

Unisanté – Center for Primary Care and Public Health

Social Sciences Sector

Mental Health and Well-Being Survey of the EPFL community

Report

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Summary

Background & aims

In November 2022, members of the EPFL community were asked to complete a survey on mental health and well-being. This online survey, which was made available in English and French to coincide with the School's Mental Health Week, aimed to:

- build a picture of the current state of mental health and well-being at EPFL
- pinpoint the factors affecting mental health and well-being within the EPFL community
- identify the community's needs and determine what measures need to be implemented.

Questionnaire

The questionnaire was developed in conjunction with the Mental Health & Well-Being Task Force and used scales verified in the specialized literature. On average, respondents took 15 minutes to complete the survey.

- Mental health and well-being topics:

Perceived stress, bullying/mobbing, work-life/study-life balance, trust in the institution, perceived control over academic/work performance, and social support.

- Measures of mental health and well-being:

Burnout, overall mental health, satisfaction with life, eco-anxiety.

Participation rate & sample profile

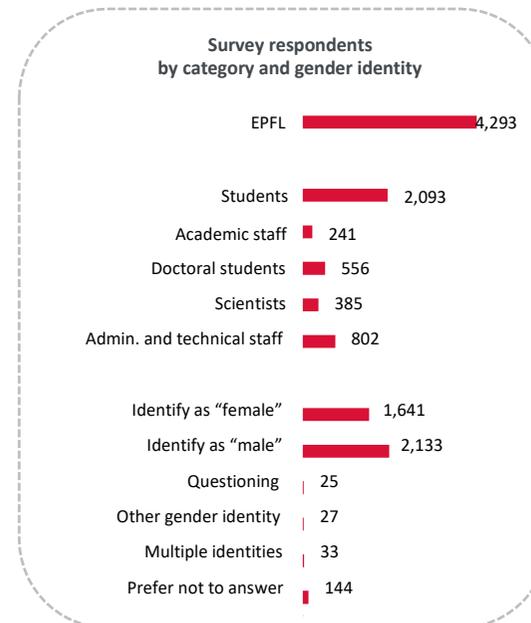
A total of 18,742 people were invited to complete the survey, and 4,293 usable responses were received.

Participation rate: 23%

- Students: 19%
- Academic staff: 25%
- Scientists and doctoral students: 23%
- Administrative and technical staff: 34%

Sample profile:

- 38% of respondents identified as “female” and 50% as “male.”
- Students were underrepresented in the sample, while administrative and technical staff were overrepresented.



Results for mental health and well-being topics

➤ Sources of negative stress:

Respondents reported performance-related stressors as more common sources of negative stress than organization-related stressors (5.4 and 3.0 out of 10, respectively). Performance-related stressors were more likely to cause negative stress among respondents identifying as “female” and among students than among people identifying as “male” and those in other categories (excluding doctoral students).

➤ Bullying/mobbing:

Some 23.5% of respondents reported having possibly or definitely experienced bullying/mobbing at EPFL. The figure among doctoral students was 31.5%, versus 20.7% in 2019.

➤ Perceived control over academic/work performance:

The share of respondents reporting that they felt moderately (versus firmly) in control of their academic/work performance was 57.9%. More respondents identifying as “male” said they felt a high degree of control than those reporting other gender identities.

➤ Trust in the institution:

The average score of 5.9 out of 10 indicates a moderate degree of trust in the institution. Trust levels were lower among academic staff than among students and doctoral students.

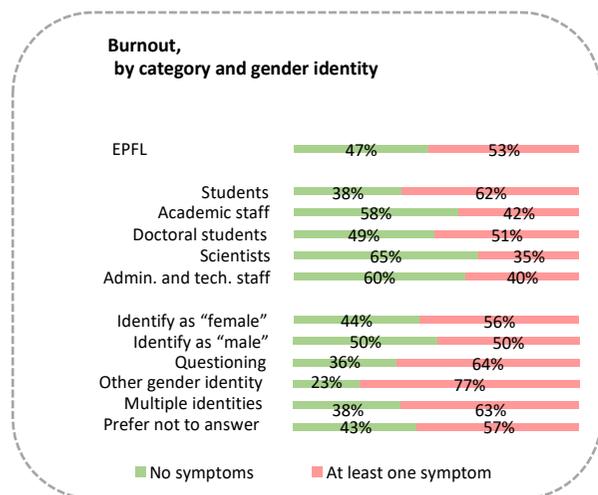
➤ Work-life/study-life balance and social support:

The average scores for these two topics were within the standard range observed in reference articles for the associated scales.

Results for measures of mental health and well-being in the EPFL community

➤ Burnout:

More than half of respondents (53%) reported at least one symptom of burnout, versus a rate of 30.3% among the working-age population of Switzerland in 2022 (Job Stress Index 2022). Rates were highest among students (62%) and doctoral students (51%), as well as among respondents identifying as “female” (56%) and, more generally, those not identifying as “male.” Respondents reporting higher levels of performance-related negative stress and a low level of perceived control over academic/work performance were more likely to feel burned out.

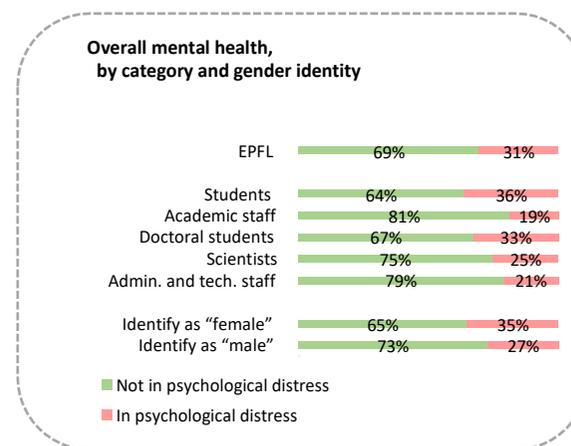


➤ Eco-anxiety:

The average scores (out of 3) for EPFL were **0.9** (unable to stop thinking about climate issues) and **1.0** (feeling anxious about personal impact on the climate). Both of these scores are higher than those in the sample studied by the authors of the scale, indicating above-average levels of eco-anxiety within the EPFL community.

➤ Overall mental health:

Some **31%** of respondents exceeded the threshold for probable psychological distress. Respondents identifying as “female” were more likely to be experiencing psychological distress (**35%**) than those identifying as “male” (**27%**). Respondents reporting higher levels of performance-related negative stress were more likely to be exhibiting signs of psychological distress. Conversely, a higher degree of satisfaction with life was correlated with lower levels of psychological distress.



➤ Satisfaction with life:

The average score for EPFL as a whole was **22.5** out of 35, indicating that community members are “slightly satisfied” with life.

Measures chosen most frequently by respondents

1. Promote work-life or study-life balance.
2. Review workload demands.
3. Expand existing support services (e.g., introduce coaching or psychological counseling services).

Open-ended comments

Topics mentioned most often (as a share of respondents):

Workload/lack of rest time	34%
Mental health issues linked to work/study at EPFL	11%
Concerns about the survey approach	10%
Mental health-adverse institutional culture	9%
Uncertainty/insecurity	9%
Lack of support from superiors	9%

General recommendations

1. Implement the measures chosen by the respondents.
2. Devise practical solutions to burnout and bullying/mobbing, with meaningful participation from those community groups most affected by these issues.
3. Develop a new motivation strategy: reduce performance-related pressure so community members can reach their full potential without this adversely affecting their health.
4. Take new steps to address bullying/mobbing, especially among doctoral students, and monitor bullying/mobbing trends over time.
5. Review practices at other institutions and consider introducing similar initiatives and practical measures at EPFL with a view to reducing burnout and bullying/mobbing.

1 Introduction

1.1 Background

In early 2022, EPFL's senior management set up the Mental Health & Well-Being Task Force for the purpose of proposing measures to improve mental health and well-being within the School's community. The creation of this new body was a response to concerns raised by EPFL associations and academic staff members, as well as to the findings of previous surveys (doctoral students in 2019 and students in 2021). The Task Force subsequently commissioned the ESOPE team, which is part of the Center for Primary Care and Public Health (Unisanté) at Lausanne University Hospital (CHUV) and possesses the necessary expertise in this field, to run an anonymous mental health and well-being survey, in English and French, for the entire EPFL community. The survey was scheduled to launch during the School's Mental Health Week in November, when various mental health-related activities and events took place on campus.

This report sets out the key findings of the EPFL Mental Health and Well-Being Survey, which ran between 21 November and 21 December 2022.

It details the aims of the exercise, the survey methodology used and the results for both EPFL as a whole and for different categories of community members (students, administrative and technical staff members, and so on). The authors of this report have discussed the findings presented below with the Task Force working group responsible for organizing the survey.

1.2 Aims of the survey

The aims of this survey were as follows:

- To build a picture of the current state of mental health and well-being at EPFL for comparison with the situation at other institutions.
- To pinpoint the factors affecting mental health and well-being within the EPFL community.
- To determine whether some segments of the EPFL community struggle more than others with particular aspects of mental health or well-being.
- To identify the community's needs and determine what measures need to be implemented.
- To establish which of these measures are priorities for the EPFL community.
- To gather information that can be used to help develop a mental health and well-being strategy, including recommendations.

2 Methodology

2.1 Study type

This cross-sectional study used a self-administered questionnaire, in French and English, sent to all members of the EPFL community by email on 21 November 2022.

As explained above, respondents had until 21 December 2022 to complete the survey. Two reminders (including a link to the questionnaire) were sent, on 1 December and 12 December 2022 (i.e., approximately 10 days after the initial invitation and a similar length of time after the first reminder). The initial invitation was sent to the base population (i.e., everyone eligible to take part – see section 2.2), while the reminders were only sent to those who had yet to complete the survey. EPFL encouraged people to take part in various events organized as part of the School's Mental Health Week. Information about the survey was also published on the related section of the EPFL website.¹ Only responses received by 21 December 2022 (inclusive) were analyzed.

Following a clarification request submitted in May 2022 (Req-2022-00597), the Canton of Vaud Research Ethics Board (CER-VD) confirmed that no authorization would need to be sought for this survey.

2.2 Population

The questionnaire was sent to all EPFL community members on 21 November 2022. Several days prior to this, EPFL provided the survey participants' university email addresses.

Minors and people over the retirement age were excluded from the survey. No other exclusion criteria were applied. The base population comprised 18,742 people.

2.3 Questionnaire

The questionnaire was developed in conjunction with the Task Force's survey working group. It was designed with the above-mentioned aims in mind. As requested by the working group in advance, it used scales verified in the specialized literature, took no more than 15 minutes to complete, and included a section on eco-anxiety. Respondents could take the survey in French or English.

¹ <https://www.epfl.ch/campus/security-safety/en/mental-health-well-being-survey/>

The questionnaire covered 10 topics: work-life/study-life balance (6 questions), perceived negative stress (12 questions), burnout (1 question), perceived control over academic/work performance (8 questions), trust in the institution (3 questions), social support (12 questions), bullying/mobbing (10 questions), overall mental health (12 questions), satisfaction with life (5 questions) and eco-anxiety (6 questions).

Respondents were also asked to indicate what measures they thought EPFL should take, as a priority, in order to maintain or improve mental health in the community. For this, they were asked to choose from a list of options drawn up by the working group and approved by the Task Force.

At the start of the questionnaire, participants were asked what category of the EPFL community they belonged to (academic staff, students, doctoral students, scientists, or administrative and technical staff). The survey concluded with a series of sociodemographic questions, some of which were targeted (age, site, section, school, doctoral program, etc.).

There was also an open-ended comment section where respondents could write about an aspect of their well-being or mental health that was not covered in the survey.

The topics covered and, where relevant, the scales used in the questionnaire are detailed in Table 1 below.

Table 1 Mental health and well-being topics covered in the questionnaire

Topic	Questions	Source	Scale
Work-life/study-life balance	Q 2–7	Six-Item Work-Life Balance Scale (WLB-6) (Gröpel, 2009)	1 = Completely disagree; 6 = Completely agree
Perceived negative stress*	Q 8–19	-	1 = Never/Very rarely; 5 = Very often/Always
Burnout	Q 20	Single-Item Burnout Measure (Dolan, 2015)	1 = I enjoy my work/studies. I have no symptoms of burnout; 5 = I feel completely burned out and often wonder if I can keep going. I am at the point where I may need some changes or may need to seek some sort of help.
Perceived control over academic/work performance	Q 21–28	Perceived Academic Control (PAC) (Perry, 2001)	1 = Strongly disagree; 5 = Strongly agree
Trust in the institution	Q 29–31	-	1 = Strongly disagree; 5 = Strongly agree
Social support	Q 32–43	Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, 1988)	1 = Strongly disagree; 7 = Strongly agree
Bullying/mobbing	Q 44–52**	Short Negative Acts Questionnaire (SNAQ) (Notelaers, 2018)	1 = Never; 5 = Daily
Overall mental health	Q 54–65	General Health Questionnaire (GHQ-12) (Bolognini, 1989)	Varying answers, on a scale from 1 to 4
Satisfaction with life	Q 66–70	Satisfaction With Life Scale (SWLS) (Diener, 1985)	1 = Strongly disagree; 7 = Strongly agree
Eco-anxiety	Q 71–76	Hogg Eco-Anxiety Scale (HEAS) (Hogg, 2021)	0 = Not at all; 3 = Nearly every day

Note: * These questions were developed on the basis of discussions with members of the working group; ** Question 53 addresses the topic of bullying/mobbing but is not part of the nine-item SNAQ scale. It was added for comparability with the findings of the 2019 survey of EPFL doctoral students, when it was added to the scale. It will be discussed separately under the findings on bullying/mobbing (p. 24).

The Six-Item Work-Life Balance Scale (WLB-6, Gröpel, 2009) and the Short Negative Acts Questionnaire (SNAQ, Notelaers, 2018), which were originally designed for employees, were adapted to make them suitable for students and doctoral students. Conversely, the Perceived Academic Control scale (PAC, Perry, 2001) was adapted to make it applicable to employees (i.e., members of the EPFL community who are not students or doctoral students).

In the interest of simplification, only two of the four factors in the original Hogg Eco-Anxiety Scale (HEAS, Hogg, 2021) were included: “unable to stop thinking about climate issues” and “feeling anxious about personal impact.” The scale was chosen with input from the Sustainability Team, which is part of the EPFL’s Vice Presidency for Responsible Transformation.

Table 2 shows the reliability coefficients for each of the topics covered in the questionnaire, as measured by Cronbach’s alpha.

Table 2 Reliability of the mental health and well-being topics included in the questionnaire

Topic	Question(s)	Reliability
Work-life/study-life balance	Q 2–7	0.82
Perceived negative stress:²		
Performance-related negative stress	Q 8–12	0.77
Organization-related negative stress	Q 13–15, 17–19	0.79
Perceived control over academic/work performance	Q 21–28	0.77
Trust in the institution	Q 29–31	0.76
Social support:		
Special person	Q 32, 33, 36, 41	0.91
Family	Q 34, 35, 39, 42	0.88
Friends	Q 37, 38, 40, 43	0.90
Bullying/mobbing	Q 44–52*	0.82
Overall mental health	Q 54–65	0.88
Satisfaction with life	Q 66–70	0.86
Eco-anxiety:		
Unable to stop thinking about climate change	Q 71–73	0.95
Feeling anxious about personal impact on the climate	Q 74–76	0.91

Note: A Cronbach’s alpha of 0.70 or above indicates a high degree of consistency between the items, reflecting a score with good reliability; a Cronbach’s alpha of 0.80 or above indicates a very high degree of consistency between the items, reflecting a score with very good reliability. The burnout section included just one item, so no reliability calculation was possible.

² The two dimensions of perceived negative stress were determined by principal component analysis (PCA) with varimax rotation. The Kaiser-Meyer-Olkin score was 0.84 ($p < 0.001$), indicating strong correlation between the items and supporting this analysis. The two factors determined via PCA together account for 52.89% of the variance between the answers to 11 of the 12 questions in this section (factor 1, performance-related negative stress: 27.84%; factor 2, organization-related negative stress: 25.05% after rotation). Item 16 (remote working/virtual classes) was excluded from the analysis on the basis that it was poorly represented by the two factors. It will be discussed separately under the findings on perceived negative stress (p. 21).

2.4 Analyses and result types

The survey results and related analyses are described in the following subsections.

2.4.1 Participation rate and sample profile

The overall participation rate was calculated as follows:

- Numerator: number of valid emails to which invitations to participate were sent.
- Denominator: number of questionnaires saved to the server with at least 50% of questions answered on the topics covered by the survey.

The overall participation rate and sample representativeness were calculated for EPFL as a whole, as well as by respondent category (students, academic staff, doctoral students, scientists, and administrative and technical staff), by age bracket and by EPFL site. For category, age bracket and site, only those questionnaires with valid answers to these three questions were included for calculation purposes. On top of this, the distribution of the base population by EPFL site was calculated by excluding respondents who answered “other” to this particular question.

The results for participation rates and sample representativeness relative to the base population can be found in section 3.1 of this report.

2.4.2 Results by topic and relationships between topics

The results section presents the mental health and well-being scores for each topic covered by the questionnaire.

For each topic using a verified scale, the score was calculated using the recommended method for that scale. For the “perceived negative stress” topic, two distinct dimensions – “performance-related negative stress” and “organization-related negative stress” – were determined by principal component analysis (see p. 13). “Trust in the institution” was treated as a single dimension and an average score was calculated.

The results are presented by topic starting in section 3.2. The full raw data (tables and charts, question by question) is appended to this report (relevant page numbers are given in the results section).

The relationships between the topics are discussed in section 3.4, including inter-topic correlation analyses and regression analyses. These analyses control for the effect of sociodemographic and other variables, in order to isolate and confirm the effects of the surveyed topics on mental health and well-being.

2.4.3 Results for supplementary (non-topic) questions

The following supplementary (non-topic) questions were subject to descriptive analyses: question 16 (which asked about perceived negative stress related to remote working/virtual classes), question 53 (which addressed bullying/mobbing but was not part of the SNAQ scale), and questions 77–80 (which asked what measures respondents thought EPFL should take as a priority in order to maintain or improve mental health in the community). These analyses describe the distribution of responses (numbers and percentages) across the possible answer bands.

The results for the first two questions, which are presented for EPFL as a whole and by respondent category, can be found under the section relevant to that topic (“perceived negative stress” and “bullying/mobbing” respectively). The results for the questions about priority measures, again presented in the same way, are given in section 3.5. The full raw data (tables and charts, question by question) are appended to this report (corresponding page numbers are given in the results section).

2.4.4 Comments

For the textual data gathered via the open-ended question, the report provides a thematic analysis. The results, which are presented for EPFL as a whole and by category, can be found in section 3.6.

3 Results

This section of the report contains the results of the EPFL Mental Health and Well-Being Survey, which ran between November and December 2022. These results are presented as described in section 2.4.

3.1 Participation rate and sample profile

Table 3 shows the participation rates for EPFL as a whole and by available and comparable sociodemographic variables. It also details the key characteristics of the sample, allowing for partial estimation of its representativeness. The overall participation rate in the survey was **22.9%** (4,293 completed and valid questionnaires out of the 18,742 sent out). The rate varied by respondent characteristics, with the highest levels of participation – at more than 30% – recorded among administrative and technical staff and people between the ages of 46 and 62. Participation was lowest – at less than 20% – among students, people 18 to 27 years old, and those 63 years old or older.

Students accounted for nearly half of all respondents in the sample. Close to one-third of the respondents had been at EPFL for 1 to 3 years, and almost 90% were based at the Lausanne site. Just over 10% of the respondents reported holding a position of responsibility with employees reporting to them. Approximately 40% of the respondents identified as “female” and 50% as “male,”³ and 57% were 18 to 27 years old.

There were statistically significant differences between the population eligible to take the survey (the entire EPFL community) and the makeup of the sample (those who actually completed the questionnaire):

- Students were underrepresented.
- Administrative and technical staff were overrepresented.
- People based at the Lausanne site were underrepresented.
- People 18 to 27 years old were underrepresented.

A detailed sample profile for EPFL as a whole can be found in section 7.1.1. Where available, the characteristics of the eligible population are also given as a reference. Sample profiles for each respondent category are presented in section 7.1.2.

³ Sample representativeness could not be calculated for the gender category. It seems reasonable, however, to conclude that people identifying as “female” were overrepresented in the sample, given the gender distribution of the EPFL community as a whole.

Table 3 Characteristics of the base population and survey respondents, and participation rates (where possible)

	Eligible EPFL population: number or %	Respondents: number or %	Participation rate %
EPFL as a whole	N= 18,742	n= 4,293	22.9%
Category			
Students	60.4% (11,329)	48.8% (2,093)*	18.5%
Academic staff	5.2% (981)	5.6% (241)	24.6%
Scientists (without teaching activity) + doctoral students	21.7% (4,070)	21.9% (941)	23.1%
Administrative and technical staff	12.6% (2,362)	18.7% (802)*	34.0%
No answer given	--	5.0% (216)	--
Time at EPFL			
Less than 1 year	--	19.1% (821)	--
1–3 years	--	31.9% (1,371)	--
4–6 years	--	22.9% (984)	--
7–9 years	--	6.9% (297)	--
10–15 years	--	6.6% (284)	--
16–20 years	--	2.5% (108)	--
21 years or more	--	3.9% (168)	--
No answer given	--	6.1% (260)	--
Site ^a			
Fribourg	0.3% (48)	0.4% (19)	39.6%
Geneva	1.9% (357)	2.3% (99)	27.7%
Lausanne	95.9% (18,095)	88.8% (3,810)*	21.1%
Neuchâtel	1.0% (191)	1.5% (64)	33.5%
Valais	0.8% (158)	1.1% (45)	28.5%
Other	0.2% (29)	--	--
No answer given	--	6.0% (256)	--
Position of responsibility			
Yes	--	11.5% (496)	--
No	--	81.7% (3,507)	--
No answer given	--	6.8% (290)	--
Age bracket			
18–21	32.6% (6,103)	27.5% (1,182)*	19.4%
22–27	34.6% (6,479)	29.8% (1,280)*	19.8%
28–33	12.4% (2,317)	11.0% (472)	20.4%
34–39	5.9% (1,101)	6.7% (288)	26.2%
40–45	4.4% (834)	5.7% (243)	29.1%
46–51	3.9% (730)	5.5% (238)	32.6%
52–57	3.2% (592)	4.8% (204)	34.5%
58–62	1.7% (316)	2.7% (116)	36.7%
63+	1.4% (270)	1.0% (42)	15.6%
No answer given	--	5.3% (228)	--
Gender identity ^b			
Person identifying as “female”	--	38.2% (1,641)	--
Person identifying as “male”	--	49.7% (2,133)	--
Questioning	--	0.6% (25)	--
Other gender identity	--	0.6% (27)	--
Multiple identities	--	0.8% (33)	--
Prefer not to answer	--	3.4% (144)	--
No answer given	--	6.8% (290)	--

Notes: ^a Eligible population members could choose multiple sites; ^b several responses possible; * The difference relative to the base population ($p < 0.01$) is significant (respondents are under- or overrepresented relative to all population members in their group; the distribution excluding non-answers and “other” answers was considered when calculating representativeness).

3.2 Mental health and well-being topics

3.2.1 Perceived negative stress

The “perceived negative stress” topic comprised two dimensions: organization-related negative stress and performance-related negative stress. Participants were asked how often the proposed stressors or scenarios caused them negative stress. The scores were calculated using a scale from 0 (the proposed stressors or scenarios never or very rarely caused negative stress) to 10 (the proposed stressors or scenarios very often or always caused negative stress). The midpoint (5) reflected stressors or scenarios that sometimes caused negative stress.⁴

Respondents’ average scores for these two dimensions, by category and gender identity, are presented in Table 4 and Figure 1.

Table 4 Average scores for performance- and organization-related negative stress, for EPFL as a whole and by category and gender identity

Respondents	Average Organization- related negative stress (standard deviation)	Average Performance- related negative stress (standard deviation)
EPFL	3.03 (2.08)	5.35 (2.11)
Category:		
Students	2.51 (1.85)	5.76 (2.01)
Academic staff	3.75 (2.22)	5.29 (1.97)
Doctoral students	3.11 (2.15)	5.65 (1.96)
Scientists (without teaching activity)	3.37 (2.25)	4.83 (2.06)
Admin. and technical staff	3.96 (2.19)	4.25 (1.93)
Gender identity:		
Person identifying as “female”	3.26 (1.85)	5.54 (2.02)
Person identifying as “male”	2.77 (2.22)	5.11 (2.08)
Questioning	3.76 (2.32)	5.98 (2.72)
Other gender identity	3.19 (2.10)	6.53 (2.59)
Multiple identities	3.32 (1.86)	5.20 (1.76)
Prefer not to answer	4.18 (2.43)	5.84 (2.13)

⁴ The score for each dimension is an aggregate of the average scores for its constituent items. As such, each dimension is a continuous variable. For this reason, there is no chart showing the share of respondents answering in a particular way for each dimension. A detailed breakdown of respondents’ answers for each item within the two dimensions can be found in sections 7.2.1 (for EPFL as a whole) and 7.1.2 (by category).

These results show that organization-related factors are rarely considered negative stressors. The scores are higher for performance-related negative stressors than organization-related negative stressors across all sample groups, indicating that, irrespective of category and gender identity, respondents were more likely to perceive performance-related factors as sources of stress than organization-related factors.

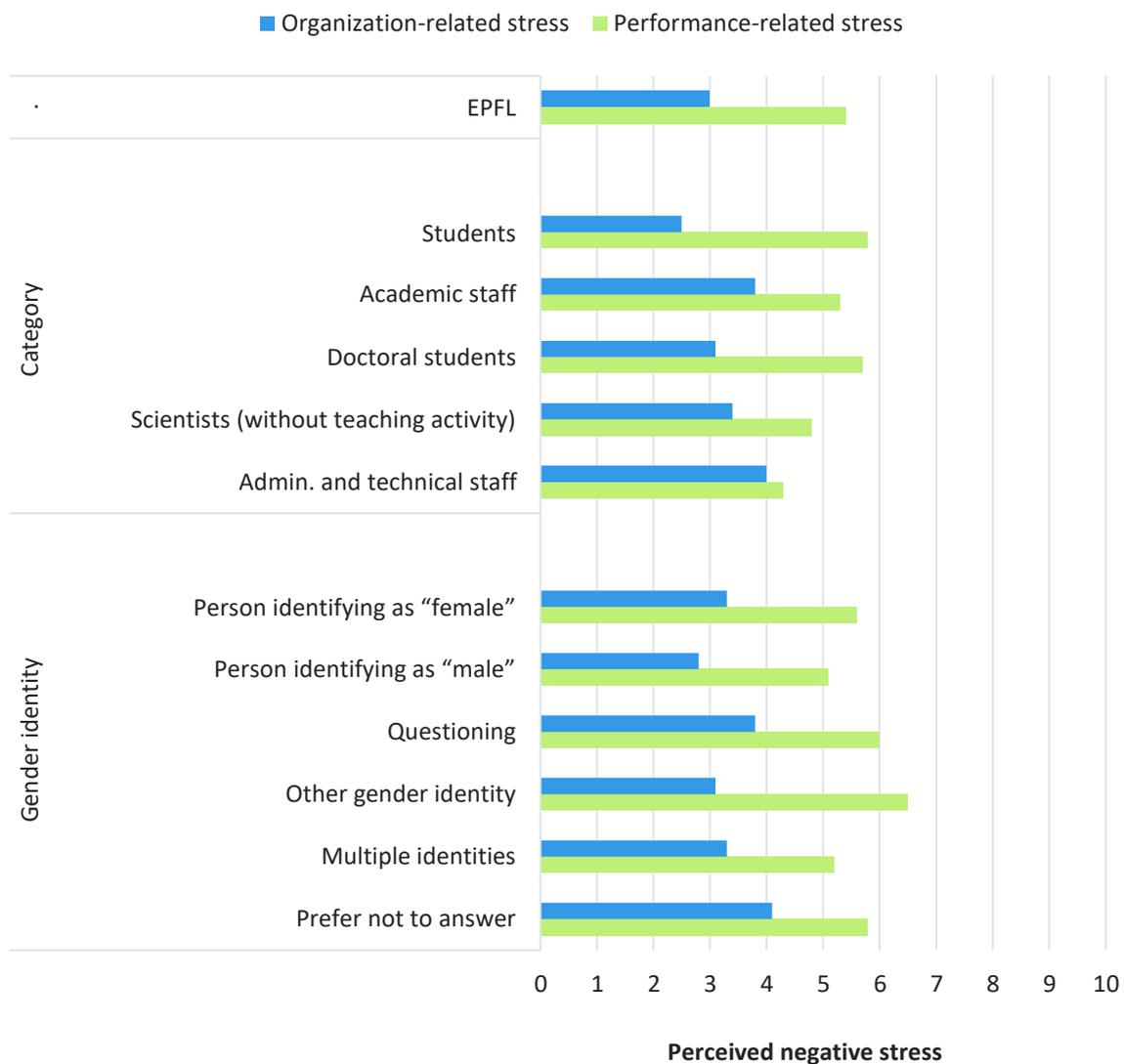


Figure 1 Average scores for performance- and organization-related negative stress, for EPFL as a whole and by category and gender identity

In terms of **organization-related negative stress**, students on average scored significantly lower than all other categories.⁵ This result indicates that students experienced perceived negative stress caused by organization-related factors less often than other segments of the community. Doctoral students and scientists formed a second group, with similar average scores. Academic staff sat between the “doctoral students and scientists” group and administrative and technical staff, although their average score did not differ significantly from either of these other groups. The average scores for administrative and technical staff were significantly higher than those of other categories (with the exception of academic staff), indicating that this segment of the community experienced perceived organization-related negative stress more often than any other segment.

Turning to differences by gender identity, the average scores show that people who identified as “female” experienced perceived organization-related negative stress more often than those who identified as “male.” Respondents who preferred not to answer the question about gender identity reported experiencing perceived organization-related negative stress more often than those who identified as “female” and significantly more often than those who identified as “male,” suggesting that they felt negatively stressed more frequently than those choosing either of these gender identities.

Finally, there was an interaction effect between respondents’ category and gender identity: administrative and technical staff members identifying as “female” had a lower score for organization-related negative stress than those identifying as “male” ($Av.$ “female” admin. & tech. staff = 3.71, SD = 2.09; $Av.$ “male” admin. & tech. staff = 4.12, SD = 2.31). The reverse was true in other categories, where respondents identifying as “female” reported experiencing perceived organization-related negative stress more often.

