.

Once the survey was closed, Unisanté removed identifiers and grouped demographic data to ensure that no individual could be identified in the database. The cleaned database was then transmitted to the Teaching Support Centre in EPFL for analysis.

Survey questions covered a number of topics:

1. The environment and general climate on campus
2. Witnessing harassment, violence or discrimination
3. Being a target of harassment, violence or discrimination
4. Sociodemographic information.

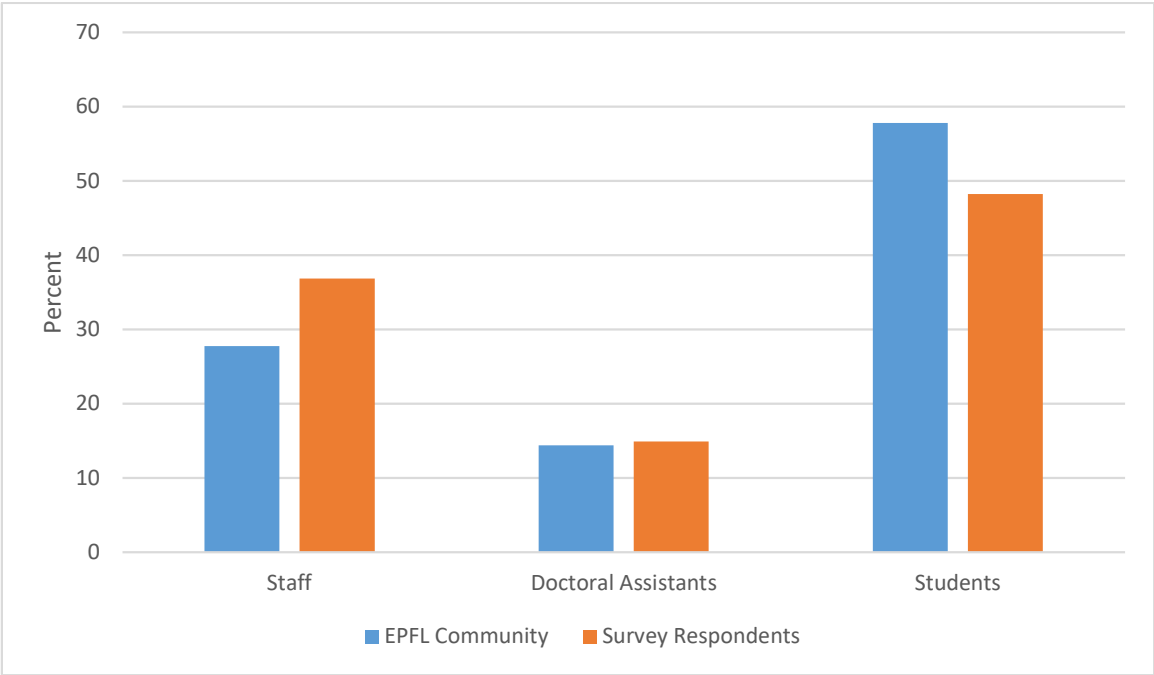
Description and Representativeness of the Sample

The questionnaire was sent by email to 18,650 people at EPFL (all students and employees of the school). Of this group 3,121 opened the link to the questionnaire (16.7%). Of these, 297 did not proceed beyond the 'informed consent' page. A further 312 entered some data but did not confirm that they wanted the data included in the study (and this data was therefore excluded). This left 2,512 people who completed the survey and consented to their data being used (an overall effective 13.5% response rate). This response rate is lower than that of the 2019 Doctoral survey (48%) and indeed, of the 2012 Student Survey (Campus II) which was at 44%. It is, however, not unusually low for an online survey more generally.

Of this 2,512 respondents who provided useable data, 1,187 (48.2%) identified themselves as students, 367 (14.9%) identified themselves as doctoral assistants and 907 (36.9%) identified themselves as being teachers, administrative, technical, or scientific staff¹. This means the respondents are broadly representative of the overall EPFL community (see chart 1).

¹ In EPFL, doctoral assistants are 'staff'. However in the survey report doctoral assistants are distinguished from other staff and reported separately. Where doctoral assistants are included in the general category 'staff' it will be explicitly identified.

Chart 1: Breakdown of survey respondents as compared to the EPFL community.



Note: EPFL Community data from the EPFL Institutional Statistics Site: <https://www.epfl.ch/about/overview/fr/statistiques-institutionnelles/>. Data for students and doctoral assistants reflects individuals however data for staff reflects full time equivalents which is slightly less than the number of individuals. Hence this will underestimate the number of 'staff' in the community as a whole and may account for the apparent overrepresentation of staff in the survey responses. Although doctoral assistants are normally included as staff within the EPFL statistics, they are not included in the 'staff' category for this chart.

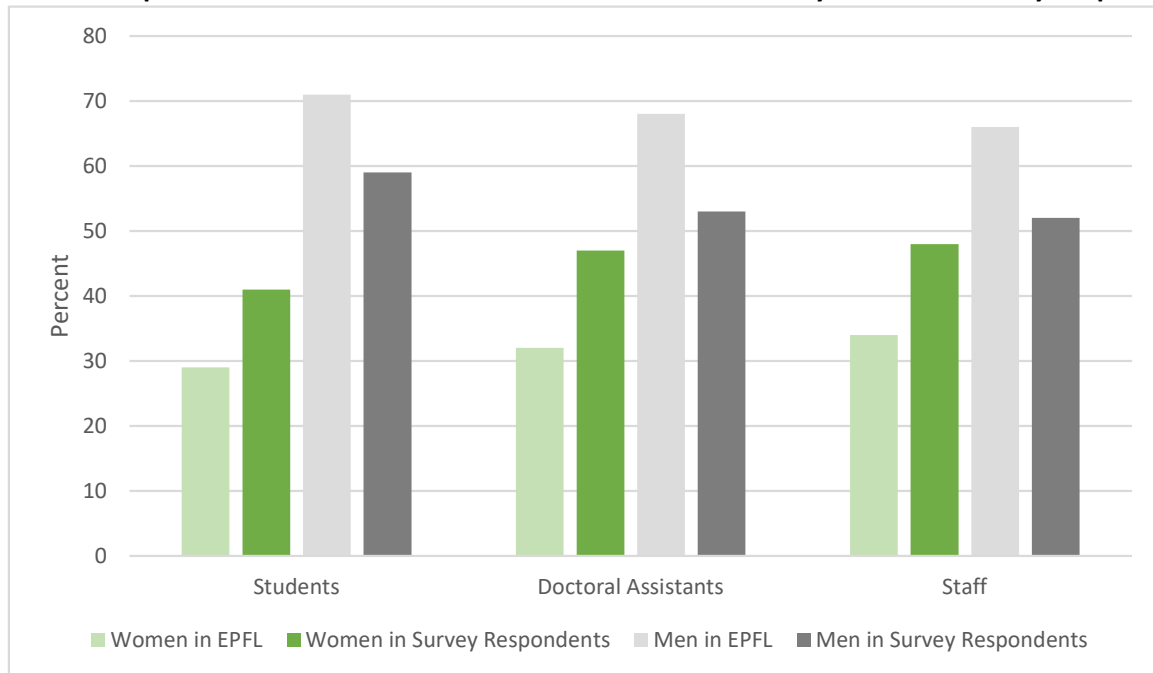
Respondents were asked how they self-identify in terms of gender (respondents could provide multiple responses) There were 2,424 responses to this question which are presented in Table 1.

Table 1: Gender Self-identification of the respondents

Gender self-identification	Number of responses	Percentage (with total respondents who answered being 100%)
Woman	1074	44.3
Man	1341	55.3
Non-binary	11	0.5
Transgender	9	0.4
Questioning	23	0.9
Other	8	0.3

Note: Because respondents could give multiple answers, the total is greater than 100%

Chart 2: Representation of women and men in the EPFL community and in the Survey Respondents



Note: Survey question asked “How do you self-identify in terms of gender (gender identity)?”. Only responses for ‘Woman’ and ‘Man’ displayed. EPFL Community data from the EPFL Institutional Statistics Site: <https://www.epfl.ch/about/overview/fr/statistiques-institutionnelles/>. <https://www.epfl.ch/about/overview/fr/statistiques-institutionnelles/>. Data for students and doctoral assistants reflects individuals however data for staff reflects full time equivalents which is slightly less than the number of individuals. Although doctoral assistants are normally included as staff within the EPFL statistics they are not included in the ‘staff’ category for this chart.

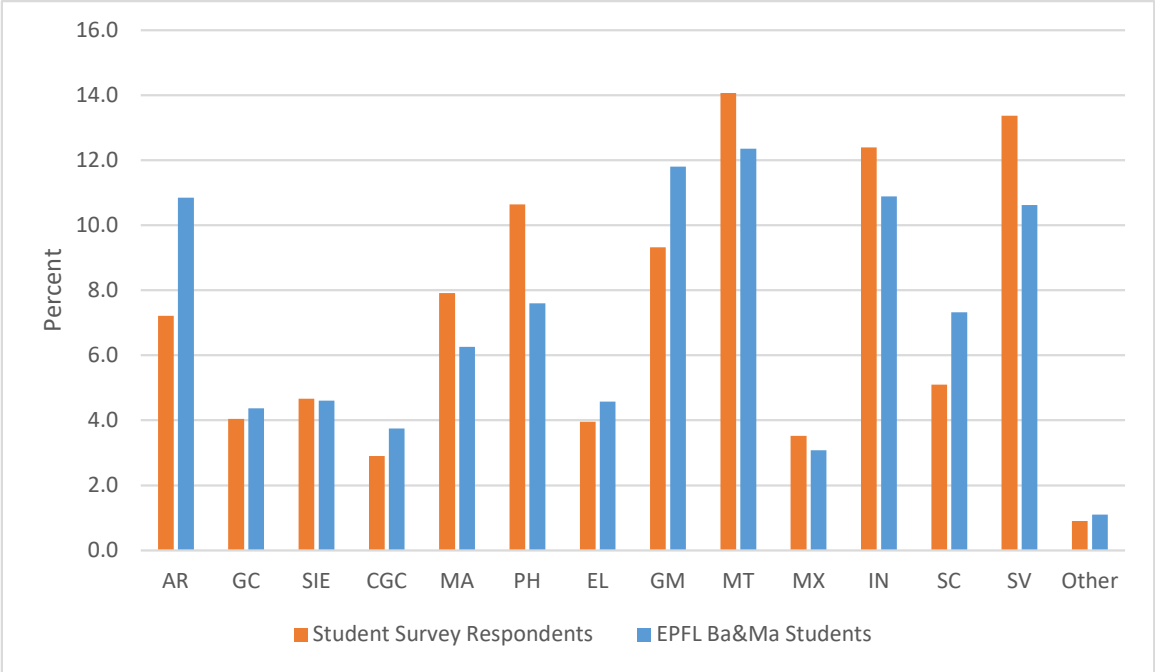
Because EPFL institutional data only reflects two gender categories (Woman and Man) this data cannot be directly compared to the EPFL community data². Nonetheless the predominance of these two responses in the survey data means that an approximate comparison can be made (Chart 2). This shows that for staff, students, and doctoral assistants, women are over-represented in the survey respondents. While women make up between 29% and 34% of the EPFL community (light green in chart 2), they make up 41% to 48% of survey respondents who responded either ‘woman’ or ‘man’ in the survey (dark green in the chart). Similarly the percentage of survey respondents who identified as men (dark grey in Chart 2) is less than the percentage of the community as a whole who are identified as men in EPFL institutional statistics (light grey).

Students who responded to the survey were asked to which section they were attached. The results are presented in Chart 3, alongside the respective sizes of those sections within the overall community of Bachelor and Master students. As the chart indicates, the responses to the survey from students mostly mirror the respective size of these groups in the wider population. The most underrepresented section in the survey responses is Architecture (AR) followed by Communication Systems (CS). The most overrepresented section is Physics (PH) followed by Life Sciences Engineering (SV). Despite these variations, the general pattern indicates that the student survey respondents are broadly representative of the distribution across sections in the wider student body.

² Furthermore in order to ensure the anonymity of the database (i.e. to prevent individuals being identifiable in the dataset) smaller categories were collapsed together by Unisanté before the data was passed to EPFL for analysis. Therefore in the rest of the report the self-identified genders ‘Woman’, ‘Man’ and ‘Other genders’ are used. A similar reclassification was performed with data on sexual orientation, again to ensure anonymity.

Of the students who responded, 60.0% were at Bachelor level and 40.0% were at Master level. Once more, this broadly reflects the wider EPFL student cohort (62.7% Ba and 37.3% Ma).

Chart 3: Section of student survey respondents compared to sections in the wider EPFL Ba and Ma student body

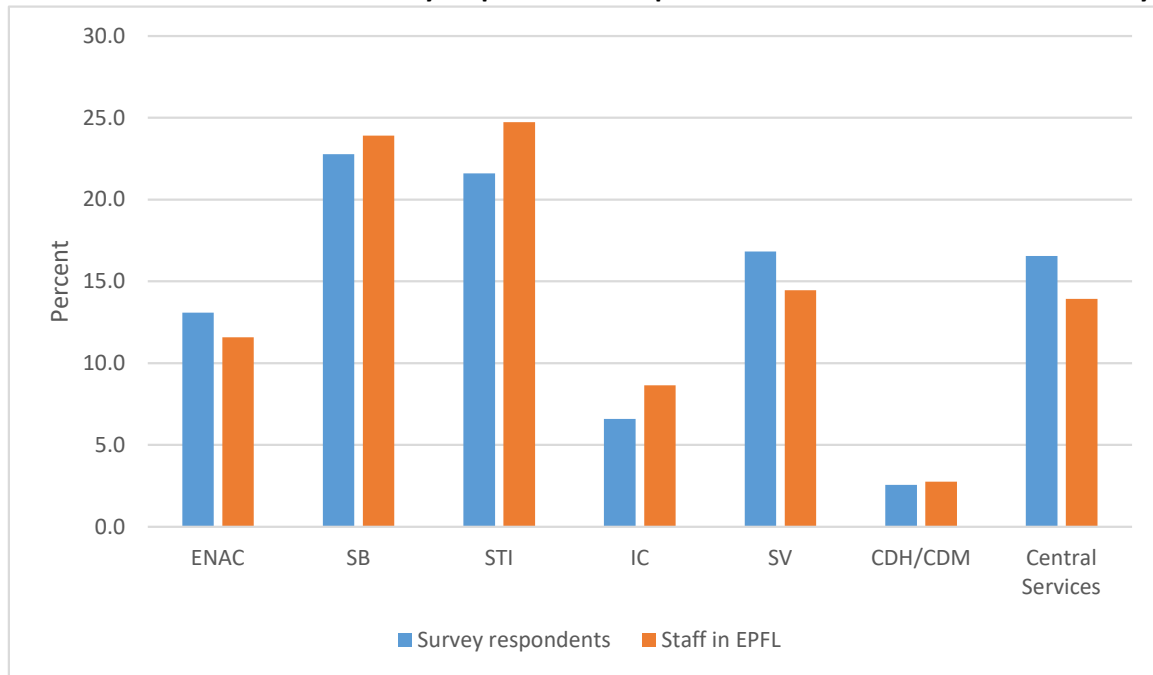


Note: 3 sections (IF, MTE, and DH) are included in the category 'other'. The numbers of responses for these sections are too small to report separately.

For staff, their attachment as reported in the survey is a little different to the categories used with the EPFL institutional statistics. Furthermore the institutional statistics report numbers for 'full-time equivalent' positions rather than for actual number of employees. Again this means that the comparison between the survey respondents and the wider EPFL community is a somewhat imprecise. Nonetheless a comparison is possible (Chart 4). Again this indicates that the responses to the survey by and large mirror the distribution of staff across EPFL's faculties and central services. While Central Services and the School of Life Sciences (SV) are slightly overrepresented in the survey and the School of Computer and Communication Sciences (IC) and the School of Engineering (STI) are slightly underrepresented, the differences are minimal.

Of those who identified themselves as teachers in the survey (122) the large majority were Professors (79 people, 64.8%) or Senior Scientists (26 people or 21.3%).

Chart 4: Attachment of staff survey respondents compared to the wider EPFL staff community



Note: For survey respondents, staff includes those who described their status as 'teacher', 'doctoral assistant', 'scientist' or 'administrative and technical corps'. For the Wider EPFL picture the source is the EPFL Institutional Statistics Site: <https://www.epfl.ch/about/overview/fr/statistiques-institutionnelles/>. The EPFL institutional statistics data reflects full time equivalents which is slightly less than the actual number of individuals

Note on inference

The survey was a population survey in which the whole population was invited to respond and not a sample survey which targeted only a random sample of the population. Since the respondents are not a random sample of the population, the use of inferential statistics is, strictly speaking, not justified with such data. However, in such situations inferential statistical analyses are often presented as an aid to the reader in understanding the strength and nature of relationships found.

In this case the numbers of responses in the survey are sufficient to make reasonably satisfactory statistical inferences³.

In social surveys, it is normal to assume that those who respond are drawn at random from the wider population unless there is evidence to suggest that there is some systematic bias in the sample. As has been shown above, the sample broadly reflects the proportions of staff, doctoral assistants and students in EPFL. Within the student and staff categories, the sample is also broadly representative of the sections and faculties of student and staff respective attachments. Within the student respondents, the proportion of Ba and Ma students in the survey respondents also broadly match

³ The Confidence Interval for a proportion is calculated as $\pm z \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$. So, for the whole sample, a question in which 70% agreed with a statement would have a 95% confidence interval of $\pm 1.8\%$. For the same proportion of positive responses to a question, a confidence interval for students responses (n=1187) would be $\pm 2.6\%$, for staff (n=907) it would be $\pm 3\%$. For doctoral assistants (n=367) it would be a less satisfactory $\pm 4.7\%$.

the wider EPFL population. At the same time, it is evident that women were more likely to respond to the survey than were men⁴.

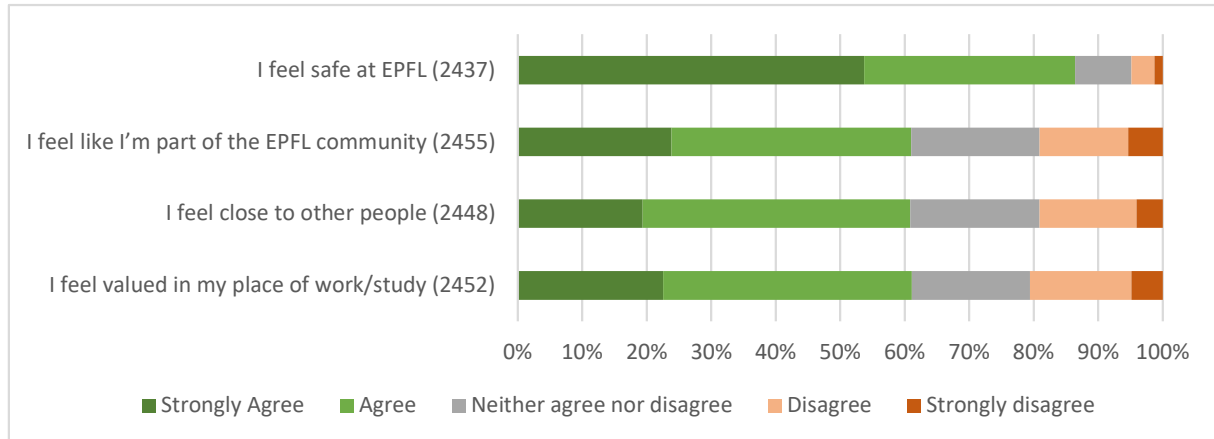
This report follows the practice of earlier EPFL doctoral and campus survey reports in presenting some inferential statistics as an aid to the reader in understanding the strength and nature of relationships found. Readers are encouraged to treat these with appropriate caution in light of the representativeness and biases evident within the sample.

⁴ The data below (and the wider literature) suggests that women may be more aware of harassment and discrimination than men, and this may have affected the willingness to invest the time required in the questionnaire.

The campus climate

General Climate on Campus

Chart 5a: Overall climate of the EPFL campus



Note: Section was headed "To what extent do you agree with the following statements about your personal experience of the overall climate at EPFL?". Numbers of responses to each statement are (in brackets).

Participants were asked a number of questions pertaining to the general climate and sense of belonging on the campus. Overall the results tend towards a positive picture. While few people indicate that they do not feel safe on campus (4.8% 'disagree' or 'strongly disagree' they feel safe while 85.4% 'agree' or 'strongly agree'), quite a substantial proportion do not choose the 'agree' or 'strongly agree' option for statements relating to feeling part of a community, feeling close to other people or feeling valued in their place of work/study (around 39% in the case of all three questions, $\pm 1.9\%$ ⁵). The fact that the survey data was collected over one year into a pandemic which required most members of the community to work or study from home may well have affected responses to questions about feeling close to others and feeling part of a community.

There are substantial differences in how different members of the EPFL community answer these questions. As can be seen in Chart 5b, teachers are those who are most likely to feel part of the community (69.1% 'strongly agree' or 'agree' with the statement)⁶. For administrative and technical staff, students and scientific staff the figure is closer to 60%. However for doctoral assistants, less than half 'agree' or 'strongly agree' that they feel part of the EPFL community (47.1%, $\pm 5.2\%$).

Likewise, for the question related to safety on campus there are notable differences. For the question 'I feel safe at EPFL', 66.0% of men 'strongly agree' with this statement ($\pm 2.6\%$). For women the comparable figure is only 38.5% ($\pm 2.9\%$). It is 40.5% for those with another gender⁷. In total 7.1% ($\pm 1.6\%$) of women and 9.5% of those with another gender⁷ indicate that they do not feel safe on campus (i.e. 'disagree' or 'strongly disagree' with the statement). The comparable figure for those identifying themselves as men is 2.6% ($\pm 0.8\%$). There are also differences in response to this question based on the sexual orientation: 57.5% ($\pm 2.2\%$) of heterosexual respondents 'strongly agree' that they feel safe at EPFL as compared to 44.1% of homosexual respondents and 34.6%

⁵ All confidence intervals reported at the 95% level.

⁶ Care should be taken in interpreting this as the confidence interval for teachers here is quite large: $\pm 7.7\%$.

⁷ Great care should be taken with this figure since the numbers are small (42 respondents) and so the confidence interval is very wide.

(±5.3%) of those who have a sexual orientation other than heterosexual or homosexual⁸. There are no notable differences in answer to this question for students or staff from different faculties or for those in different EPFL campus locations.

Chart 5b: Different responses to the statement ‘I feel like I’m part of the EPFL community’

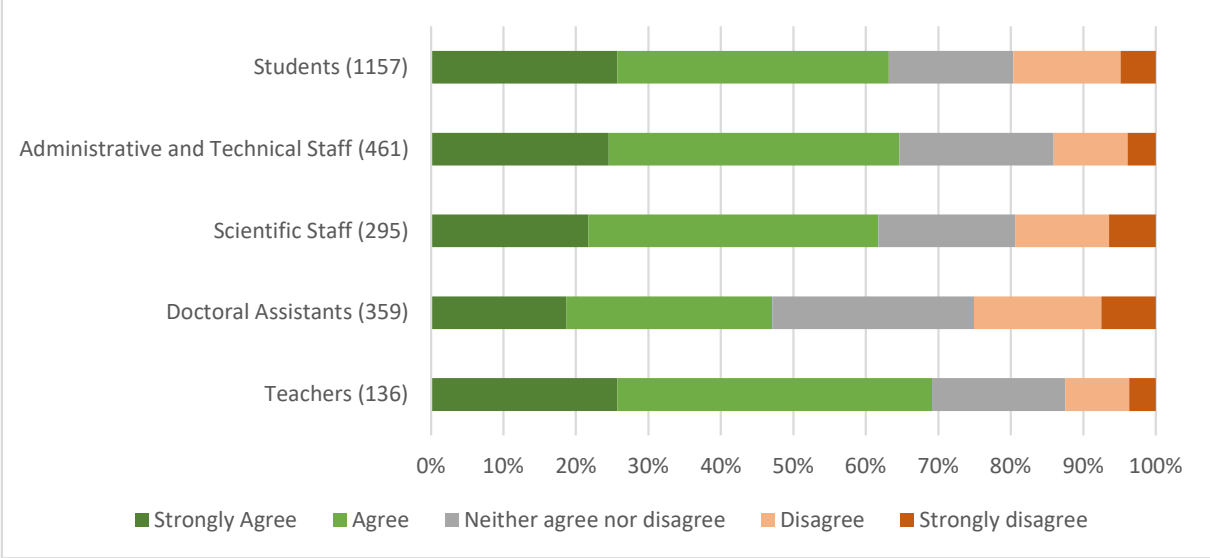
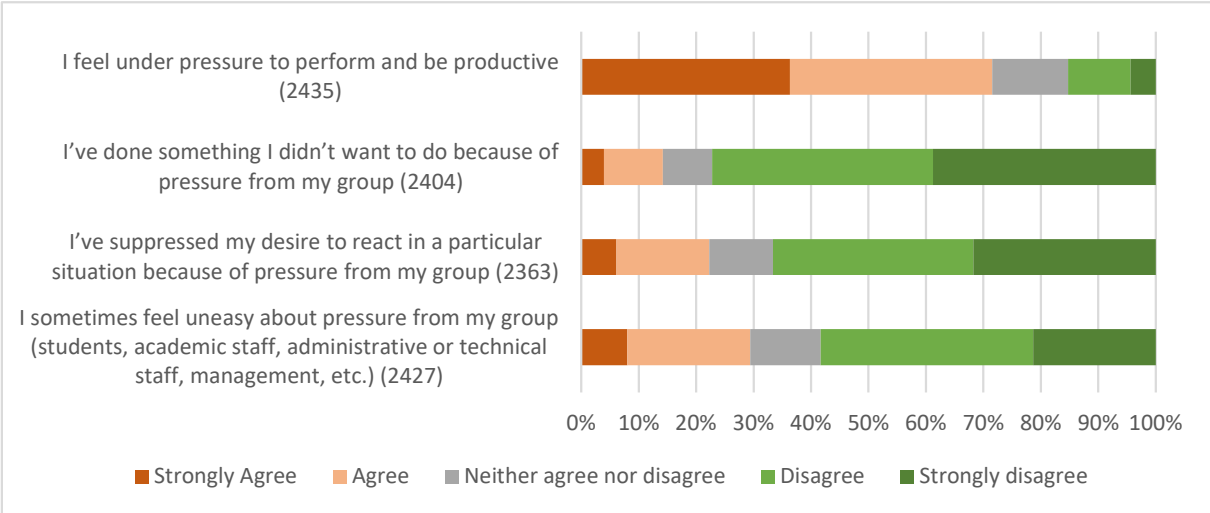


Chart 6: Peer pressure in the EPFL community



A further series of questions asked participants the extent to which they feel the EPFL community is characterised by pressure, both to conform and to perform (the colour coding for Chart 6 have been reversed as compared to Chart 5, reflecting the dominant valence of these questions). While 58.3%

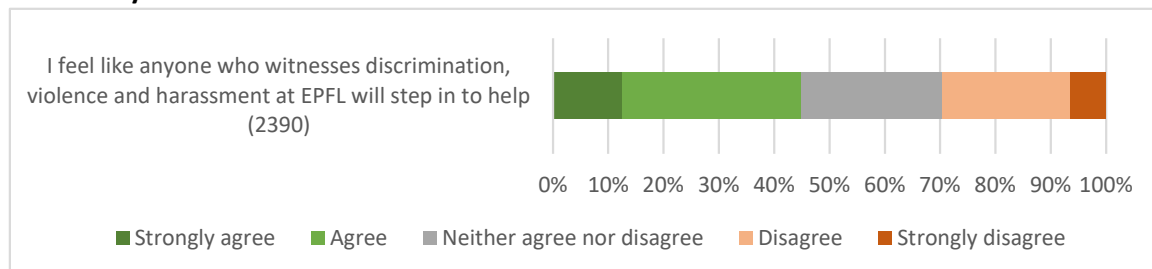
⁸ Participants were given nine different options to describe their romantic and sexual orientation: asexual, bisexual, heterosexual, homosexual, pansexual, queer, questioning, other and ‘I prefer not to answer’. Because of low numbers in most categories, categories other than heterosexual and homosexual were grouped together before the data was passed to EPFL for analysis to ensure the anonymity of respondents. Great care should be taken with the figure for homosexual respondents since the numbers are small (59 respondents) and so the confidence interval is very wide.

(±2.0%) of respondents ‘disagree’ or ‘strongly disagree’ that they sometimes feel uneasy about pressure from their group, 29.4% (±1.8%) indicate that they do sometimes feel uneasy about such pressure. The percentages who indicate that they have either suppressed a desire to act (22.3%, ±1.7%) or done something they didn’t want to do due to such pressure (14.2%, ±1.4%) are lower, but still notable.

There are notable differences in how different members of the community respond to these questions. Doctoral students are the group who are most likely to feel uneasy about pressure from their group (40.8% ‘agree’ or ‘strongly agree’ with this statement, ±5.1%), followed by teachers⁹ (32.3%). These are also the two groups most likely to indicate that they have suppressed a desire to react due to peer pressure (31.3%, ±4.9% and 25.7% respectively⁹). On the other hand, students are the group who are most likely to feel a pressure linked to productivity and performance (81.2%, ±2.2% ‘strongly agree’ or ‘agree’ with this statement), followed by teachers⁹ (75.2%) and doctoral assistants (71.3%, ±4.7%). Administrative and technical staff are those least likely to feel a pressure to perform (52.2%, ±4.6%).

It is notable that women respondents are more likely to ‘strongly agree’ or ‘agree’ that they sometimes feel uneasy about pressure from their group (36.3%, ±2.9%) as compared to male respondents (22.8%, ±2.3%). There are similar differences between women and men respondents for questions on whether they had either suppressed a desire to act (27.5%, ±2.8% of women, 16.9%, ±2.1% of men) or done something they didn’t want to do due to such pressure (15.7%, ±2.2% of women and 12.2%, ±1.8% of men). These gender differences are more evident in the doctoral students and the Bachelor and Master students than in other members of the EPFL community. For Ba and Ma students there are also some differences in response to this question based on their faculty.

Chart 7: Bystander effect in EPFL



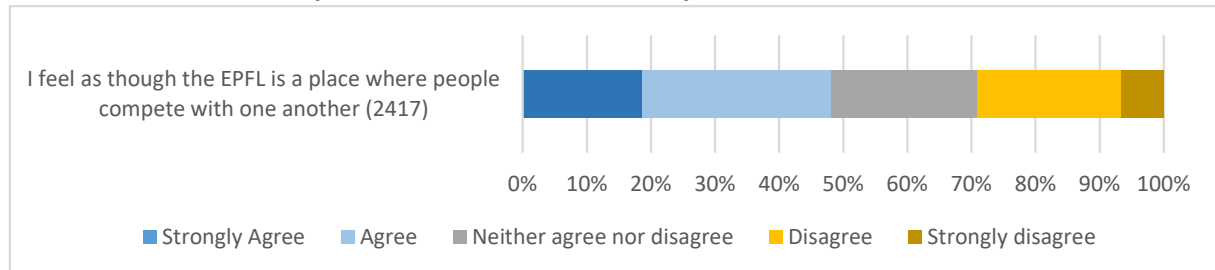
The ‘bystander effect’ (*‘Effet du témoin’*) is a social psychological phenomenon whereby people do not take responsibility for acting when they see someone in need or distress, especially when other people are present. Among the survey respondents, less than half feel like someone who witnesses discrimination, violence and harassment will step in to help¹⁰. Those who identify as men are more likely to feel like anyone who witnesses discrimination will react (49.3%, ±2.8), as compared to those who identify as women (39.3% ±3.0%), and those who identify as another gender (35.7%⁷). While the percentage of those who feel that witnesses will react in this situation is stable across students, teachers, scientific staff and administrative and technical staff, the percentage is lower for doctoral

⁹ Since the number of teacher respondents is only 123, the CI for teachers in this case is quite large (about ±7.8%). So figures for teachers for these questions can be treated as indicative but should be interpreted with caution.

¹⁰ This question was posed a number of times in the survey with slightly different formulations but the results are essentially the same for each formulation of the question. Hence this finding seems quite robust.

assistants (30.3%, $\pm 4.8\%$). The percentage is also higher among heterosexual respondents (47.0% $\pm 2.3\%$), than among respondents with a sexual orientation other than homosexual or heterosexual (33.1%, $\pm 5.2\%$).

Chart 8: A culture of competition in the EPFL community



Participants were asked about a culture of competition in the EPFL community (again, a different colour coding has been used in this case). There is a great deal of variation in responses from across the respondents. There are also some differences in how different members of the community answered this question. Those who report feeling the greatest sense of competition are teachers (58.9 % ‘agree’ or ‘strongly agree’ with this statement)¹¹. High levels of competition are also felt among doctoral assistants (53.7%, $\pm 5.2\%$), scientific staff (50.7%, $\pm 5.7\%$) and students (47.4%, $\pm 2.9\%$). Lowest levels of competition are felt by administrative and technical staff (41.3%, $\pm 4.6\%$). For students there are differences between how those in different faculties answered this question.

Contribution of Students, Teachers and other Staff to overall climate in EPFL

A number of questions asked respondents to assess the contribution of different groups in the EPFL community to the positivity of the EPFL climate. The responses are displayed in Charts 9, 10 and 11. Although these charts do show some variation, they do also show remarkable consistency: around 60% of respondents agree that students, administrative and technical staff, and managers show genuine concern for other members of the community and respect their views. Opinions relating to teaching staff show greater variation around this 60% mark: while only 53.2% ‘agree’ or ‘strongly agree’ ($\pm 2.4\%$) that teachers “...show genuine concern for everyone’s academic/professional well-being and personal well-being”, 72.2% ($\pm 2.4\%$) ‘agree’ or ‘strongly agree’ that teachers “...respect the views of EPFL students”¹². There are some differences in how students in different faculties assess the concern of teachers for academic and personal well-being.

¹¹ As usual with responses from teachers, care must be taken as the confidence interval is wide because the number of respondents is relatively low.

¹² These are views about teachers held by the respondents as a whole. Hence the CI is much narrower than for questions answered by teaching staff.

Chart 9: The extent to which ‘The Teaching Staff’ contribute to a positive culture in EPFL

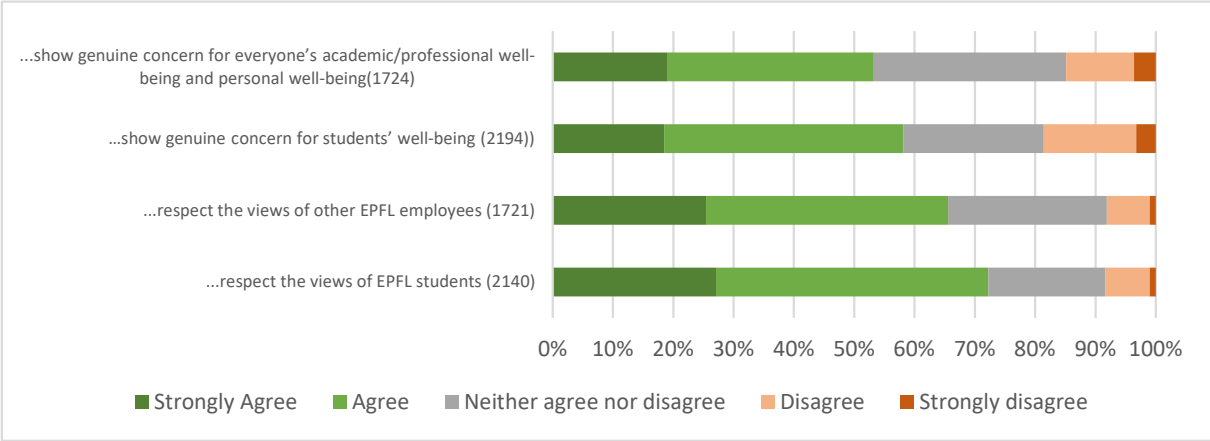


Chart 10: The extent to which ‘Administrative and technical staff and managers (upper managers, central services managers, etc.)’ contribute to a positive culture in EPFL