A similar analysis of averages for **performance-related negative stress** again shows students as the standout group, this time with a significantly higher score than all other groups except for doctoral students. This result suggests that students experienced perceived negative stress caused by performance-related factors more often than other segments of the EPFL community (with the exception of doctoral students). Administrative and technical staff had a significantly lower score than all other categories, indicating that they experienced perceived performance-related negative stress less often. Academic staff occupied the middle ground, scoring on average significantly lower than students and significantly higher than administrative and technical staff, but with no significant distance from the scores reported by doctoral students and scientists.

Here too, there were differences by gender identity and an interaction effect. People identifying as “female” scored higher for perceived performance-related negative stress than those identifying as “male” across all segments of the EPFL community with the exception of administrative and technical staff, where there was little difference in stress levels between the two gender identities ($Av.$ “female” admin. & tech. staff = 4.15, SD = 1.90; $Av.$ “male” admin. & tech. staff = 4.19, SD = 1.92). These figures show that, overall, people identifying as “female” reported experiencing perceived performance-related negative stress more often than those identifying as “male,” but that this difference was minimal in the segment of administrative and technical staff members.

As discussed earlier, question 16 (on remote working/virtual classes) was excluded from the aggregated scores for organization- and performance-related stress because it correlated poorly with the other items in this section. The average scores for this question are shown in Table 5. The average for EPFL as a whole was 1.70 (where 0= Never/Very rarely and 10 = Very often/Always),

⁵ In this report, a “significant” difference between average scores means a value of $p < 0.01$.

indicating that the respondents almost never considered this proposed stressor to be a source of negative stress. There were no significant differences in the average scores for this question between categories or gender identities.

Table 5 Average scores for perceived negative stress related to remote working/virtual classes, for EPFL as a whole and by category and gender identity

Respondents	Average Q 16: Remote working/virtual classes (standard deviation)
EPFL	1.70 (2.51)
Category:	
Students	1.85 (2.71)
Academic staff	2.16 (2.31)
Doctoral students	1.61 (2.42)
Scientists (without teaching activity)	1.33 (1.95)
Admin. and technical staff	1.49 (2.33)
Gender identity:	
Person identifying as “female”	1.88 (2.63)
Person identifying as “male”	1.59 (2.40)
Questioning	2.18 (3.70)
Other gender identity	1.05 (1.75)
Multiple identities	2.10 (3.48)
Prefer not to answer	1.72 (2.47)

Note: 0 = Never/Very rarely, 10 = Very often/Always

3.2.2 Bullying/mobbing

This section of the questionnaire concerned blatant acts of bullying/mobbing. The questions did not seek to assess respondents' perception of potential bullying/mobbing, but instead aimed to measure how often respondents had experienced behaviors associated with bullying/mobbing.

The scores for the bullying/mobbing section of the questionnaire are shown in Table 6. On this scale, a score of 13 or lower indicates an absence of negative acts associated with bullying/mobbing. A score of between 14 and 18 suggests that bullying/mobbing might be present, while a score of 19 or more indicates that bullying/mobbing is definitely occurring.

Table 6 Average scores on the bullying/mobbing scale, for EPFL as a whole and by category and gender identity

Respondents	Average: Bullying/mobbing (standard deviation)
EPFL	11.93 (4.10)
Category:	
Students	11.45 (3.65)
Academic staff	12.04 (3.82)
Doctoral students	12.85 (4.86)
Scientists (without teaching activity)	12.45 (4.63)
Admin. and technical staff	12.22 (4.27)
Gender identity:	
Person identifying as "female"	11.91 (3.87)
Person identifying as "male"	11.77 (4.01)
Questioning	14.04 (9.13)
Other gender identity	13.46 (5.86)
Multiple identities	12.19 (3.71)
Prefer not to answer	13.69 (5.54)

The average scores indicate that bullying/mobbing may have been experienced at EPFL by people who were questioning their gender identity, those who had a gender identity other than those proposed in the questionnaire, and those who preferred not to answer the gender identity question. Moreover, while the average scores across all categories were below 14 (the threshold at which bullying/mobbing might be considered present), the score for doctoral students was close to this point. On average, students scored significantly lower than other categories on this section of the questionnaire. There was also a significant difference between the average scores for people questioning their gender identity and those choosing all other gender identity options.

The distribution of respondents across the three answer bands (no bullying/mobbing, possible bullying/mobbing, definite bullying/mobbing) by category and gender identity is also shown below in Figure 2. These figures are given for comparison with the results for this topic in the 2019 survey of EPFL doctoral students, and to provide a clearer picture of the share of respondents within each answer band.

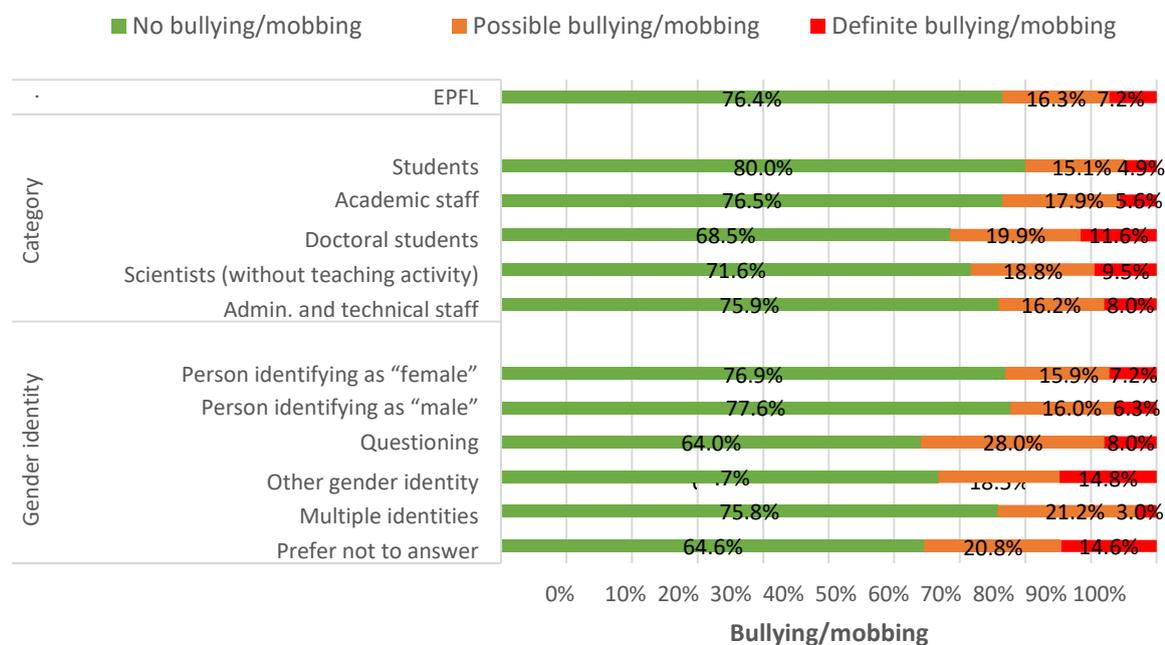


Figure 2 Proportion of respondents in each of the three bullying/mobbing answer bands, for EPFL as a whole and by category and gender identity

Accordingly, across EPFL as a whole, 23.5% of respondents answered in a way that suggested they had possibly or definitely experienced bullying/mobbing. Doctoral students reported experiencing negative acts more often than other segments of the community: 19.9% of respondents in this category answered in a way that indicated possible bullying/mobbing, versus 13.0% in the 2019 survey.⁶ Also in 2019, 7.7% of doctoral students fell into the definite bullying/mobbing category. This same figure was higher, at 11.6%, in this survey. These results point to doctoral students experiencing negative behaviors associated with bullying/mobbing more often in 2022 than in 2019.

As discussed earlier, this section included a supplementary question (question 53), which asked respondents whether they were “under pressure to work unreasonable hours during holidays.” This question used a scale from 1 to 5, where 1 meant “Never” and 5 meant “Daily.” The average scores for this question are shown in Table 7.

⁶ <https://www.epfl.ch/education/phd/wp-content/uploads/2019/05/EPFL-Doctoral-III-Survey-2019-questionnaire-included.pdf>

Table 7 Average scores for the work during holidays question, for EPFL as a whole and by category and gender identity

Respondents	Average Q 53: Work during holidays (standard deviation)
EPFL	1.86 (1.24)
Category:	
Students	2.22 (1.43)
Academic staff	1.79 (1.11)
Doctoral students	1.68 (1.02)
Scientists (without teaching activity)	1.49 (0.81)
Admin. and technical staff	1.26 (0.62)
Gender identity:	
Person identifying as “female”	1.79 (1.18)
Person identifying as “male”	1.88 (1.27)
Questioning	2.42 (1.69)
Other gender identity	2.65 (1.54)
Multiple identities	1.66 (1.06)
Prefer not to answer	2.01 (1.29)

Note: 1 = Never; 5 = Daily

Looking at differences between categories, students on average scored higher than all other groups, while administrative and technical staff members scored significantly lower than all other segments of the community with the exception of scientists. There was no significant difference according to gender identity (taking a threshold of $p < 0.01$).

3.2.3 Work-life/study-life balance

For the work-life/study-life balance section of the questionnaire, a global score was used. The results for this topic are shown in Table 8. On this scale, a higher score signifies a better work-life or study-life balance. The maximum possible score was 36.⁷

⁷ The satisfaction with life scale scores are continuous. The distribution of responses across the possible answer bands for each question on the scale can be found in section 7.2.1 (for EPFL as a whole) and 7.2.2 (by category).

Table 8 Average scores on the work-life/study-life balance scale, for EPFL as a whole and by category and gender identity

Respondents	Average work-life/study-life balance (standard deviation)
EPFL	19.80 (6.49)
Category:	
Students	17.78 (5.79)
Academic staff	19.14 (6.31)
Doctoral students	20.40 (5.98)
Scientists (without teaching activity)	22.15 (6.40)
Admin. and technical staff	23.79 (6.35)
Gender identity:	
Person identifying as “female”	20.02 (6.60)
Person identifying as “male”	19.80 (6.42)
Questioning	18.08 (6.04)
Other gender identity	17.92 (4.81)
Multiple identities	20.37 (6.23)
Prefer not to answer	19.25 (6.78)

The average score among administrative and technical staff members was significantly higher than among all other categories, indicating that respondents in this group reported having a better work-life balance. Scientists also scored higher than doctoral students, academic staff and students, but significantly lower than administrative and technical staff. The middle ground was occupied by doctoral students and academic staff, while the average score among students was significantly lower than among all other categories apart from academic staff. Consequently, students reported a worse study-life balance than all other segments of the community.

These results indicate that people whose activities at EPFL revolved around teaching were more likely to be dissatisfied with their work-life or study-life balance. There were no significant differences according to gender identity – either between people identifying as “male” and “female,” or between these two groups and respondents selecting other gender identity options.

3.2.4 Trust in the institution

“Trust in the institution” was measured on a scale from 0 (no trust) to 10 (absolute trust). The average score of 5.95 across all respondents indicates a moderate degree of trust in EPFL.

The scores per category are shown in Table 9.

Table 9 Average scores for trust in the institution, for EPFL as a whole and by category and gender identity

Respondents	Average Trust in the institution (standard deviation)
EPFL	5.95 (2.15)
Category:	
Students	6.06 (2.15)
Academic staff	5.32 (2.20)
Doctoral students	6.04 (1.92)
Scientists (without teaching activity)	5.91 (2.26)
Admin. and technical staff	5.80 (2.20)
Gender identity:	
Person identifying as “female”	6.02 (2.08)
Person identifying as “male”	5.99 (2.16)
Questioning	4.86 (2.53)
Other gender identity	6.02 (2.23)
Multiple identities	5.44 (2.57)
Prefer not to answer	4.82 (2.42)

Academic staff members scored lowest on average in this section, with a significant difference between this score and the results for students and doctoral students. This finding suggests that academic staff were less trusting of the institution than respondents in the latter two groups. The difference between the scores for the other categories was not statistically significant. On the subject of gender, there was a significant difference between the score for respondents who preferred not to answer the gender identity question and those who identified as “male” or “female.” This result suggests a lower degree of trust among the former group, which might also explain their decision not to answer the question posed.⁸

⁸ Trust in the institution is a continuous variable. The distribution of responses across the possible answer bands for each question in this section can be found in section 7.1.1 (for EPFL as a whole) and 7.1.2 (by category).

3.2.5 Perceived control over academic/work performance

Here, “control” is understood as a respondent’s personal perception of having control over their academic or work performance and success. The questions in this section did not ask about respondents’ autonomy over the organization of their work, but rather their perceived ability to succeed in their work or studies. A person scoring low on this scale attributed their success to external factors outside their control, such as luck. Conversely, someone scoring high on this scale credited factors within their control for their success, such as their personal capabilities and hard work.

According to the authors of the scale, respondents can be assigned to one of two groups, taking the empirical median as the cut-off point.⁹ For this survey, respondents scoring 30 (the observed median) or less were considered to have “moderate” perceived control over their academic or work performance, while those scoring 31 or more had “firm” perceived control over their performance.

Figure 3 shows the distribution of respondents in these two groups by category and gender identity, and suggests that “moderate” perceived control is more common in the EPFL community.

⁹ Perceived control is determined by the observed distribution within a given sample. In this survey, the median score was 30 out of a maximum of 45. The average was close to the median ($Av = 28.93$; $SD = 5.31$). The results are expressed as the distribution of respondents in these two groups rather than as an overall or average score for consistency with the original authors’ intended use of the scale, as well as for future comparison with other studies using this same scale.

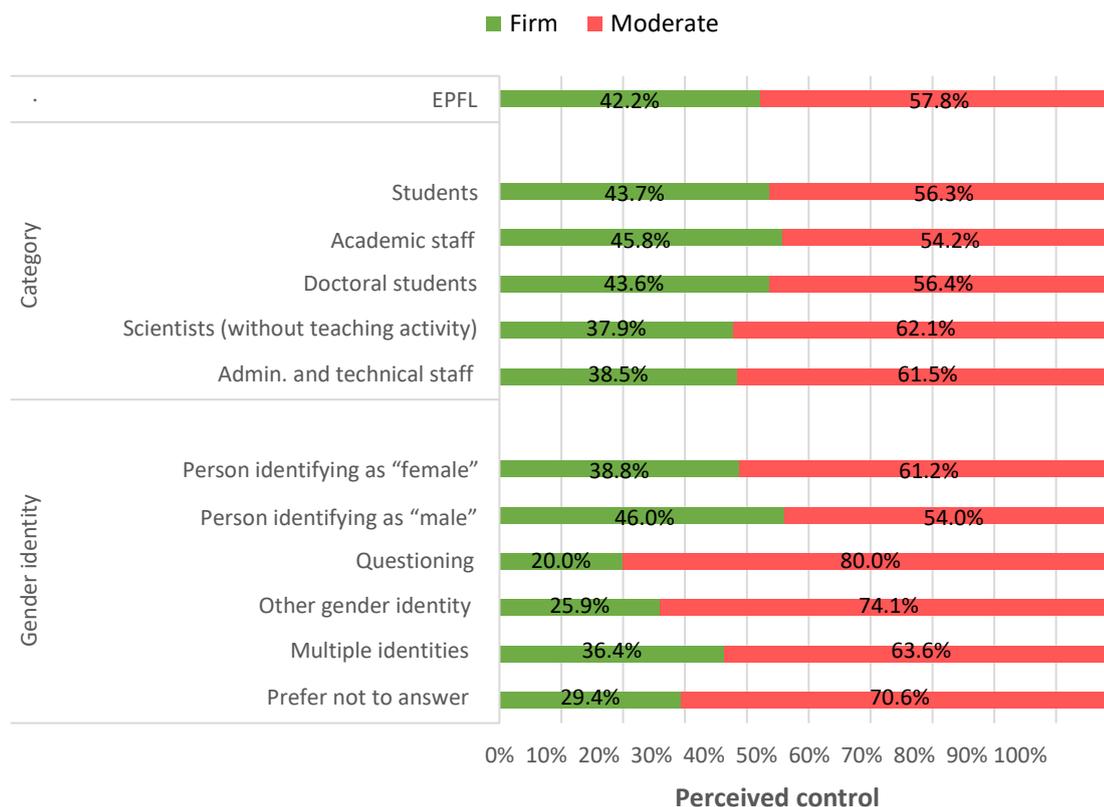


Figure 3 Proportion of respondents reporting feeling firmly and moderately in control, for EPFL as a whole and by category and gender identity

According to the statistical test,¹⁰ there was no statistically significant difference between the representation of respondent categories (i.e., under- or overrepresentation) in the two groups (those reporting either “moderate” or “firm” perceived control). Consequently, the distribution of responses in these two groups was not contingent on the category to which respondents belonged. Conversely, the number of people identifying as “male” reporting “firm” perceived control was higher than would be expected were the two variables to be independent.

3.2.6 Social support

Social support was measured across three dimensions: special person, friends and family. The average score for each of these dimensions was calculated. The results, using a scale from 1 (limited support) to 7 (strong support), are shown in Table 10. The results for this survey were similar to those obtained from the sample used by the original authors to validate the scale, suggesting that the EPFL community sits within the standard range.

¹⁰ Pearson’s chi-squared test. For this survey, the threshold of statistical significance (or p-value) was $p < 0.01$.

Table 10 Average scores for the three dimensions of social support (special person, friends, family), for EPFL as a whole and by category and gender identity

Respondents	Average Social support Special person (standard deviation)	Average Social support Friends (standard deviation)	Average Social support Family (standard deviation)
EPFL	5.43 (1.53)	5.31 (1.31)	5.24 (1.44)
Category:			
Students	5.27 (1.59)	5.31 (1.36)	5.20 (1.47)
Academic staff	5.57 (1.53)	5.09 (1.26)	5.47 (1.33)
Doctoral students	5.41 (1.66)	5.26 (1.29)	5.03 (1.50)
Scientists (without teaching activity)	5.60 (1.39)	5.22 (1.27)	5.20 (1.43)
Admin. and technical staff	5.75 (1.24)	5.47 (1.22)	5.43 (1.37)
Gender identity:			
Person identifying as “female”	5.80 (1.30)	5.48 (1.27)	5.23 (1.49)
Person identifying as “male”	5.16 (1.63)	5.19 (1.32)	5.27 (1.41)
Questioning	5.17 (1.90)	5.23 (1.63)	4.46 (1.80)
Other gender identity	5.64 (1.41)	5.31 (1.63)	4.73 (1.63)
Multiple identities	5.27 (1.65)	5.35 (1.32)	4.83 (1.62)
Prefer not to answer	5.36 (1.41)	5.19 (1.36)	5.31 (1.35)

There was no difference in these average scores by respondent category. However, significant differences were observed according to gender identity, with those identifying as “female” reporting that they felt better supported by a special person (e.g., partner or spouse) and by friends than those identifying as “male.”

3.3 Mental health and well-being of the EPFL community

3.3.1 Burnout

Burnout was measured via a single question, where answers 1 and 2 indicated “no symptoms of burnout” and answers 3–5 indicated “at least one symptom of burnout.” These categories captured respondents’ self-reported perceptions of feeling burned out.

Figure 4 shows the distribution of respondents in these two burnout categories within the EPFL community.

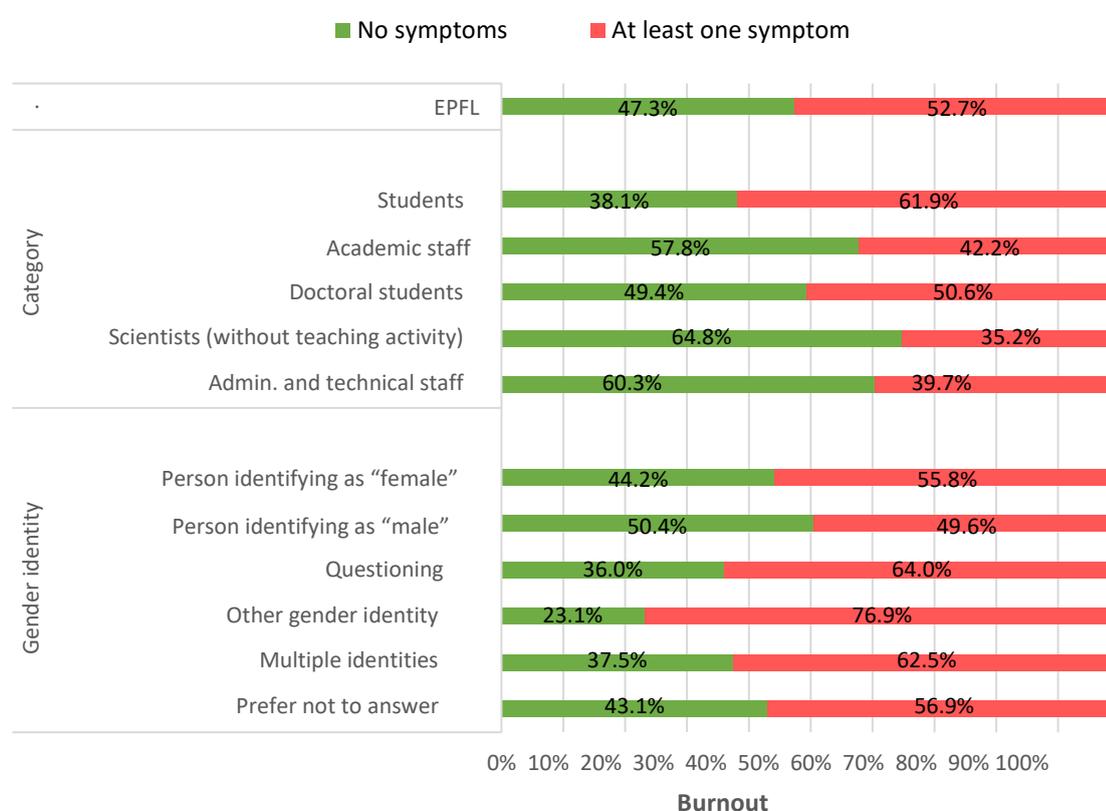


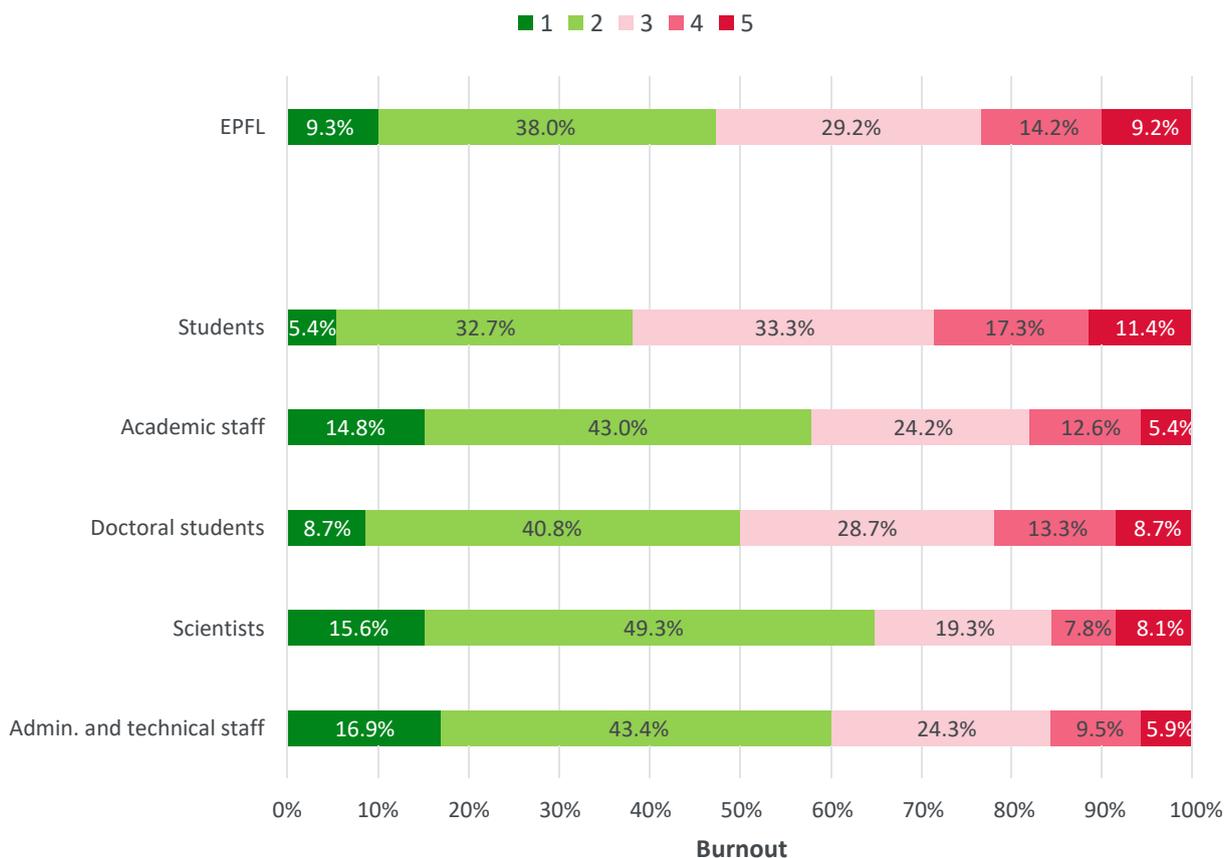
Figure 4 Proportion of respondents in each burnout category, for EPFL as a whole and by category and gender identity

The first observation to make from these results is that more than half of respondents (52.7%) reported at least one symptom of burnout. In contrast, the Job Stress Index 2022¹¹ – a survey by Promotion Santé Suisse – found that 30.3% of the working-age population of Switzerland felt burned out. However, caution should be exercised when comparing these two studies since they used different methods.

¹¹ [https://promotionsante.ch/sites/default/files/2022-10/Feuille d information 072 PSCH 2022-08 - Job Stress Index 2022 0.pdf](https://promotionsante.ch/sites/default/files/2022-10/Feuille%20d%20information%20072%20PSCH%202022-08%20-%20Job%20Stress%20Index%202022%200.pdf)
EPFL Mental Health and Well-Being Survey – ESOPÉ, DESS, Unisanté

These findings also point to important differences in levels of burnout across segments of the EPFL community. Most notably, some 61.9% of students and 50.6% of doctoral students reported at least one symptom. Levels were lower among academic staff (42.2%), administrative and technical staff (39.7%) and scientists (35.2%). Respondents identifying as “female” (55.8%) and those not identifying as “male” or “female” also reported feeling particularly burned out.

In order to give a more accurate picture of the distribution of responses by category, Figure 5 shows the share of respondents in each burnout answer band. When presented in this way, the figures reveal that students were more likely to report higher levels of burnout (bands 3–5), underscoring the conclusion made earlier.



Note:

1 = I enjoy my work. I have no symptoms of burnout.

2 = Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.

3 = I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.

4 = The symptoms of burnout that I'm experiencing won't go away. I think about frustration at work a lot.

5 = I feel completely burned out and often wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.

Figure 5 Proportion of respondents in each of the five burnout answer bands, for EPFL as a whole and by category

For illustrative purposes, the distribution of respondents by burnout answer band is shown below by school and doctoral program (Figure 6) and by section and cohort (Figure 7). Among academic staff, self-reported levels of burnout were highest at the School of Engineering (STI) (50.0%). Students in the Architecture (AR) section were mostly likely to report feeling burned out (76.5%). Third-year Bachelor's students reported the highest levels of burnout of all student cohorts (71.5%), while 66.7% of doctoral students at the Robotics, Control and Intelligent Systems (EDRS) doctoral school reported experiencing at least one symptom.