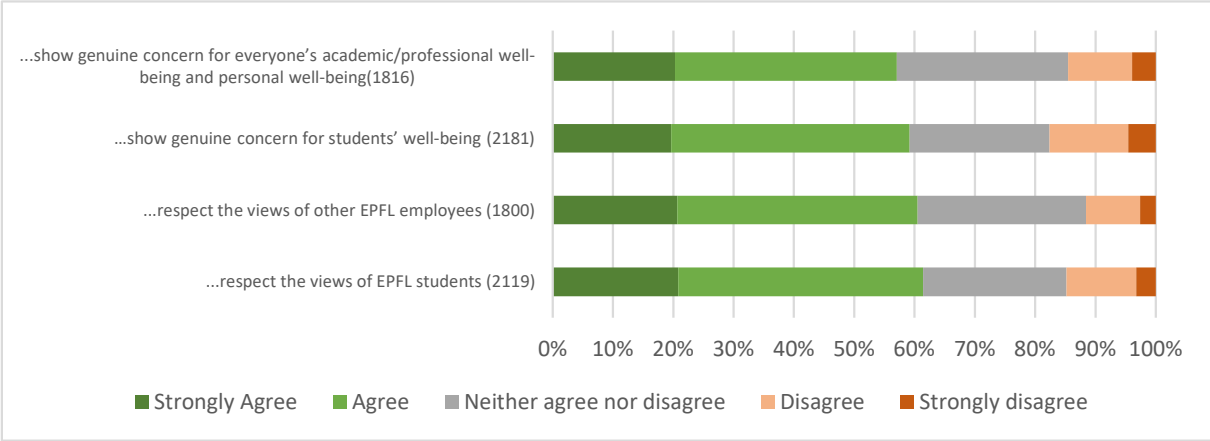
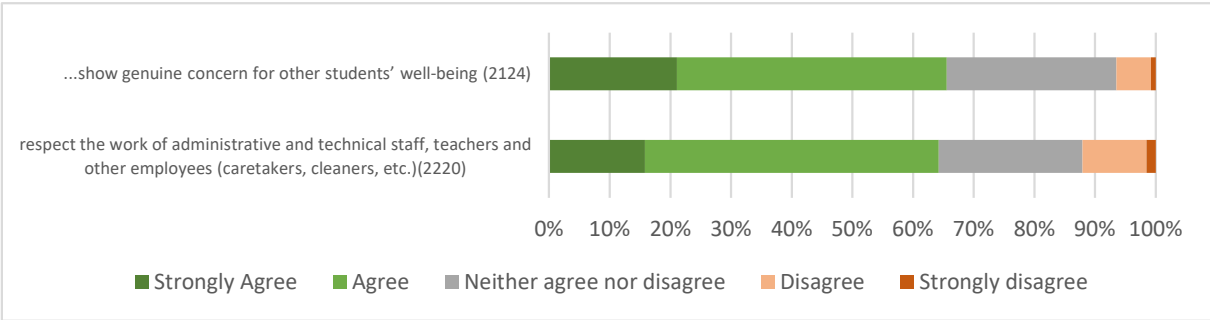


Chart 11: The extent to which ‘EPFL Students’ contribute to a positive culture in EPFL

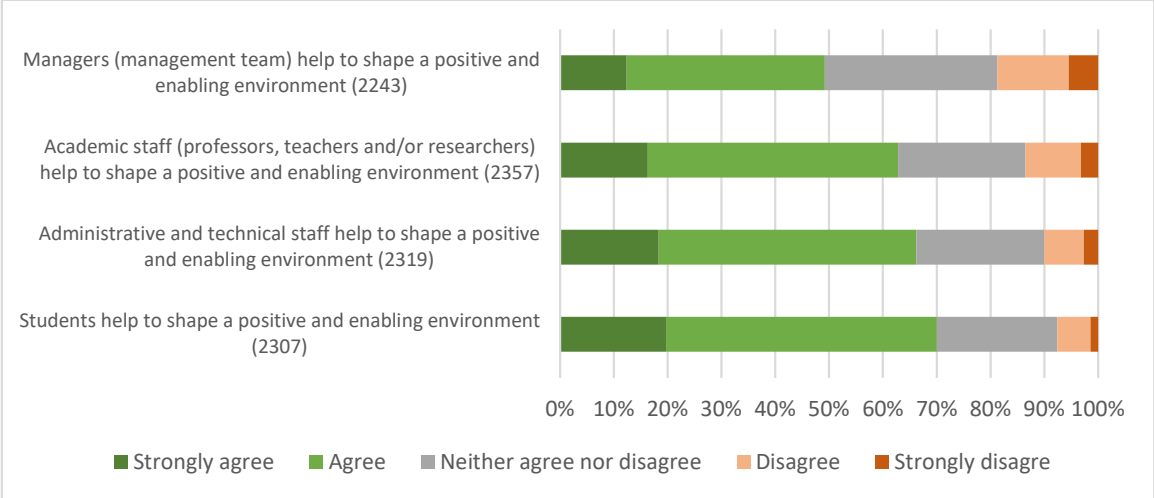


For these questions, there are some differences in how different members of the EPFL community answered the questions. If we take for example the question as to whether or not teachers show genuine concern for students well-being, 75.2% (±7.3%) of teachers who responded ‘strongly agreed’ or ‘agreed’ that this was so, as compared to only 55.2% (±6.0%) of administrative and

technical staff and only 56.0% ($\pm 2.8\%$) of student respondents¹³. In other words, teachers had a far more positive view of their own goodwill towards students than did other members of the community. The same pattern can be seen across the survey: for the question as to whether or not administrative and technical staff and managers show genuine concern for students' well-being, 71.0% ($\pm 4.9\%$) of administrative and technical staff 'strongly agree' or 'agree' as compared to only 56.5% ($\pm 3.0\%$) of students. While 68.5% ($\pm 2.7\%$) of students feel that students respect the work of technical staff, teachers and other employees, only 57.0% ($\pm 5.4\%$) of administrative and technical staff feel the same way.

In this section of the survey a further general question was asked about the contribution of different groups to the overall positive culture of the institution. The responses are in Chart 12.

Chart 12: Contribution of different groups to the overall positive and enabling environment in EPFL



Note: The section was headed 'Thinking about how different groups contribute to the overall climate at EPFL, to what extent do you agree with the following statements?'

In general, respondents were most positive about students' contribution to an overall positive and enabling environment, followed by administrative and technical staff, then teachers, and then managers ($\pm 1.9\%$ to $\pm 2.1\%$). While each group within the community tend to rate their own group's contribution more favourably than it is rated by other groups, this overall assessment of positive contribution was quite stable across respondents from different parts of the EPFL community: in other words the ranked order of positive contribution remained much the same irrespective of whether the person responding to the survey was a teacher, a student, a doctoral assistant, or another member of staff.

There are some gender differences in responses to these questions. For example, women were less likely than men to 'agree' or 'strongly agree' that academic staff help to shape a positive environment (56.6%, $\pm 3.1\%$ as compared to 68.2%, $\pm 2.6\%$). There are similar gender differences in response to questions as to the positive contribution of both management and students to a positive environment. There does not appear to be gender differences in the rating of the contribution of administrative and technical staff to a positive and enabling environment. There are also some differences in the way students answered these questions depending on their faculty.

¹³ Even with a very wide confidence interval for responses from teachers, the difference is still notable.

Satisfaction with policies and practices related to diversity

Respondents were asked a series of questions regarding their satisfaction with aspects of EPFL policies and practices on diversity and gender equality. The responses are presented in Chart 13 ordered from highest levels of satisfaction to lowest. The questions with the highest levels of satisfaction are those that are the most general. When asked about the overall climate on campus, 81.3% ($\pm 1.6\%$) express their satisfaction (that is, they indicate 'very satisfied' or 'satisfied'). When asked more specifically about the sense of belonging or community on campus, 60.4% ($\pm 2.0\%$) express satisfaction. Similarly, satisfaction with diversity on campus hovers around the 60% mark. Roughly half of respondents are satisfied with the clarity of EPFL policy on diversity and equality, and a similar percentage are satisfied with the extent to which all members of the community have a sense of belonging.

Less than half of respondents are satisfied with gender pay equality (46.1%, $\pm 2.5\%$) and with the implementation of EPFL policy on equality and diversity (43.8%, $\pm 2.1\%$). For measures designed to foster a healthy work-life or study-life balance 40.7% ($\pm 2\%$) are dissatisfied as compared to only 36.2% who are satisfied. For the gender balance in science careers and in administrative and technical roles 44.2% ($\pm 2\%$) are dissatisfied while only 33.7% are satisfied.

There are notable gender differences in responses to these questions: only 23.2% ($\pm 2.6\%$) of women are satisfied with gender balance in science careers and in administrative and technical roles. For men the corresponding figure is 41.6% (substantially higher, but still well below half, $\pm 2.8\%$). There are similar differences in relation to gender pay equality (33.3%, $\pm 3.5\%$ of women are satisfied as compared to 56.7%, $\pm 3.6\%$ of men) and implementation of EPFL's policy on equality and diversity (39.1%, $\pm 3.2\%$ of women satisfied as compared to 47.9%, $\pm 3.0\%$ of men).

One area in which there seems to be little gender difference is in relation to policies on measures designed to foster a healthy work-life or study-life balance: only 35.3% ($\pm 3.0\%$) of women and 37.2% ($\pm 2.8\%$) of men are satisfied with these measures. For this question there are, however differences between different occupational groups within the EPFL community: satisfaction is lowest among students (24.3%, $\pm 2.7\%$), teachers¹¹ (27.3%, $\pm 7.6\%$) and doctoral assistants (32.5%, $\pm 4.9\%$). Satisfaction with work-life balance is higher for scientific staff (46.0%, $\pm 4.9\%$), and among administrative and technical staff (61.7%, $\pm 4.5\%$).

Chart 13: Satisfaction with policies related to diversity and gender equality

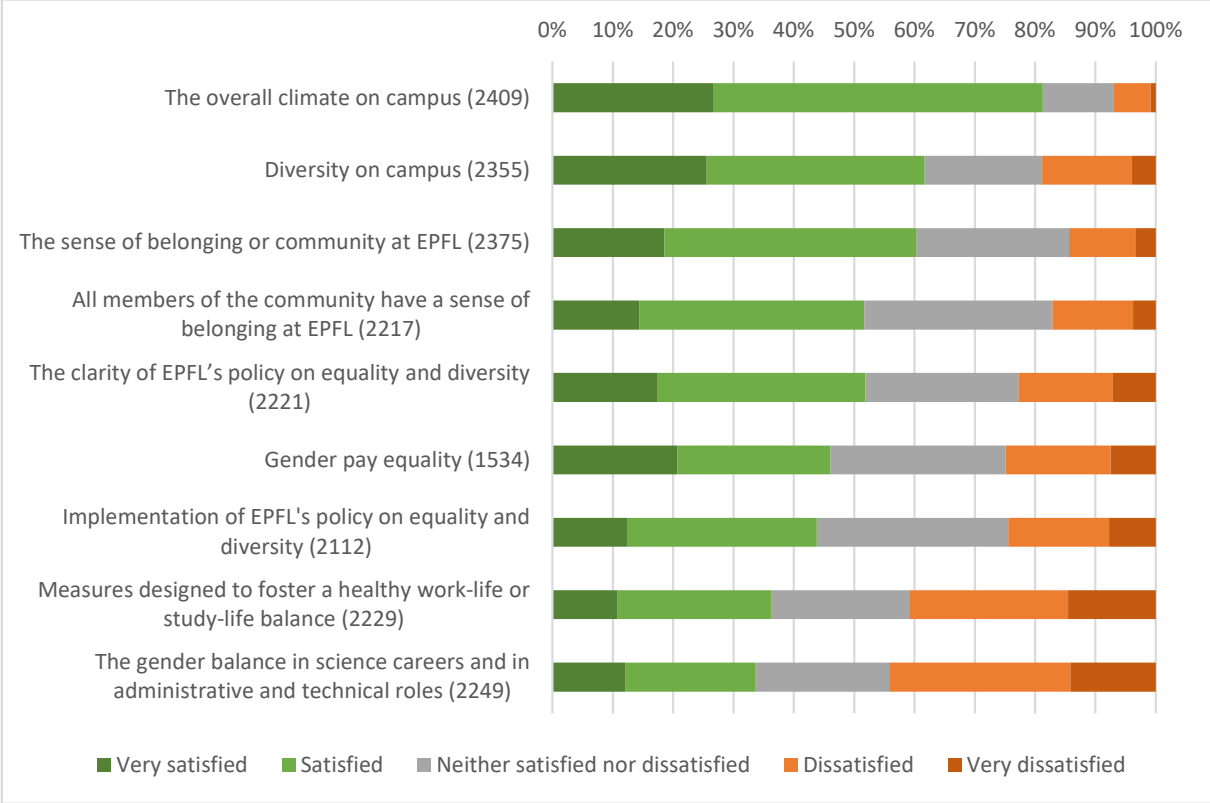
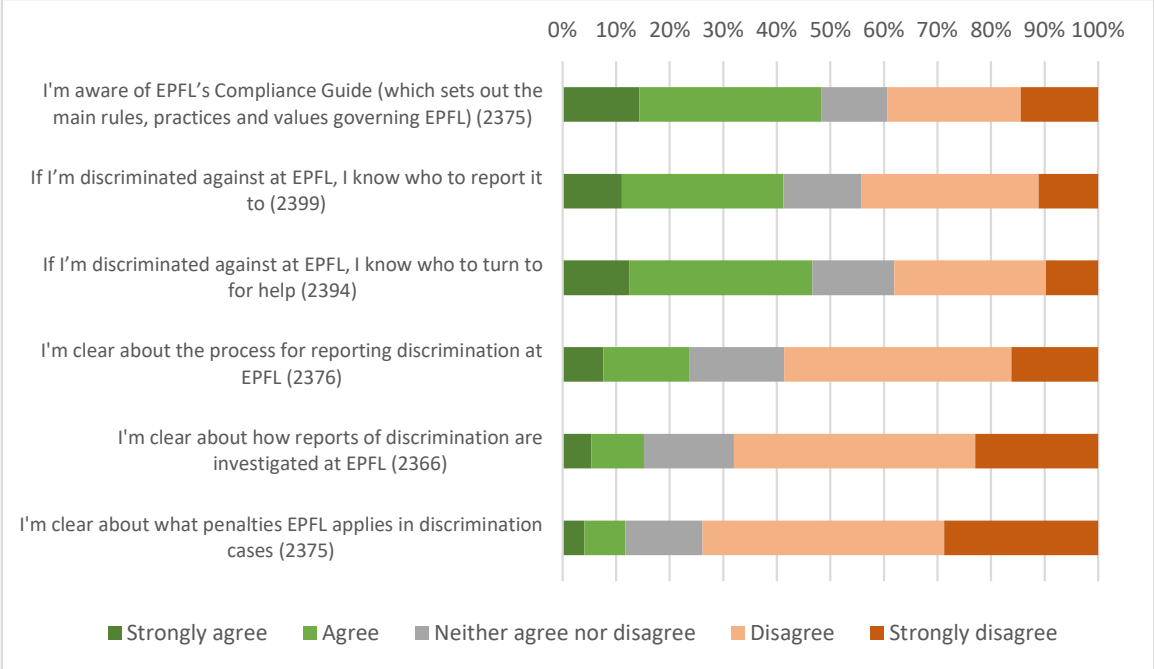


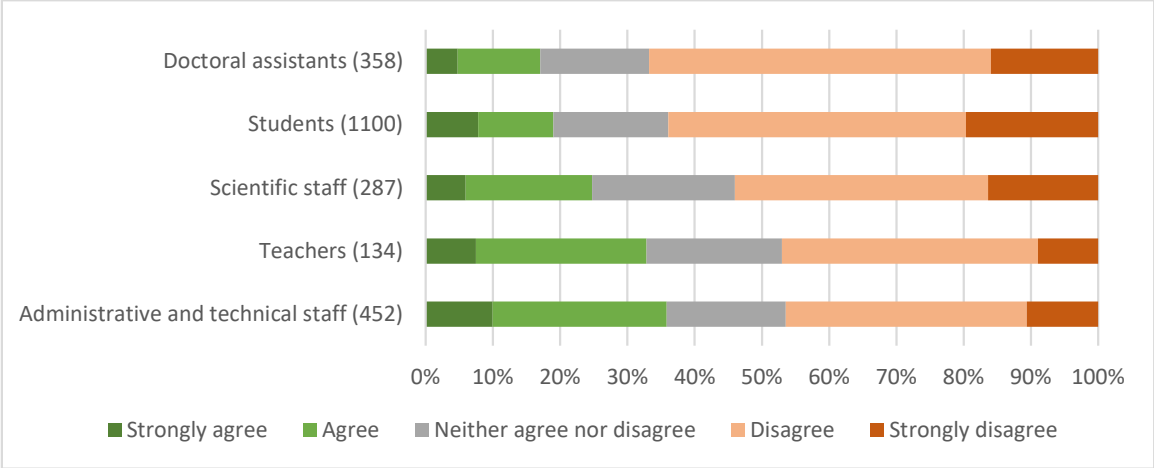
Chart 14: Awareness of processes to address, investigate and sanction discrimination



It was earlier indicated (p. 14) that quite a substantial proportion of respondents did not 'agree' or 'strongly agree' that a witness would respond if they saw violence, harassment or discrimination. Five questions in the survey asked related questions about whether or not people were aware of EPFL practices for addressing cases of discrimination. The results are in Chart 14.

For all questions, less than half of respondents indicate that they are aware about or know the main elements of the EPFL procedures for dealing with discrimination. The awareness is lowest for procedures to report (23.6%, %, ±1.7% 'agree' or 'strongly agree'), investigate (15.2%, %, ±1.5%), and sanction (11.7%, %, ±1.3%) discrimination.

Chart 14b: How different members of the community respond to the statement “I'm clear about the process for reporting discrimination at EPFL”.



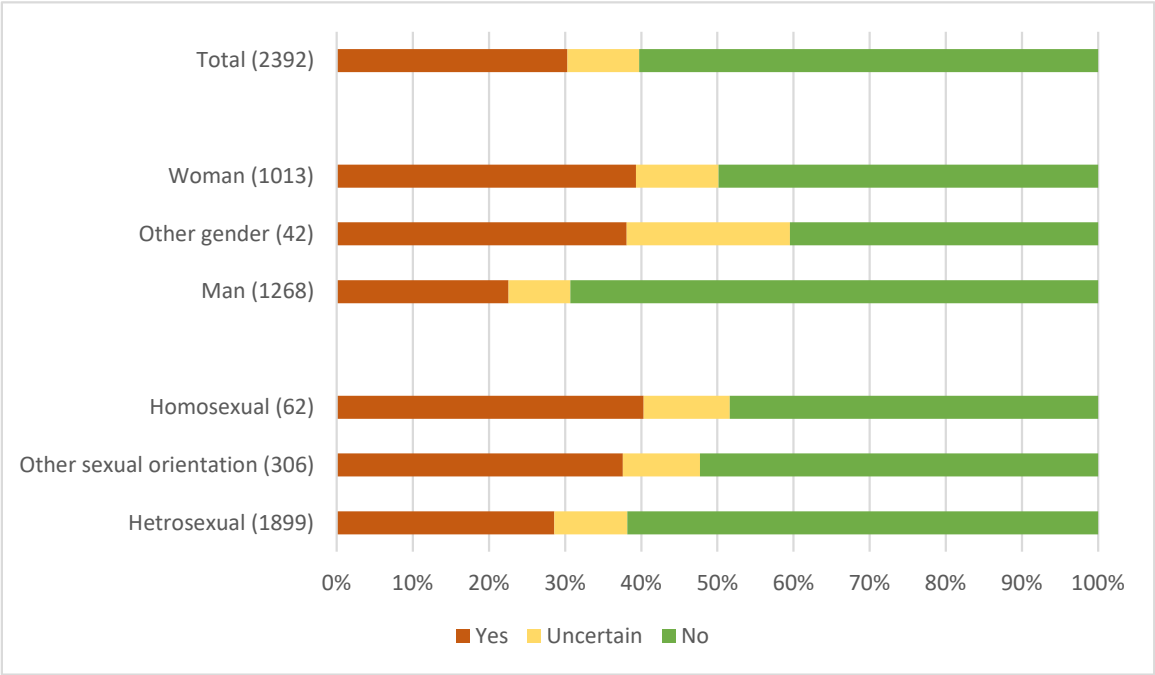
There are also notable differences in how different groups within the EPFL community respond to these questions. The responses to the question as to how clear people are about the process for reporting discrimination is presented in Chart 14b as an illustration of this wider pattern. Awareness of the processes involved is greatest among administrative and technical staff and teachers (although still only about one-third agreeing that they are clear about the process). For students and doctoral assistants, less than one-fifth indicate that they are clear about the process. Across most of these questions women were slightly more likely than men to signal that they were unaware of the procedures for reporting, dealing with and sanctioning discriminatory behaviours (the difference is small but is persistent across most of these questions). Among students, it appears as if Bachelor students are slightly more aware of how to address discrimination issues than are Master students. There are no other major differences between other groups in the EPFL community (Lausanne vs other locations; sexual orientation; faculty etc. in responses to these questions).

Discrimination in EPFL

Witnessing Discrimination

Participants were asked if they had witnessed discrimination during their work or studies at EPFL. The results are presented in Chart 15. While 60.3% (±2.0%) of the respondents indicate that they have not witnessed discrimination during their work or studies at EPFL, there are notable differences among the EPFL community. Men are less likely to have witnessed discrimination than are women and those who identify with another gender. Similarly respondents identifying as heterosexual are less likely to have witnessed discrimination than those who identify as homosexual, or as having another sexual orientation. Differences across other categories of analysis (occupation, location etc.) are generally small.

Chart 15: Responses to the question “Have you ever witnessed discrimination during your work or studies at EPFL (including an exchange, internship or student social activities)?”

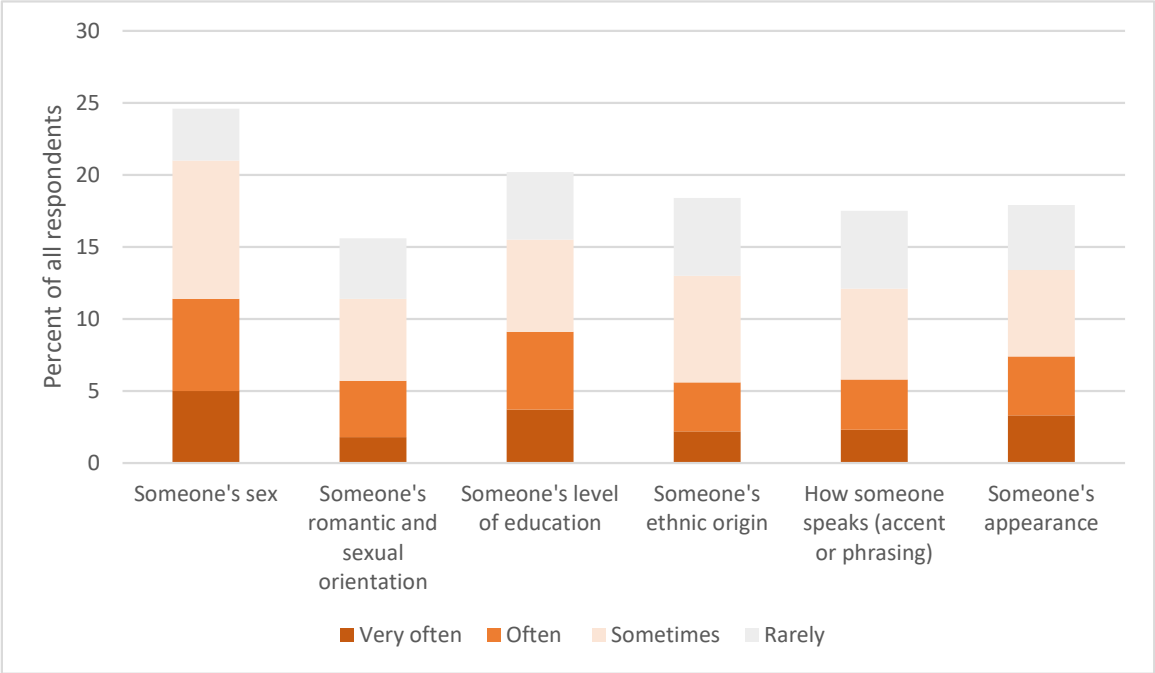


Note: Chi-square test for independence between witnessing discrimination and gender is significant (Chi-square=102.13; df=4; p<0.001). Similarly the association between sexual orientation and witnessing discrimination is statistically significant (Chi-square=14.96; df=4; p=0.005).

Respondents who indicated that they had witnessed discrimination were asked how often they had witnessed different types of discrimination in EPFL. This question was filtered (i.e. those who had not witnessed discrimination were not asked the question) and so it would be potentially misleading to present the data as a percentage of only those who answered the question. In total 16 different bases for discrimination were identified. These included sex, gender identity, gender expression, romantic and sexual orientation, education level, socioeconomic status, ethnic origin, disability, migration status, political beliefs, religious beliefs or atheism, being pregnant or breastfeeding, age, how someone speaks, and someone’s appearance. Many of these items were identified as having been witnessed infrequently by respondents. Therefore in Chart 16, only types of discrimination which had been witnessed ‘very often’ or ‘often’ by more than 5% of the total respondents have been included. The data in Chart 16 is presented as a percentage of all survey responses: that is, 11.3% of all survey respondents indicated that they have witnessed sex-based discrimination ‘very often’ or ‘often’ and 20.9% have witnessed it at least ‘sometimes’¹⁴.

¹⁴ Even if it is not something that happens often, a single incidence of discrimination can have a serious impact on the person targeted.

Chart 16: Responses to the question “How often have you witnessed discrimination during your work or studies at EPFL (including an exchange, internship or student social activities) for the following reasons?”



The responses to the questions related to witnessing different types of discrimination are associated with some of the demographic variables which were collected. For example, discrimination against a person on the basis of sex has been witnessed ‘very often’, ‘often’ or ‘sometimes’ by only 12.7% ($\pm 1.8\%$) of male respondents to the survey but by 30.9% ($\pm 2.8\%$) of women respondents and by 35.7% of those who identify another gender¹⁵. Likewise discrimination on the basis of romantic or sexual orientation has been witnessed ‘very often’, ‘often’, or ‘sometimes’ by only 9.2% ($\pm 1.3\%$) of heterosexual respondents, but by 26.2% of homosexual respondents¹⁶, and by 23.4% ($\pm 4.6\%$) of those with another sexual orientation. There are also differences in how frequently such discrimination is observed across the staff and student groups in EPFL. For example discrimination based on sex has been witnessed ‘very often’, ‘often’, or ‘sometimes’ by 25.1% ($\pm 4.4\%$) of doctoral assistants, 22.6% ($\pm 2.4\%$) of students, 22.1% ($\pm 6.8\%$) of teachers, 16.4% ($\pm 4.2\%$) of scientific staff and 16.5% ($\pm 3.4\%$) of administrative and technical staff.

Participants were also asked who had perpetrated the discrimination which was witnessed. Respondents were asked to tick all that apply. The most commonly identified perpetrators of the discrimination in question are EPFL students (identified as a perpetrator by 18.1% of all respondents, $\pm 1.5\%$), followed closely by academic staff (identified by 17.7% of all respondents, $\pm 1.5\%$).

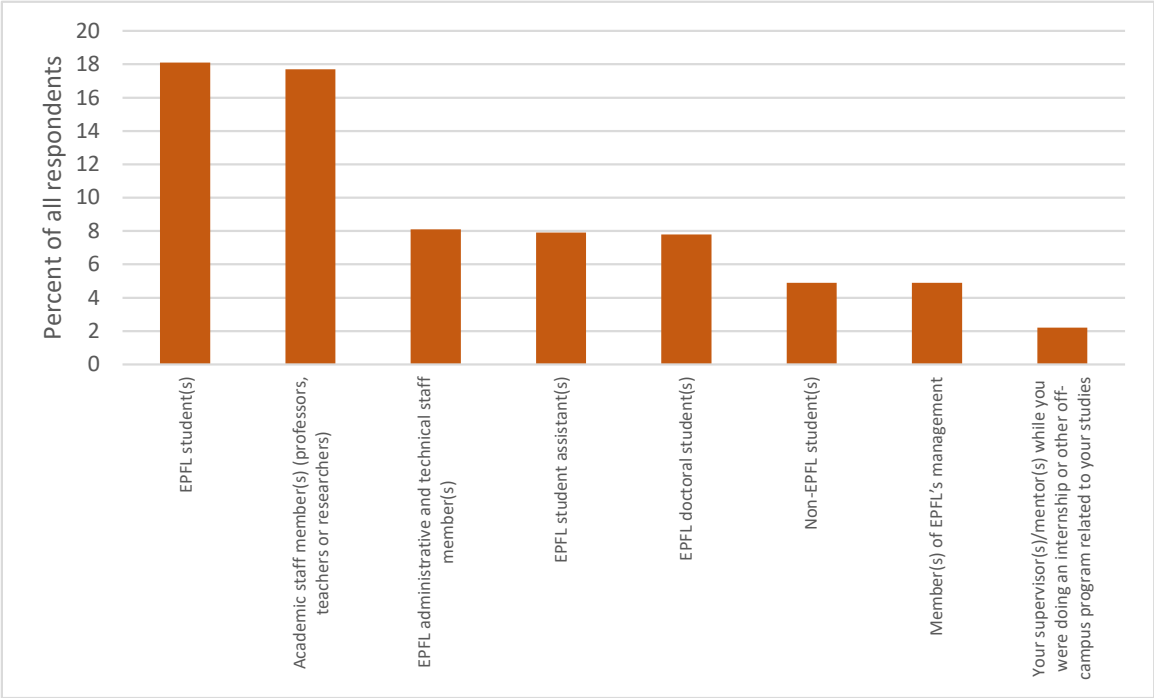
There are notable differences within this data for different groups within the EPFL community. For example, students are most likely to have seen discrimination by other students: 26.2% ($\pm 2.5\%$) of students say they have witnessed discrimination by students, as compared to 15.4% ($\pm 2.0\%$) who say they have witnessed discrimination by academic staff (professors, teachers or researchers) and 12.2% ($\pm 1.9\%$) who have witnessed discrimination by student assistants. On the other hand while

¹⁵ The figure for another gender should be treated with caution as the total number of responses is low (42), so the confidence interval is very wide ($\pm 14.5\%$).

¹⁶ The figure for homosexual respondents should be treated with caution as the total number of responses is low (65), so the confidence interval is very wide ($\pm 10.5\%$).

16.9% ($\pm 3.8\%$) of doctoral assistants indicate that they have witnessed discrimination by students, 27.5% ($\pm 4.6\%$) of them indicate that they have witnessed discrimination by academic staff. Academic staff are most likely to have witnessed discrimination by other academic staff (20.0%, $\pm 6.6\%$) but very unlikely to have witnessed discrimination by student assistants (2.1%)¹⁷. There are some notable differences between how students in different faculties responded to these questions.

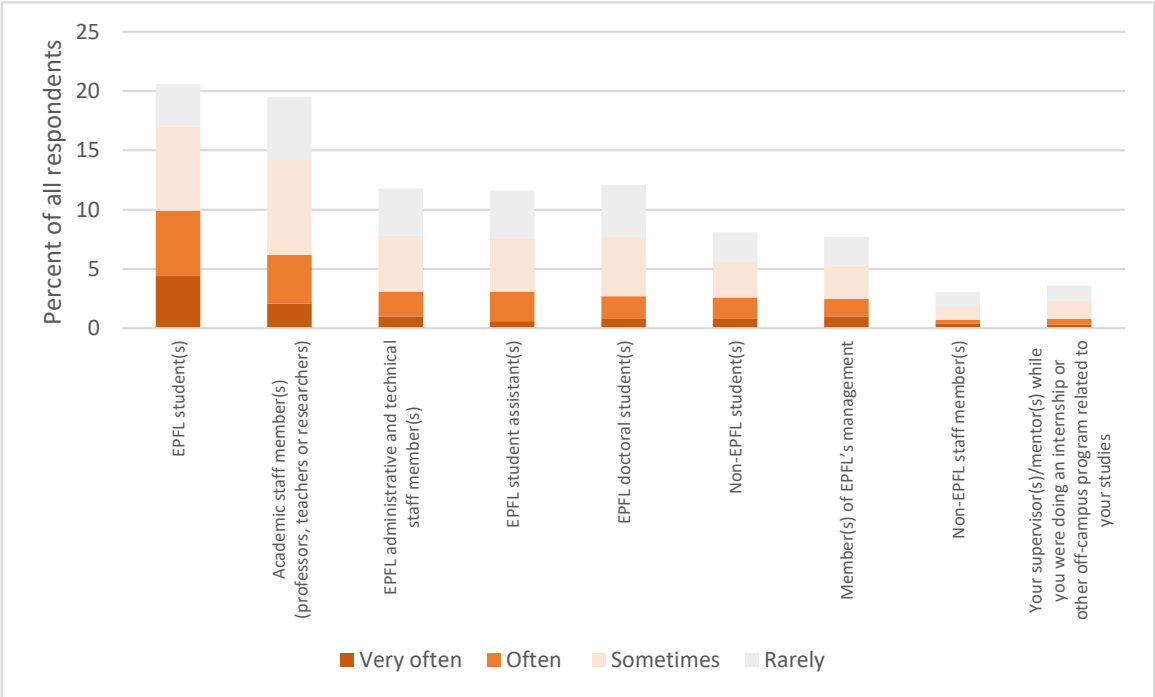
Chart 17: Responses to the question “Who discriminated against the person in question? (Check all that apply)”



A second question asked respondents how often they had witnessed discrimination by particular groups of people. The results are presented in chart 17b. The group who are identified as being the most common perpetrators of discrimination are the same as above: students, followed by academic staff (professors, teachers or researchers). However the data indicates that for the most part such discrimination is rare – with the exception of students and – to a lesser degree – academic staff, few respondents indicate that this happens ‘very often’ or ‘often’ by members of any group.

¹⁷ The usual reservations about the small sample size from teachers apply here.

Chart 17b: Responses to the question “How often have you witnessed discrimination by members of the following groups?”



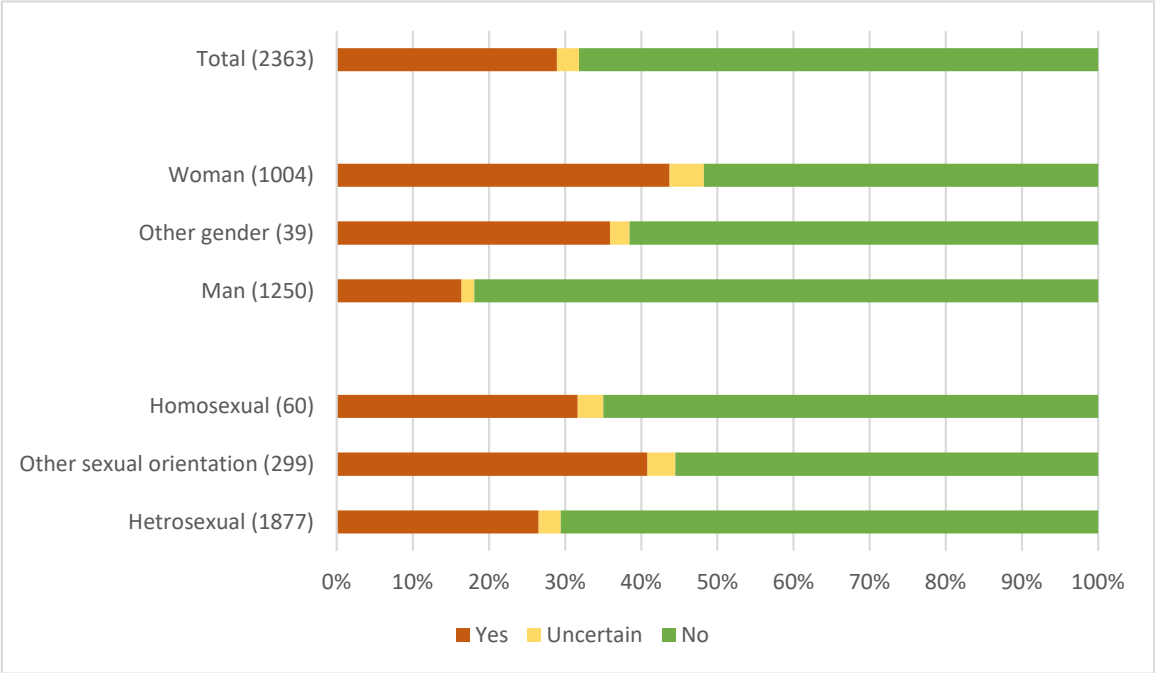
Experiencing Discrimination

Participants were asked if they have ever experienced inappropriate or derogatory comments during their work or studies at EPFL (including an exchange, internship or student social activities). The results are presented in Chart 18. They were also asked if they had ever been discriminated against during their work or studies at EPFL (including an exchange, internship or student social activities). The results for this question are presented in Chart 19.

The results indicate that inappropriate or derogatory comments have been experienced by quite a sizable proportion of the EPFL community (28.9%, ±1.8%). For women, the percentage rises to 43.7% (±3.1%) and for those who indicate a sexual orientation other than heterosexual or homosexual it stands at 40.8% (±5.6%). Across different occupational and student groups at EPFL the proportions are generally stable, with the exception of doctoral assistants (37.4%, ±5.1%) and administrative and technical staff (31.2%, ±4.3%), who are more likely than other groups to report having been on the receiving end of inappropriate or derogatory comments.