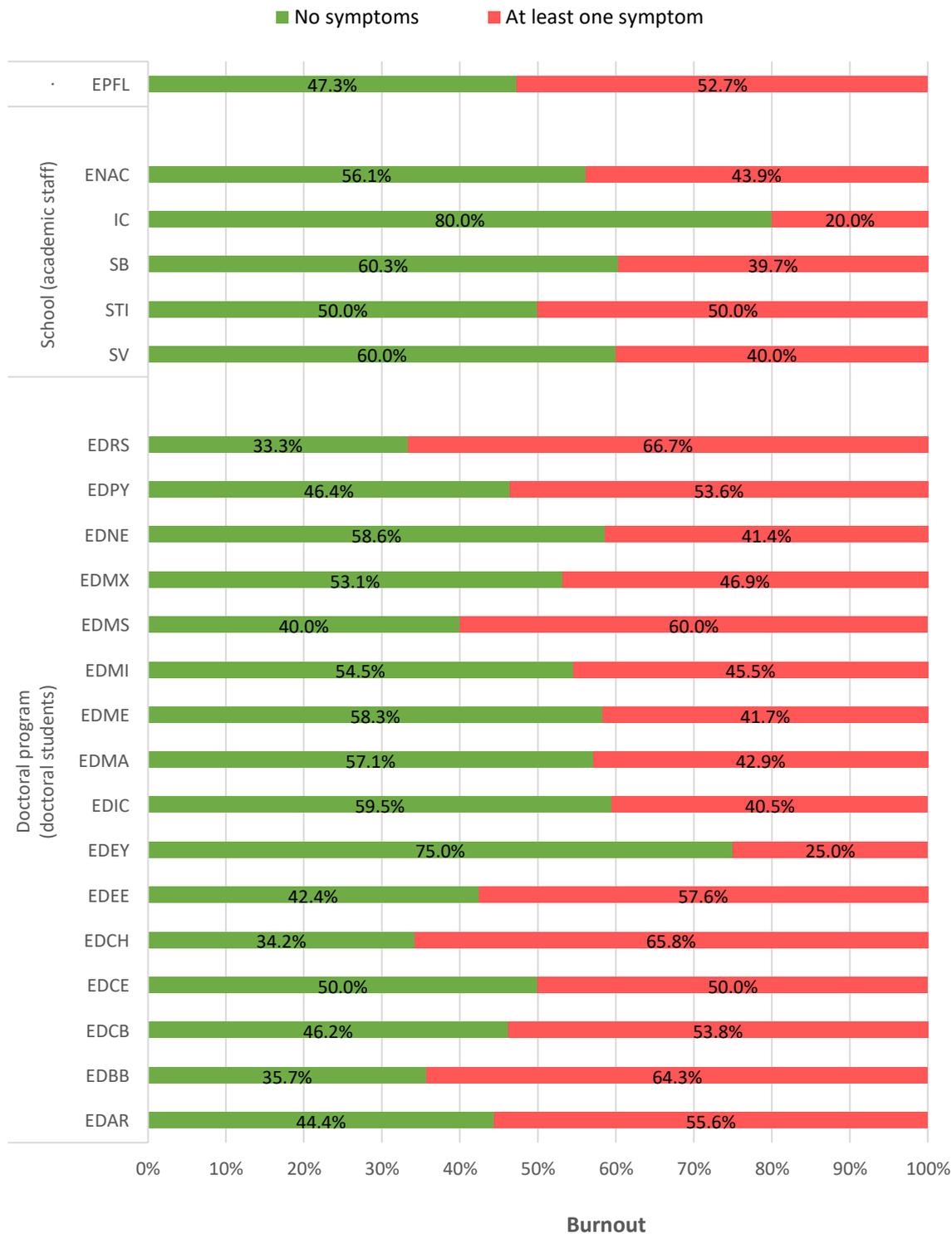


Figure 6 Proportion of respondents in each burnout category, by school (academic staff) and doctoral program (doctoral students)

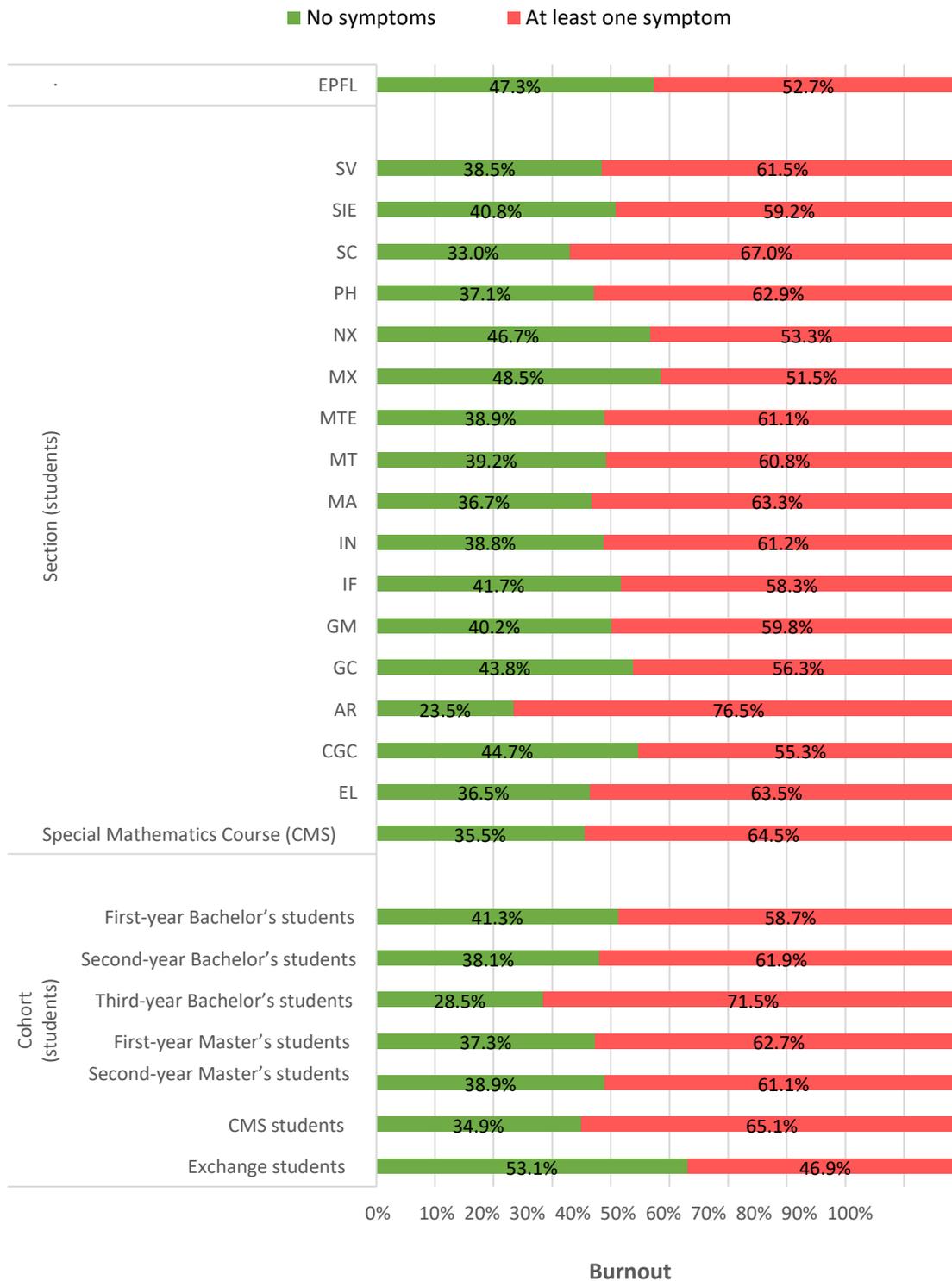


Figure 7 Proportion of respondents in each burnout category, by section and cohort (students)

Cross-referencing the results by category and by gender identity reveals particularly high levels of self-reported burnout among people identifying as “female” within the following groups: students (69.7%), doctoral students (56.6%) and academic staff (54.0%). People identifying as “male” within these same groups reported feeling less burned out (57.0%, 45.3% and 36.2% respectively). Burnout was also high among people who chose a gender identity other than “male” or “female” (i.e., multiple identities, other identity and those who said they were questioning their identity), with 75.0% of respondents in this group reporting burnout.

Figure 8 shows the differences in self-reported burnout between respondents identifying as “male” and “female.”

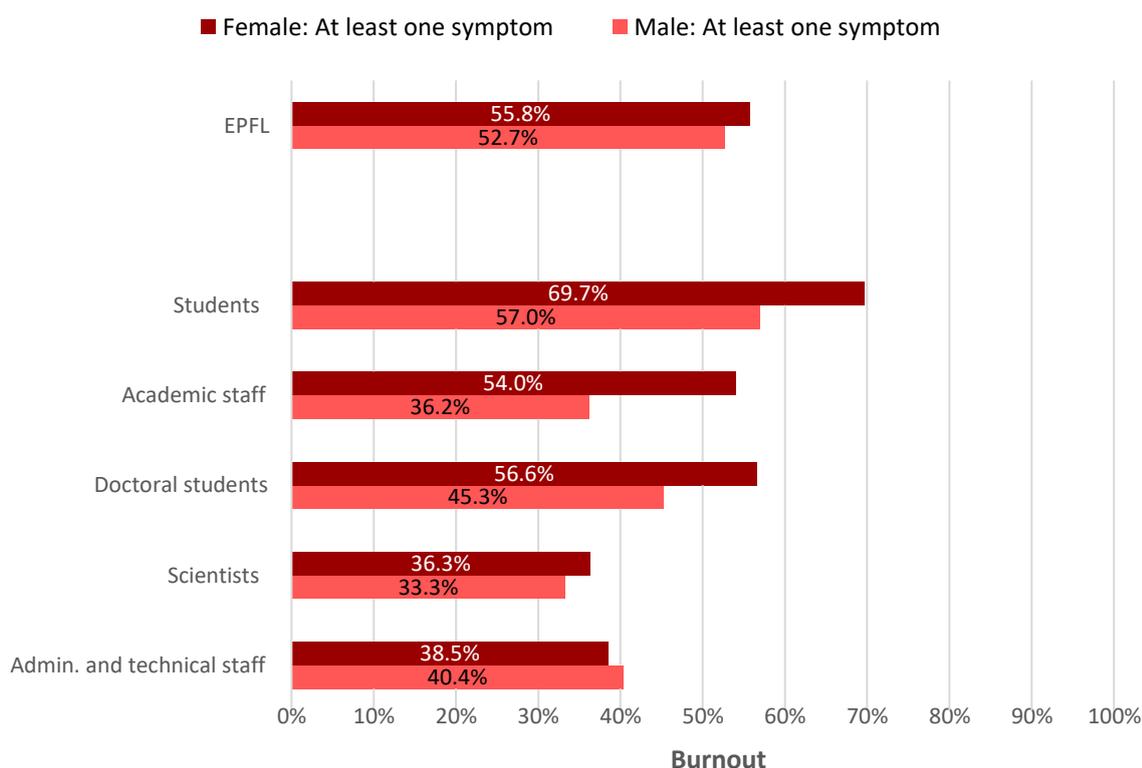


Figure 8 Proportion of respondents identifying as “male” or “female” experiencing “at least one symptom” of burnout, by category

3.3.2 Overall mental health

The 12-Item General Health Questionnaire (GHQ-12) is designed to screen for a range of non-psychotic mental disorders (depression, anxiety, social dysfunction and somatic symptoms). The average GHQ-12 scores obtained in this survey, which capture respondents’ overall mental health, are shown in Table 11. A score of 8 or more out of 12 suggests the possible presence of mental health problems and psychological distress. The average scores for all respondent categories and gender identities were below this threshold.

The only notable difference was that people identifying as “female” scored significantly higher than those identifying as “male,” indicating that those in the former group reported lower levels of overall mental health.

Table 11 Average scores on the overall mental health scale, for EPFL as a whole and by category and gender identity

Respondents	Average Overall mental health (standard deviation)
EPFL	5.09 (3.82)
Category:	
Students	5.85 (3.66)
Academic staff	3.76 (3.64)
Doctoral students	5.26 (3.87)
Scientists (without teaching activity)	4.32 (3.88)
Admin. and technical staff	3.92 (3.78)
Gender identity:	
Person identifying as “female”	5.51 (3.89)
Person identifying as “male”	4.76 (3.74)
Questioning	6.04 (3.36)
Other gender identity	5.53 (4.00)
Multiple identities	4.96 (3.62)
Prefer not to answer	5.23 (4.06)

Figure 9 shows the proportion of respondents in each GHQ-12 answer band, by category and gender identity.

For EPFL as a whole, some 30.7% of respondents exceeded the threshold (8 out of 12) for probable psychological distress. It should be stressed that this scale is not a diagnostic tool: its purpose is to screen for low-level mental health issues in a given population. The figure of just over 30% indicates that these low-level issues were present within the EPFL community at the time of the survey. The proportion of respondents within each category demonstrating probable psychological distress was as follows: students, 36.4%; doctoral students, 32.8%; scientists, 25.3%; administrative and technical staff, 21.6%; and academic staff, 18.6%.

Turning to gender identity, only the results for respondents identifying as “female” or “male” are shown.¹² Just as the average score was higher among those identifying as “female” than those identifying as “male,” a higher proportion of respondents identifying as “female” (35.1%) scored 8 or more out of 12 than respondents identifying as “male” (27.2%). This means that people identifying as “female” were more likely to report experiencing psychological distress than their counterparts identifying as “male.”¹³

A recent paper by Schrempf *et al.* (2023) reviewed the findings of two previous cohort studies, both using the same GHQ-12 scale. These studies, which focused on people aged 35 and over in French-speaking Switzerland, reported levels of psychological distress of 16.0% in 2021 (Specchio-COVID19 study) and 15.1% between 2003 and 2006 (CoLaus-PsychoLaus study). The difference between these two scores – one pre-pandemic and the other post-pandemic – is not statistically significant. Looking specifically at the 35–45 age bracket, the proportion of people in psychological distress was 22.2% in 2021 and 19.1% in 2003–2006. In the 2022 EPFL survey, the proportion of respondents aged 34–45 years (the closest age bracket to the two studies mentioned above) reaching or surpassing the threshold for psychological distress (8 out of 12) was 23.6%.¹⁴

¹² The results for gender identity categories other than “female” and “male” are not shown because the numbers of respondents reporting these identities, when distributed across the scale, were insufficiently high.

¹³ Although the 2023 paper by Schrempf *et al.* does not give specific figures for men and women, the proportion of women reaching or surpassing the threshold for psychological distress was also higher in this study.

¹⁴ The Specchio-COVID19 cohort study also investigated younger age groups (for which there were no matching age brackets in the EPFL survey). Higher levels of distress were observed among the younger participants.



Figure 9 Proportion of respondents in each score band on the overall mental health scale, by category and gender identity (“female” or “male”)

3.3.3 Satisfaction with life

Satisfaction with life was measured by way of a total score on the scale used, with a higher score indicating a greater degree of satisfaction. A score of 5–9 corresponded to “extremely dissatisfied,” 10–14 to “dissatisfied,” and 15–19 to “slightly dissatisfied.” A score of 20 represented “neutral.” A score of 21–25 equated to “slightly satisfied,” 26–30 to “satisfied,” and 31–35 to “extremely satisfied.”

Table 12 shows the average scores for EPFL by category and gender identity, while Figure 10 presents the proportion of respondents in each band.

Overall, the scores indicate that community members were “slightly satisfied” with life. There were no statistically significant differences (taking a threshold of $p < 0.01$) according to respondent category or gender identity.

Table 12 Average scores on the satisfaction with life scale, for EPFL as a whole and by category and gender identity

Respondents	Average satisfaction with life (standard deviation)
EPFL	22.51 (7.21)
Category:	
Students	21.82 (7.24)
Academic staff	24.40 (7.12)
Doctoral students	21.35 (7.43)
Scientists (without teaching activity)	22.81 (7.09)
Admin. and technical staff	24.32 (6.64)
Gender identity:	
Person identifying as “female”	22.96 (7.06)
Person identifying as “male”	22.34 (7.27)
Questioning	18.24 (8.70)
Other gender identity	18.88 (6.37)
Multiple identities	22.68 (6.64)
Prefer not to answer	21.22 (7.68)

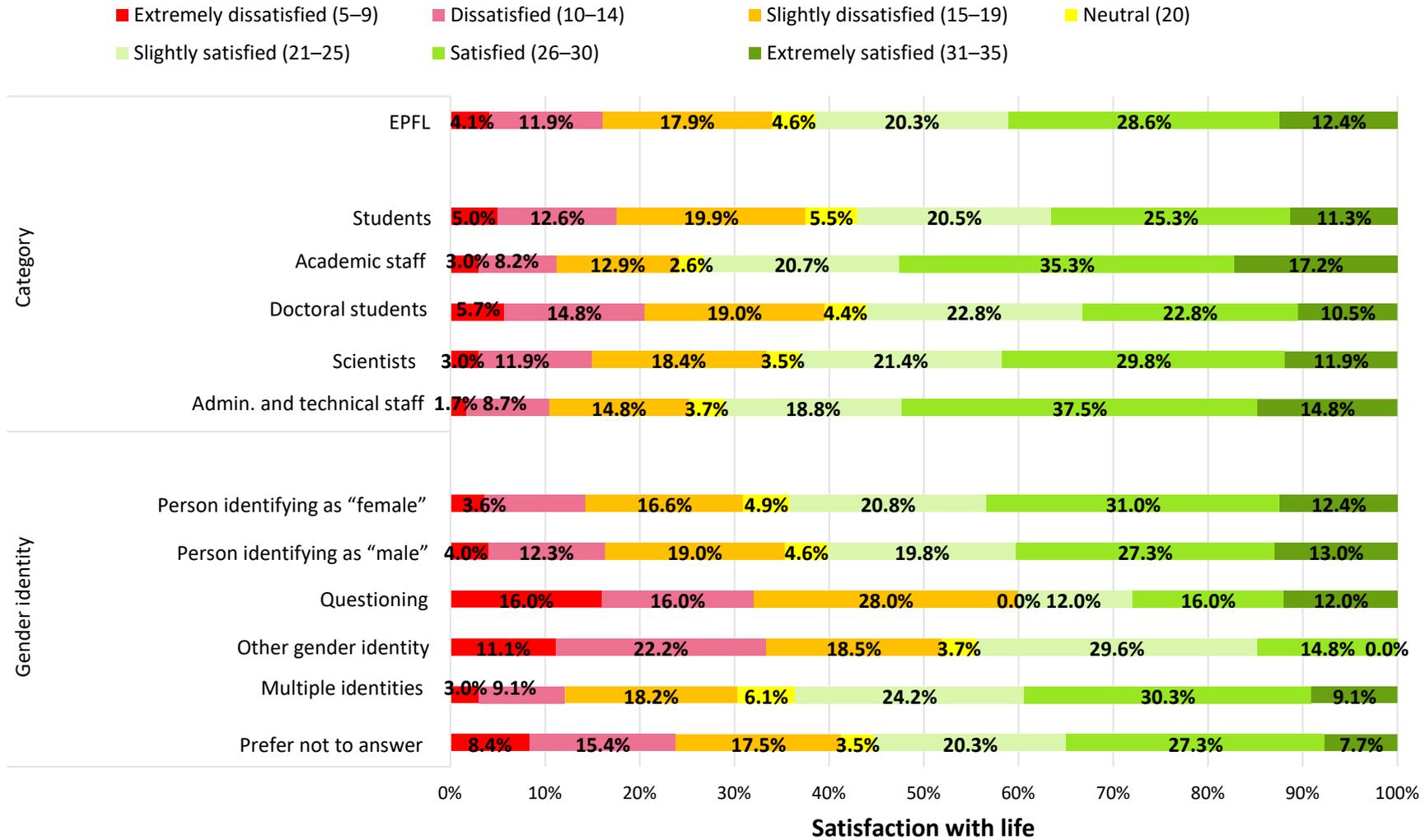


Figure 10 Proportion of respondents in each answer band on the satisfaction with life scale, for EPFL as a whole and by category

3.3.4 Eco-anxiety

The survey measured two dimensions of eco-anxiety: it asked respondents whether they were unable to stop thinking about climate change, and whether they felt anxious about their personal impact on the climate.

The scores for these two dimensions are shown in Table 13 (on a scale from 0 = “Not at all” to 3 = “Nearly every day”). Higher scores indicate a greater level of concern and anxiety relative to these two dimensions. In both cases, the scores in this survey were higher than in the sample studied by the authors of the scale, indicating above-average levels of eco-anxiety in the EPFL community (Hogg et al., 2021: *Av.*unable to stop thinking about climate change = 0.33, *SD* = 0.59; *Av.*feeling anxious about personal impact on the climate = 0.55; *SD* = 0.72). It should be stressed, however, that these studies were conducted in different contexts and with different populations. For the “unable to stop thinking about climate change” dimension, there were no statistically significant differences (taking a threshold of $p < 0.01$) according to respondent category or gender identity.

Table 13 Average scores for the two eco-anxiety dimensions, for EPFL as a whole and by category and gender identity

Respondents	Average	Average
	Eco-anxiety	Eco-anxiety
	Unable to stop thinking about climate change	Feeling anxious about personal impact on the climate
	(standard deviation)	(standard deviation)
EPFL	0.89 (0.95)	0.96 (0.93)
Category:		
Students	0.88 (0.94)	1.00 (0.94)
Academic staff	0.90 (0.97)	0.92 (0.88)
Doctoral students	0.88 (0.95)	1.02 (0.93)
Scientists (without teaching activity)	0.93 (0.94)	0.94 (0.92)
Admin. and technical staff	0.94 (0.95)	0.85 (0.87)
Gender identity:		
Person identifying as “female”	0.99 (0.94)	1.13 (0.95)
Person identifying as “male”	0.81 (0.93)	0.83 (0.88)
Questioning	1.14 (1.10)	1.17 (1.15)
Other gender identity	1.21 (0.90)	0.85 (0.91)
Multiple identities	1.04 (1.10)	0.92 (0.82)
Prefer not to answer	0.92 (1.01)	0.85 (0.91)

For the “feeling anxious about personal impact on the climate” dimension, anxiety levels were significantly higher among administrative and technical staff than among students. People identifying as “female” also felt significantly more anxious than those identifying as “male.”

Figures 11 and 12 show the distribution of respondents by answer band for each of the two dimensions, for EPFL as a whole and by category and gender identity.

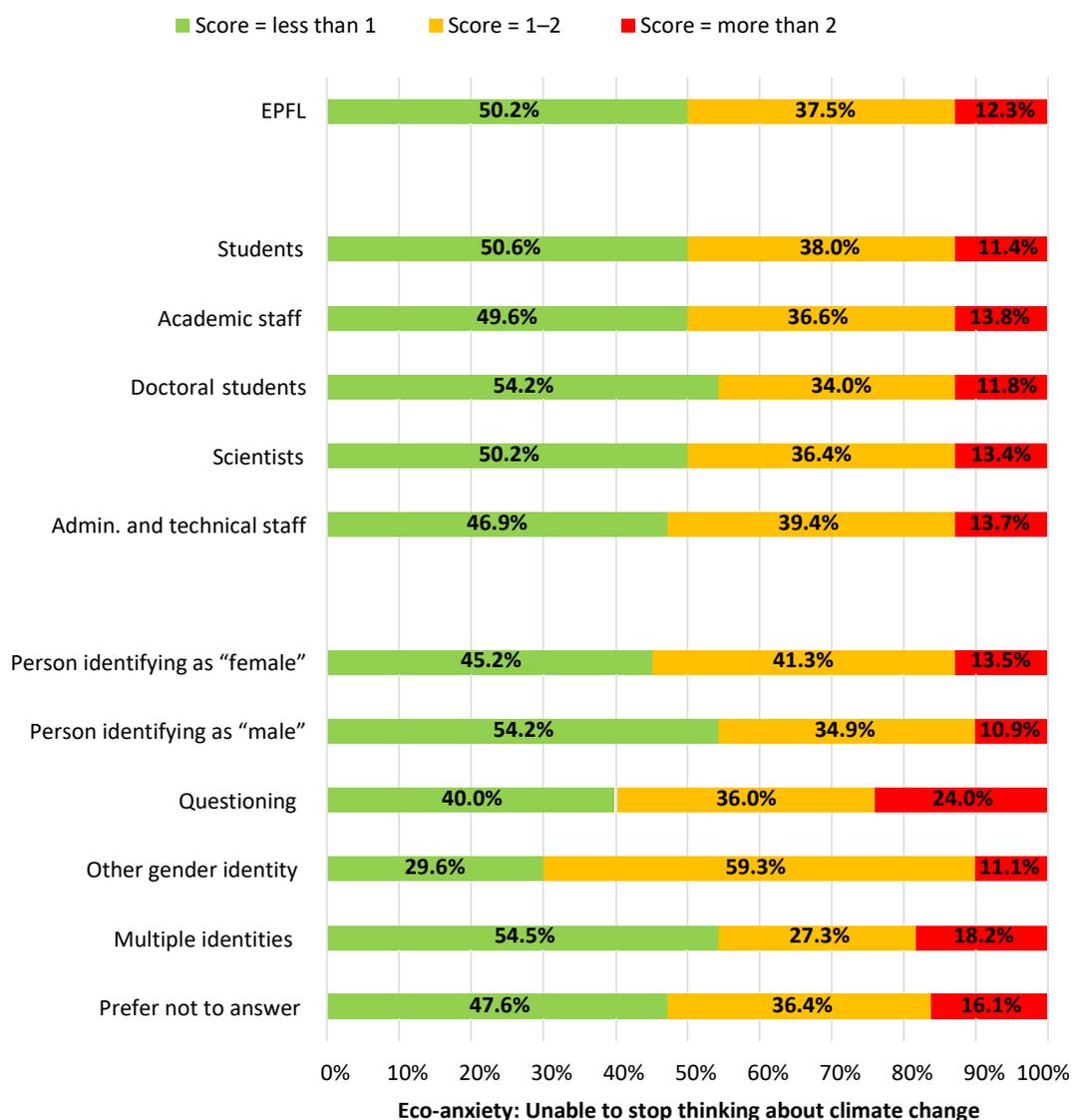


Figure 11 Proportion of respondents in each answer band for “unable to stop thinking about climate change,” for EPFL as a whole and by category and gender identity

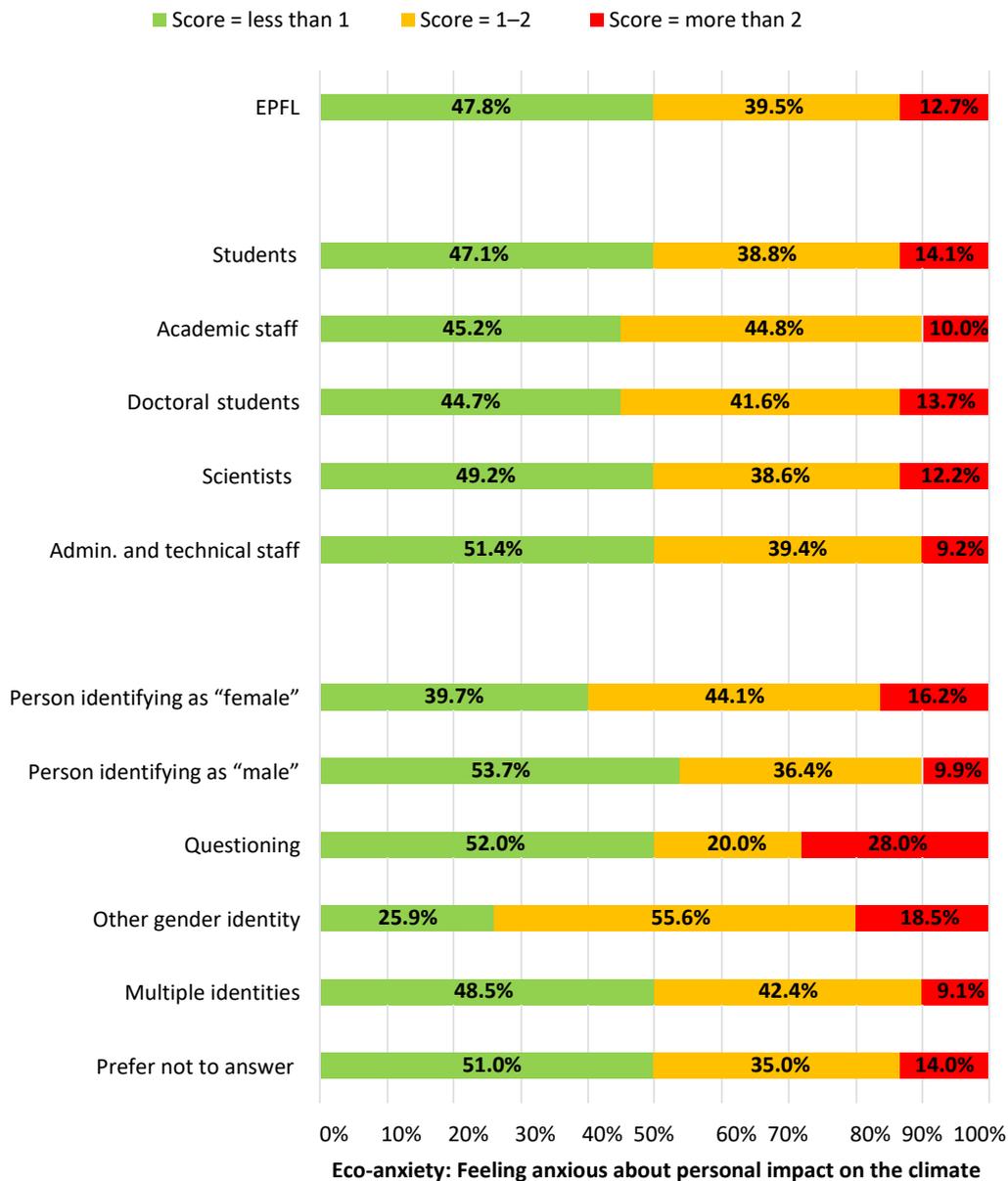


Figure 12 Proportion of respondents in each answer band for “feeling anxious about personal impact on the climate,” for EPFL as a whole and by category and gender identity

3.4 Relationships between topics

Table 14 shows the correlation matrix for the topics covered by the survey. A correlation coefficient value of 0.45 is typically considered very strong.

A correlation was observed between all the topics related to mental health and well-being, as was expected. Some of these findings are discussed in greater depth below:

- Respondents reporting higher levels of performance-related negative stress were more likely to be exhibiting signs of psychological distress. At the same time, a better work-life or study-life balance correlated with lower levels of psychological distress.
- The opposite was true for satisfaction with life: lower reported levels of performance-related negative stress were associated with greater satisfaction with life, while respondents reporting a better work-life or study-life balance also reported a higher level of satisfaction. There was also a negative correlation between satisfaction with life and overall mental health scores, indicating that people who were more satisfied with life were less likely to be in psychological distress.
- Both dimensions of eco-anxiety correlated positively with reported psychological distress (overall mental health), with a close relationship between the two variables.

Table 14 Correlation matrix for mental health and well-being topics¹⁵

Topic	1	2	3	4	5	6	7	8	9	10	11
1. Organization-related negative stress											
2. Performance-related negative stress	0.40*										
3. Bullying/mobbing	0.47*	0.27*									
4. Work-life/study-life balance	-0.19*	-0.52*	-0.17*								
5. Trust in the institution	-0.52*	-0.28*	-0.29*	0.22*							
6. Social support: special person	-0.07*	-0.14*	-0.11*	0.20*	0.10*						
7. Social support: family	-0.16*	-0.19*	-0.15*	0.23*	0.18*	0.45*					
8. Social support: friends	-0.14*	-0.18*	-0.16*	0.27*	0.13*	0.56*	0.45*				
9. Overall mental health	0.27*	0.52*	0.27*	-0.45*	-0.24*	-0.20*	-0.26*	-0.23*			
10. Satisfaction with life	-0.27*	-0.40*	-0.24*	0.39*	0.31*	0.37*	0.39*	0.38*	-0.51*		
11. Eco-anxiety: Unable to stop thinking about climate change	0.11*	0.09*	0.03	-0.03	-0.03	0.09*	0.00	0.08*	0.09*	0.01	
12. Eco-anxiety: Feeling anxious about personal impact on the climate	0.11*	0.17*	0.05*	-0.09*	-0.03	0.08*	-0.03	0.07*	0.17*	-0.02	0.72*

¹⁵ Perceived academic control and burnout are dichotomous variables. As such, correlations could not be calculated for these two variables, which explains their absence from this table.

Linear regression analyses (logistic regression for the burnout variable) were run to test the influence of mental health and well-being topics on the measurements, i.e., burnout, overall mental health, satisfaction with life and the two dimensions of eco-anxiety.^{16,17}

For the burnout variable, respondents scoring highest on both dimensions of stress (organization- and performance-related) were significantly more likely to report at least one symptom of burnout (OR = 1.14 and 1.67 respectively). The same applies to perceived control: a low score on this variable increased the chances of reporting at least one symptom of burnout (OR = 1.38). Respondents who trusted in the institution and did not report any acts of bullying/mobbing were less likely to say they felt burned out. This model accounted for 41.3% of responses to the burnout variable, which was sufficiently high to consider these variables as predictors of a respondent's belonging to one of the two burnout categories.¹⁸

Turning to the overall mental health variable, respondents' membership of a particular segment of the EPFL community and gender identity were shown to be significant factors. Together, these two variables explained 4.7% of the variance in respondents' answers. Performance- and organization-related negative stress accounted for an additional 24.3% of this variance in overall mental health. Trust in the institution and bullying/mobbing accounted for a further 1.7% of this variance, while perceived control over academic work and work-life/study-life balance accounted for an additional 0.8% and 3.2%, respectively. These findings should be qualified by stressing that, as more factors were added to the model, organization-related negative stress lost its explanatory power. From this, it can be concluded that while all the above-mentioned factors had a significant influence on overall mental health, performance-related negative stress was the most important variable affecting scores on this scale and could therefore be considered a predictor. In other words, higher levels of performance-related negative stress correlated positively with increased psychological distress.