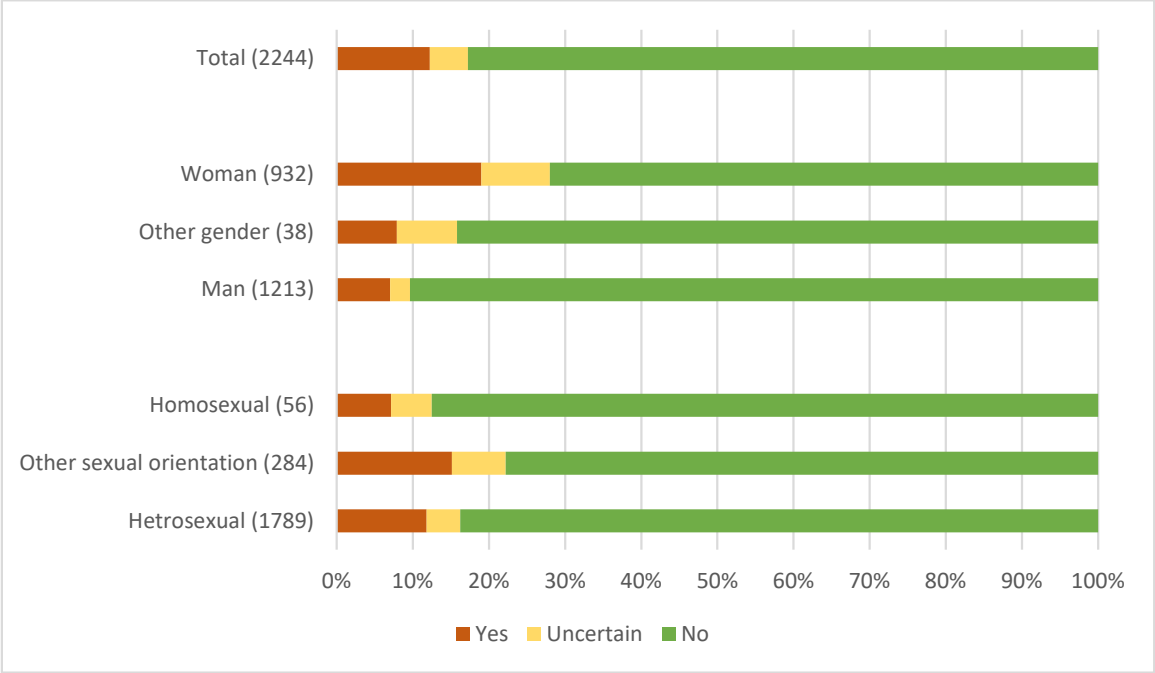
The survey also asked if respondents had been the victim or target of discrimination during their work or studies (Chart 19). This proportion is lower than the proportion who have experienced inappropriate or derogatory comments, but remains nonetheless notable at 12.3% (±1.4%). Again, this rises to 19.2% (±2.5%) for women, and to 15.1% (±4.2%) for those who indicate a sexual orientation other than heterosexual or homosexual. Once more, doctoral assistants are the occupational group who are most likely to report having been discriminated against (16.8%, ±4.1%).

Chart 18: Responses to the question “Have you ever been on the receiving end of one or more inappropriate or derogatory comments during your work or studies at EPFL (including an exchange, internship or student social activities)?”



Note: Chi-square test for independence between experiencing inappropriate or derogatory comments and gender is significant (Chi-square=234.74; df=4; p<0.001). Similarly the association between sexual orientation and experiencing inappropriate comments is statistically significant (Chi-square=27.83; df=4; p<0.001).

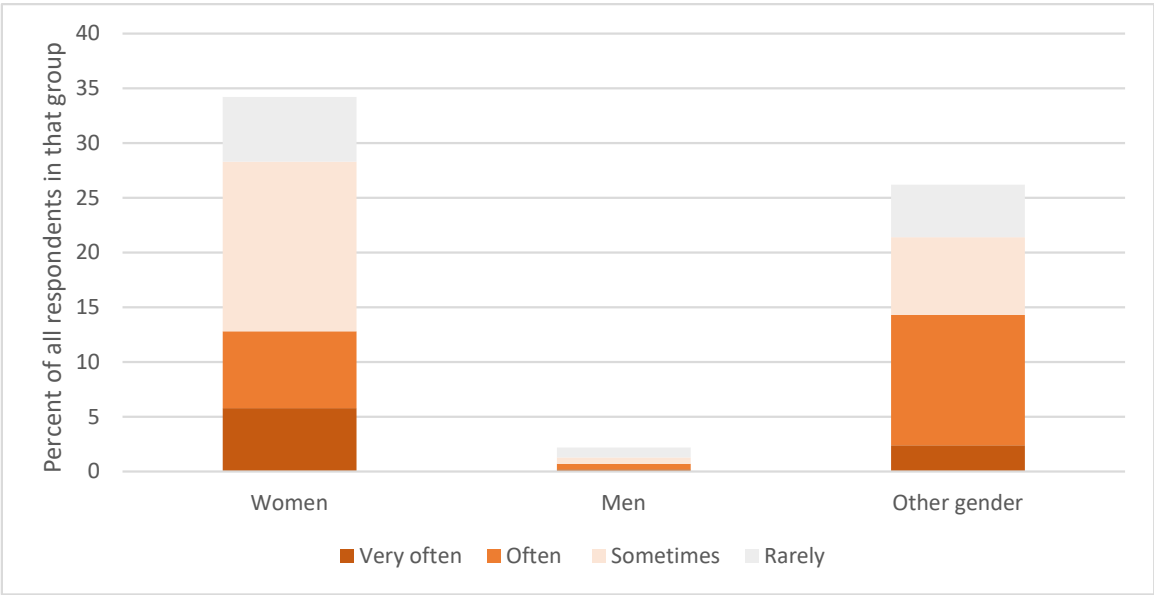
Chart 19: Responses to the question “Have you ever been discriminated against during your work or studies at EPFL (including an exchange, internship or student social activities)?”



Note: Chi-square test for independence between experiencing inappropriate or derogatory comments and gender is significant (Chi-square=114.55; df=4; p<0.001).

Respondents were asked how often they had been on the receiving end of derogatory or inappropriate comments on the basis of a range of reasons. These included their sex, their gender identity, their gender expression, their romantic or sexual orientation, their socioeconomic status, their level of education, their ethnic origin, their disability, their status as a migrant, their political beliefs, their religious beliefs, being pregnant or breastfeeding, their age, their way of speaking (accent), or their appearance. The most commonly cited basis for derogatory remarks among respondents is their sex (for other categories of derogatory remarks the numbers identifying them are small and so it is not meaningful to analyse them in depth). In total 13.4% ($\pm 1.3\%$) of respondents indicate that they are subject to inappropriate remarks based on their sex ‘very often’, ‘often’, or ‘sometimes’. As perhaps might be expected, derogatory remarks on the basis of sex are less common among men and more common among women and those with another gender (see chart 20). Of the women who responded to the survey, 28.3% ($\pm 2.7\%$) have ‘very often’, ‘often’ or ‘sometimes’ been targeted with such comments. For women students who responded to the survey, this rises to 36.0% ($\pm 4.4\%$), as compared to 1.3% of men student respondents who have experienced derogatory or inappropriate comments based on their sex ‘sometimes’, ‘often’ or ‘very often’.

Chart 20: How often people have been on the receiving end of one or more inappropriate or derogatory comments during your work or studies at EPFL related to their sex, broken down by gender of respondent.



Participants were also asked who made these comments and how often were they made by a member of a range of different groups. The results are presented in Charts 21 and 21b. EPFL students and academic staff are again the most frequently cited sources of such derogatory comments, but again, the few respondents indicate that this happens ‘very often’ or ‘often’.

Chart 21: Responses to the question “Who made these [inappropriate or derogatory] comments?”

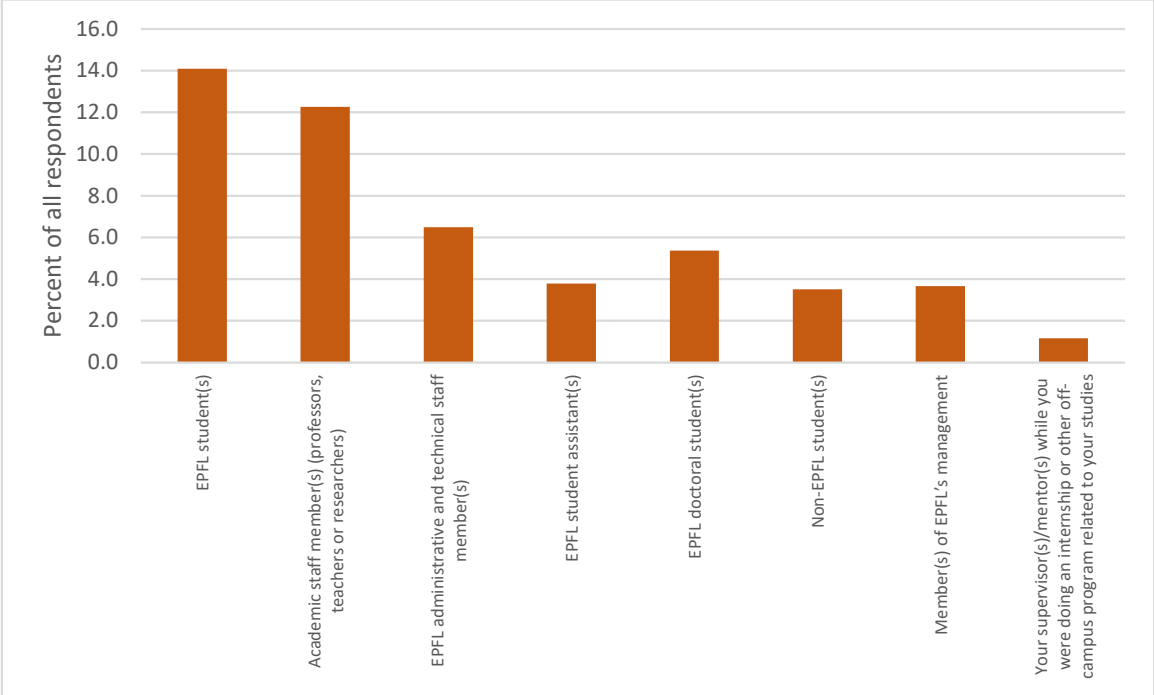
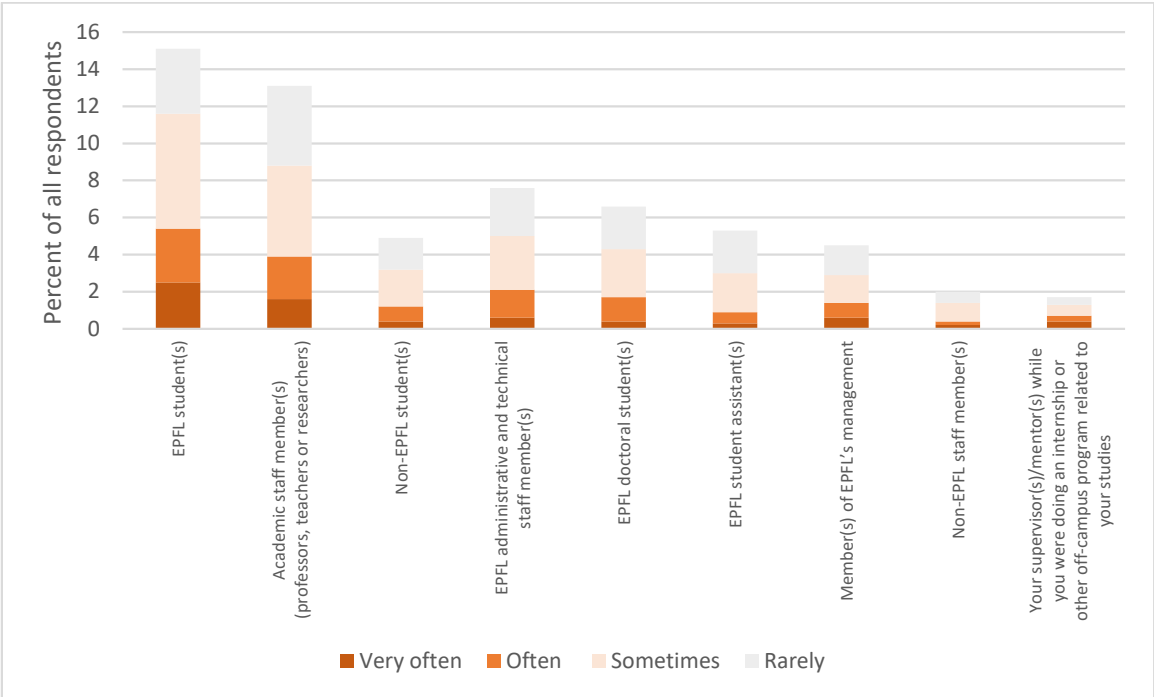


Chart 21b: Responses to the question “How often were these [inappropriate or derogatory] comments made by a member of the following groups?”



Participants were asked where such derogatory comments took place. Responses are in Chart 22. The most common responses are in an EPFL classroom, office or conference room. For students who signalled being a target of inappropriate remarks, 79.4% of these remarks took place in a classroom and only 12.6% took place in an EPFL office or conference room. For other members of the community the position is more or less reversed: between 60% and 70% identified that they were target of such comments in an office or conference room, while a much smaller percentage (from

5.9% for administrative and technical staff to 26.2% for doctoral assistants) identified that they were targeted in a classroom.

Chart 22: Responses to the question “Where were these [inappropriate or derogatory] comments made?”

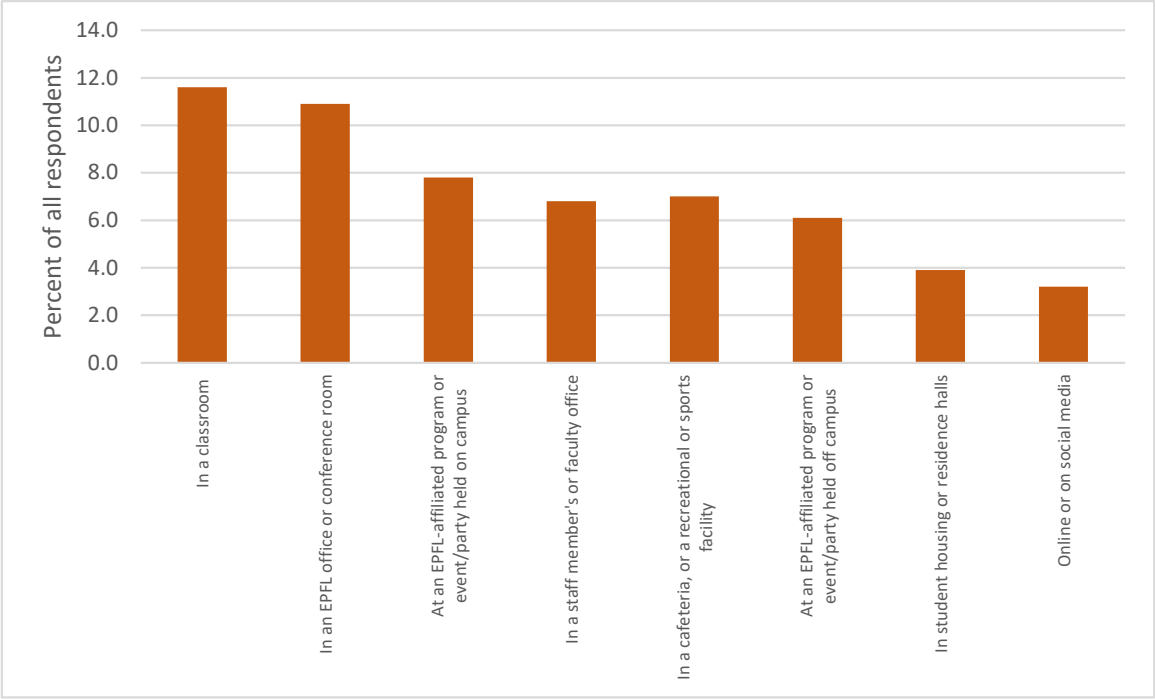
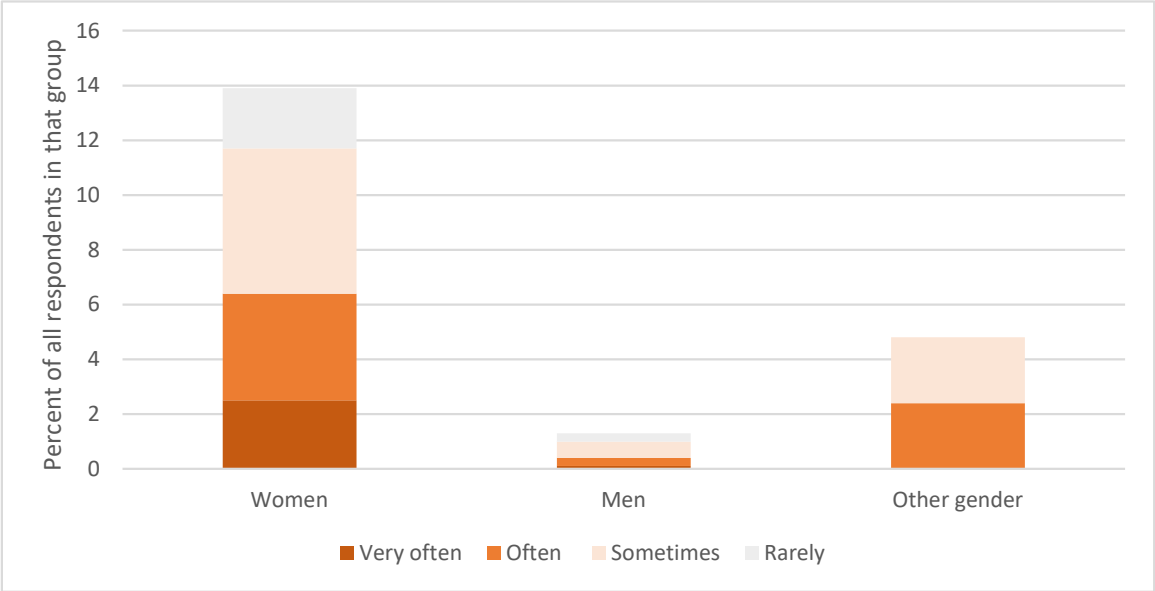


Chart 23: Responses to the question “How often have you been on the receiving end of discrimination during your work or studies at EPFL ...[for reasons of your sex]?”, broken down by gender of respondent.



As with derogatory remarks, the most commonly cited basis for discrimination is a person’s sex. As chart 23 shows, less than 1% of men respondents and 11.6% (±1.9%) of women respondents report having been subject to discrimination based on their sex ‘very often’, ‘often’, or ‘sometimes’ during

their work or studies. For other genders the comparable figure is 4.8%¹⁸. This percentage is quite similar for different types of member of the community. For example, the percentage of women student respondents, who report having been subject to discrimination based on sex 'very often', 'often', or 'sometimes' is 12.9%, and for female teachers it is 14.7%¹⁹. For men students the comparable figure is 1% while for male teachers there are none who report being discriminated against on the basis of their sex. Relatively few respondents (2.5%, $\pm 0.6\%$) reported having been targeted with discrimination on the basis of their ethnicity. The percentage does however appear higher (6.3%, $\pm 2.5\%$) for doctoral assistants than for other groups within the community. For other categories of discrimination²⁰ the numbers identifying having experienced them are small that it is not meaningful to analyse them in depth.

When respondents are asked how frequently different members of the EPFL community are responsible for this discrimination, the responses are broadly similar in rank order to those presented in Chart 21 for derogatory comments: 3.9% ($\pm 0.7\%$) of total respondents report that EPFL students are responsible 'very often', 'often' or 'sometimes', while 4.2% ($\pm 0.8\%$) report that members of academic staff are 'very often', 'often' or 'sometimes' responsible. Other groups feature less prominently in the data.