The outcome of the regression analysis for satisfaction with life followed the same pattern: respondents' category and gender identity accounted for 1.4% of the results, while the two dimensions of negative stress explained an additional 17.6% of the variance in respondents' answers. Trust in the institution and bullying/mobbing accounted for a further 3.0% of this variance, while perceived control over academic work and work-life/study-life balance accounted for an additional 1.4% and 3.2%, respectively. All these factors were significant predictors of how respondents judged their satisfaction with life, but the two dimensions of perceived negative stress had the strongest influence on variance in responses for this scale. Here too, organization-related negative stress lost its explanatory power as more factors were added to the model. And, once again, performance-related negative stress was the strongest predictor of respondents' satisfaction with life: higher levels of stress were associated with lower levels of satisfaction.

¹⁶ Regression analyses were not run for the three dimensions of social support for several reasons: first, to avoid overburdening the model, and second, because there was little variation between groups and the scores obtained were within the standard range for the scale used (see the discussion in section 3.2.6).

¹⁷ A five-step model was used, with the following variables introduced as predictors: (i) respondents' category and gender identity, (ii) organization- and performance-related negative stress, (iii) trust in the institution and bullying/mobbing, (iv) perceived control, and (v) work-life or study-life balance.

¹⁸ The differences by respondent category and gender identity are presented in section 3.3.1.

The regression analysis did not produce a satisfactory degree of variance in respondents' answers for the "unable to stop thinking about climate change" variable, with the entire model accounting for just 2.5% of this variance. The results were only slightly better for the "feeling anxious about personal impact on the climate" variable: here, the entire model explained 5.3% of the total variance. In both cases, the observed variance was almost entirely attributable to respondents' category and gender identity, as discussed in section 3.3.4.

3.5 What measures EPFL should take as a priority

Respondents indicated that EPFL should take the following measures, as a priority, in order to maintain or improve mental health in the community:

- Promote work-life or study-life balance.
- Review workload demands.
- Expand existing support services (e.g., introduce coaching, psychological counseling and training).

As well as being the most commonly selected, these three options were also judged to be the most important measures by respondents.

The detailed results are given in Table 15, which shows how often the measures were selected by respondents and the average level of importance accorded to each.¹⁹

¹⁹ There were more responses than respondents because participants could select more than one option. "Importance" reflects the average score across the survey sample, on a scale from 0 to 3.

Table 15 Measures to be implemented at EPFL as a priority, ranked by frequency of selection and importance according to respondents

Measure	Proportion % (number)	Importance
1. Promote work-life or study-life balance	24.1 (2,733)	1.45
2. Review workload demands	20.4 (2,319)	1.40
3. Expand existing support services (e.g., introduce coaching, psychological counseling and training)	14.1 (1,605)	0.78
4. Run campaigns on the benefits of sports, healthy eating, etc.	10.2 (1,155)	0.52
5. Give people greater autonomy in relation to their work	8.2 (935)	0.44
6. Raise awareness about mental health and well-being among staff and students (through campaigns, presentations, newsletters, etc.)	7.3 (827)	0.36
7. Take action to reduce mobbing and bullying (intimidation at work and in the classroom)	6.6 (746)	0.36
8. Provide more information about career progression ^a	4.9 (553)	0.27
9. Other	4.2 (482)	0.24

Note: ^a In the questionnaire, this proposed measure was only available to doctoral students, scientists (without teaching activity), and administrative and technical staff members.

There were some differences in the results according to respondent category. The most frequently selected and most important measure according to students was “review workload demands,” whereas the other categories placed “promote work-life or study-life balance” at the top of the list (this was the second-place measure highlighted by students).

Scientists were the only category not to place “review workload demands” among the top-three measures, instead selecting “provide more information about career progression” as one of their priorities. Academic staff chose “give people greater autonomy in relation to their work” as their third-place measure, relegating “expand existing support services” to fourth in the list.

Looking at the results by self-reported gender identity, people identifying as “female” and “male” selected the same three priority measures, in the same order, as the EPFL sample as a whole.

However, respondents identifying as “female” accorded the greatest importance to “review workload demands,” even though this measure placed second among this group by frequency. The three measures selected most often by people reporting other gender identities – both individually and in combination – were the same as for EPFL as a whole, although there were differences in terms of order and importance between categories.

Respondents who selected “expand existing support services” were also asked which additional service they would like to see introduced as a priority. The results for this supplementary question, for EPFL as a whole, were as follows: “personal coaching sessions,” 39.1%; “psychological counseling for staff,” 34.7%; “training programs for specific target groups,” 20.2%; and “other” services, 6.1%. As expected, there were a number of differences according to respondents’ category: “psychological counseling for staff” (a service already available to students and doctoral students) was by far the most popular choice among academic staff, scientists and doctoral students, and to a lesser extent among administrative and technical staff. Students were more likely than other categories to opt for other services that were not in the list.

An analysis of the results by gender identity shows that people identifying as “male” showed a slight preference for “psychological counseling for staff,” while those identifying as neither “male” nor “female” were most likely to select “training programs for specific target groups.”

The detailed results for EPFL as a whole can be found in section 7.2.1 (p. 95), while a breakdown of the results by category and by gender identity can be found in sections 7.2.2 (p. 117) and 7.3 (p. 119), respectively.

3.6 Open-ended comments

The questionnaire ended with an open-ended question (“If you’d like to share something important about your well-being or mental health that wasn’t covered in this survey, you can leave a comment here”). A total of 549 respondents left a comment in this section, representing 12.7% of the analyzed sample.

The comments varied in terms of complexity: some were extremely brief, while others extended over several paragraphs. Each comment was analyzed for the topics mentioned, irrespective of its length and complexity. The minimum number of topics in a comment was 1, and the maximum was 8 ($M = 1.65$). The vast majority of respondents mentioned a single topic in their comment (63.4% of comments, $n = 348$), but a sizable share of comments mentioned two or more topics (20.8%, $n = 114$) or three or more topics (15.8%, $n = 87$).

Although many respondents mentioned multiple topics in their comments, each topic was only assigned once to the same comment.

The topic allocation method was chosen in accordance with the aims of this report and the characteristics of the population. As Table 16 shows, there was no comparable distribution of French and English comments across different segments of the EPFL community. Respondents who did not indicate their category (n = 29) were excluded from this analysis.

Table 16 **Distribution of comments by language and respondent category**

Category	French, % (n)	English, % (n)	Total (n) per category
Students	55.9 (207)	29.1 (52)	259
Academic staff	5.4 (20)	9.5 (17)	37
Doctoral students	8.6 (32)	33.5 (60)	92
Scientists (without teaching activity)	5.9 (22)	13.4 (24)	46
Admin. and technical staff	20.0 (74)	6.7 (12)	86

The corpus of comments was coded “manually”: the topics were allocated to each comment by a member of the ESOPÉ team who had not taken part in the previous analyses. These topics were grouped into broader themes, and the entire team reviewed the suitability of the identified topics and their classification into these themes.

A decision was made to only report those themes mentioned by at least 5% of respondents who left a comment. The comments were analyzed in two ways: an analysis of all comments left by respondents (n = 549) and an analysis by respondent category, where the comments left by individuals in a given category were analyzed separately from those left by respondents in other categories (comments left by respondents who did not indicate their category were excluded from this second analysis). For the analysis of all comments, the proportions reflect the share of all comments that mentioned a particular theme. For the analysis of comments by category, the proportions reflect the share of comments left respondents in a given category that mentioned a particular theme (i.e., excluding respondents from other categories). For example, if 40 individuals from the entire sample of respondents who left a comment (n = 549) mentioned a given theme, then the proportion of respondents mentioning this theme was 7.3%. If the same theme was mentioned by 5 students (n = 259), then the proportion of students mentioning this theme was 1.9%. The themes mentioned most often by all respondents who left a comment were used for the category-by-category analysis.

3.6.1 Themes mentioned in the comments

The team took the main themes mentioned in the comments as a whole and reviewed how often these themes were mentioned by respondents in each category in order to gain further insights. Table 17 shows the themes mentioned by at least 5% (n = 28) of respondents who left a comment (n = 549), along with additional discussion for each of these themes.

Table 17 Themes mentioned by at least 5% of respondents who left a comment (n = 549)

Theme	General description	No. of times mentioned	Proportion of respondents mentioning the theme (%)
Workload/lack of rest time	This theme includes comments in which respondents expressed unhappiness with their relentlessly high workload, and said they felt constantly overloaded with work and/or they never had any time to take a break.	185	33.7
Mental health issues linked to work/study at EPFL	This theme includes comments in which respondents reported having been diagnosed with a mental health condition explicitly linked to their work or study at EPFL. It does not include comments expressing general feelings of malaise without a diagnosis, or those mentioning mental health issues occurring prior to and/or unrelated to the person's work or study at EPFL.	62	11.3
Concerns about the approach	This theme includes comments in which respondents expressed reservations about the value of Mental Health Week and/or the survey.	53	9.7
Mental health-adverse institutional culture	This theme includes comments in which respondents referred specifically to the mental health-adverse climate at EPFL. It does not include general comments about the demands of academic study.	51	9.3
Uncertainty/insecurity	This theme includes comments in which respondents expressed concerns about the future (their personal life and/or career) as it relates specifically to their work or studies at EPFL. It does not include comments about the future relating to strictly personal matters and/or geopolitical developments.	49	8.9
Lack of support from superiors	This theme includes comments in which respondents mentioned a lack of care, attention and/or support from a direct or indirect manager (e.g., senior management, thesis supervisor, professor, human resources), and/or said that someone in one of those positions treated them abusively and/or belittled them.	49	8.9
Need for more/better therapeutic counseling	This theme includes comments in which respondents mentioned/criticized the counseling provision for the EPFL community.	35	6.4

Workload/lack of rest time

Respondents who mentioned this theme typically raised the need to review workload demands, stating that their relentlessly high workload left them constantly falling behind and/or unable to devote time to other activities (such as sleeping, cooking, reading and socializing). This subject was raised by a particularly high share of students who left comments (49.0%). It was also frequently cited by administrative and technical staff (22.1%), doctoral students (17.4%) and academic staff (10.8%). By contrast, this theme was barely mentioned at all by scientists who left a comment ($n = 1$). In many cases, respondents noted a problem with the estimated amount of time required to complete the work expected of them (i.e., to perform their job duties or to earn the necessary course credits). Some students even said they had reduced their per-semester credit target just so they could survive the workload. Among the proposed solutions to these workload demands, students suggested reviewing the number of credits awarded for classes to better reflect the actual work involved and/or introducing a one-week break in the fall semester, even if that meant starting the semester a week earlier. Another suggestion was to introduce a catch-up arrangement for students who missed exams due to illness.

Mental health issues linked to work/study at EPFL

The second most commonly mentioned theme related to diagnosed mental health conditions explicitly linked to respondents' work or study at EPFL. The conditions cited most often were depression (especially among students and doctoral students), burnout and anxiety (especially among scientists, and administrative and technical staff). Comments expressing general feelings of malaise without a diagnosis and/or mentioning mental health issues occurring before the person joined EPFL were excluded from this theme. Mental health issues were raised by a relatively high proportion of students (15.1% of comments left by respondents in this category) and administrative and technical staff (13.9%). Conversely, this theme was mentioned relatively infrequently by scientists (8.7%) and doctoral students (5.4%), and did not reach the 5% threshold among comments left by academic staff (2.7%).

Concerns about the approach

Respondents raised concerns about the survey and mental health-related activities on campus, and voiced suspicions as to the real intentions of EPFL's senior management. Comments on this theme accused the School of being hypocritical for claiming publicly to care about the mental health of its community but doing nothing about it in practice. This theme was mentioned most often by academic staff (13.5% of comments left by respondents in this category), students (12.0%) and administrative and technical staff (5.8%). It did not reach the 5% threshold among comments left by doctoral students and scientists (4.3% and 2.1% respectively).

Mental health-adverse institutional culture

This theme includes comments referring explicitly to the culture at EPFL as being harmful to mental health. Respondents described a culture of constant pressure, oppressive competition, a belittling attitude toward underachievers and less qualified members of the community, and abuse by superiors who go unpunished in order to protect the School's reputation. Some commenters said that this was not the case at other institutions and in other settings (e.g., at ETH Zurich, at educational institutions outside Switzerland, and in the world of work). This theme was mentioned most often by scientists (17.4% of comments left by respondents in this category),

academic staff (13.5%) and doctoral students (10.9%). It was raised relatively infrequently by administrative and technical staff (8.1%) and students (7.3%), although it surpassed the 5% threshold in both cases.

Uncertainty/insecurity

Uncertainty over future employment and/or academic success was another theme cited regularly as adversely impacting respondents' mental health. For some community members (with the notable exception of doctoral students), this sense of insecurity also stemmed from the temporary contracts on which they were employed. This theme was mentioned frequently by scientists (43.5% of comments left by respondents in this category) and academic staff (21.7%). It was barely raised at all by administrative and technical staff (4.7%), students (3.1%) and doctoral students (1.1%). Students expressed uncertainty about the world of work and about exams, and attributed feelings of insecurity to a lack of feedback on their work prior to exams.

Lack of support from superiors

Another theme mentioned frequently by respondents who left a comment was a lack of support from direct or indirect superiors (i.e., EPFL's senior management, professors, human resources and other individuals/units whose role is to provide support). Most often, commenters pointed to an absence of care and attention when they raised personal problems, and said that their work sometimes went unrecognized. This theme was particularly prominent among comments from academic staff (27.0% of comments left by respondents in this category), who touched on issues including their heavy administrative burden, a lack of freedom in managing their work, and top-down management practices. Administrative and technical staff also mentioned this theme (18.6%), but commenters in this category focused more on a lack of recognition and a tendency for individual requests to be disregarded. A lack of support was also cited by students (6.7%), who reported feeling that academic staff did not listen to their concerns. This theme was less common in the comments left by doctoral students and scientists (5.4% and 2.1%, respectively).

Need for more/better psychotherapeutic counseling

This theme includes comments both criticizing existing counseling services and suggesting improvements. It only reached the defined threshold among comments from doctoral students and students (9.8% and 6.9% of comments left by members of these categories, respectively). The theme was barely raised by administrative and technical staff (2.6%), and no academic staff or scientists who left comments mentioned it at all. A few administrative and technical staff members also mentioned that there was no provision in place whatsoever for employees more generally. In most cases, the suggested improvements revolved around access to psychotherapeutic counseling, with a particular focus on shortening wait times, extending the follow-up period, and making the service cheaper or providing it for free.

4 Discussion

The 2022 EPFL Mental Health and Well-Being Survey achieved its key aims, which were to build a picture of the current state of mental health and well-being at EPFL, to pinpoint factors affecting mental health and well-being within the community, and to identify the community's needs and determine what measures need to be implemented as a priority. Given the high quality of the data gathered and the high participation rate, it is possible to make a number of general recommendations based on the findings presented in this report. These are set out at the end of this section.

First of all, the team would like to share some comments on the design and conduct of the survey. Launching the survey during the School's Mental Health Week undoubtedly helped to focus minds on what is a delicate topic of discussion. This catalyzing effect was reflected in the 22.9% participation rate, which shows that the community considers mental health an important topic and should galvanize further action on these issues at EPFL. The way in which the survey was designed also proved immensely valuable: the collaboration between Unisanté and the Mental Health and Well-Being Task Force working group resulted in a context-appropriate questionnaire using scientifically verified scales, which allowed for robust conclusions and evidence-based recommendations.

In terms of building a picture of the current state of mental health and well-being at EPFL, the survey measured all the key areas: work-life or study-life balance, stress, perceived control over academic/work performance, trust in the institution, social support, and bullying/mobbing. These topics, which covered individual, social, organizational and psychosocial factors, were assessed alongside burnout, overall mental health and satisfaction with life – three factors closely associated with mental health and well-being in the Western world. Eco-anxiety, meanwhile, is a new and largely undocumented subject. It was nevertheless interesting to investigate related attitudes at a time when global warming and anthropogenic activities are becoming increasingly prominent subjects of public debate.

The results presented in the first part of this report clearly show that stress – especially negative stress caused by performance expectations – is a subject that demands special attention, and that practical measures to alleviate this kind of stress in the EPFL community would be particularly welcome. High levels of perceived performance-related negative stress were found to be a strong predictor of burnout, psychological distress and dissatisfaction with life. This finding should be taken seriously at EPFL, given the high share of respondents reporting at least one symptom of burnout (52.7%) and the fact that 30.7% of respondents exhibited likely signs of psychological distress.

While the above observation is valid for EPFL as a whole, the survey results also paint a worrying picture as to the mental health and well-being of certain segments of the community. Respondent categories that are central to the School's educational mission – especially students and doctoral students – reported high levels of burnout, psychological distress and dissatisfaction with life. Importantly, the survey was conducted between late-November and late-December, a time of year when academic demands were not especially high and no exams were taking place. Given that respondents from some sections and doctoral schools were more likely to report feeling burned out than others, there is a clear need to examine the workings of different entities in

order to pinpoint the causes of these differences. Burnout levels within the School of Computer and Communication Sciences (IC), the School of Basic Sciences, and the EDEY doctoral school were closest to the average among the working-age population of Switzerland. It would be worthwhile investigating how and why these entities appear to be better at protecting their members from burnout than others.

Respondents identifying as “female” reported higher levels of burnout and psychological distress than people who identified as “male,” although both groups reported similar levels of satisfaction with life. This result suggests that, when it comes to life satisfaction for men or for women, other factors not measured by the survey could be at play. The proportion of respondents not identifying as either “male” or “female” who reported feeling burned out was also alarmingly high. Since the survey sample included a relatively small number of respondents self-identifying in this way, it is not possible to draw robust conclusions about their overall mental health or satisfaction with life. However, the literature has demonstrated that, across society, people in this group are generally more vulnerable to psychological distress and have a lower quality of life than those who identify as “male” or “female.” The survey results suggest that the same is probably true within the EPFL community.

Acts of bullying/mobbing were also reported by participants in the survey: based on their answers, 16.3% of respondents had possibly experienced bullying/mobbing and 7.2% had definitely done so. The figure for doctoral students was higher than the result observed in the last survey: in 2019, 13.0% reported possible bullying/mobbing and 7.7% definite bullying/mobbing, versus 19.9% and 11.6%, respectively, this time around.

The results also point to eco-anxiety as an issue affecting the EPFL community, with reported levels higher than in the reference population used to create the scale. It would be interesting to explore whether this feeling persists or increases in light of measures implemented at EPFL more generally, and how this type of anxiety affects mental health in the long term.

Lastly, the survey revealed that levels of social support from all sources (family, friends and special person) were within the normal range across the community. This finding suggests that people’s social lives have returned to normal post-pandemic. Remote working and virtual classes were not found to be a source of negative stress for the community.

As well as building a picture of mental health and well-being as discussed above, the survey included a multiple-choice question asking community members what measures they thought EPFL should take. The most common answer to this question was “promote work-life or study-life balance,” followed by “review workload demands.” The third most popular choice was “expand existing support services,” with many respondents specifically asking for personal coaching sessions. Consequently, reorganizing work/study demands was the top priority for community members, who wanted to have more time to devote to other activities. Second to this was a call for more support from the School.

The qualitative analysis of the open-ended comments led to similar conclusions as the above quantitative analysis, with respondents who left a comment generally raising the same topics: excessive workload and the need for a better work-life or study-life balance, a highly competitive culture, and calls to expand support services. The overall tone and substance of the comments suggests the need for a full review of conditions at EPFL. This observation applies to both administrative and technical staff, and to community members more involved in teaching,

research and education, with respondents in this latter group suggesting that the workload and pressure are more acute at EPFL than at other universities. It would be interesting to check whether this assessment is true, for example by reviewing whether these other institutions have any organizational arrangements in place designed to limit or reduce the sense of burnout within their own communities. Some respondents also cited a lack of support services geared specifically toward staff members. In response, a useful first step would be to quickly remind community members of where they can go for help and support on campus, and then to expand existing services.²⁰ While community members recognized the high-paced nature of life at EPFL, many of the open-ended comments mentioned a lack of time for other day-to-day activities. Respondents proposed various organizational measures for alleviating this workload, chief among which was reviewing how much time community members actually need to complete the work expected of them (i.e., performing their job duties or earning the necessary course credits). Commenters reported that a burnout-inducing work culture was ingrained in EPFL and suggested practical steps that could be taken to ease the pressure on the community. In general, many respondents expressed a lack of trust in the School's managers, who were also called upon to show more care around mental health issues.

Many of the limitations of the EPFL Mental Health and Well-Being Survey are inherent to any institution-wide survey of this kind: although it is an important first step that gives a general picture, it is impossible to deduce from the findings what specific measures particular segments of the community need. The only way to build a detailed list of targeted measures is to take those situations described most often and to investigate the underlying factors in greater depth. This exercise should encompass everyone affected by such situations: both those who are suffering and those involved in the response. Ideally, this investigation should adopt more qualitative and participatory methods, such as focus groups. Also, while exploring differences between gender identities would be a valid aim of such an investigation, it is important to bear in mind that some groups were not considered at all in the survey, or were investigated but not reported on because analyzing these groups was outside the scope of the exercise. For instance, this report does not break down the results by variables such as standard of living, ethnic origin, country of origin or contract type (for staff members), even though these characteristics can equally influence mental health and well-being. A qualitative follow-up study to this survey could also reveal other factors of interest to be investigated in the future.

Particular caution should be exercised when seeking to compare the results of this survey with the findings of studies at other universities. Despite possible overlap between the topics studied, the surveys may have used different scales, methodologies and populations, which would undermine the conclusions of any comparison. Moreover, the findings of this survey suggest that, irrespective of the situation at other institutions, EPFL should focus on two key areas as a priority: reducing burnout within the community to bring it in line with the rate among the working-age population of Switzerland as a whole (around 30%), and reversing the trend of increasing bullying/mobbing among doctoral students.

At this juncture, it should be stressed that the survey took place in the aftermath of the COVID-19 pandemic and at a time of geopolitical conflict in Europe. Since this is the only survey of its kind conducted at EPFL, it is not possible to determine whether the results were attributable in part to “post-pandemic fatigue.” Likewise, this survey should only be compared with exercises conducted

²⁰ This is particularly important given that six people, who cannot be identified because the survey was anonymous, left comments specifically calling for help.

at other universities during the same period.

In light of the findings and the accompanying discussion presented in this report, and keeping the above-mentioned limitations in mind, the following general recommendations can be made:

- Remind all community members, without delay, of existing sources of help and support on campus.
- Implement the measures chosen most often by respondents in the closed question: review workload demands to promote a better work-life/study-life balance, and guarantee or expand access to existing support services.
- Make mental health and well-being a long-term priority, with related measures and initiatives repeated consistently over time. To this end, set up a permanent unit tasked with coordinating these measures and reviewing their effectiveness.
- Devise targeted, practical solutions to burnout and bullying/mobbing, with meaningful participation from those community groups most affected by these issues. These solutions may address organizational, cultural and/or individual aspects. For various reasons, including confidentiality and ethics, this work should be supported or carried out by professionals from outside the institution (such as occupational psychologists or specialized coaches).
- Take new steps to address bullying/mobbing, especially among doctoral students, and monitor related trends over time. In this regard, EPFL could draw inspiration from institutions, whether similar or not, where bullying/mobbing is uncommon, or that have successfully reduced the incidence of these harmful behaviors.
- More generally, develop a new motivation strategy within the EPFL community. This community currently views the heavy workload and performance-related pressure that come with a competitive culture as negative factors which, in turn, are predictors of burnout and psychological distress. This trend should be reversed so that community members regain perceived control over their performance and are able to reach their full potential without this adversely affecting their health. The School is advised to seek outside support for this process, adopting an approach based on the latest knowledge, methods and innovations.
- Ensure that any measures the School implements take account of differences in gender identity so that the measures are truly effective for all community members. For instance, people identifying as “female” and something other than “male” were most likely to report high levels of burnout and low levels of overall mental health. Ideally, EPFL should gather detailed information about these segments of the community and develop targeted measures with their input.
- For future quantitative or qualitative studies, identify groups not included in this report (i.e., segment the community other than by category and gender identity) that may have specific mental-health vulnerabilities and should be given special consideration in measures implemented at EPFL.

- Review the work/study organization models and practical measures implemented by other, similar institutions to improve workload demands, work-life or study-life balance, and community mental health, and explore whether similar approaches could be adopted at EPFL.

Issuing recommendations based on past experience or on the scientific literature was beyond the scope of this exercise. Consequently, these general recommendations are intended to serve as a guide when developing practical measures and initiatives with support from subject-matter experts (in occupational health, harassment, work/study organization, etc.) and with the active participation of people affected by the issues. The survey did, however, find a high degree of interest in the topics covered among the EPFL community, which produced a set of robust proposals. The team is confident that the results presented in this report will provide valuable input for future work in this area.

5 Conclusion

The first conclusion to draw from the survey results presented in this report is that the EPFL community considers mental health and well-being an important topic, as reflected in the high participation rate. In addition, around half of respondents reported feeling burned out and approximately one-third exhibited likely symptoms of psychological distress. Another key finding was that bullying/mobbing is on the rise among doctoral students.

These results call for EPFL to go above and beyond existing initiatives, with new measures geared toward both the community as a whole and specific target groups. This work will require coordination, long-term thinking, and input from both specialists and community members.

On a final note, it should be stressed that mental health is not an easy subject to address in the workplace, or in an academic setting. For this reason, EPFL should be commended for its initiative and should be encouraged to continue its work in this area. Credit is also due to everyone who contributed to the School's Mental Health Week.

6 Références

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7 Annexes

7.1 Caractéristiques détaillées des répondant-es

7.1.1 Pour l'EPFL globalement

Catégorie EPFL

Taux de réponse : 95,0%

	Nb	
Corps étudiantin	2093	51,3%
Corps enseignant	241	5,9%
Coll. scientifique et corps doctorant	941	23,1%
Corps administratif et technique	802	19,7%
Total	4077	

Catégorie EPFL éligibles

Taux de réponse : 100,0%

	Nb	
Corps étudiantin	11329	60,4%
Corps enseignant	981	5,2%
Coll. scientifique et corps doctorant	4070	21,7%
Corps administratif et technique	2362	12,6%
Total	18742	

Site EPFL

Taux de réponse : 94,0%

	Nb	
Lausanne	3810	94,4%
Genève	99	2,5%
Neuchâtel	64	1,6%
Valais	45	1,1%
Fribourg	19	0,5%
Total	4037	

Site EPFL éligibles

Taux de réponse : 100,0%

	Nb	
Lausanne	18095	95,9%
Genève	357	1,9%
Neuchâtel	191	1,0%
Valais	158	0,8%
Fribourg	48	0,3%
Autre	29	0,2%
Total	18878	

Note : Le nombre de réponses est supérieur au nombre d'éligibles en raison de réponses parfois multiples

Ancienneté EPFL

Taux de réponse : 93,9%

	Nb	
Moins d'un an	821	20,4%
Entre 1 et 3 ans	1371	34,0%
Entre 4 et 6 ans	984	24,4%
Entre 7 et 9 ans	297	7,4%
Entre 10 et 15 ans	284	7,0%
Entre 16 et 20 ans	108	2,7%
Plus de 20 ans	168	4,2%
Total	4033	

Responsabilité d'encadrement hiérarchique

Taux de réponse : 93,2%

	Nb	
Oui	496	12,4%
Non	3507	87,6%
Total	4003	

Questions spécifiques "corps enseignant"**Catégorie**

Taux de réponse : 86,7%

	Nb	
Professeur-e	96	45,9%
Maître d'Enseignement et de Recherche (MER)	49	23,4%
Chargé-e de cours	64	30,6%
Total	209	

Catégorie éligibles

Taux de réponse : 100,0%

	Nb	
Professeur	413	42,1%
Maître d'Enseignement et de Recherche (MER)	125	12,7%
Charge de cours	443	45,2%
Total	981	

Faculté

Taux de réponse : 87,6%

	Nb	
ENAC	45	21,3%
IC	15	7,1%
SB	62	29,4%
STI	58	27,5%
SV	21	10,0%
CDH	7	3,3%
CDM	3	1,4%
Total	211	

Faculté éligibles

Taux de réponse : 95,5%

	Nb	
ENAC	279	27,5%
IC	71	7,0%
SB	225	22,2%
STI	205	20,2%
SV	98	9,7%
CDH	87	8,6%
CDM	49	4,8%
Total	1014	

Question spécifique "coll. scientifique" et "corps administratif et technique"**Entité**

Taux de réponse : 92,8%

	Nb	
VPA	216	19,6%
VPO	180	16,3%
SV	158	14,4%
SB	139	12,6%
STI	131	11,9%
ENAC	104	9,4%
IC	42	3,8%
P	32	2,9%
Autre	30	2,7%
VPF	22	2,0%
VPT	18	1,6%
CDH	18	1,6%
VPI	11	1,0%
Total	1101	

Questions spécifiques "corps étudiantin"

Catégorie

Taux de réponse : 92,8%

	Nb	
Etudiant-e Bachelor 1ère année (Propédeutique)	501	25,2%
Etudiant-e Bachelor 2e année	340	17,1%
Etudiant-e Bachelor 3e année	310	15,6%
Etudiant-e Master	739	37,2%
Etudiant-e CMS	43	2,2%
Etudiant-e d'échange	55	2,8%
Total	1988	

Note : Plusieurs réponses possibles

Catégorie éligibles

Taux de réponse : 96,3%

	Nb	
Etudiant-e Bachelor 1ère année (Propédeutique)	2882	26,4%
Etudiant-e Bachelor 2e année	1530	14,0%
Etudiant-e Bachelor 3e année	1630	14,9%
Etudiant-e Master	3750	34,4%
Etudiant-e CMS	282	2,6%
Etudiant-e d'échange	833	7,6%
Total	10907	

Section

Taux de réponse : 91,7%

	Nb	
IN	253	13,2%
PH	212	11,0%
MT	192	10,0%
GM	182	9,5%
SV	176	9,2%
AR	158	8,2%
MA	134	7,0%
SC	105	5,5%
SIE	99	5,2%
EL	86	4,5%
GC	84	4,4%
CGC	81	4,2%
MX	70	3,6%
CMS	31	1,6%
MTE	19	1,0%
NX	15	0,8%
IF	12	0,6%
DH	7	0,4%
SIQ	4	0,2%
AUDIT	0	0,0%
Total	1920	