Discrimination was most likely to have been reported as taking place in an EPFL office or conference room (4.5% of all responses, 42.1% of those who reported a location in which discrimination had taken place), in a staff or faculty office (3.5% of total responses or 32.7% of reports), or in an on-campus event or party (2.8% of total responses or 26.7% of reports).

The 275 respondents who responded that they have experienced discrimination were asked if they had reported the discrimination. Of the 234 who answered the question, only 50 (21.4%) had reported it. Of these, the majority of those who had reported it (66.0%) were either 'very dissatisfied' or 'dissatisfied' with the way their report(s) were dealt with. The most common reasons for dissatisfaction were that the perpetrator was not sanctioned (20 responses), that no action was taken (15 responses) or that inadequate actions were taken (14 responses).

¹⁸ But the total number of responses here is very small so this should be interpreted with caution.

¹⁹ The overall numbers here are small so no confidence intervals are reported – the data is provided simply to demonstrate that sexual discrimination is not clustered in one occupational group in the community.

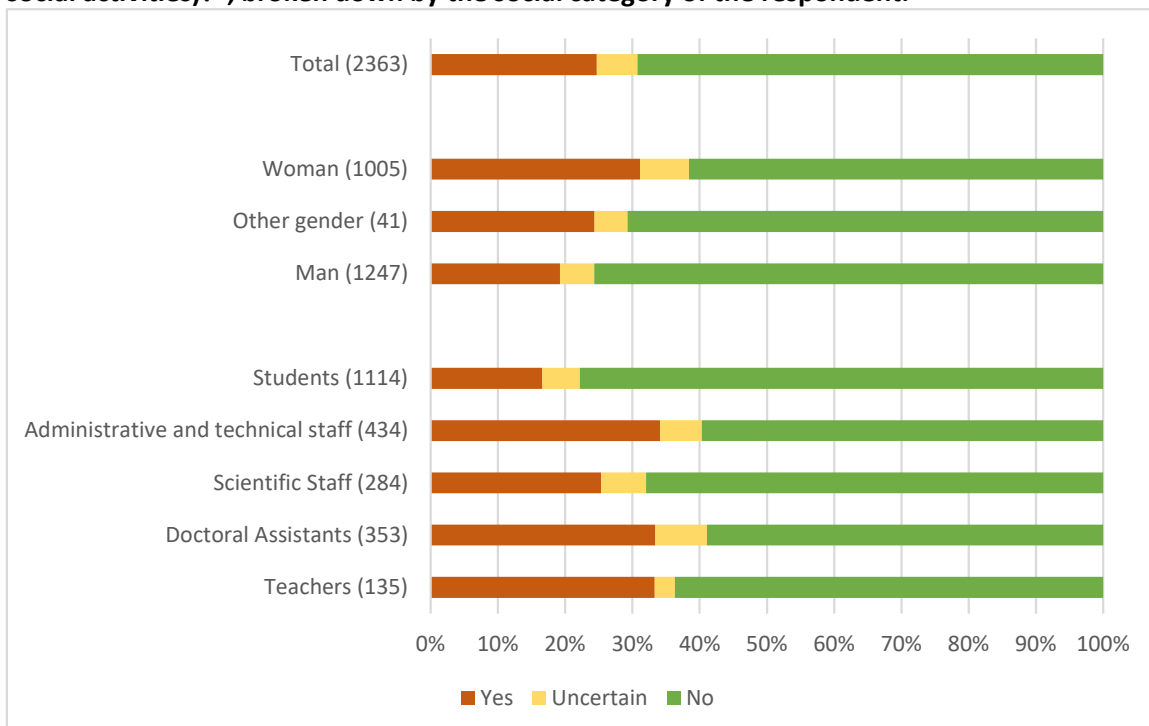
²⁰ Options included sex, gender identity, gender expression, romantic or sexual orientation, socioeconomic status, level of education, ethnic origin, disability, migrant status, political beliefs, religious beliefs or atheism, being pregnant or breastfeeding, age, how they speak (accent, phrasing), appearance, or another personal trait.

Violence and Psychological Harassment

Witnessing Violence and Psychological Harassment

Participants were asked if they had ever witnessed violence and/or psychological harassment during their work or studies at EPFL (including an exchange, internship or student social activities). The results are presented below in Chart 24. Overall 24.7% ($\pm 1.7\%$) of respondents report being witness to violence or psychological harassment during their work or studies in EPFL. The percentage answering ‘yes’ to this question is higher among women (31.1%, $\pm 2.9\%$) than among men and other genders, and higher among all categories of staff than it is among students (16.6%, $\pm 2.2\%$ among students). There are also some differences between students based on their faculty. There are no notable differences between respondents based on other demographic variables (sexual orientation, geographic location etc.).

Chart 24: Responses to the question “Have you ever witnessed violence and/or psychological harassment during your work or studies at EPFL (including an exchange, internship or student social activities)?”, broken down by the social category of the respondent.



Note: Chi-square test for independence between witnessing psychological harassment or violence and gender is significant (Chi-square=52.67; df=4; $p < 0.001$), as is the test of independence between witnessing psychological harassment or violence and occupational status (Chi-square=88.42; df=8; $p < 0.001$).

Participants were asked what kinds of violence or psychological harassment they had witnessed. These ranged from rudeness and a lack of respect (19.2%, $\pm 1.5\%$ of respondents indicated that they witnessed this ‘very often’, ‘often’ or ‘sometimes’) through attacks on someone’s reputation and quality of life (12.6%, $\pm 1.3\%$ of respondents) to physical violence (which was witnessed ‘very often’, ‘often’ or ‘sometimes’ by fewer than 1% of respondents). The results of this question are in Chart 25 (below).

Participants were also asked who was responsible for the violence or psychological harassment which they witnessed. The results are in Chart 26. As with other types of anti-social behaviour covered in this study, the perpetrators cited most frequently are academic staff (12.5%, $\pm 1.3\%$ of

respondents see them as responsible 'very often', 'often' or 'sometimes' for this kind of behaviour) and students (where the comparable figure is 8.1%, ±1.1%).

Chart 25: Types of violence and /or psychological harassment witnessed

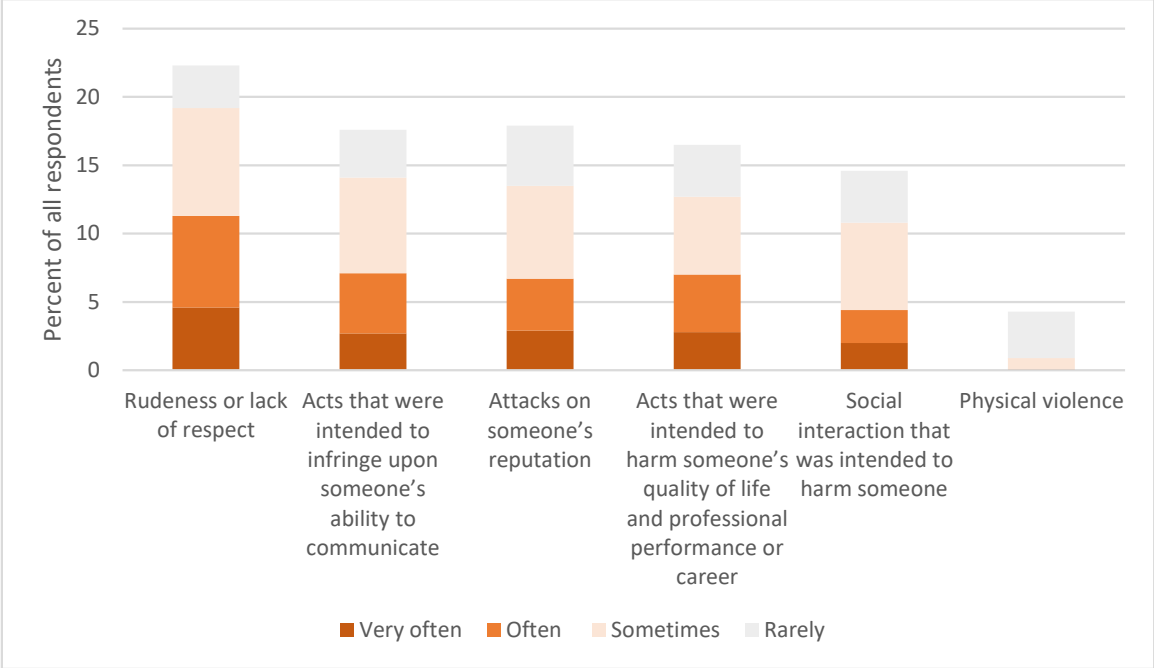
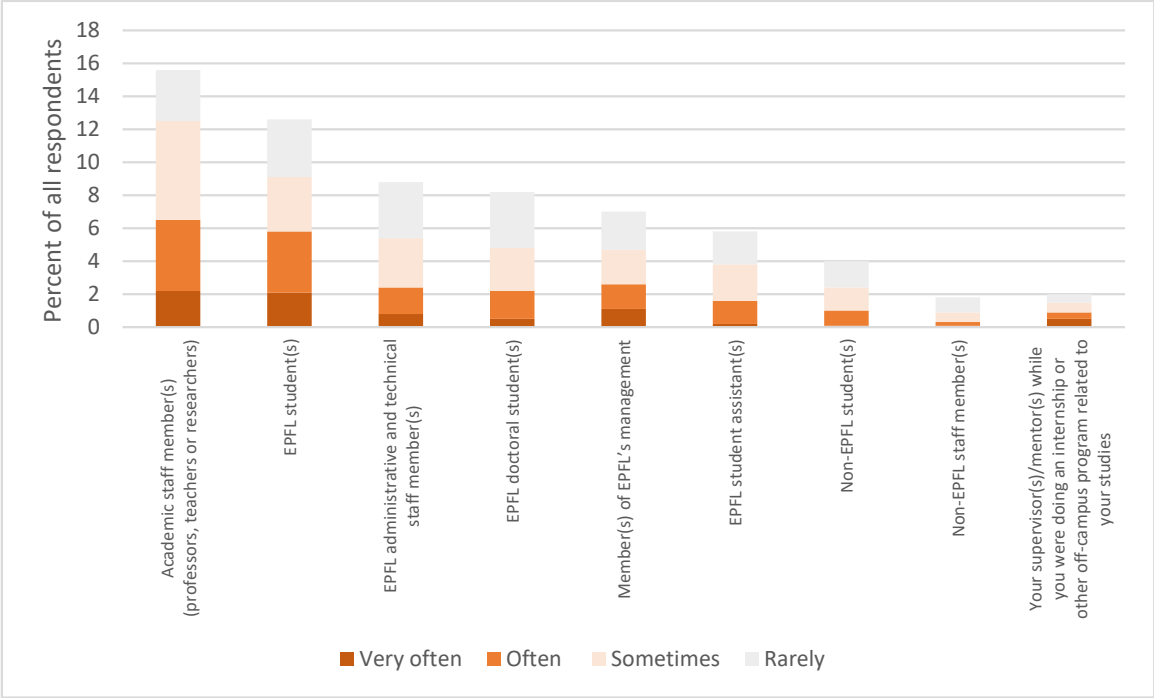


Chart 26: Responses to the question "Who was responsible for this [violence and /or psychological harassment] behaviour witnessed?"

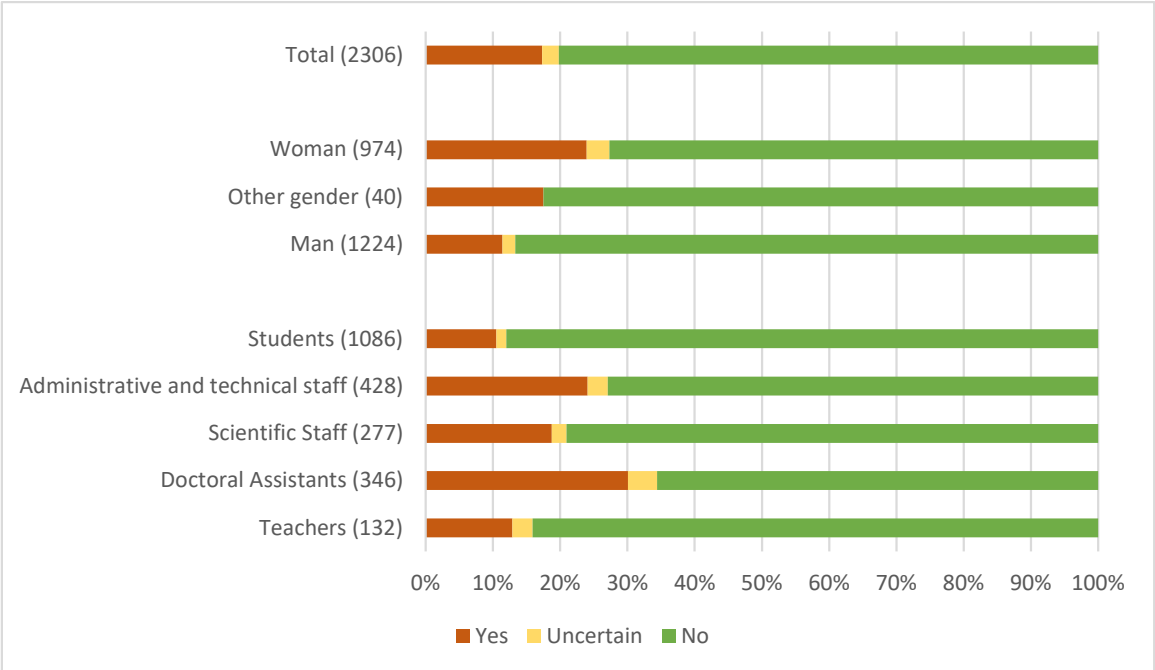


Experiencing Violence and Psychological Harassment

Participants were asked if, in the last five years, they had ever been on the receiving end of violence and/or psychological harassment during their work or studies at EPFL (including an exchange, internship or student social activities). In total 17.3% (±1.4%) of respondents indicate that they have

been the target or victim of such violence or psychological harassment. The rates are higher for women (23.9%, ±2.7%), for doctoral assistants (30.1%, ±4.8%) and for administrative and technical staff (24.1%, ±4.1%). Rates are lowest for students (10.5%, ±1.8%) and for teachers (12.9%, ±5.7%). The patterns were more or less similar across a range of other demographic factors (e.g. faculty, sexual orientation, location etc.) studied.

Chart 27: Responses to the question “In the last five years, have you ever been on the receiving end of violence and/or psychological harassment during your work or studies at EPFL (including an exchange, internship or student social activities)?”



Note: Chi-square test for independence between being a target of psychological harassment or violence and gender is significant (Chi-square=68.96; df=4; p<0.001), as is the test of independence between being a target of psychological harassment or violence and occupational status (Chi-square=106.16; df=8; p<0.001).

Respondents were asked the nature and frequency of the violence or psychological harassment they had suffered (chart 28). There were very few reports of physical violence. However other forms of psychological harassment were reported by as being experienced ‘very often’, ‘often’ or ‘sometimes’ by between 6% and 12% of total respondents. For example, 9.0% (±1.2%) report being ‘very often’, ‘often’, or ‘sometimes’ targeted with acts intended to harm the quality of life and professional performance or career.

Respondents were also asked how often various groups had perpetrated violence or psychological harassment on them. The most frequently cited group were academic staff (6.8%, ±1.0% of respondents identified that they had ‘very often’, ‘often’ or ‘sometimes’ been targeted for harassment by academic staff). All other groups were cited as having done so ‘very often’, ‘often’ or ‘sometimes’ by fewer than 4% of respondents. The comparative prominence of academic staff here is perhaps explained by the fact that staff – including doctoral assistants – are more likely to report having been the target of psychological harassment than are students (see chart 27 above). For students, 7.8% (±1.5%) report psychological harassment or violence by another student as compared to only 2.7% (±0.9%) who report violence or harassment by a member of academic staff. By contrast, few of the reports by academic staff and doctoral assistants of psychological harassment identify

students as perpetrators: academic staff were identified as perpetrators of psychological harassment or violence by 20.7% ($\pm 4.2\%$) of all doctoral assistants.

Chart 28: Responses to the question “In the last five years, how often have you been on the receiving end of the following forms of violence and/or psychological harassment during your work or studies at EPFL (including an exchange, internship or student social activities)?”

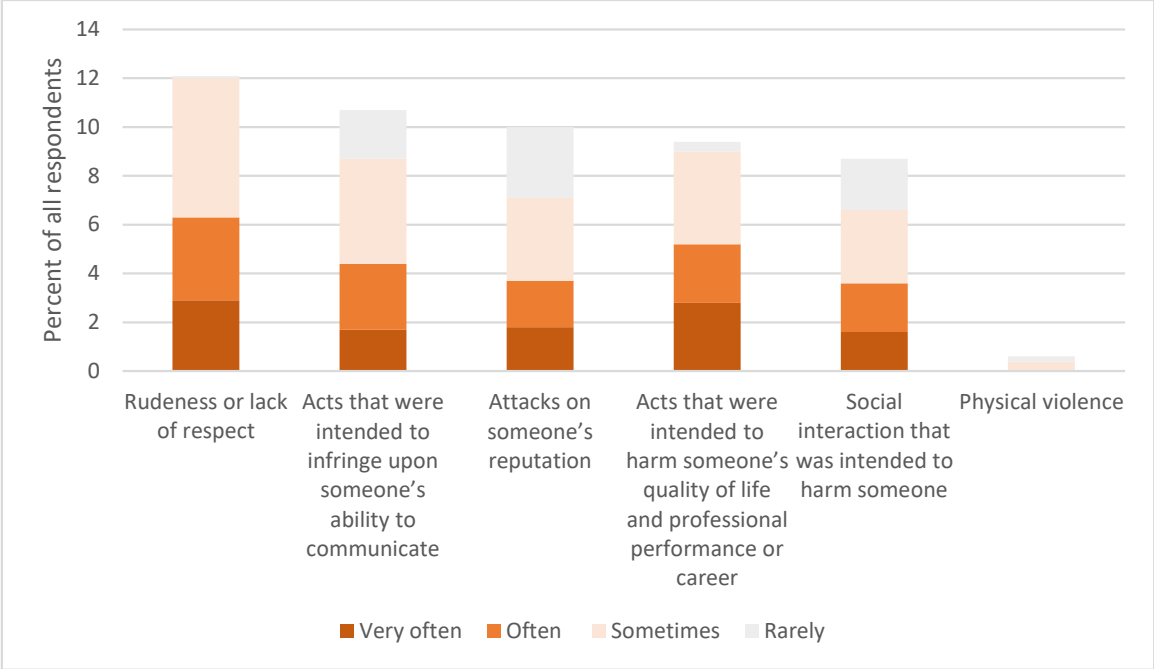
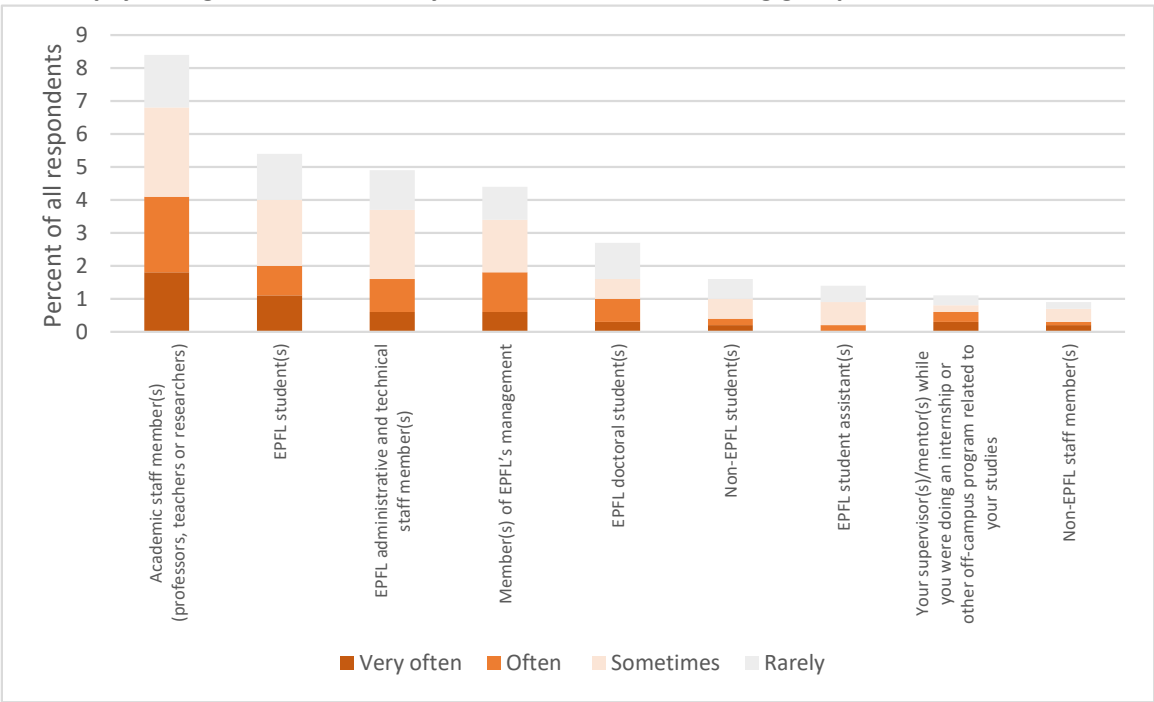


Chart 29: Responses to the question “How often have you been on the receiving end of violence and/or psychological harassment by a member of the following groups?”



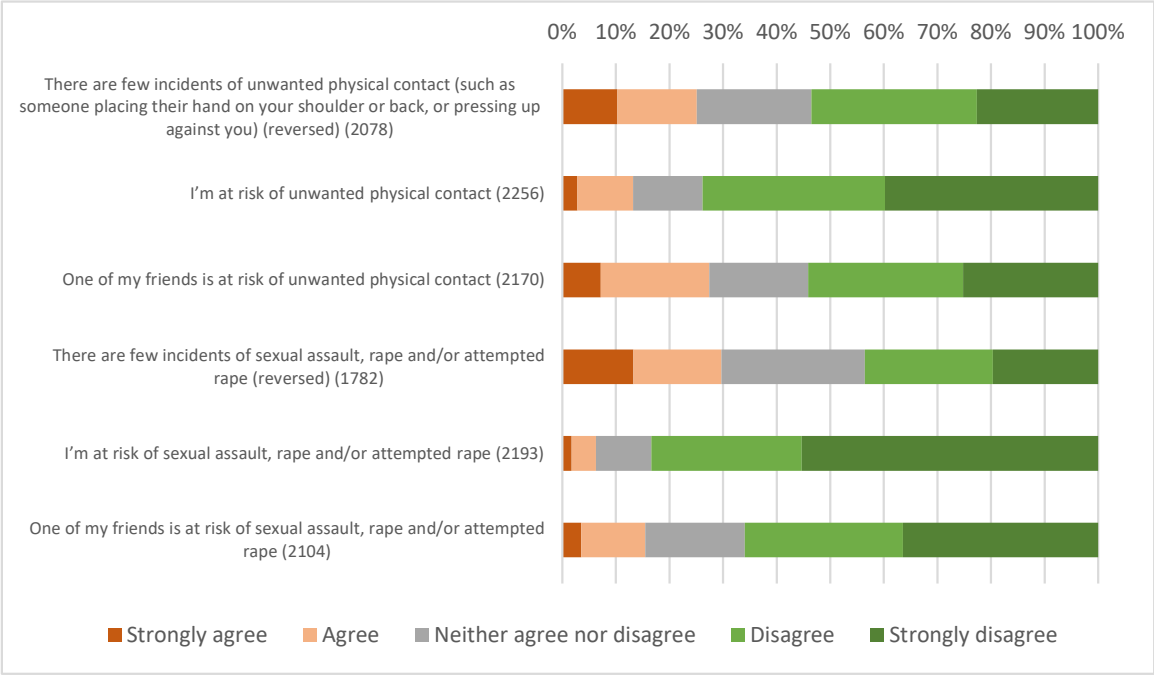
Respondents were asked where such violence or psychological harassment took place. The most commonly cited location was an EPFL office or conference room (8.3%, $\pm 1.1\%$ of responses) or an EPFL staff or faculty office (6.8%, $\pm 1.0\%$ of responses).

Sexual Violence and Sexual Harassment

The Sexual Violence Risk Climate at EPFL

A series of questions asked respondents about the risk of sexual violence in the culture at EPFL. The results are presented in Chart 30. Two of the questions in this set had a different directionality to the others and so the ordering of responses for these questions has been reversed in Chart 30 in order to present those question on the same chart and with the same colour scheme. As Chart 30 shows, 25.1% ($\pm 1.9\%$) of respondents ‘disagree’ or ‘strongly disagree’ that there are few incidents of unwanted physical contact, a similar percentage (27.4% $\pm 1.9\%$) ‘agree’ or ‘strongly agree’ that one of their friends is at risk of unwanted physical contact, and 15.5% ($\pm 1.6\%$) ‘agree’ or ‘strongly agree’ that one of their friends is at risk of sexual assault, rape or attempted rape.

Chart 30: Climate of Risk of Sexual Violence on Campus

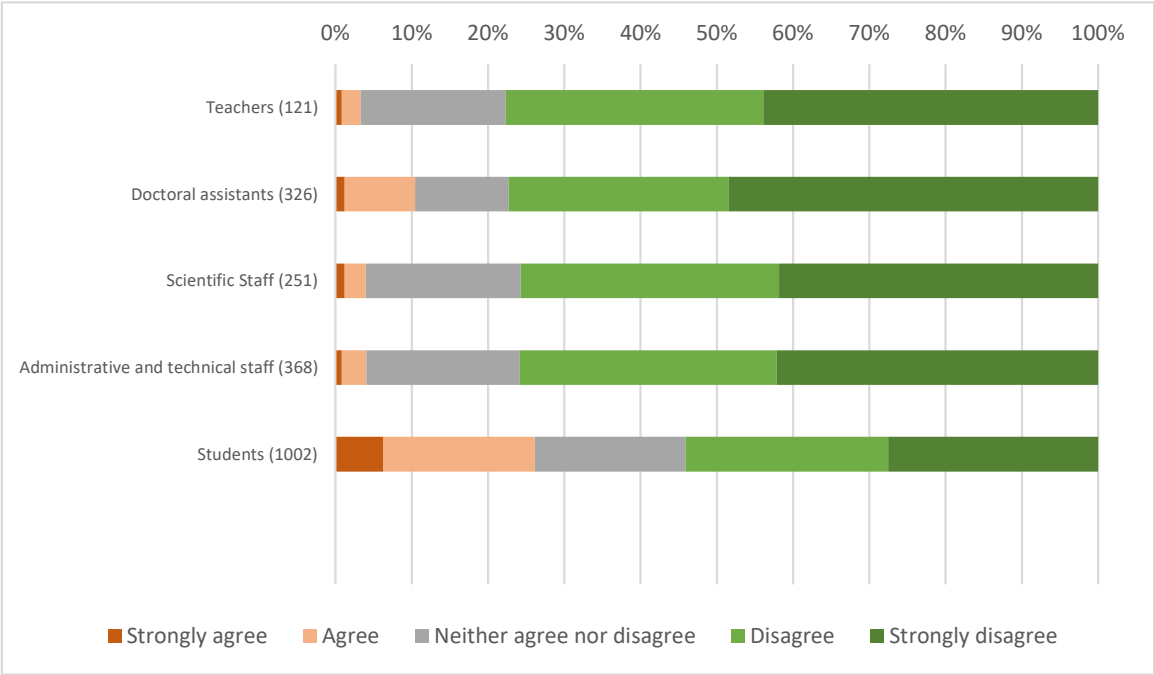


Note: The overall section was headed “To what extent do you agree with the following statements about life on campus, at EPFL-affiliated programs and events held off campus, and at social activities and parties near campus?”

There are evident differences in how different members of the EPFL community experience this culture. For example, Chart 31 shows how different groups within the EPFL community perceive the risk that one of their friends is at risk of sexual assault, rape and/or attempted rape. In total 26.1% ($\pm 2.7\%$) of students ‘strongly agree’ or ‘agree’ that one of their friends is at risk of such an assault. For female students answering the question the rate is even higher; 33.1% ($\pm 4.7\%$) ‘strongly agree’ or ‘agree’ that one of their friends is at risk of sexual assault, rape and/or attempted rape.

One-quarter (25.8% $\pm 4.3\%$) of female student respondents ‘strongly agree’ or ‘agree’ that they are personally at risk of sexual assault, rape and/or attempted rape.

Chart 31: Responses of different groups to the question “One of my friends is at risk of sexual assault, rape and/or attempted rape”



Participants were also asked if an unwanted physical contact rape sexual assault or rape was reported, would campus management take the report seriously. Two-thirds (66.7%, ±2.0%) of respondents ‘agreed’ or ‘strongly agreed’ that it would be taken seriously by campus management while 14.2% (±1.5%) ‘disagreed’ or ‘strongly disagreed’. There were some notable gender differences in response to this question: women were more likely to ‘disagree’ or ‘strongly disagree’ that a report would be taken seriously by campus management (19.3%, ±2.6%).

Respondents were also asked if students would be supportive of the person reporting the incident. In this case 58.6% (±2.1%) of respondents ‘strongly agreed’ or ‘agreed’ that students would be supportive, while 11.5% (±1.4%) ‘strongly disagreed’ or ‘disagreed’ with this statement. Again, there were gender differences here, with 16.3% (±2.6%) of women respondents strongly disagreeing or disagreeing that students would be supportive, as compared to 8.3% (±1.6%) of male respondents. There were minimal differences in how students answered this question as compared to other occupational groups.

Participants were asked if heterosexuality is more visible, more widely accepted and more valued at EPFL than other forms of sexuality. There was a great diversity in responses: while 29.6% (±1.9%) of respondents ‘strongly disagreed’ or ‘disagreed’, 42.8% (±2.1%) ‘agreed’ or ‘strongly agreed’. There are notable differences in how different people responded to this question. Men (36.5%, ±2.8%) were less likely to ‘agree’ or ‘strongly agree’ than women (50.5%, ±3.2%) or those with another gender (70%)²¹. Heterosexuals (39.2%, ±2.3%) were less likely to ‘strongly agree’ or ‘agree’ than either homosexuals (78.3%)¹⁵ or those with another romantic or sexual orientation (62.2%, ±5.6%).

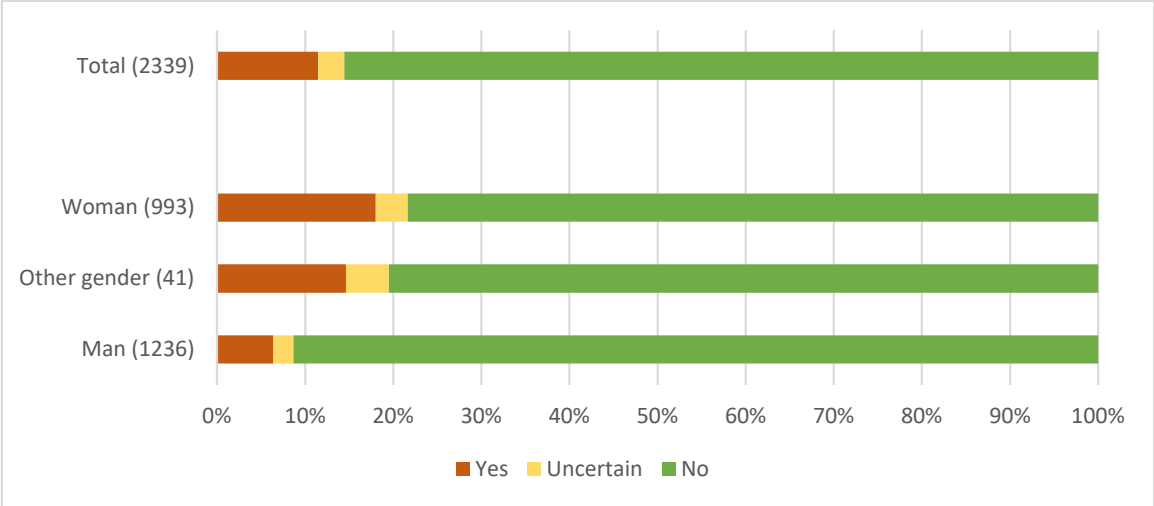
Witnessing Sexual Violence and Sexual Harassment

Respondents were asked if they had ever witnessed sexual violence and/or sexual harassment during their work or studies at EPFL (including an exchange, internship or student social activities). The

²¹ With caution for this figure since the numbers are small and confidence interval is very wide.

results are in Chart 32. For all participants in the survey the percentage who have witnessed sexual violence or harassment is 11.4% ($\pm 1.3\%$). As with other indicators, women (18.0%, $\pm 2.4\%$) are more likely to identify that they are witnessed such behaviour than are men (6.4%, $\pm 1.4\%$). There were relatively small differences based on occupational category, location, and sexual identity.

Chart 32: Responses to the question “Have you ever witnessed sexual violence and/or sexual harassment during your work or studies at EPFL (including an exchange, internship or student social activities)?”



Note: Chi-square test for independence between witnessing sexual violence/harassment and gender is significant (Chi-square=79.47; df=4; $p < 0.001$).

Participants were also asked how often they had witnessed different types of sexual harassment or sexual violence. The most commonly witnessed forms of sexual harassment or sexual violence is verbal harassment or violence (Chart 33), which has been witnessed ‘very often’, ‘often’ or ‘sometimes’ by 8.1% ($\pm 1.1\%$) of respondents. There are some differences across sexes in how often verbal harassment or violence has been witnessed ‘very often’, ‘often’ or ‘sometimes’ (13.8%, $\pm 2.1\%$ of women and 3.6% $\pm 1.0\%$ of men). There are also some differences between different occupational groups within EPFL; students are more likely to report seeing this behaviour ‘very often’, ‘often’ or ‘sometimes’ (10.4% $\pm 1.7\%$) than are other members of the community (6.0% $\pm 1.3\%$).

Participants were also asked how often they had seen members of different occupational groups in EPFL engage in sexual harassment or sexual violence. The results are presented in Chart 34 below. The group most commonly cited as the perpetrators of such behaviour is students, with 6.2% ($\pm 0.9\%$) of respondents indicating that they had seen such behaviour ‘very often’, ‘often’ or ‘sometimes’ from students. Of the students who reported witnessing sexual violence, 92.5% reported that they had witnessed it being perpetrated by another EPFL student and 28% reported that they had witnessed it being perpetrated by a student of another institution.

The most commonly cited location for having witnessed sexual harassment or sexual violence is in an EPFL affiliated event on campus. Classrooms are the second most commonly identified site in which sexual harassment or violence has been witnessed, followed by at EPFL affiliated events off campus (see Chart 35).

Chart 33: Response to the question “How often have you witnessed the following forms of sexual violence and/or sexual harassment during your work or studies at EPFL (including an exchange, internship or student social activities)?”