Section éligibles

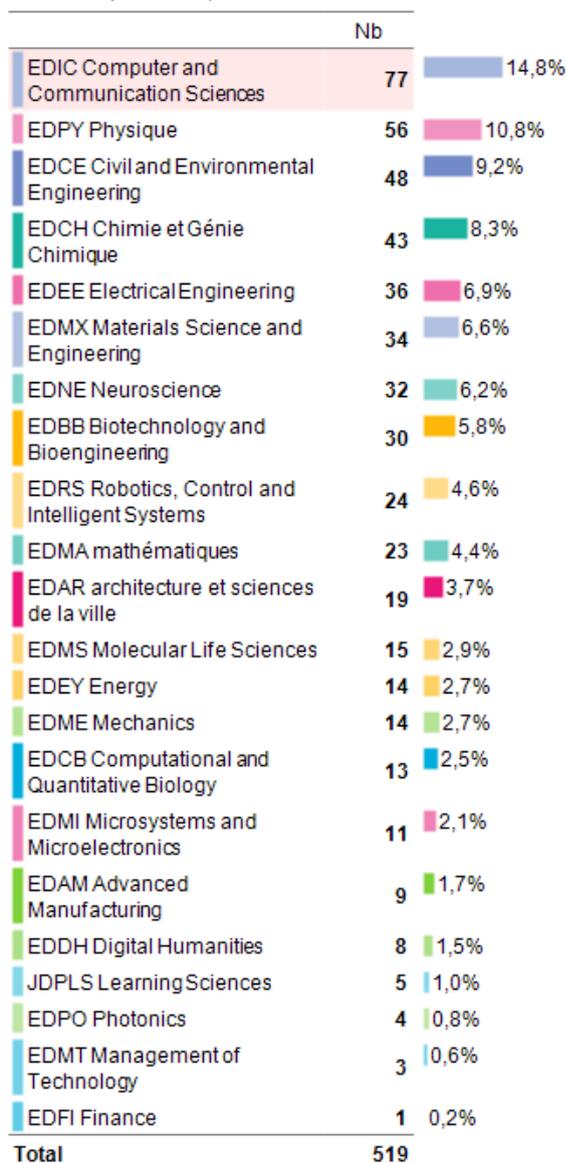
Taux de réponse : 100,0%

	Nb	
IN	1660	14,7%
PH	840	7,4%
MT	1170	10,3%
GM	1283	11,3%
SV	988	8,7%
AR	1145	10,1%
MA	708	6,2%
SC	706	6,2%
SIE	452	4,0%
EL	518	4,6%
GC	418	3,7%
CGC	394	3,5%
MX	279	2,5%
CMS	271	2,4%
MTE	290	2,6%
NX	62	0,5%
IF	94	0,8%
DH	34	0,3%
SIQ	16	0,1%
AUDIT	1	<0,1%
Total	11329	

Questions spécifiques "corps doctorant"

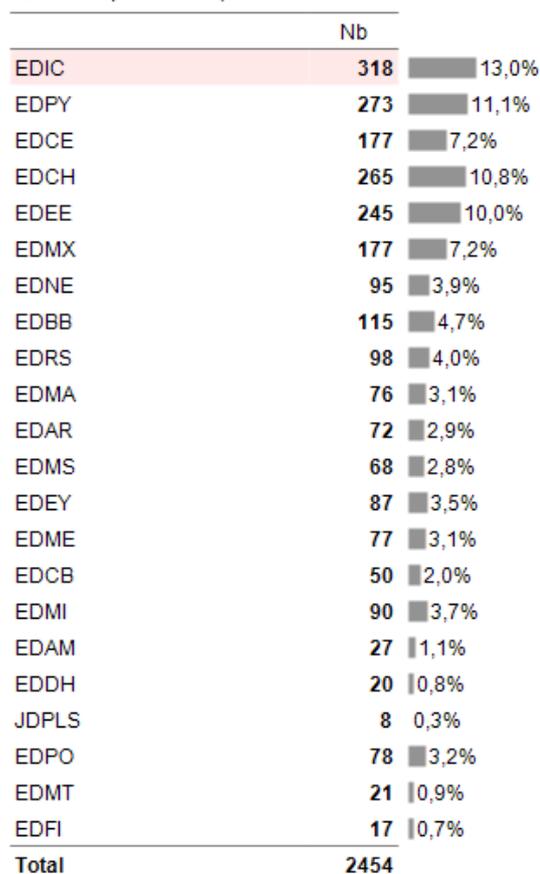
Programme doctoral

Taux de réponse : 93,3%



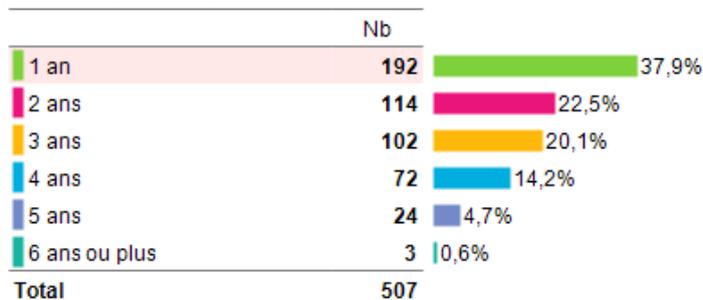
Programme doctoral éligibles

Taux de réponse : 100,0%



Ancienneté doctorat

Taux de réponse : 91,2%



Âge

Taux de réponse : 94,7%

	Nb	
18 à 21 ans	1182	29,1%
22 à 27 ans	1280	31,5%
28 à 33 ans	472	11,6%
34 à 39 ans	288	7,1%
40 à 45 ans	243	6,0%
46 à 51 ans	238	5,9%
52 à 57 ans	204	5,0%
58 à 62 ans	116	2,9%
Plus de 62 ans	42	1,0%
Total	4065	

Âge éligibles

Taux de réponse : 100,0%

	Nb	
18 à 21 ans	6103	32,6%
22 à 27 ans	6479	34,6%
28 à 33 ans	2317	12,4%
34 à 39 ans	1101	5,9%
40 à 45 ans	834	4,4%
46 à 51 ans	730	3,9%
52 à 57 ans	592	3,2%
58 à 62 ans	316	1,7%
Plus de 62 ans	270	1,4%
Total	18742	

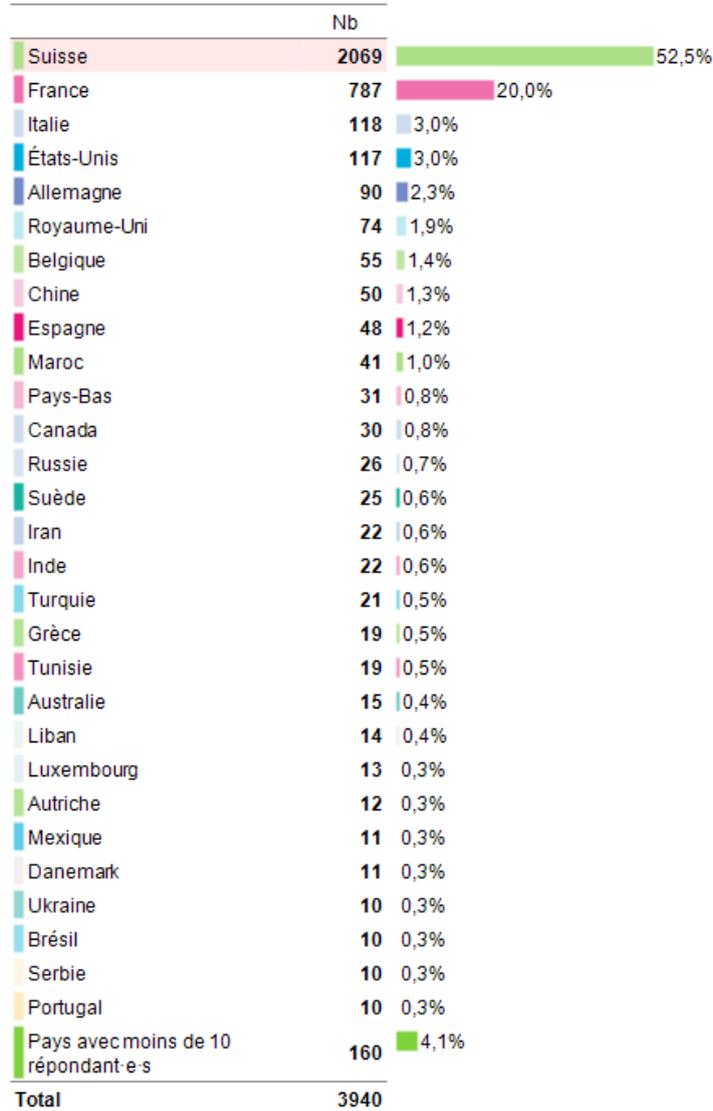
Origine

Taux de réponse : 92,2%

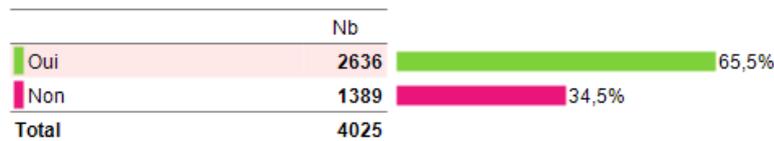
	Nb	
Suisse	1795	45,3%
France	919	23,2%
Italie	214	5,4%
Allemagne	97	2,4%
Chine	79	2,0%
Espagne	75	1,9%
Belgique	50	1,3%
Maroc	45	1,1%
Russie	43	1,1%
Portugal	43	1,1%
États-Unis	42	1,1%
Inde	36	0,9%
Grèce	35	0,9%
Royaume-Uni	31	0,8%
Turquie	27	0,7%
Iran	27	0,7%
Pays-Bas	27	0,7%
Tunisie	26	0,7%
Canada	26	0,7%
Liban	20	0,5%
Brésil	20	0,5%
Roumanie	19	0,5%
Pologne	17	0,4%
Ukraine	15	0,4%
Serbie	14	0,4%
Colombie	14	0,4%
Mexique	11	0,3%
Pays avec moins de 10 répondant e s	193	4,9%
Total	3960	

Pays de résidence 1 an avant EPFL

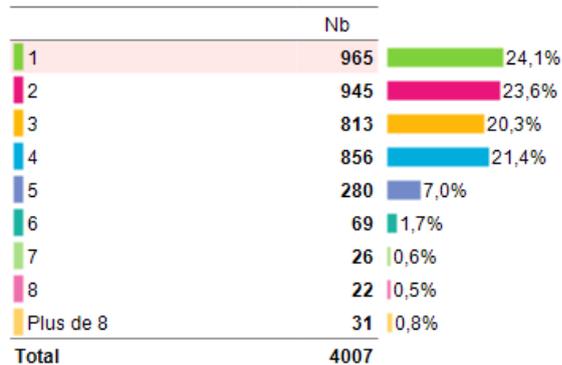
Taux de réponse : 91,8%

**Familles/proches à moins de 2h de trajet**

Taux de réponse : 93,8%

**Nombres de personnes dans le foyer (y.c. vous)**

Taux de réponse : 93,3%



Statut marital

Taux de réponse : 94,0%

	Nb	
Célibataire	2524	62,5%
Concubin-e ou partenariat enregistré ou marié-e	1364	33,8%
Séparé-e ou partenariat dissous ou divorcé-e	135	3,3%
Veuf-ve	13	0,3%
Total	4036	

Enfants

Taux de réponse : 94,4%

	Nb	
Oui	845	20,8%
Non	3208	79,2%
Total	4053	

Nombre d'enfants

Taux de réponse : 94,6%

	Nb	
1	213	26,7%
2	438	54,8%
3	120	15,0%
4	24	3,0%
5	4	0,5%
Plus de 5	0	0,0%
Total	799	

Identification de genre

Taux de réponse : 93,2%

	Nb	% obs.
Homme (toute personne s'identifiant à la catégorie « homme »)	2133	53,3%
Femme (toute personne s'identifiant à la catégorie « femme »)	1641	41,0%
Ne souhaite pas répondre	144	3,6%
Identités multiples	33	0,8%
Une autre identité de genre	27	0,7%
En questionnement	25	0,6%
Total	4003	100,0%

Note : Plusieurs réponses possibles

Précision si "Une autre identité de genre"

Taux de réponse : 73,0%

	Nb	% obs.
Non-binaire	17	63,0%
Agendre	3	11,1%
Queer	2	7,4%
Transgenre	1	3,7%
Demiboy	1	3,7%
Femme transgenre	1	3,7%
Genderfluid	1	3,7%
Non-binaire /agendre	1	3,7%
Total	27	100,0%

Orientation sexuelle

Taux de réponse : 92,7%

	Nb	
Personne hétérosexuelle	3260	79,7%
Je ne souhaite pas répondre à cette question	306	7,5%
Une autre orientation sexuelle	207	5,1%
Je suis en questionnement	161	3,9%
Personne homosexuelle	154	3,8%
Total	4088	

Note : Plusieurs réponses possibles

Précision si "Une autre orientation sexuelle"

Taux de réponse : 68,1%

	Nb	% obs.
Personne bisexuelle	84	59,6%
Personne pansexuelle	19	13,5%
Personne asexuelle	18	12,8%
Queer	6	4,3%
Personne demisexuelle	4	2,8%
Bi/pansexuelle	2	1,4%
Personne sapiosexuelle	1	0,7%
Asexuelle / Demisexuelle	1	0,7%
Bi/pan/omni-sexuellex	1	0,7%
Binary	1	0,7%
Demi-Pan-Sexuel	1	0,7%
Gender and labels don't matter to me	1	0,7%
Grey	1	0,7%
Personne hétéroflexible	1	0,7%
Total	141	100,0%

Orientation affective/romantique

Taux de réponse : 89,4%

	Nb	
Personne hétéroromantique	2947	74,4%
Je ne souhaite pas répondre à cette question	476	12,0%
Personne homoromantique	212	5,4%
Je suis en questionnement	172	4,3%
Une autre orientation affective/romantique	154	3,9%
Total	3961	

Note : Plusieurs réponses possibles

Précision si "Une autre orientation affective/romantique"

Taux de réponse : 58,6%

	Nb	% obs.
Personne biromantique	51	53,7%
Personne panromantique	24	25,3%
Personne aromantique	8	8,4%
Queer	3	3,2%
Polyamoureux	1	1,1%
Aromantique / Demiromantique	1	1,1%
Bi/pan/omni-romantique	1	1,1%
Bi/panromantique	1	1,1%
Binary	1	1,1%
Demi et bi romantique	1	1,1%
Gender and labels don't matter to me	1	1,1%
J'aime la personne pour ce qu'elle est et non pour son genre	1	1,1%
Personne demiromantique	1	1,1%
Total	95	100,0%

7.1.2 Selon la catégorie des répondant-es

Catégorie EPFL

Taux de réponse : 95,0%

	Nb	
Corps étudiantin	2093	51,3%
Corps enseignant	241	5,9%
Corps doctorant	556	13,6%
Collaboratrice ou collaborateur scientifique (sans enseignement)	385	9,4%
Corps administratif et technique	802	19,7%
Total	4077	

Site EPFL

	Lausanne		Fribourg		Genève		Neuchâtel		Valais		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1901	97,5%	5	0,3%	29	1,5%	6	0,3%	8	0,4%	1949	100,0%
Corps enseignant	205	92,3%	1	0,5%	6	2,7%	6	2,7%	4	1,8%	222	100,0%
Corps doctorant	462	87,7%	5	0,9%	16	3,0%	27	5,1%	17	3,2%	527	100,0%
Coll. scientifique	330	90,2%	4	1,1%	17	4,6%	10	2,7%	5	1,4%	366	100,0%
Corps admin./technique	722	93,3%	3	0,4%	26	3,4%	14	1,8%	9	1,2%	774	100,0%

Corps étudiantin	97,5%
Corps enseignant	92,3% 2,7% 2,7%
Corps doctorant	87,7% 3,0% 5,1% 3,2%
Coll. scientifique	90,2% 4,6% 2,7%
Corps admin./technique	93,3% 3,4%

Ancienneté EPFL

	Moins d'un an		Entre 1 et 3 ans		Entre 4 et 6 ans		Entre 7 et 9 ans		Entre 10 et 15 ans		Entre 16 et 20 ans		Plus de 20 ans		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	541	27,8%	734	37,7%	627	32,2%	43	2,2%	2	0,1%	0	0,0%	1	0,05%	1948	100,0%
Corps enseignant	18	8,1%	34	15,3%	24	10,8%	32	14,4%	38	17,1%	22	9,9%	54	24,3%	222	100,0%
Corps doctorant	76	14,6%	223	42,7%	114	21,8%	76	14,6%	32	6,1%	1	0,2%	0	0,0%	522	100,0%
Coll. scientifique	73	19,9%	130	35,5%	42	11,5%	45	12,3%	45	12,3%	15	4,1%	16	4,4%	366	100,0%
Corps admin./technique	72	9,3%	175	22,6%	124	16,0%	92	11,9%	155	20,0%	69	8,9%	88	11,4%	775	100,0%

Gestion d'équipe

	Oui		Non		Total	
	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	58	3,0%	1864	97,0%	1922	100,0%
Corps enseignant	150	67,0%	74	33,0%	224	100,0%
Corps doctorant	32	6,1%	489	93,9%	521	100,0%
Coll. scientifique	76	20,9%	288	79,1%	364	100,0%
Corps admin./technique	151	19,6%	620	80,4%	771	100,0%

Âge

	18 à 21 ans		22 à 27 ans		28 à 33 ans		34 à 39 ans		40 à 45 ans		46 à 51 ans		52 à 57 ans		58 à 62 ans		Plus de 62 ans		Total	
	N	% cit.	N	% cit.	N	% cit.														
Corps étudiantin	1108	56,6%	823	42,1%	18	0,9%	1	0,05%	2	0,1%	1	0,05%	0	0,0%	3	0,2%	0	0,0%	1956	100,0%
Corps enseignant	3	1,3%	9	3,9%	26	11,4%	43	18,9%	33	14,5%	37	16,2%	33	14,5%	24	10,5%	20	8,8%	228	100,0%
Corps doctorant	1	0,2%	313	59,1%	201	37,9%	11	2,1%	2	0,4%	1	0,2%	0	0,0%	1	0,2%	0	0,0%	530	100,0%
Coll. scientifique	4	1,1%	33	8,9%	126	34,1%	80	21,6%	55	14,9%	28	7,6%	23	6,2%	16	4,3%	5	1,4%	370	100,0%
Corps admin./technique	6	0,8%	25	3,2%	79	10,1%	138	17,7%	146	18,7%	166	21,3%	144	18,4%	63	8,1%	14	1,8%	781	100,0%

Origine

Si "corps étudiantin"

Taux de réponse : 92,2%

	Nb	%
Suisse	883	45,8%
France	586	30,4%
Italie	62	3,2%
Maroc	41	2,1%
Allemagne	27	1,4%
Belgique	26	1,3%
Espagne	26	1,3%
Chine	24	1,2%
Tunisie	21	1,1%
Portugal	21	1,1%
Liban	14	0,7%
Russie	14	0,7%
Brésil	11	0,6%
Canada	10	0,5%
Pays avec moins de 10 répondant-e-s	164	8,5%
Total	1930	

Origine

Si "corps doctorant"

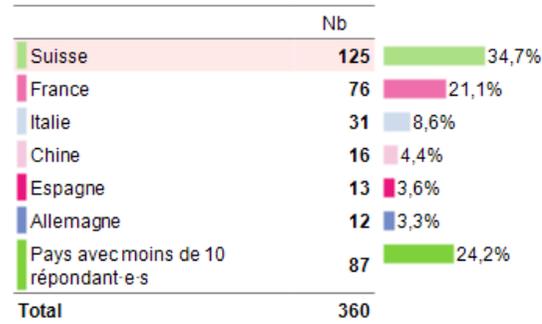
Taux de réponse : 89,9%

	Nb	%
Suisse	112	22,4%
France	75	15,0%
Italie	50	10,0%
Allemagne	35	7,0%
Chine	30	6,0%
Inde	21	4,2%
Russie	21	4,2%
Iran	15	3,0%
États-Unis	13	2,6%
Turquie	11	2,2%
Grèce	11	2,2%
Espagne	10	2,0%
Pays avec moins de 10 répondant-e-s	96	19,2%
Total	500	

Origine

Si "coll. scientifique"

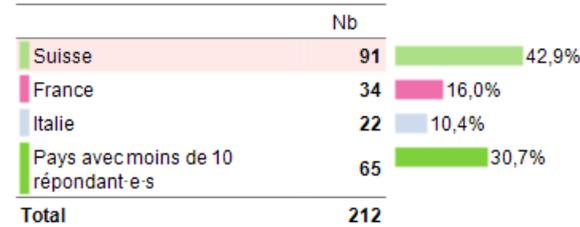
Taux de réponse : 93,5%



Origine

Si "corps enseignant"

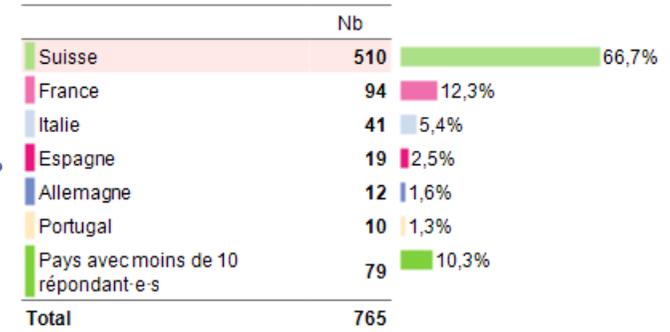
Taux de réponse : 88,0%



Origine

Si "corps admin./technique"

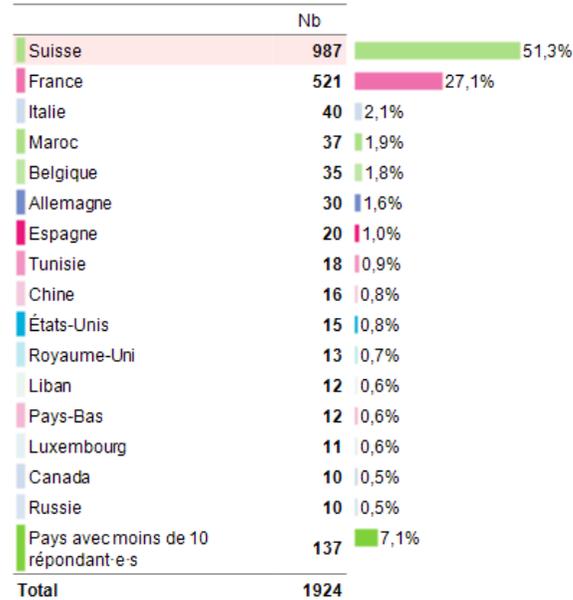
Taux de réponse : 95,4%



Pays de résidence 1 an avant EPFL

Si "corps étudiantin"

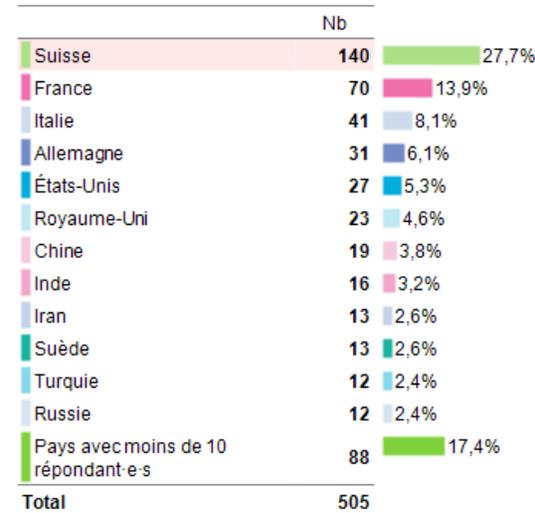
Taux de réponse : 91,9%



Pays de résidence 1 an avant EPFL

Si "corps doctorant"

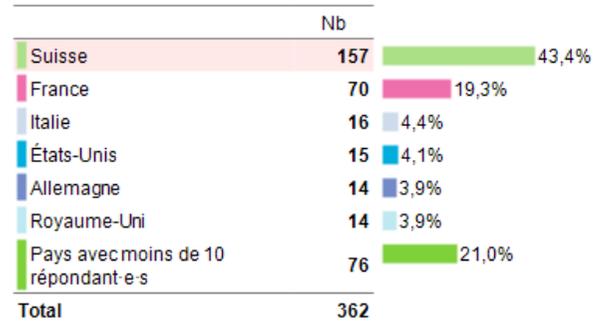
Taux de réponse : 90,8%



Pays de résidence 1 an avant EPFL

Si "coll. scientifique"

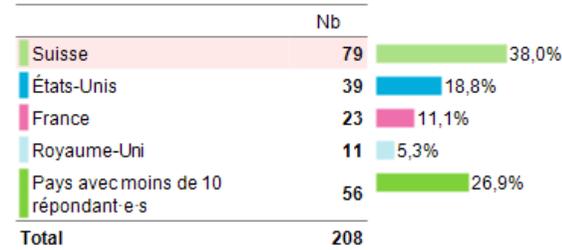
Taux de réponse : 94,0%



Pays de résidence 1 an avant EPFL

Si "corps enseignant"

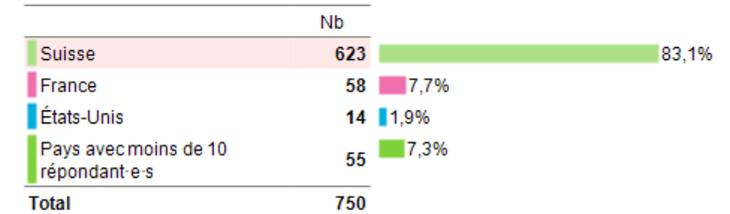
Taux de réponse : 86,3%



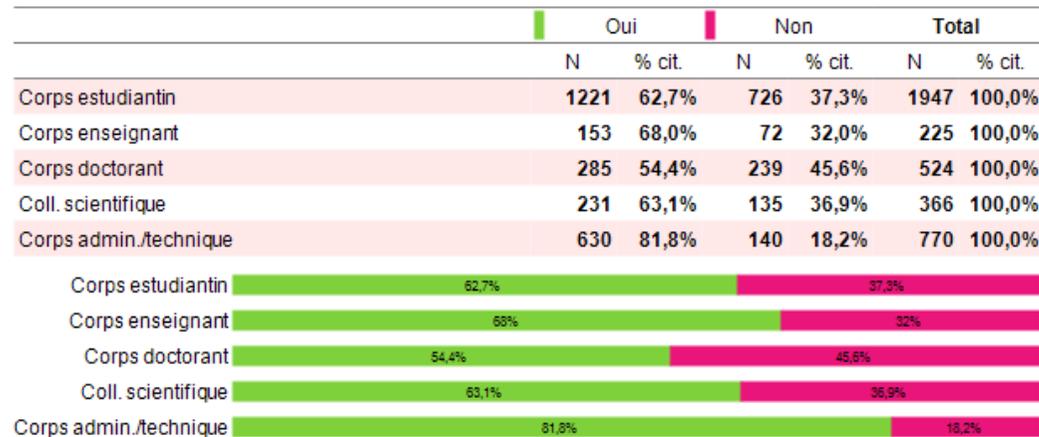
Pays de résidence 1 an avant EPFL

Si "corps admin./technique"

Taux de réponse : 93,5%



Familles/proches à moins de 2h de trajet



Nombre de personnes dans le foyer (y.c. vous)

	1		2		3		4		5		6		7		8		9		10 ou plus		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.								
Corps étudiantin	476	24,6%	297	15,3%	438	22,6%	439	22,7%	180	9,3%	45	2,3%	20	1,0%	16	0,8%	1	0,05%	25	1,3%	1937	100,0%
Corps enseignant	29	12,9%	63	28,0%	48	21,3%	67	29,8%	11	4,9%	6	2,7%	0	0,0%	1	0,4%	0	0,0%	0	0,0%	225	100,0%
Corps doctorant	185	35,3%	195	37,2%	76	14,5%	41	7,8%	12	2,3%	4	0,8%	5	1,0%	3	0,6%	1	0,2%	2	0,4%	524	100,0%
Coll. scientifique	105	29,0%	122	33,7%	62	17,1%	56	15,5%	13	3,6%	3	0,8%	1	0,3%	0	0,0%	0	0,0%	0	0,0%	362	100,0%
Corps admin./technique	119	15,6%	223	29,2%	157	20,5%	210	27,5%	47	6,1%	7	0,9%	0	0,0%	0	0,0%	0	0,0%	2	0,3%	765	100,0%

Statut marital

	Célibataire		Concubin-e ou partenariat enregistré ou marié-e		Séparé-e ou partenariat dissous ou divorcé-e		Veuf-ve		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1748	89,8%	195	10,0%	2	0,1%	1	0,05%	1946	100,0%
Corps enseignant	34	14,8%	181	79,0%	13	5,7%	1	0,4%	229	100,0%
Corps doctorant	340	65,1%	176	33,7%	6	1,1%	0	0,0%	522	100,0%
Coll. scientifique	129	35,2%	215	58,7%	21	5,7%	1	0,3%	366	100,0%
Corps admin./technique	143	18,4%	538	69,2%	87	11,2%	9	1,2%	777	100,0%

Enfant(s)

	Oui		Non		Total	
	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	4	0,2%	1952	99,8%	1956	100,0%
Corps enseignant	151	66,2%	77	33,8%	228	100,0%
Corps doctorant	16	3,0%	510	97,0%	526	100,0%
Coll. scientifique	124	33,7%	244	66,3%	368	100,0%
Corps admin./technique	522	67,1%	256	32,9%	778	100,0%

Nombre d'enfants

	1		2		3		4		5		Plus de 5		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1	25,0%	2	50,0%	1	25,0%	0	0,0%	0	0,0%	0	0,0%	4	100,0%
Corps enseignant	27	19,3%	74	52,9%	29	20,7%	10	7,1%	0	0,0%	0	0,0%	140	100,0%
Corps doctorant	11	68,8%	5	31,3%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	16	100,0%
Coll. scientifique	34	29,1%	62	53,0%	14	12,0%	6	5,1%	1	0,9%	0	0,0%	117	100,0%
Corps admin./technique	135	27,3%	276	55,9%	72	14,6%	8	1,6%	3	0,6%	0	0,0%	494	100,0%

Identification de genre

	Femme (toute personne s'identifiant à la catégorie « femme »)		Homme (toute personne s'identifiant à la catégorie « homme »)		Je suis en questionnement		Je ne souhaite pas répondre à cette question		Une autre identité de genre		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	724	37,2%	1117	57,4%	29	1,5%	52	2,7%	24	1,2%	1946	100,0%
Corps enseignant	56	24,1%	155	66,8%	0	0,0%	20	8,6%	1	0,4%	232	100,0%
Corps doctorant	217	41,6%	286	54,8%	2	0,4%	14	2,7%	3	0,6%	522	100,0%
Coll. scientifique	136	37,4%	205	56,3%	3	0,8%	16	4,4%	4	1,1%	364	100,0%
Corps admin./technique	449	57,6%	275	35,3%	5	0,6%	46	5,9%	4	0,5%	779	100,0%
Corps étudiantin	37,2%		57,4%		2,7%		1,2%		2,7%			
Corps enseignant	24,1%		66,8%		8,6%		0,4%		8,6%			
Corps doctorant	41,6%		54,8%		2,7%		0,6%		2,7%			
Coll. scientifique	37,4%		56,3%		4,4%		1,1%		4,4%			
Corps admin./technique	57,6%		35,3%		5,9%		0,5%		5,9%			

Note : Plusieurs réponses possibles

Orientation sexuelle

	Personne hétérosexuelle		Personne homosexuelle		Je suis en questionnement		Je ne souhaite pas répondre à cette question		Une autre orientation sexuelle		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1502	75,8%	91	4,6%	121	6,1%	123	6,2%	145	7,3%	1982	100,0%
Corps enseignant	191	84,1%	3	1,3%	1	0,4%	28	12,3%	4	1,8%	227	100,0%
Corps doctorant	426	79,9%	22	4,1%	20	3,8%	41	7,7%	24	4,5%	533	100,0%
Coll. scientifique	302	82,3%	14	3,8%	5	1,4%	32	8,7%	14	3,8%	367	100,0%
Corps admin./technique	677	86,9%	20	2,6%	8	1,0%	65	8,3%	9	1,2%	779	100,0%
Corps étudiantin	75,8%		4,6%		6,1%		6,2%		7,3%			
Corps enseignant	84,1%		1,3%		0,4%		12,3%		1,8%			
Corps doctorant	79,9%		4,1%		3,8%		7,7%		4,5%			
Coll. scientifique	82,3%		3,8%		1,4%		8,7%		3,8%			
Corps admin./technique	86,9%		2,6%		1,0%		8,3%		1,2%			

Note : Plusieurs réponses possibles

Orientation affective

	Personne hétéroromantique		Personne homoromantique		Je suis en questionnement		Je ne souhaite pas répondre à cette question		Une autre orientation affective/romantique		Total	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1411	73,0%	111	5,7%	124	6,4%	179	9,3%	107	5,5%	1932	100,0%
Corps enseignant	157	72,7%	9	4,2%	1	0,5%	47	21,8%	2	0,9%	216	100,0%
Corps doctorant	391	77,0%	29	5,7%	23	4,5%	46	9,1%	19	3,7%	508	100,0%
Coll. scientifique	259	72,8%	22	6,2%	7	2,0%	57	16,0%	11	3,1%	356	100,0%
Corps admin./technique	586	77,2%	32	4,2%	12	1,6%	120	15,8%	9	1,2%	759	100,0%
Corps étudiantin	73,0%		5,7%		6,4%		9,3%		5,5%			
Corps enseignant	72,7%		4,2%		0,5%		21,8%		0,9%			
Corps doctorant	77,0%		5,7%		4,5%		9,1%		3,7%			
Coll. scientifique	72,8%		6,2%		2,0%		16,0%		3,1%			
Corps admin./technique	77,2%		4,2%		1,6%		15,8%		1,2%			

Note : Plusieurs réponses possibles

7.2 Résultats question par question pour les thématiques

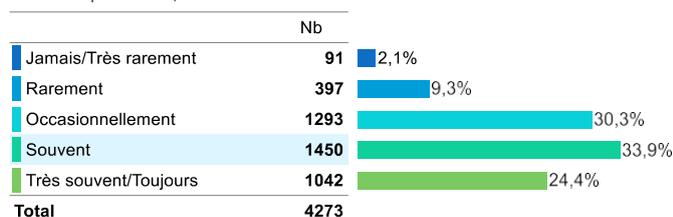
7.2.1 Pour l'EPFL globalement

Stress négatif perçu

Merci à présent d'indiquer à quelle fréquence les propositions suivantes occasionnent pour vous un stress négatif.

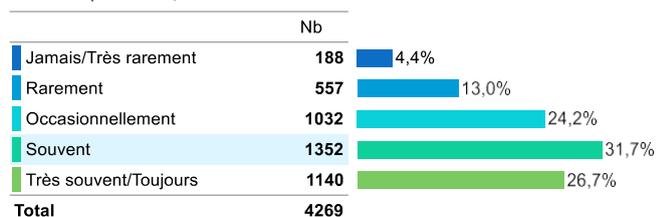
La charge de travail

Taux de réponse : 99,5%



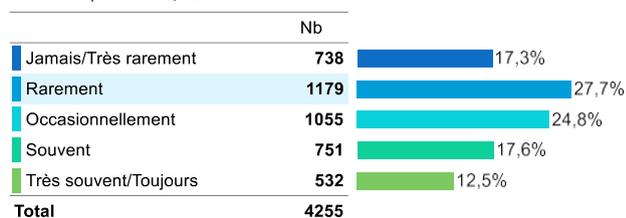
Les attentes liées à la performance

Taux de réponse : 99,4%



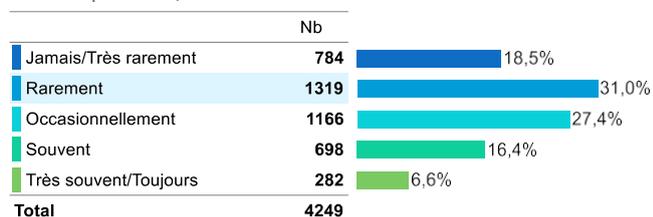
La pression liée à la compétitivité

Taux de réponse : 99,1%



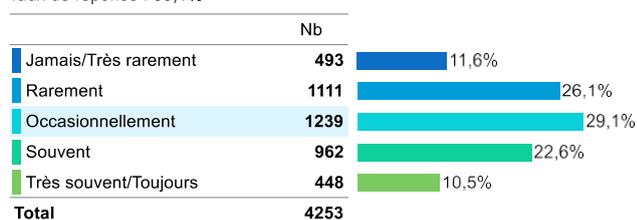
Les horaires de travail/de cours

Taux de réponse : 99,0%



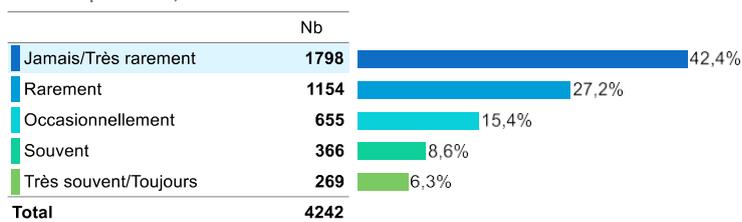
La difficulté à pouvoir planifier le travail à effectuer

Taux de réponse : 99,1%

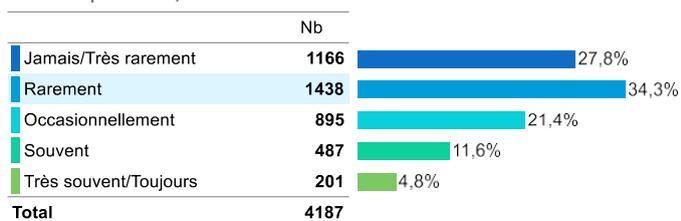


Le manque d'équité (équité = traitement juste et impartial)

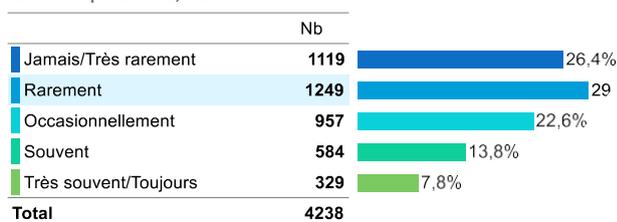
Taux de réponse : 98,8%

**Le manque de possibilités de prendre des décisions concernant le travail à effectuer**

Taux de réponse : 97,5%

**Les procédures administratives/ les règles de travail**

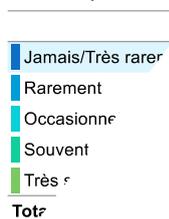
Taux de réponse : 98,7%

**Le télétravail/les cours à distance**

Taux de réponse : 97,6%

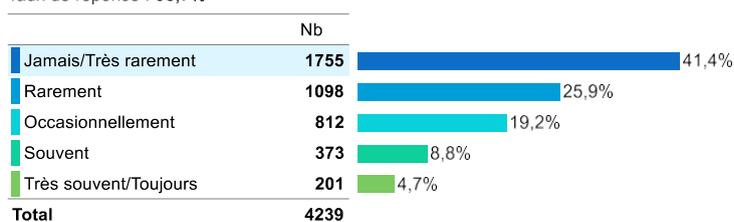
**Un-e/des étudiant-e(s) o'**

Taux de réponse : 98,7%

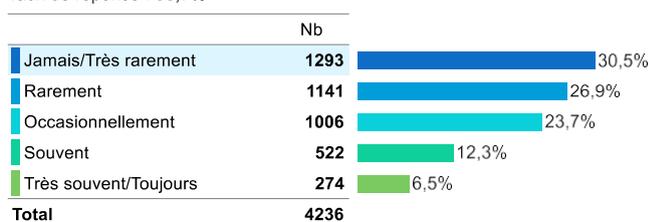


Un-e/des professeur-e(s) ou responsable(s) hiérarchique(s)

Taux de réponse : 98,7%

**Les décisions prises par ma hiérarchie/l'Ecole**

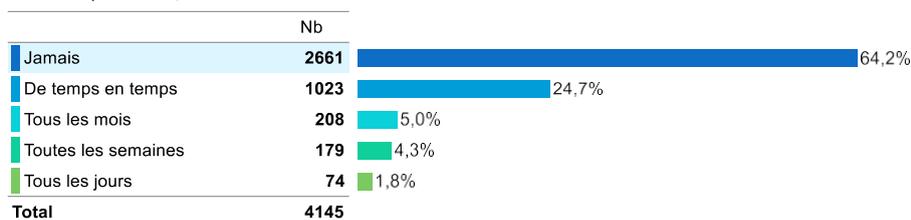
Taux de réponse : 98,7%

**Bullying/mobbing**

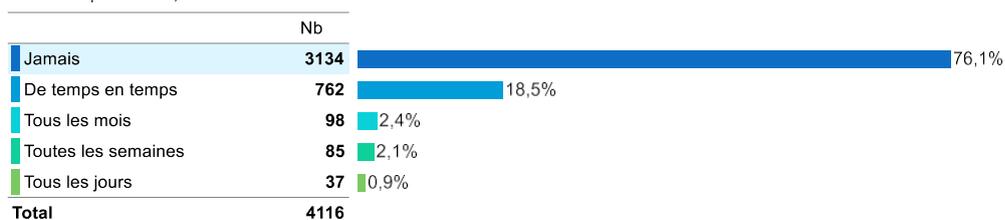
Au cours des six derniers mois, à quelle fréquence avez-vous subi les actes indésirables suivants à l'EPFL durant votre travail ou vos études ?

Une personne vous cache des informations importantes pour votre travail/vos études

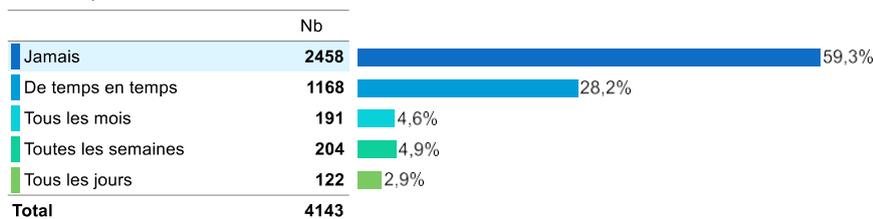
Taux de réponse : 96,6%

**Quelqu'un colporte des potins et des rumeurs à votre sujet**

Taux de réponse : 95,9%

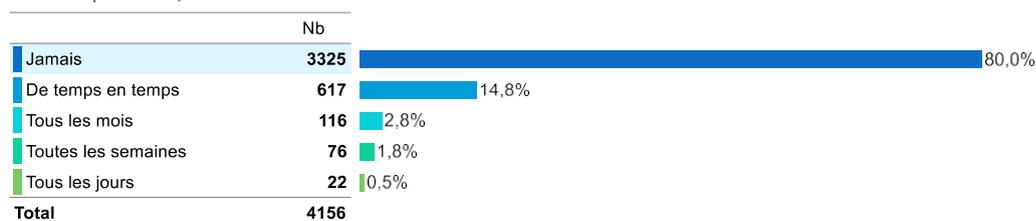
**Des collègues ou d'autres étudiant -e(s) vous ignorent**

Taux de réponse : 96,5%



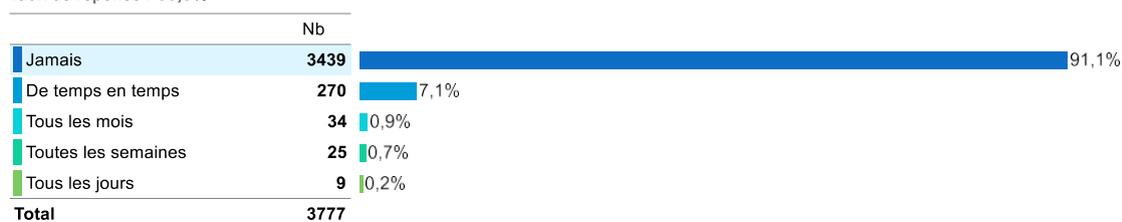
Vous subissez des remarques insultantes ou offensantes (sur vos habitudes, vos origines, votre attitude ou votre vie privée)

Taux de réponse : 96,8%



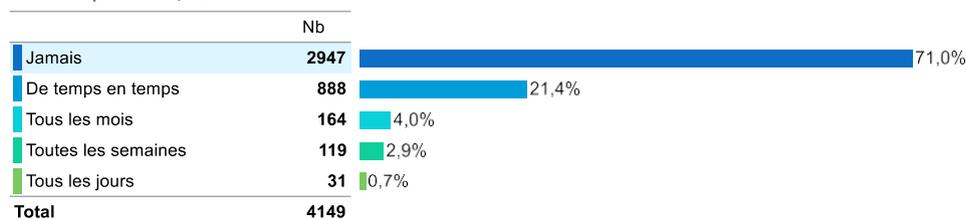
On vous crie dessus

Taux de réponse : 88,0%



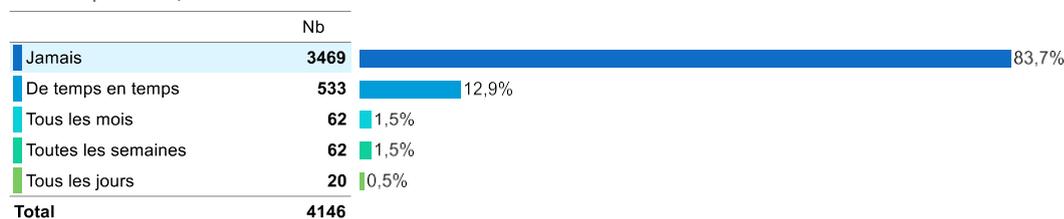
On vous répète régulièrement vos erreurs

Taux de réponse : 96,6%



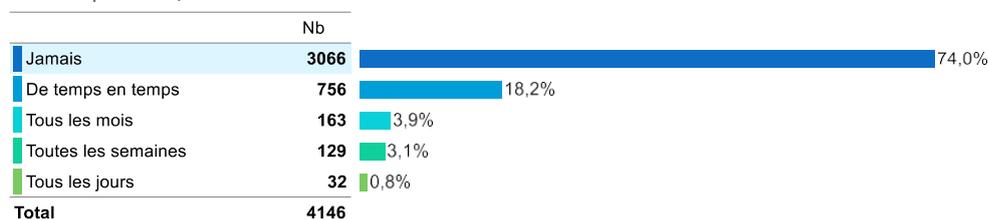
Vous subissez des réactions hostiles quand vous vous approchez des autres

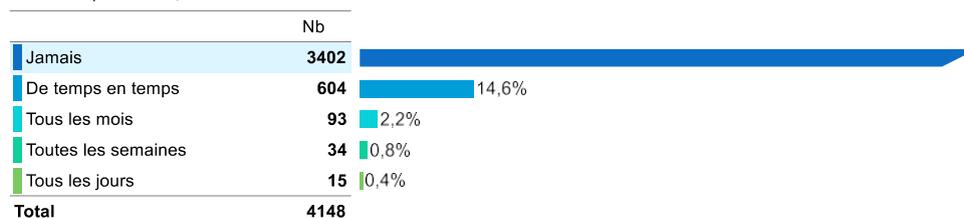
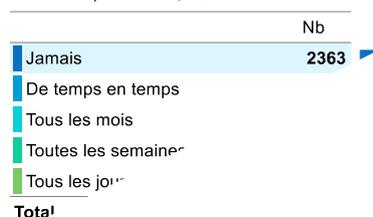
Taux de réponse : 96,6%



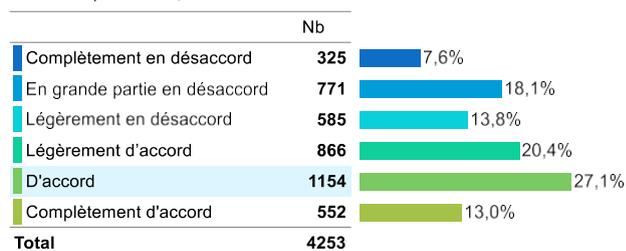
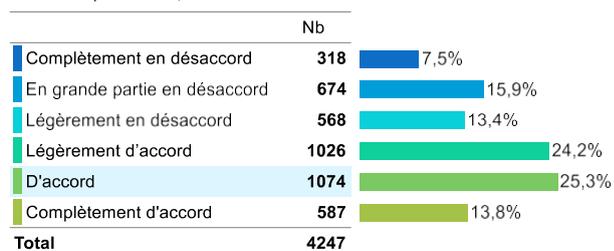
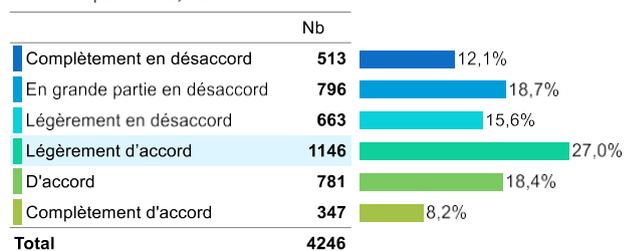
Vous êtes en permanence critiqué-e sur votre travail ou vos performances

Taux de réponse : 96,6%



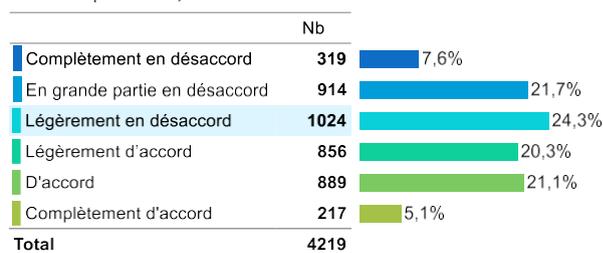
Vous faites l'objet de blagues indésirablesTaux de réponse : **96,6%****On vous pousse à travailler de manière déraisonnable dur**Taux de réponse : **96,2%**

Cette question n'est pas incluse dans le calcul du score moyen de la thématique

Équilibre de vie**Je rends souvent visite à mes amis et connaissances**Taux de réponse : **99,1%****A cause de mon travail/études, je n'ai pas de temps libre**Taux de réponse : **98,9%****À cause de mon travail/études, je néglige ma famille ou mes amis**Taux de réponse : **98,9%**

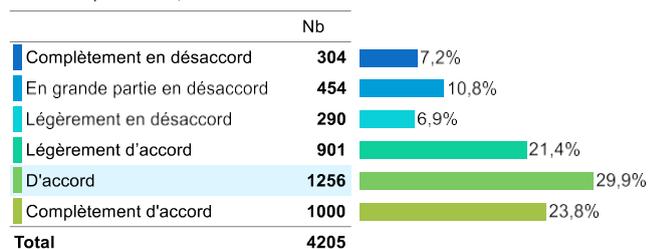
J'ai assez de temps pour mes amis

Taux de réponse : 98,3%



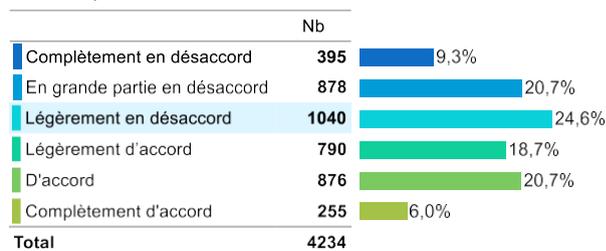
Pendant mon temps libre, je m'occupe encore de mes tâches professionnelles

Taux de réponse : 98,0%



J'ai suffisamment de temps pour ma famille (partenaire, parents, enfants,...)

Taux de réponse : 98,6%

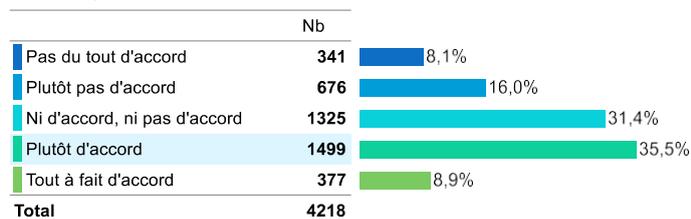


Confiance institutionnelle

J'ai confiance dans les décisions prises par...

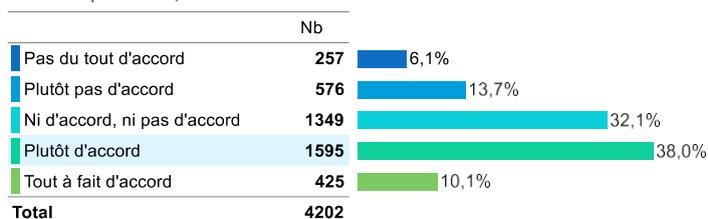
...la Direction de l'EPFL

Taux de réponse : 98,3%



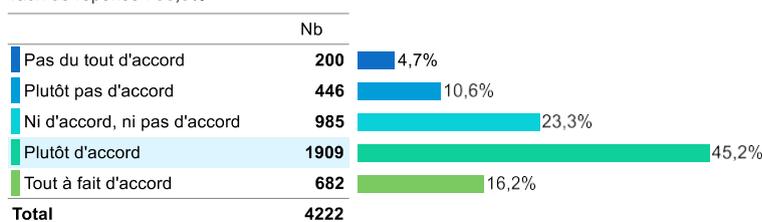
...la Direction de ma faculté/Vice-présidence

Taux de réponse : 97,9%



...les professeur-es/ mon/ma supérieur-e direct-e

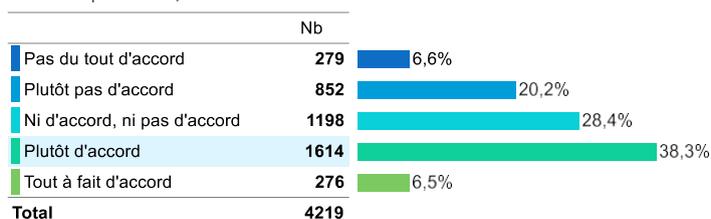
Taux de réponse : 98,3%



Sentiment de contrôle

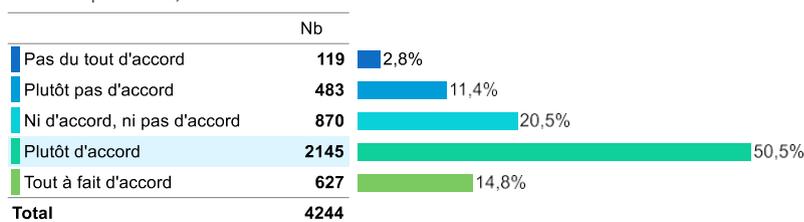
Je maîtrise parfaitement mes performances académiques dans mes cours/mes performances dans ma carrière

Taux de réponse : 98,3%



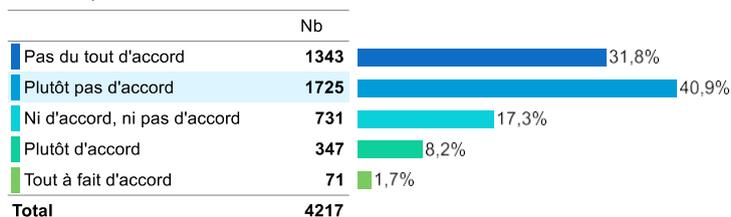
Plus je fais des efforts dans mes cours/mon travail, mieux je réussis

Taux de réponse : 98,9%



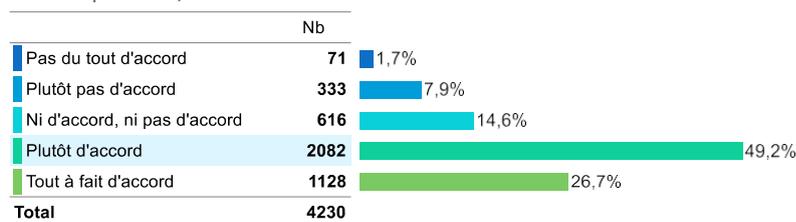
Peu importe ce que je fais, je ne parviens pas à réussir dans mes cours/mon travail

Taux de réponse : 98,2%



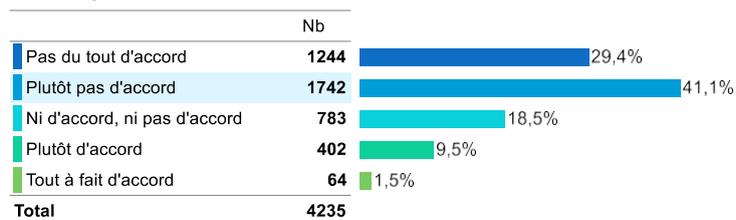
Je me considère comme principalement responsable de mes performances tout au long de mon parcours universitaire/professionnel

Taux de réponse : 98,5%



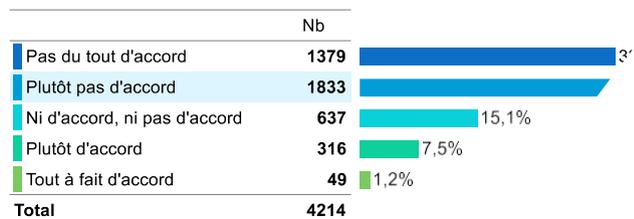
Ma réussite dans mes études/mon travail est souvent une question de hasard

Taux de réponse : 98,6%



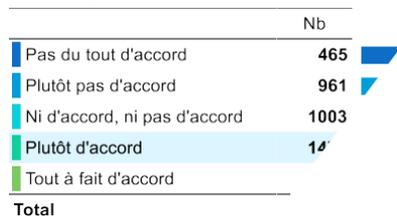
Je ne peux pas faire grand-chose par rapport à mes performances à l'univ

Taux de réponse : 98,2%



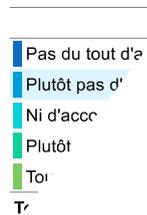
Lorsque j'ai de mauvais résultats dans un cours/

Taux de réponse : 98,3%



Mes notes/performance grand-chose que je p

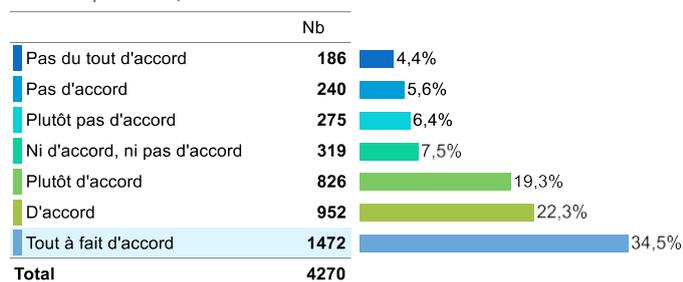
Taux de réponse : 98,6%



Support social

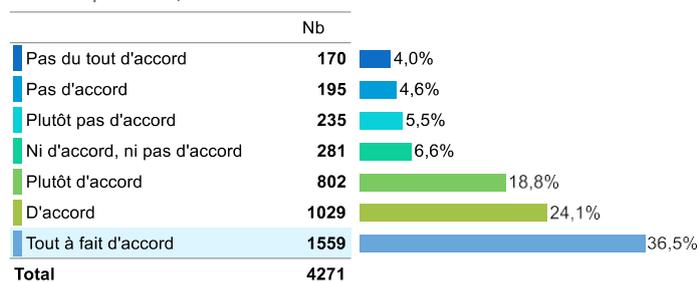
Il y a une personne en particulier* qui est là quand j'en ai besoin

Taux de réponse : 99,5%



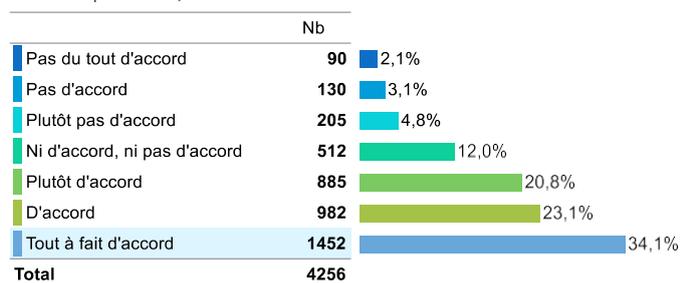
Il y a une personne en particulier* avec qui je peux partager mes joies et mes peines

Taux de réponse : 99,5%



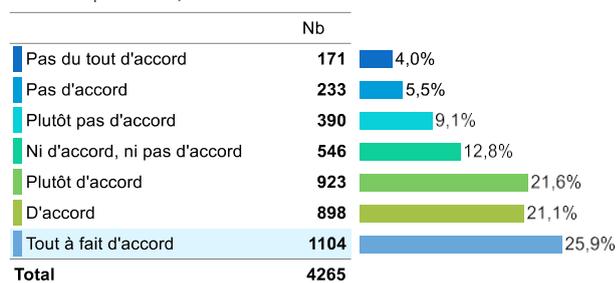
Ma famille essaie vraiment de m'aider

Taux de réponse : 99,1%



Je reçois de ma famille toute l'aide émotionnelle et le soutien dont j'ai besoin

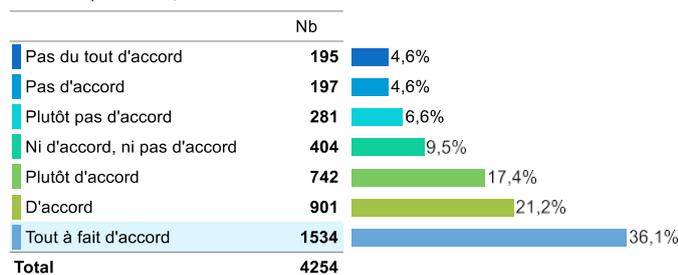
Taux de réponse : 99,3%



*Par "personne en particulier", nous entendons toute personne spécifique vers qui vous pouvez obtenir du soutien. Il peut s'agir d'une amie, partenaire romantique, collègue, d'un membre de votre famille, ou de toute autre personne