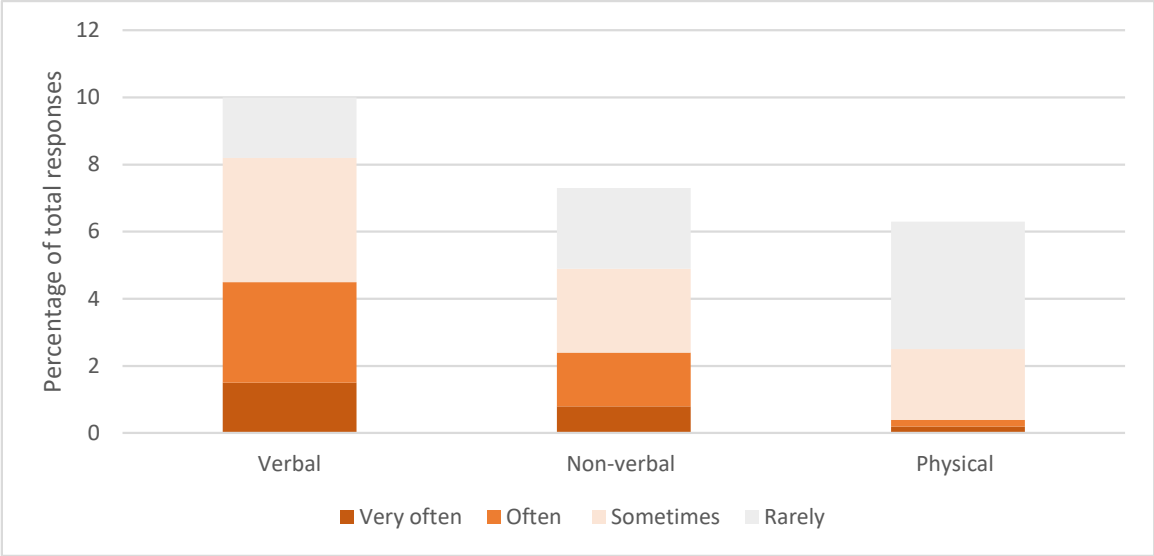
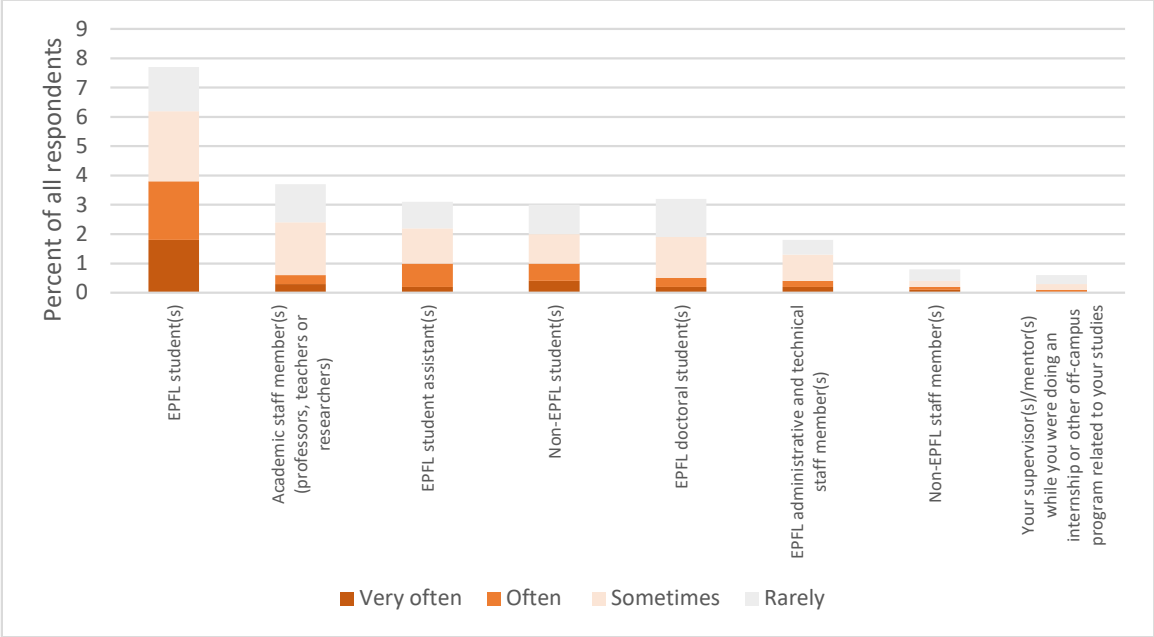


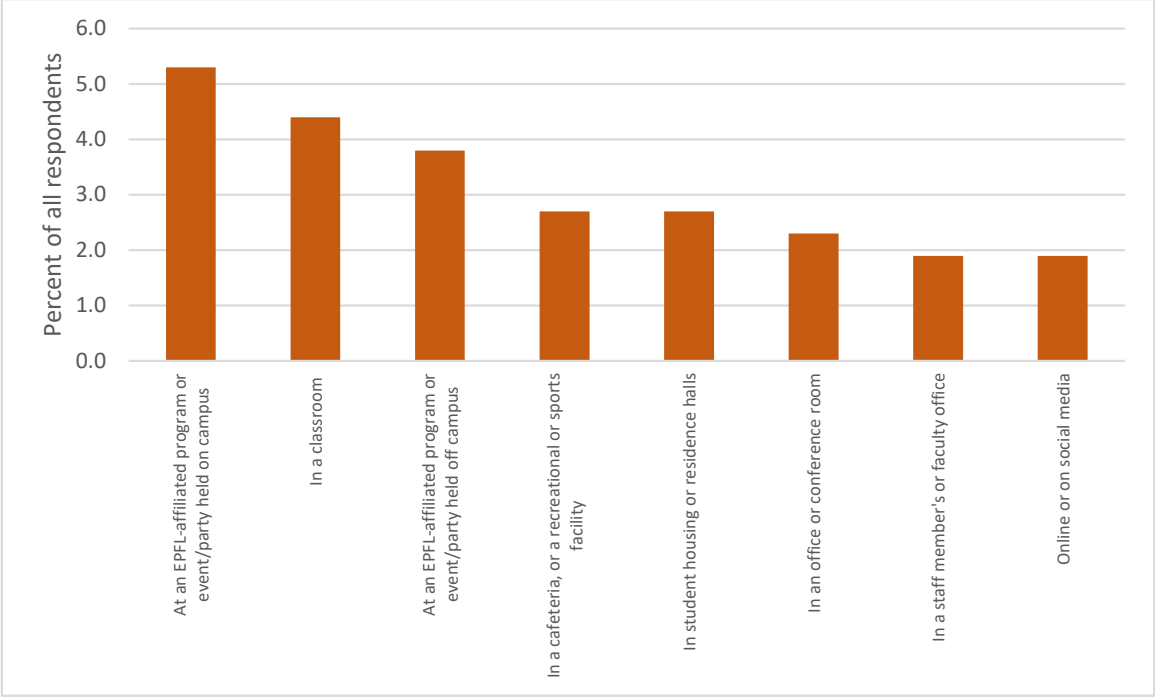
Chart 34: Response to the question “How often have you witnessed of sexual violence and/or sexual harassment by member of the following groups”



This section in the questionnaire asked respondents who had witnessed discrimination, violence, psychological harassment, sexual violence and/or sexual harassment if they had used the EPFL procedures to report what they had witnessed. Of the 844 who had witnessed one of these behaviours, 77 (9.1%, ±1.9%) responded that they had reported it. The most common reasons cited for not reporting it were ‘I was unaware of the EPFL reporting procedure’ (44.5% of those who witnessed sexual harassment or violence), ‘I didn’t think EPFL would do anything about it if I reported it’ (42.3% of those concerned), ‘I didn’t think it was serious enough to warrant reporting’ (40.8% of those concerned), and ‘I didn’t realize it was something I could report’ (37.1% of those concerned).

Of those who did report it, 64.4% indicated that they were either ‘very dissatisfied’ or ‘dissatisfied’ with EPFL’s response to their report.

Chart 35: Response to the question “Where did you witness the act(s) of sexual violence and/or sexual harassment in question?”



Experiencing Sexual Violence and Sexual Harassment

Participants were asked if, In the last five years, any acts of unwanted physical contact, sexual violence and/or rape ever happened to them during their work or studies at EPFL (including an exchange, internship or student social activities). For the sake of clarity, the following definitions were provided within the question:

- Unwanted physical contact (e.g., someone placing their hand on your shoulder or back, pressing up against you, or stroking or pinching you)
- Sexual assault (any unwanted physical contact on the buttocks, genitals, breasts, mouth or between the thighs)
- Rape (any unwanted sexual act involving penetration of the mouth, vagina or anus with a hand, penis or object)

The responses are in Chart 36.

Chart 36: Responses to the question “In the last five years, have any of the following acts of unwanted physical contact, sexual violence and/or rape ever happened to you during your work or studies at EPFL (including an exchange, internship or student social activities)?”

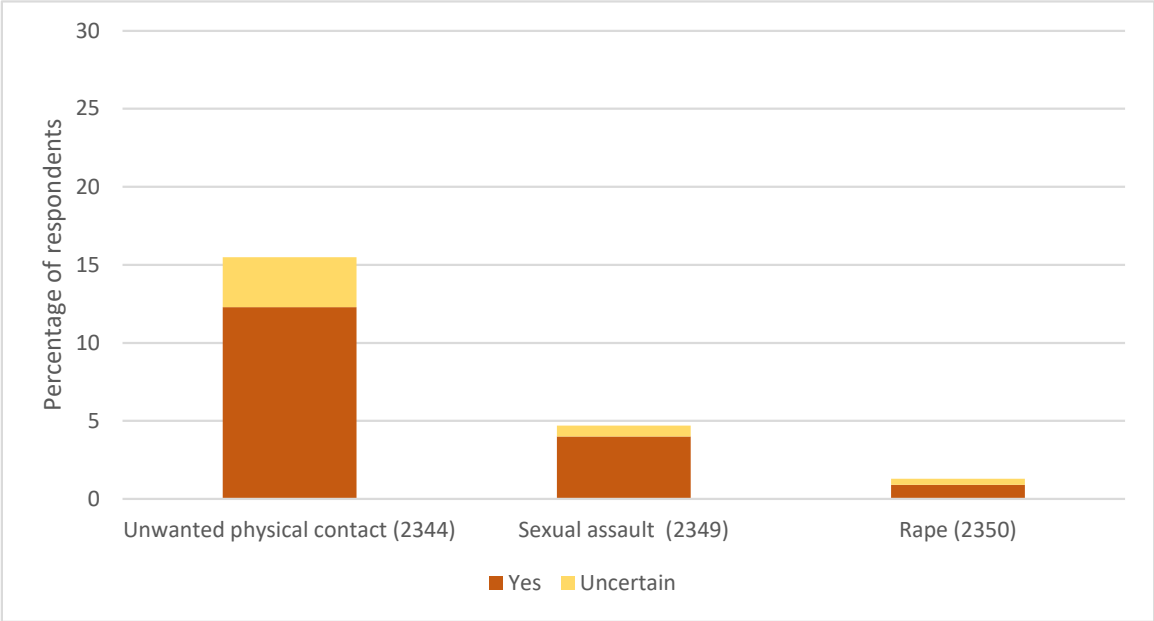
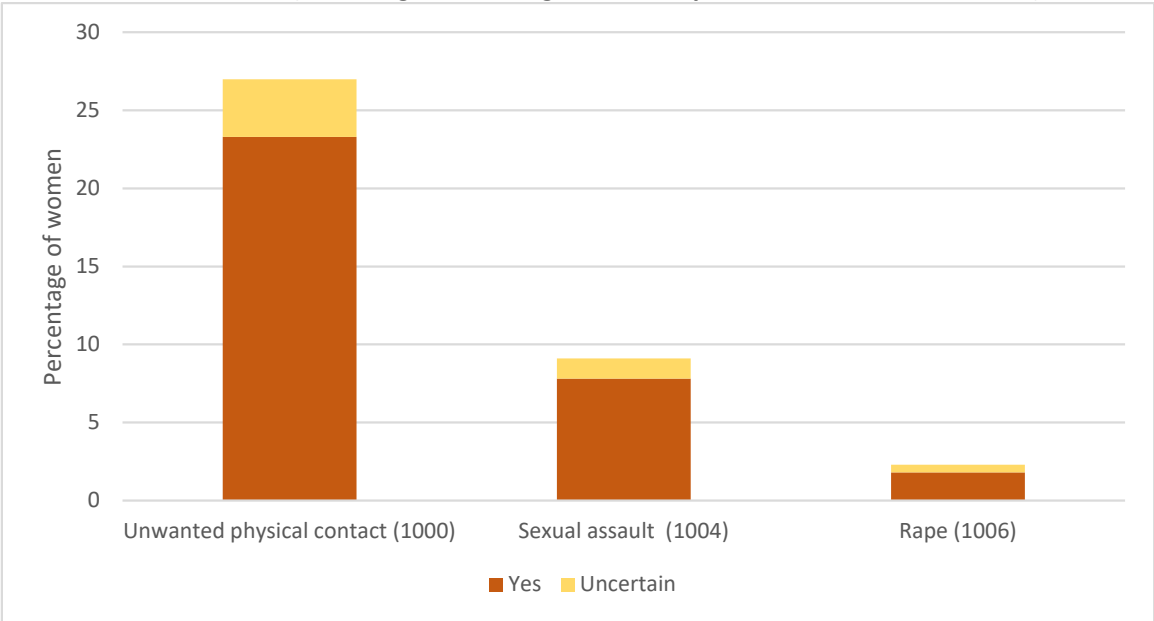


Chart 36b: Women’s responses to the question “In the last five years, have any of the following acts of unwanted physical contact, sexual violence and/or rape ever happened to you during your work or studies at EPFL (including an exchange, internship or student social activities)?”



As Chart 36 shows, 12.3% ($\pm 1.3\%$) of respondents report having experienced unwanted physical contact during the last 5 years during their work or studies at EPFL, 4.0% ($\pm 0.8\%$) report sexual assault and 1% ($\pm 0.4\%$) report having been victim of a rape.

There are differences in this experience across different members of the EPFL community. Chart 36b, retains the same axis as does Chart 30 but reports the data only for women respondents to the survey. In total 23.3% ($\pm 2.6\%$) report unwanted physical contact, 7.8% ($\pm 1.7\%$) report sexual assault

and 1.8% ($\pm 0.8\%$) report being victim of a rape. The percentages are smaller for men: 3.8% ($\pm 1.0\%$) report being the victim of unwanted physical contact, and 1% ($\pm 0.6\%$) report being the victim of sexual assault. A very small number of men also report having been victim of a rape during the last 5 years during their work or studies at EPFL.

Students are far more likely to have been the target of such behaviours than other members of the EPFL community. Of the 284 reports of unwanted physical contact reported in the survey, the target was a student in 68.7% of cases and a doctoral assistant in a further 14.8% of cases. Of the 94 sexual assaults reported in the survey, the target was a student in 80.9% of cases and was a doctoral assistant in 13.8% of cases. Of the 23 rapes reported in the survey, the target was a student or a doctoral assistant in over 90% of cases.

Thus, for female students the picture is even more extreme; 33.0% ($\pm 4.3\%$) report having been victim of unwanted physical contact, 14.0% ($\pm 3.2\%$) report being the victim of a sexual assault and 2.8% ($\pm 1.5\%$) report being victim of a rape during their work or studies at EPFL during the last five years.

Participants were asked who was responsible for this behaviour. They had the option of identifying multiple options if more than one applied. The most commonly cited perpetrators were EPFL students and students from another institution (Chart 37). Participants were also asked where the assault or unwanted touching took place (Chart 38). The most commonly cited location is events associated with the school on campus and off campus, followed by in student accommodation.

Chart 37: Participant responses to the question “Who was responsible for this [unwanted physical contact, sexual violence and/or rape]?”

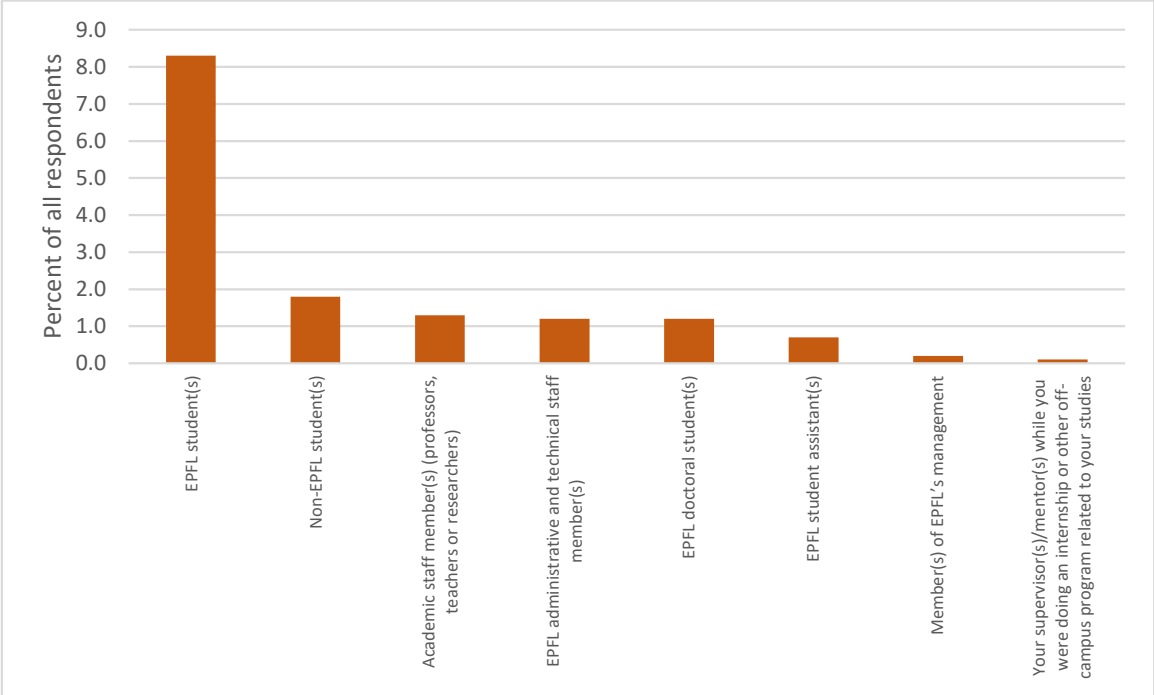
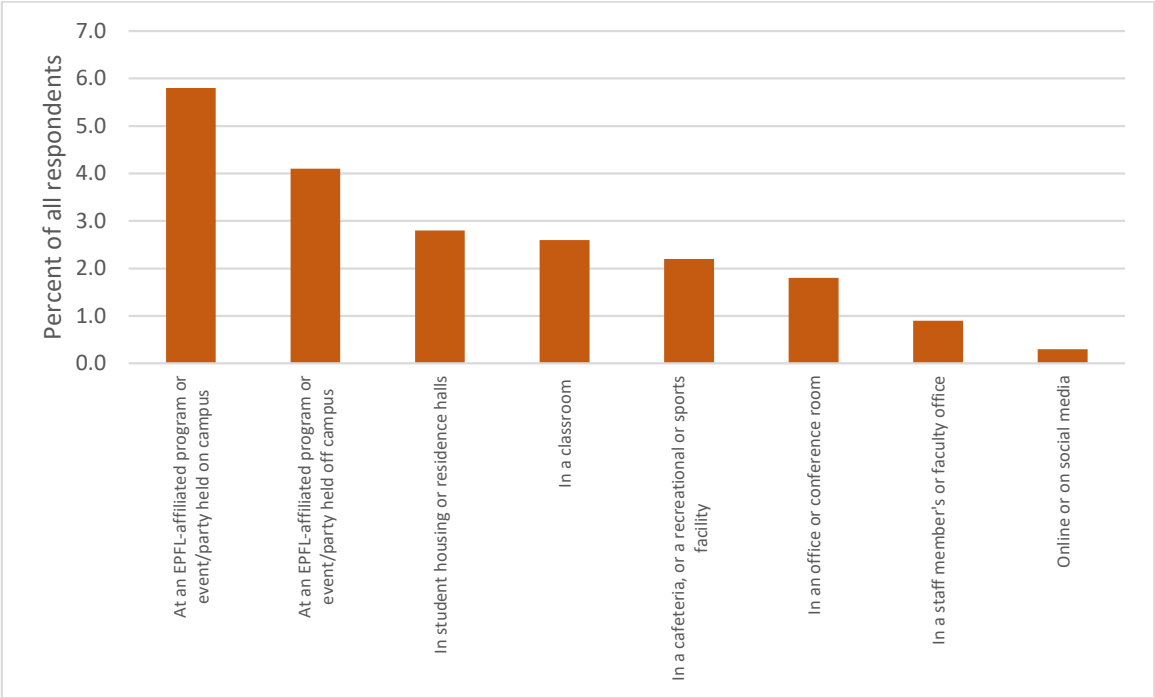


Chart 38: Participant responses to the question “Where did the act(s) in question [unwanted physical contact, sexual violence and/or rape] take place in the general context of the EPFL?”



Of the 284 reports of unwanted physical contact, sexual assault or rape, only 7 were identified by respondents as having been reported using the relevant EPFL procedure. The most commonly cited reasons for not reporting were ‘I didn’t think it was serious enough to warrant reporting’ (68.9% of the 257 people who responded to this question), ‘I didn’t realize it was something I could report’ (36.2% of those who responded), ‘I was unaware of the EPFL reporting procedure’ (30.7% of those who responded), and ‘I didn’t think EPFL would do anything about it if I reported it’ (29.6% of those who responded).