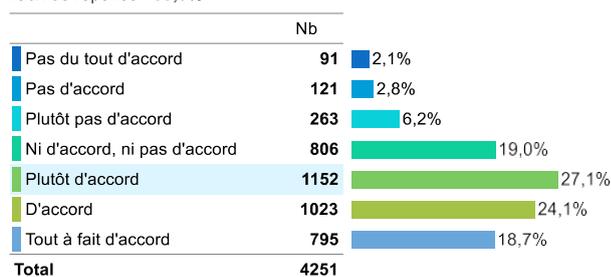
Je connais une personne en particulier* qui est une vraie source de réconfort pour moi

Taux de réponse : 99,1%



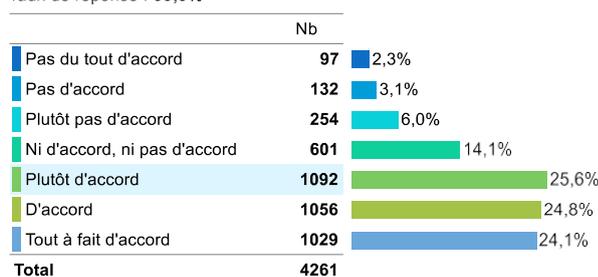
Mes amis essaient vraiment de m'aider

Taux de réponse : 99,0%



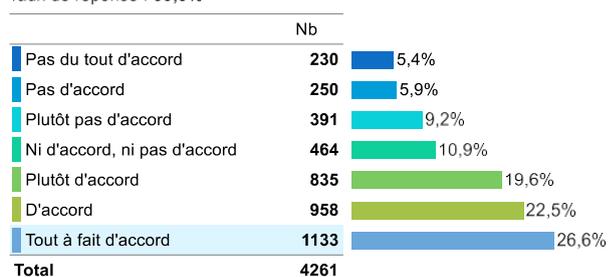
Je peux compter sur mes amis quand les choses vont mal

Taux de réponse : 99,3%



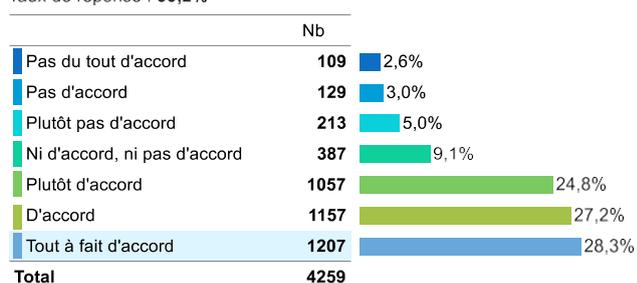
Je peux parler de mes problèmes avec ma famille

Taux de réponse : 99,3%



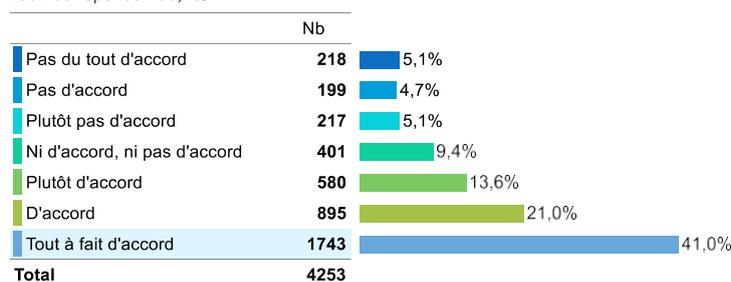
J'ai des amis avec lesquels je peux partager mes joies et mes peines

Taux de réponse : 99,2%



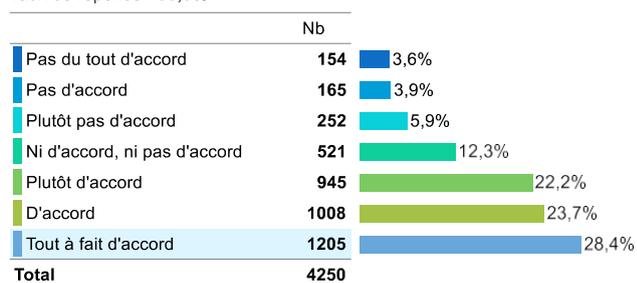
Il y a quelqu'un de spécial dans ma vie qui s'inquiète de ce que je ressens

Taux de réponse : 99,1%



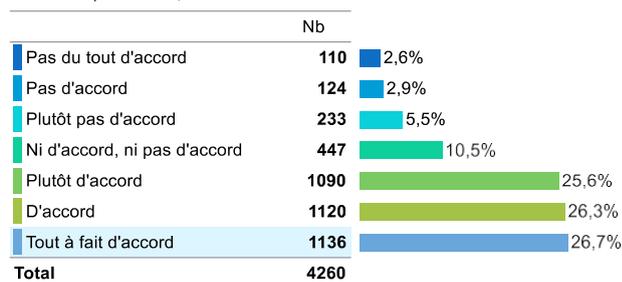
Ma famille est prête à m'aider à prendre des décisions

Taux de réponse : 99,0%



Je peux parler de mes problèmes avec mes amis

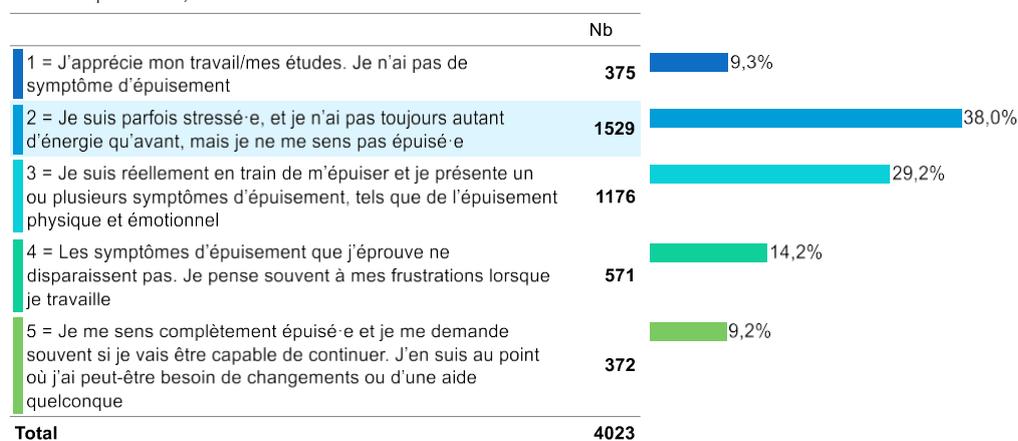
Taux de réponse : 99,2%



Épuisement

Dans l'ensemble, sur la base de votre définition de l'épuisement, comment évaluez-vous votre degré d'épuisement ?

Taux de réponse : 93,7%

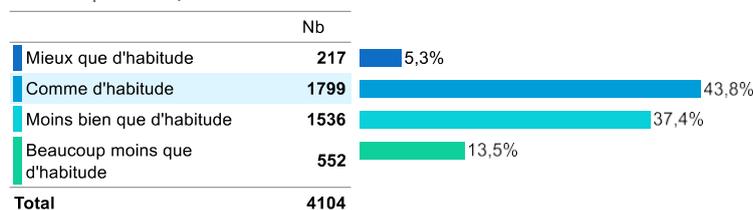


État de santé global

Ces derniers temps...

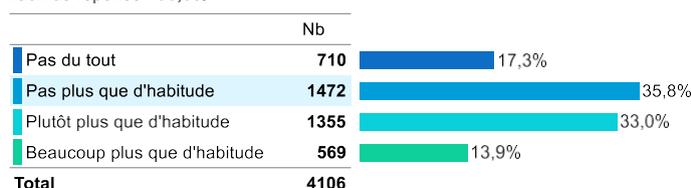
Avez-vous pu vous concentrer sur ce que vous faisiez ?

Taux de réponse : 95,6%



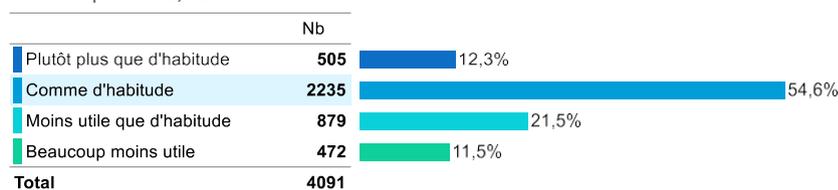
Vos soucis vous ont-ils empêché de dormir ?

Taux de réponse : 95,6%



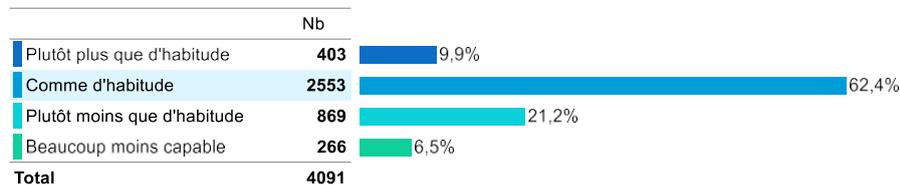
Avez-vous eu le sentiment de jouer un rôle utile ?

Taux de réponse : 95,3%



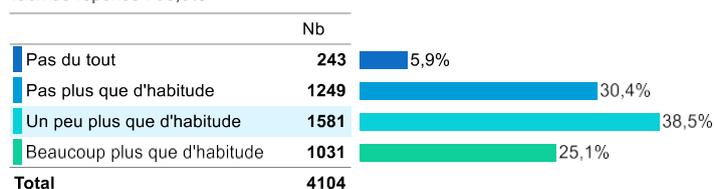
Vous êtes-vous senti·e capable de prendre des décisions ?

Taux de réponse : 95,3%



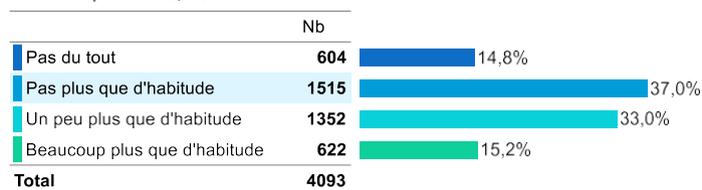
Vous êtes-vous senti·e constamment sous pression ?

Taux de réponse : 95,6%



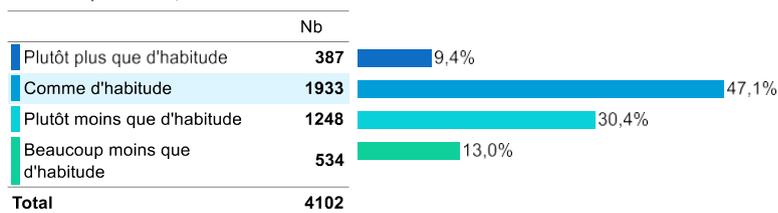
Avez-vous senti que vous ne pourriez pas surmonter vos difficultés ?

Taux de réponse : 95,3%



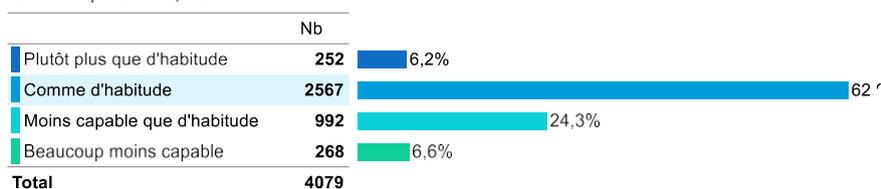
Avez-vous pu prendre du plaisir à vos activités quotidiennes ?

Taux de réponse : 95,6%



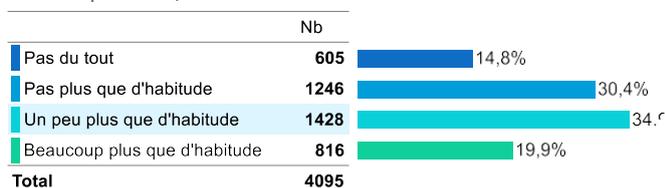
Avez-vous pu faire face à vos problèmes ?

Taux de réponse : 95,0%



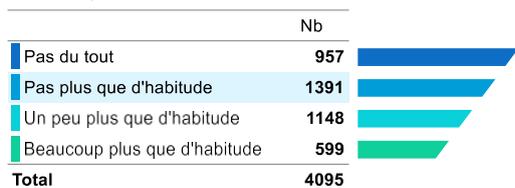
Vous êtes-vous senti-e malheureux-euse, déprimé-e ?

Taux de réponse : 95,4%



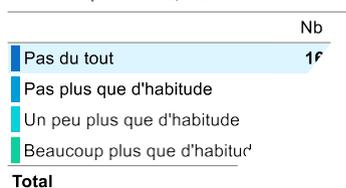
Avez-vous perdu confiance en vous ?

Taux de réponse : 95,4%



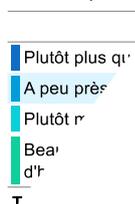
Avez-vous pensé que vous ne valez rien ?

Taux de réponse : 95,2%



Vous êtes-vous senti

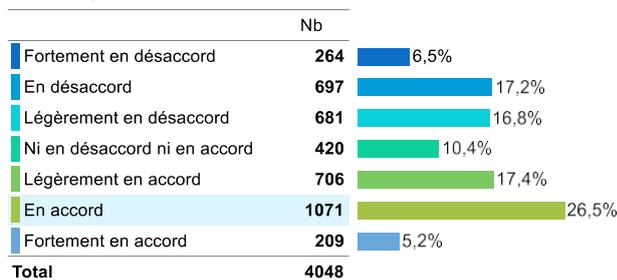
Taux de réponse : 95,2%



Satisfaction de vie

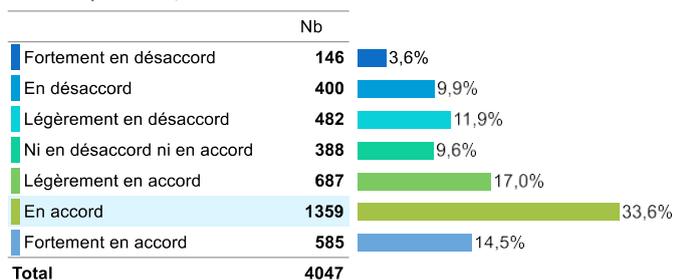
En général, ma vie correspond de près à mes idéaux

Taux de réponse : 94,3%



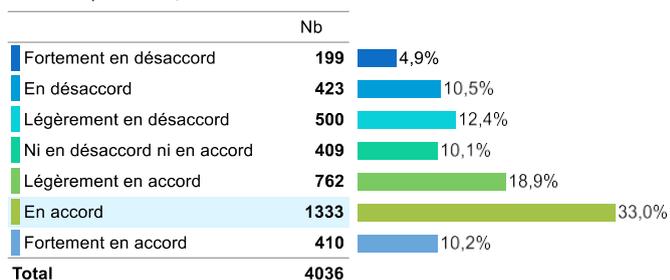
Mes conditions de vie sont excellentes

Taux de réponse : 94,3%



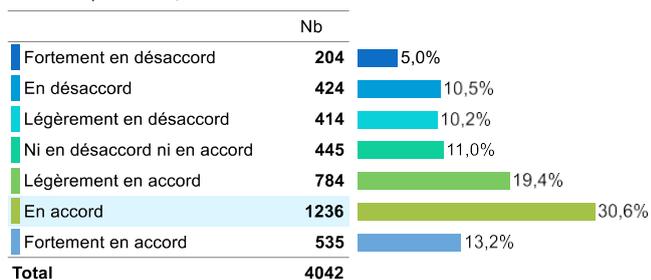
Je suis satisfait·e de ma vie

Taux de réponse : 94,0%



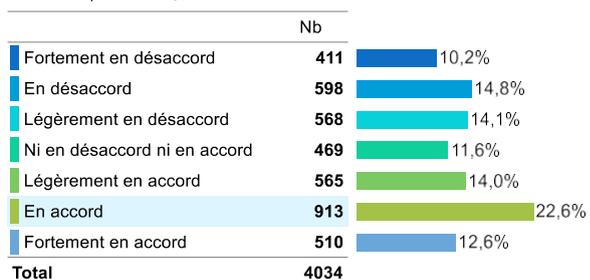
Jusqu'à maintenant, j'ai obtenu les choses importantes que je voulais de la vie

Taux de réponse : 94,2%



Si je pouvais recommencer ma vie, je n'y changerais presque rien

Taux de réponse : 94,0%

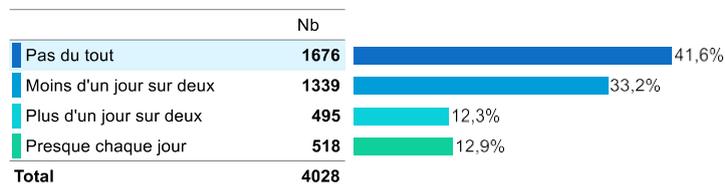


Anxiété liée au changement climatique

Ces 2 dernières semaines, avez-vous rencontré les problèmes suivants et, si oui, à quelle fréquence, dans le contexte du changement climatique et d'autres situations environnementales mondiales (par ex. réchauffement de la planète, dégradation écologique, appauvrissement des ressources, extinction d'espèces, trou dans la couche d'ozone, pollution des océans, déforestation)?

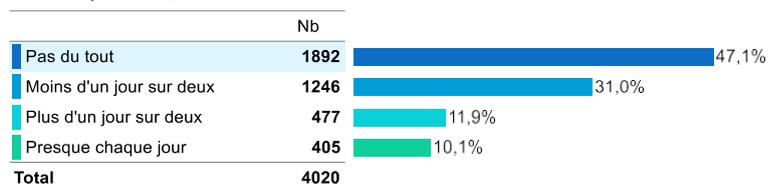
Incapacité à cesser de penser au climat et aux autres problèmes environnementaux mondiaux à venir

Taux de réponse : 93,8%



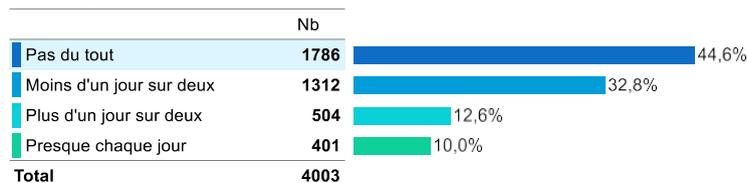
Incapacité à cesser de penser aux événements liés au changement climatique

Taux de réponse : 93,6%



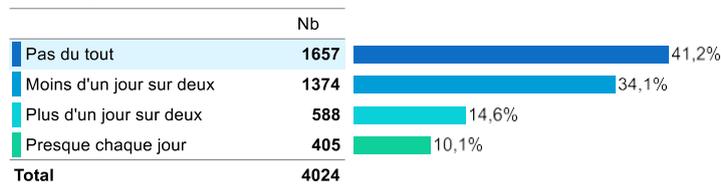
Incapacité à cesser de penser aux pertes pour l'environnement

Taux de réponse : 93,2%



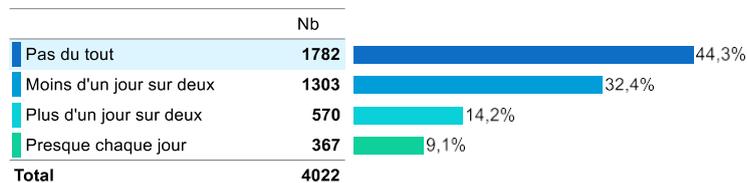
Sentiment d'anxiété par rapport à l'impact de votre comportement personnel sur l'environnement

Taux de réponse : 93,7%



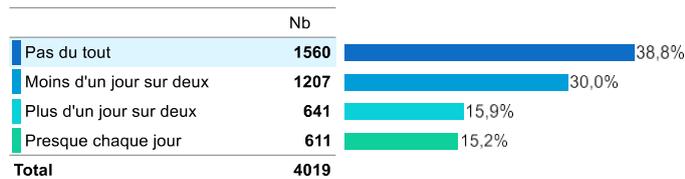
Sentiment d'anxiété par rapport à votre responsabilité personnelle dans la résolution des problèmes environnementaux

Taux de réponse : 93,7%



Sentiment d'anxiété par rapport au fait que votre comportement personnel ne sera pas suffisant pour résoudre les problèmes

Taux de réponse : 93,6%



Mesures prioritaires à mettre en place à l'EPFL

Parmi les propositions suivantes quelles sont les 3 mesures que l'EPFL devrait mettre prioritairement en place selon vous pour améliorer ou maintenir la santé mentale de la communauté ? Merci d'ordonner vos réponses selon leur importance (1=la plus importante)

Taux de réponse : 92,5%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	2733	1,45	24,1%
Réévaluer la charge de travail	2319	1,40	20,4%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	1605	0,78	14,1%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	1155	0,52	10,2%
Augmenter l'autonomie concernant le travail de chacune	935	0,44	8,2%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	827	0,36	7,3%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	746	0,36	6,6%
Donner plus d'informations sur le développement de carrière	553	0,27	4,9%
Autre	482	0,24	4,2%
Total	11355		

Veuillez préciser quel service de ressource supplémentaire devrait être mis en place prioritairement. (Une seule réponse possible)

Taux de réponse : 94,5%

	Nb	
Des séances de coaching personnalisé	593	39,1%
Des consultations psychologiques pour les employé-es (déjà disponibles pour le corps étudiant et les doctorant-es)	526	34,7%
Des formations pour différents groupes cibles	306	20,2%
Autre	92	6,1%
Total	1517	

7.2.2 Selon la catégorie de répondant-es

Stress négatif perçu

Merci à présent d'indiquer à quelle fréquence les propositions suivantes occasionnent pour vous un stress négatif.

La charge de travail

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	32	1,5%	118	5,7%	409	19,7%	816	39,2%	704	33,9%
Corps enseignant	3	1,3%	29	12,1%	86	36,0%	82	34,3%	39	16,3%
Corps doctorant	11	2,0%	46	8,3%	204	36,8%	185	33,3%	109	19,6%
Coll. scientifique	12	3,1%	60	15,6%	173	45,1%	97	25,3%	42	10,9%
Corps admin./technique	26	3,2%	123	15,4%	358	44,7%	206	25,7%	88	11,0%

Corps étudiantin	5,7%	19,7%	39,2%	33,9%
Corps enseignant	12,1%	36,0%	34,3%	16,3%
Corps doctorant	8,3%	36,8%	33,3%	19,6%
Coll. scientifique	15,6%	45,1%	25,3%	10,9%
Corps admin./technique	15,4%	44,7%	25,7%	11,0%

Les attentes liées à la performance

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	63	3,0%	164	7,9%	391	18,8%	725	34,9%	737	35,4%
Corps enseignant	10	4,2%	45	18,9%	78	32,8%	63	26,5%	42	17,6%
Corps doctorant	20	3,6%	42	7,6%	113	20,4%	197	35,5%	183	33,0%
Coll. scientifique	18	4,7%	58	15,1%	136	35,4%	103	26,8%	69	18,0%
Corps admin./technique	68	8,5%	227	28,5%	263	33,0%	192	24,1%	47	5,9%

Corps étudiantin	7,9%	18,8%	34,9%	35,4%	
Corps enseignant	4,2%	18,9%	32,8%	26,5%	17,6%
Corps doctorant	3,6%	7,6%	20,4%	35,5%	33,0%
Coll. scientifique	4,7%	15,1%	35,4%	26,8%	18,0%
Corps admin./technique	8,5%	28,5%	33,0%	24,1%	5,9%

La pression liée à la compétitivité

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	376	18,1%	517	24,9%	486	23,4%	405	19,5%	293	14,1%
Corps enseignant	25	10,5%	51	21,3%	73	30,5%	52	21,8%	38	15,9%
Corps doctorant	57	10,3%	129	23,3%	162	29,3%	114	20,6%	91	16,5%
Coll. scientifique	49	12,8%	118	30,9%	101	26,4%	62	16,2%	52	13,6%
Corps admin./technique	206	26,1%	301	38,1%	180	22,8%	81	10,3%	21	2,7%

Corps étudiantin	18,1%	24,9%	23,4%	19,5%	14,1%
Corps enseignant	10,5%	21,3%	30,5%	21,8%	15,9%
Corps doctorant	10,3%	23,3%	29,3%	20,6%	16,5%
Coll. scientifique	12,8%	30,9%	26,4%	16,2%	13,6%
Corps admin./technique	26,1%	38,1%	22,8%	10,3%	

Les horaires de travail/de cours

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	363	17,5%	585	28,2%	561	27,0%	394	19,0%	172	8,3%
Corps enseignant	27	11,4%	72	30,4%	91	38,4%	35	14,8%	12	5,1%
Corps doctorant	79	14,4%	179	32,5%	153	27,8%	105	19,1%	34	6,2%
Coll. scientifique	76	19,9%	144	37,8%	101	26,5%	44	11,5%	16	4,2%
Corps admin./technique	209	26,4%	280	35,4%	198	25,0%	74	9,4%	30	3,8%

Corps étudiantin	17,5%	28,2%	27,0%	19,0%	8,3%
Corps enseignant	11,4%	30,4%	38,4%	14,8%	5,1%
Corps doctorant	14,4%	32,5%	27,8%	19,1%	6,2%
Coll. scientifique	19,9%	37,8%	26,5%	11,5%	4,2%
Corps admin./technique	26,4%	35,4%	25,0%	9,4%	3,8%

La difficulté à pouvoir planifier le travail à effectuer

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	238	11,5%	483	23,3%	587	28,3%	503	24,2%	264	12,7%
Corps enseignant	18	7,6%	83	34,9%	71	29,8%	46	19,3%	20	8,4%
Corps doctorant	58	10,6%	139	25,3%	149	27,1%	139	25,3%	64	11,7%
Coll. scientifique	46	12,0%	123	32,1%	128	33,4%	59	15,4%	27	7,0%
Corps admin./technique	108	13,6%	231	29,1%	234	29,5%	170	21,4%	50	6,3%

Corps étudiantin	11,5%	23,3%	28,3%	24,2%	12,7%
Corps enseignant	7,6%	34,9%	29,8%	19,3%	8,4%
Corps doctorant	10,6%	25,3%	27,1%	25,3%	11,7%
Coll. scientifique	12,0%	32,1%	33,4%	15,4%	7,0%
Corps admin./technique	13,6%	29,1%	29,5%	21,4%	6,3%

Le manque d'équité (équité = traitement juste et impartial)

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1042	50,3%	584	28,2%	253	12,2%	122	5,9%	71	3,4%
Corps enseignant	81	33,9%	49	20,5%	55	23,0%	31	13,0%	23	9,6%
Corps doctorant	222	40,4%	148	27,0%	84	15,3%	56	10,2%	39	7,1%
Coll. scientifique	129	33,9%	111	29,2%	55	14,5%	44	11,6%	41	10,8%
Corps admin./technique	240	30,4%	203	25,7%	169	21,4%	96	12,2%	82	10,4%

Corps étudiantin	50,3%	28,2%	12,2%	5,9%	3,4%
Corps enseignant	33,9%	20,5%	23,0%	13,0%	9,6%
Corps doctorant	40,4%	27,0%	15,3%	10,2%	7,1%
Coll. scientifique	33,9%	29,2%	14,5%	11,6%	10,8%
Corps admin./technique	30,4%	25,7%	21,4%	12,2%	10,4%

Le manque de possibilités de prendre des décisions concernant le travail à effectuer

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	578	28,6%	709	35,1%	423	20,9%	223	11,0%	88	4,4%
Corps enseignant	87	36,9%	79	33,5%	35	14,8%	27	11,4%	8	3,4%
Corps doctorant	173	31,7%	182	33,4%	105	19,3%	56	10,3%	29	5,3%
Coll. scientifique	113	29,7%	130	34,1%	66	17,3%	55	14,4%	17	4,5%
Corps admin./technique	159	20,1%	261	33,0%	219	27,7%	103	13,0%	48	6,1%

Corps étudiantin	28,6%	35,1%	20,9%	11,0%	4,4%
Corps enseignant	36,9%	33,5%	14,8%	11,4%	3,4%
Corps doctorant	31,7%	33,4%	19,3%	10,3%	5,3%
Coll. scientifique	29,7%	34,1%	17,3%	14,4%	4,5%
Corps admin./technique	20,1%	33,0%	27,7%	13,0%	6,1%

Les procédures administratives/ les règles de travail

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	698	33,9%	646	31,4%	398	19,4%	204	9,9%	110	5,4%
Corps enseignant	34	14,2%	55	23,0%	50	20,9%	51	21,3%	49	20,5%
Corps doctorant	141	25,7%	184	33,6%	126	23,0%	64	11,7%	33	6,0%
Coll. scientifique	82	21,4%	118	30,7%	105	27,3%	55	14,3%	24	6,3%
Corps admin./technique	92	11,6%	183	23,0%	240	30,2%	189	23,7%	92	11,6%
Corps étudiantin	33,9%		31,4%		19,4%		9,9%		5,4%	
Corps enseignant	14,2%		23,0%		20,9%		21,3%		20,5%	
Corps doctorant	25,7%		33,6%		23,0%		11,7%		6,0%	
Coll. scientifique	21,4%		30,7%		27,3%		14,3%		6,3%	
Corps admin./technique	11,6%		23,0%		30,2%		23,7%		11,6%	

Le télétravail/les cours à distance

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1193	58,5%	454	22,3%	206	10,1%	111	5,4%	75	3,7%
Corps enseignant	100	42,0%	88	37,0%	37	15,5%	9	3,8%	4	1,7%
Corps doctorant	325	59,6%	139	25,5%	45	8,3%	22	4,0%	14	2,6%
Coll. scientifique	223	60,1%	108	29,1%	27	7,3%	9	2,4%	4	1,1%
Corps admin./technique	479	61,3%	202	25,8%	58	7,4%	24	3,1%	19	2,4%
Corps étudiantin	58,5%		22,3%		10,1%		5,4%		3,7%	
Corps enseignant	42,0%		37,0%		15,5%		3,8%		1,7%	
Corps doctorant	59,6%		25,5%		8,3%		4,0%		2,6%	
Coll. scientifique	60,1%		29,1%		7,3%		2,4%		1,1%	
Corps admin./technique	61,3%		25,8%		7,4%		3,1%		2,4%	

Un-e/des étudiant-e(s) ou collègue(s)

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1184	57,2%	477	23,0%	275	13,3%	100	4,8%	35	1,7%
Corps enseignant	73	30,8%	77	32,5%	52	21,9%	28	11,8%	7	3,0%
Corps doctorant	265	48,1%	152	27,6%	80	14,5%	36	6,5%	18	3,3%
Coll. scientifique	137	36,3%	111	29,4%	79	21,0%	33	8,8%	17	4,5%
Corps admin./technique	225	28,7%	265	33,8%	181	23,1%	76	9,7%	38	4,8%
Corps étudiantin	57,2%		23,0%		13,3%		4,8%		1,7%	
Corps enseignant	30,8%		32,5%		21,9%		11,8%		3,0%	
Corps doctorant	48,1%		27,6%		14,5%		6,5%		3,3%	
Coll. scientifique	36,3%		29,4%		21,0%		8,8%		4,5%	
Corps admin./technique	28,7%		33,8%		23,1%		9,7%		4,8%	

Un-e/des professeur-e(s) ou responsable(s) hiérarchique(s)

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1047	50,6%	508	24,6%	347	16,8%	127	6,1%	39	1,9%
Corps enseignant	76	32,2%	77	32,6%	50	21,2%	20	8,5%	13	5,5%
Corps doctorant	196	35,6%	118	21,4%	118	21,4%	64	11,6%	55	10,0%
Coll. scientifique	128	33,9%	105	27,8%	64	16,9%	48	12,7%	33	8,7%
Corps admin./technique	215	27,2%	241	30,5%	199	25,2%	89	11,3%	47	5,9%
Corps étudiantin	50,6%		24,6%		16,8%		6,1%		1,9%	
Corps enseignant	32,2%		32,6%		21,2%		8,5%		5,5%	
Corps doctorant	35,6%		21,4%		21,4%		11,6%		10,0%	
Coll. scientifique	33,9%		27,8%		16,9%		12,7%		8,7%	
Corps admin./technique	27,2%		30,5%		25,2%		11,3%		5,9%	

Les décisions prises par ma hiérarchie/l'Ecole

	Jamais/Très rarement		Rarement		Occasionnellement		Souvent		Très souvent/Toujours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	805	39,2%	543	26,4%	414	20,1%	212	10,3%	82	4,0%
Corps enseignant	36	15,1%	61	25,5%	73	30,5%	41	17,2%	28	11,7%
Corps doctorant	171	31,1%	148	27,0%	119	21,7%	65	11,8%	46	8,4%
Coll. scientifique	105	27,6%	114	29,9%	90	23,6%	42	11,0%	30	7,9%
Corps admin./technique	108	13,6%	211	26,5%	267	33,6%	136	17,1%	73	9,2%

Corps	Jamais/Très rarement	Rarement	Occasionnellement	Souvent	Très souvent/Toujours
Corps étudiantin	39,2%	26,4%	20,1%	10,3%	4,0%
Corps enseignant	15,1%	25,5%	30,5%	17,2%	11,7%
Corps doctorant	31,1%	27,0%	21,7%	11,8%	8,4%
Coll. scientifique	27,6%	29,9%	23,6%	11,0%	7,9%
Corps admin./technique	13,6%	26,5%	33,6%	17,1%	9,2%

Bullying/mobbing

Au cours des six derniers mois, à quelle fréquence avez-vous subi les actes indésirables suivants à l'EPFL durant votre travail ou vos études ?

Une personne vous cache des informations importantes pour votre travail/vos études

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1521	75,7%	357	17,8%	66	3,3%	50	2,5%	15	0,7%
Corps enseignant	110	47,8%	84	36,5%	21	9,1%	10	4,3%	5	2,2%
Corps doctorant	330	60,8%	137	25,2%	34	6,3%	31	5,7%	11	2,0%
Coll. scientifique	207	55,2%	109	29,1%	30	8,0%	19	5,1%	10	2,7%
Corps admin./technique	362	46,2%	297	37,9%	42	5,4%	54	6,9%	29	3,7%

Corps	Jamais	De temps en temps	Tous les mois	Toutes les semaines	Tous les jours
Corps étudiantin	75,7%	17,8%	3,3%	2,5%	0,7%
Corps enseignant	47,8%	36,5%	9,1%	4,3%	2,2%
Corps doctorant	60,8%	25,2%	6,3%	5,7%	2,0%
Coll. scientifique	55,2%	29,1%	8,0%	5,1%	2,7%
Corps admin./technique	46,2%	37,9%	5,4%	6,9%	3,7%

Quelqu'un colporte des potins et des rumeurs à votre sujet

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps admin./technique	497	65,2%	207	27,2%	24	3,1%	23	3,0%	11	1,4%
Coll. scientifique	264	70,4%	80	21,3%	11	2,9%	14	3,7%	6	1,6%
Corps étudiantin	1667	83,0%	291	14,5%	22	1,1%	20	1,0%	9	0,4%
Corps enseignant	154	67,8%	58	25,6%	11	4,8%	3	1,3%	1	0,4%
Corps doctorant	408	75,4%	87	16,1%	23	4,3%	17	3,1%	6	1,1%

Corps	Jamais	De temps en temps	Tous les mois	Toutes les semaines	Tous les jours
Corps admin./technique	65,2%	27,2%	3,1%	3,0%	1,4%
Coll. scientifique	70,4%	21,3%	2,9%	3,7%	1,6%
Corps étudiantin	83,0%	14,5%	1,1%	1,0%	0,4%
Corps enseignant	67,8%	25,6%	4,8%	1,3%	0,4%
Corps doctorant	75,4%	16,1%	4,3%	3,1%	1,1%

Des collègues ou d'autres étudiant·e(s) vous ignorent

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1229	61,1%	552	27,4%	75	3,7%	96	4,8%	59	2,9%
Corps enseignant	121	53,1%	78	34,2%	17	7,5%	8	3,5%	4	1,8%
Corps doctorant	318	58,6%	144	26,5%	35	6,4%	31	5,7%	15	2,8%
Coll. scientifique	205	54,7%	112	29,9%	25	6,7%	20	5,3%	13	3,5%
Corps admin./technique	466	59,3%	230	29,3%	31	3,9%	37	4,7%	22	2,8%

Corps étudiantin	61,1%	27,4%	3,7%	4,8%
Corps enseignant	53,1%	34,2%	7,5%	3,5%
Corps doctorant	58,6%	26,5%	6,4%	5,7%
Coll. scientifique	54,7%	29,9%	6,7%	5,3%
Corps admin./technique	59,3%	29,3%	3,9%	4,7%

Vous subissez des remarques insultantes ou offensantes (sur vos habitudes, vos origines, votre attitude ou votre vie privée)

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1655	82,1%	277	13,7%	46	2,3%	30	1,5%	7	0,3%
Corps enseignant	183	78,5%	36	15,5%	9	3,9%	5	2,1%	0	0,0%
Corps doctorant	394	72,8%	96	17,7%	31	5,7%	10	1,8%	10	1,8%
Coll. scientifique	300	79,8%	58	15,4%	8	2,1%	8	2,1%	2	0,5%
Corps admin./technique	640	81,2%	117	14,8%	13	1,6%	16	2,0%	2	0,3%

Corps étudiantin	82,1%	13,7%	2,3%	1,5%
Corps enseignant	78,5%	15,5%	3,9%	2,1%
Corps doctorant	72,8%	17,7%	5,7%	1,8%
Coll. scientifique	79,8%	15,4%	2,1%	2,1%
Corps admin./technique	81,2%	14,8%	1,6%	2,0%

On vous crie dessus

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1551	92,7%	103	6,2%	13	0,8%	2	0,1%	5	0,3%
Corps enseignant	207	90,8%	18	7,9%	2	0,9%	1	0,4%	0	0,0%
Corps doctorant	462	86,2%	50	9,3%	11	2,1%	10	1,9%	3	0,6%
Coll. scientifique	329	90,4%	29	8,0%	3	0,8%	3	0,8%	0	0,0%
Corps admin./technique	709	91,7%	52	6,7%	4	0,5%	7	0,9%	1	0,1%

Corps étudiantin	92,7%	6,2%	0,8%	0,1%
Corps enseignant	90,8%	7,9%	0,9%	0,4%
Corps doctorant	86,2%	9,3%	2,1%	1,9%
Coll. scientifique	90,4%	8,0%	0,8%	0,8%
Corps admin./technique	91,7%	6,7%	0,5%	0,9%

On vous répète régulièrement vos erreurs

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1401	69,7%	463	23,0%	78	3,9%	48	2,4%	20	1,0%
Corps enseignant	190	81,9%	34	14,7%	3	1,3%	4	1,7%	1	0,4%
Corps doctorant	354	65,4%	113	20,9%	39	7,2%	31	5,7%	4	0,7%
Coll. scientifique	273	73,0%	69	18,4%	22	5,9%	9	2,4%	1	0,3%
Corps admin./technique	583	73,9%	169	21,4%	16	2,0%	18	2,3%	3	0,4%

Corps étudiantin	69,7%	23,0%	3,9%	2,4%
Corps enseignant	81,9%	14,7%	1,3%	1,7%
Corps doctorant	65,4%	20,9%	7,2%	5,7%
Coll. scientifique	73,0%	18,4%	5,9%	2,4%
Corps admin./technique	73,9%	21,4%	2,0%	2,3%

Vous subissez des réactions hostiles quand vous vous approchez des autres

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1714	85,3%	239	11,9%	25	1,2%	21	1,0%	10	0,5%
Corps enseignant	189	81,8%	33	14,3%	4	1,7%	5	2,2%	0	0,0%
Corps doctorant	436	80,6%	72	13,3%	15	2,8%	14	2,6%	4	0,7%
Coll. scientifique	306	81,6%	55	14,7%	6	1,6%	7	1,9%	1	0,3%
Corps admin./technique	654	83,0%	110	14,0%	9	1,1%	10	1,3%	5	0,6%
Corps étudiantin										
Corps enseignant										
Corps doctorant										
Coll. scientifique										
Corps admin./technique										

Vous êtes en permanence critiqué·e sur votre travail ou vos performances

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1513	75,4%	355	17,7%	65	3,2%	60	3,0%	14	0,7%
Corps enseignant	172	73,8%	49	21,0%	8	3,4%	3	1,3%	1	0,4%
Corps doctorant	360	66,5%	101	18,7%	44	8,1%	29	5,4%	7	1,3%
Coll. scientifique	263	70,1%	75	20,0%	22	5,9%	11	2,9%	4	1,1%
Corps admin./technique	609	77,4%	141	17,9%	15	1,9%	18	2,3%	4	0,5%
Corps étudiantin										
Corps enseignant										
Corps doctorant										
Coll. scientifique										
Corps admin./technique										

Vous faites l'objet de blagues indésirables

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	1616	80,3%	314	15,6%	56	2,8%	18	0,9%	8	0,4%
Corps enseignant	203	87,5%	27	11,6%	2	0,9%	0	0,0%	0	0,0%
Corps doctorant	424	78,2%	88	16,2%	22	4,1%	5	0,9%	3	0,6%
Coll. scientifique	316	84,0%	53	14,1%	5	1,3%	2	0,5%	0	0,0%
Corps admin./technique	686	87,6%	86	11,0%	4	0,5%	5	0,6%	2	0,3%
Corps étudiantin										
Corps enseignant										
Corps doctorant										
Coll. scientifique										
Corps admin./technique										

On vous pousse à travailler de manière déraisonnable durant vos congés.

	Jamais		De temps en temps		Tous les mois		Toutes les semaines		Tous les jours	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	941	47,2%	401	20,1%	173	8,7%	242	12,1%	238	11,9%
Corps enseignant	125	54,1%	63	27,3%	17	7,4%	12	5,2%	14	6,1%
Corps doctorant	312	57,8%	139	25,7%	44	8,1%	26	4,8%	19	3,5%
Coll. scientifique	249	66,2%	89	23,7%	20	5,3%	15	4,0%	3	0,8%
Corps admin./technique	629	80,0%	125	15,9%	17	2,2%	11	1,4%	4	0,5%
Corps étudiantin										
Corps enseignant										
Corps doctorant										
Coll. scientifique										
Corps admin./technique										

Équilibre de vie privée/professionnelle

Je rends souvent visite à mes amis et connaissances

	Complètement en désaccord		En grande partie en désaccord		Légèrement en désaccord		Légèrement d'accord		D'accord		Complètement d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	192	9,2%	407	19,6%	264	12,7%	395	19,0%	537	25,8%	283	13,6%
Corps enseignant	17	7,1%	60	25,2%	46	19,3%	44	18,5%	47	19,7%	24	10,1%
Corps doctorant	39	7,1%	88	16,0%	84	15,3%	125	22,7%	156	28,4%	58	10,5%
Coll. scientifique	29	7,6%	66	17,2%	55	14,3%	82	21,4%	104	27,1%	48	12,5%
Corps admin./technique	33	4,2%	107	13,6%	109	13,8%	185	23,4%	243	30,8%	112	14,2%

Corps étudiantin	9,2%	19,6%	12,7%	19,0%	25,8%	13,6%
Corps enseignant	7,1%	25,2%	19,3%	18,5%	19,7%	10,1%
Corps doctorant	7,1%	16%	15,3%	22,7%	28,4%	10,5%
Coll. scientifique	7,6%	17,2%	14,3%	21,4%	27,1%	12,5%
Corps admin./technique	4,2%	13,6%	13,8%	23,4%	30,8%	14,2%

A cause de mon travail/études, je n'ai pas de temps libre

	Complètement en désaccord		En grande partie en désaccord		Légèrement en désaccord		Légèrement d'accord		D'accord		Complètement d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	51	2,5%	188	9,0%	212	10,2%	491	23,6%	709	34,1%	427	20,5%
Corps enseignant	17	7,2%	34	14,4%	37	15,7%	65	27,5%	58	24,6%	25	10,6%
Corps doctorant	32	5,8%	113	20,5%	98	17,8%	165	30,0%	95	17,3%	47	8,5%
Coll. scientifique	43	11,3%	101	26,5%	73	19,2%	87	22,8%	53	13,9%	24	6,3%
Corps admin./technique	166	21,1%	211	26,8%	120	15,2%	169	21,5%	99	12,6%	22	2,8%

Corps étudiantin	9,0%	10,2%	23,6%	34,1%	20,5%	
Corps enseignant	7,2%	14,4%	15,7%	27,5%	24,6%	10,6%
Corps doctorant	5,8%	20,5%	17,8%	30%	17,3%	8,5%
Coll. scientifique	11,3%	26,5%	19,2%	22,8%	13,9%	6,3%
Corps admin./technique	21,1%	26,8%	15,2%	21,5%	12,6%	

À cause de mon travail/études, je néglige ma famille ou mes amis

	Complètement en désaccord		En grande partie en désaccord		Légèrement en désaccord		Légèrement d'accord		D'accord		Complètement d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	144	6,9%	290	14,0%	302	14,6%	610	29,4%	489	23,6%	237	11,4%
Corps enseignant	26	11,0%	46	19,4%	39	16,5%	71	30,0%	40	16,9%	15	6,3%
Corps doctorant	55	9,9%	118	21,3%	96	17,3%	160	28,8%	93	16,8%	33	5,9%
Coll. scientifique	70	18,2%	98	25,5%	62	16,1%	92	24,0%	50	13,0%	12	3,1%
Corps admin./technique	205	26,1%	209	26,7%	134	17,1%	152	19,4%	62	7,9%	22	2,8%

Corps étudiantin	6,9%	14,0%	14,6%	29,4%	23,6%	11,4%
Corps enseignant	11,0%	19,4%	16,5%	30,0%	16,9%	6,3%
Corps doctorant	9,9%	21,3%	17,3%	28,8%	16,8%	5,9%
Coll. scientifique	18,2%	25,5%	16,1%	24,0%	13,0%	3,1%
Corps admin./technique	26,1%	26,7%	17,1%	19,4%	7,9%	

J'ai assez de temps pour mes amis

	Complètement en désaccord		En grande partie en désaccord		Légèrement en désaccord		Légèrement d'accord		D'accord		Complètement d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	207	10,1%	512	25,0%	518	25,3%	376	18,4%	353	17,3%	80	3,9%
Corps enseignant	15	6,3%	67	28,3%	60	25,3%	45	19,0%	38	16,0%	12	5,1%
Corps doctorant	29	5,2%	108	19,5%	143	25,9%	146	26,4%	103	18,6%	24	4,3%
Coll. scientifique	15	3,9%	70	18,3%	79	20,7%	85	22,3%	109	28,5%	24	6,3%
Corps admin./technique	35	4,4%	112	14,2%	169	21,4%	162	20,5%	239	30,3%	72	9,1%
Corps étudiantin	10,1%		25,0%		25,3%		18,4%		17,3%		3,9%	
Corps enseignant	6,3%		28,3%		25,3%		19,0%		16,0%		5,1%	
Corps doctorant	5,2%		19,5%		25,9%		26,4%		18,6%		4,3%	
Coll. scientifique	3,9%		18,3%		20,7%		22,3%		28,5%		6,3%	
Corps admin./technique	4,4%		14,2%		21,4%		20,5%		30,3%		9,1%	

Pendant mon temps libre, je m'occupe encore de mes tâches professionnelles

	Complètement en désaccord		En grande partie en désaccord		Légèrement en désaccord		Légèrement d'accord		D'accord		Complètement d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	114	5,6%	129	6,4%	103	5,1%	326	16,1%	717	35,4%	636	31,4%
Corps enseignant	5	2,1%	18	7,5%	8	3,3%	43	18,0%	86	36,0%	79	33,1%
Corps doctorant	20	3,6%	58	10,5%	44	8,0%	154	27,9%	159	28,8%	117	21,2%
Coll. scientifique	23	6,0%	60	15,7%	42	11,0%	115	30,0%	90	23,5%	53	13,8%
Corps admin./technique	124	15,6%	171	21,5%	83	10,5%	223	28,1%	131	16,5%	62	7,8%
Corps étudiantin	5,6%		6,4%		5,1%		16,1%		35,4%		31,4%	
Corps enseignant	7,5%		3,3%		18,0%		36,0%		33,1%			
Corps doctorant	3,6%		10,5%		8,0%		27,9%		28,8%		21,2%	
Coll. scientifique	6,0%		15,7%		11,0%		30,0%		23,5%		13,8%	
Corps admin./technique	15,6%		21,5%		10,5%		28,1%		16,5%		7,8%	

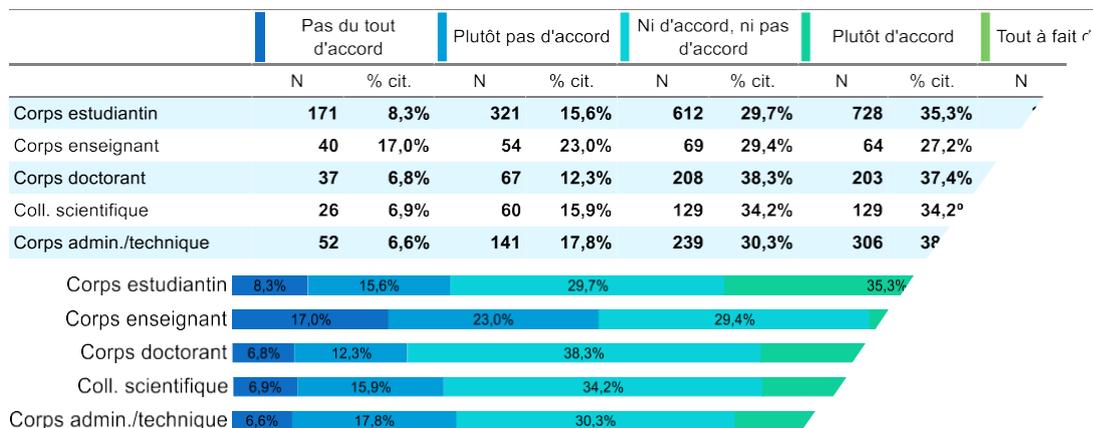
J'ai suffisamment de temps pour ma famille (partenaire, parents, enfants,...)

	Complètement en désaccord		En grande partie en désaccord		Légèrement en désaccord		Légèrement d'accord		D'accord		Complètement d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	275	13,3%	549	26,7%	510	24,8%	379	18,4%	295	14,3%	52	2,5%
Corps enseignant	21	8,8%	36	15,1%	71	29,7%	44	18,4%	46	19,2%	21	8,8%
Corps doctorant	27	4,9%	108	19,7%	152	27,8%	122	22,3%	114	20,8%	24	4,4%
Coll. scientifique	21	5,5%	54	14,2%	84	22,0%	57	15,0%	132	34,6%	33	8,7%
Corps admin./technique	29	3,6%	85	10,7%	167	21,0%	152	19,1%	250	31,4%	113	14,2%
Corps étudiantin	13,3%		26,7%		24,8%		18,4%		14,3%		2,5%	
Corps enseignant	8,8%		15,1%		29,7%		18,4%		19,2%		8,8%	
Corps doctorant	4,9%		19,7%		27,8%		22,3%		20,8%		4,4%	
Coll. scientifique	5,5%		14,2%		22,0%		15,0%		34,6%		8,7%	
Corps admin./technique	3,6%		10,7%		21,0%		19,1%		31,4%		14,2%	

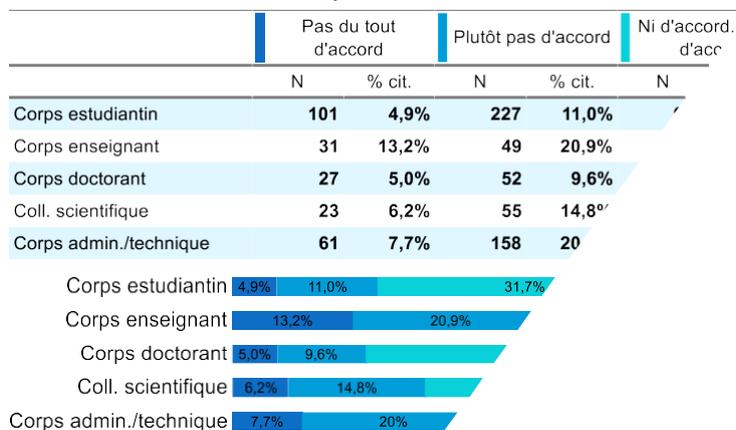
Confiance institutionnelle

J'ai confiance dans les décisions prises par...

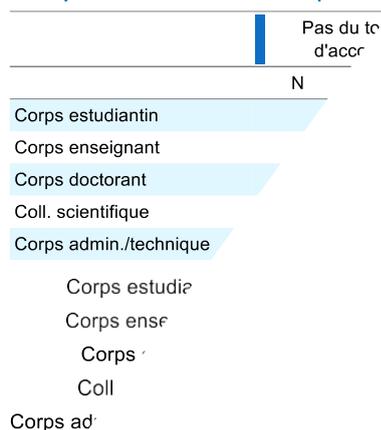
...la Direction de l'EPFL



...la Direction de ma faculté/Vice-présidence



...les professeur-es/ mon/ma supérieur-e



Sentiment de contrôle

Je me considère comme principalement responsable de mes performances tout au long de mon parcours universitaire/professionnel

	Pas du tout d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	28	1,3%	144	6,9%	257	12,4%	996	48,0%	650	31,3%
Corps enseignant	3	1,3%	12	5,1%	39	16,6%	127	54,0%	54	23,0%
Corps doctorant	5	0,9%	39	7,1%	81	14,8%	258	47,0%	166	30,2%
Coll. scientifique	9	2,4%	37	9,7%	72	18,9%	191	50,1%	72	18,9%
Corps admin./technique	17	2,2%	84	10,8%	139	17,9%	417	53,6%	121	15,6%

Corps	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord, ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Corps étudiantin	6,9%	12,4%	48%	31,3%	
Corps enseignant	5,1%	16,6%	54,0%	23,0%	
Corps doctorant	7,1%	14,8%	47,0%	30,2%	
Coll. scientifique	9,7%	18,9%	50,1%	18,9%	
Corps admin./technique	10,8%	17,9%	53,6%	15,6%	

Ma réussite dans mes études/mon travail est souvent une question de hasard

	Pas du tout d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	593	28,5%	896	43,1%	365	17,6%	192	9,2%	32	1,5%
Corps enseignant	72	30,5%	93	39,4%	43	18,2%	28	11,9%	0	0,0%
Corps doctorant	125	22,8%	217	39,6%	126	23,0%	68	12,4%	12	2,2%
Coll. scientifique	80	21,2%	150	39,7%	90	23,8%	49	13,0%	9	2,4%
Corps admin./technique	307	39,2%	304	38,8%	122	15,6%	46	5,9%	5	0,6%

Corps	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord, ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Corps étudiantin	28,5%	43,1%	17,6%	9,2%	1,5%
Corps enseignant	30,5%	39,4%	18,2%	11,9%	0,0%
Corps doctorant	22,8%	39,6%	23,0%	12,4%	2,2%
Coll. scientifique	21,2%	39,7%	23,8%	13,0%	2,4%
Corps admin./technique	39,2%	38,8%	15,6%	5,9%	0,6%

Je ne peux pas faire grand-chose par rapport à mes performances à l'université/dans mon travail

	Pas du tout d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	741	35,8%	897	43,4%	275	13,3%	136	6,6%	20	1,0%
Corps enseignant	73	30,8%	113	47,7%	37	15,6%	14	5,9%	0	0,0%
Corps doctorant	176	32,2%	252	46,1%	78	14,3%	35	6,4%	6	1,1%
Coll. scientifique	95	25,1%	186	49,2%	60	15,9%	33	8,7%	4	1,1%
Corps admin./technique	226	29,1%	305	39,3%	157	20,2%	76	9,8%	12	1,5%

Corps	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord, ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Corps étudiantin	35,8%	43,4%	13,3%	6,6%	1,0%
Corps enseignant	30,8%	47,7%	15,6%	5,9%	0,0%
Corps doctorant	32,2%	46,1%	14,3%	6,4%	1,1%
Coll. scientifique	25,1%	49,2%	15,9%	8,7%	1,1%
Corps admin./technique	29,1%	39,3%	20,2%	9,8%	1,5%

Lorsque j'ai de mauvais résultats dans un cours/travail, c'est généralement parce que je n'ai pas donné le maximum

	Pas du tout d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	215	10,4%	456	22,0%	433	20,8%	773	37,2%	200	9,6%
Corps enseignant	30	12,9%	46	19,8%	75	32,3%	69	29,7%	12	5,2%
Corps doctorant	54	9,9%	102	18,6%	129	23,6%	216	39,5%	46	8,4%
Coll. scientifique	36	9,5%	91	24,0%	109	28,8%	122	32,2%	21	5,5%
Corps admin./technique	106	13,7%	217	28,1%	211	27,3%	221	28,6%	17	2,2%

Corps	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord, ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Corps étudiantin	10,4%	22,0%	20,8%	37,2%	9,6%
Corps enseignant	12,9%	19,8%	32,3%	29,7%	5,2%
Corps doctorant	9,9%	18,6%	23,6%	39,5%	8,4%
Coll. scientifique	9,5%	24,0%	28,8%	32,2%	5,5%
Corps admin./technique	13,7%	28,1%	27,3%	28,6%	2,2%

Support social

Il y a une personne en particulier* qui est là quand j'en ai besoin

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	102	4,9%	140	6,7%	157	7,5%	161	7,7%	390	18,7%	458	22,0%	675	32,4%
Corps enseignant	14	5,8%	17	7,1%	10	4,2%	14	5,8%	47	19,6%	50	20,8%	88	36,7%
Corps doctorant	27	4,9%	26	4,7%	33	6,0%	43	7,8%	117	21,2%	108	19,6%	198	35,9%
Coll. scientifique	13	3,4%	21	5,5%	25	6,5%	24	6,3%	79	20,6%	85	22,2%	136	35,5%
Corps admin./technique	19	2,4%	25	3,1%	35	4,4%	56	7,0%	153	19,2%	201	25,2%	308	38,6%
Corps étudiantin	4,9%	6,7%	7,5%	7,7%	18,7%	22,0%	32,4%							
Corps enseignant	5,8%	7,1%	4,2%	5,8%	19,6%	20,8%	36,7%							
Corps doctorant	4,9%	4,7%	6,0%	7,8%	21,2%	19,6%	35,9%							
Coll. scientifique	3,4%	5,5%	6,5%	6,3%	20,6%	22,2%	35,5%							
Corps admin./technique	3,1%	4,4%	7,0%	19,2%	25,2%	38,6%								

Il y a une personne en particulier* avec qui je peux partager mes joies et mes peines

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	99	4,8%	110	5,3%	128	6,1%	139	6,7%	393	18,9%	501	24,0%	714	34,3%
Corps enseignant	10	4,2%	15	6,3%	11	4,6%	14	5,8%	42	17,5%	61	25,4%	87	36,3%
Corps doctorant	26	4,7%	26	4,7%	28	5,1%	34	6,1%	109	19,7%	114	20,6%	216	39,1%
Coll. scientifique	10	2,6%	16	4,2%	17	4,4%	27	7,0%	75	19,6%	96	25,1%	142	37,1%
Corps admin./technique	14	1,8%	24	3,0%	37	4,6%	51	6,4%	143	17,9%	198	24,8%	330	41,4%
Corps étudiantin	4,8%	5,3%	6,1%	6,7%	18,9%	24,0%	34,3%							
Corps enseignant	4,2%	6,3%	4,6%	5,8%	17,5%	25,4%	36,3%							
Corps doctorant	4,7%	4,7%	5,1%	6,1%	19,7%	20,6%	39,1%							
Coll. scientifique	4,2%	4,4%	7,0%	19,6%	25,1%	37,1%								
Corps admin./technique	3,0%	4,6%	6,4%	17,9%	24,8%	41,4%								

Ma famille essaie vraiment de m'aider

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	48	2,3%	58	2,8%	98	4,7%	247	11,9%	405	19,4%	445	21,4%	783	37,6%
Corps enseignant	6	2,5%	7	2,9%	5	2,1%	30	12,6%	47	19,7%	71	29,7%	73	30,5%
Corps doctorant	14	2,5%	19	3,4%	39	7,1%	70	12,7%	125	22,7%	124	22,5%	160	29,0%
Coll. scientifique	7	1,8%	15	3,9%	19	5,0%	52	13,6%	85	22,3%	88	23,0%	116	30,4%
Corps admin./technique	8	1,0%	25	3,2%	35	4,4%	98	12,5%	161	20,5%	204	25,9%	256	32,5%
Corps étudiantin	4,7%	11,9%	19,4%	21,4%	37,6%									
Corps enseignant	2,9%	12,6%	19,7%	29,7%	30,5%									
Corps doctorant	3,4%	7,1%	12,7%	22,7%	22,5%									
Coll. scientifique	3,9%	5,0%	13,6%	22,3%	23,0%									
Corps admin./technique	3,2%	4,4%	12,5%	20,5%	25,9%	32,5%								

Je reçois de ma famille toute l'aide émotionnelle et le soutien dont j'ai besoin

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	106	5,1%	123	5,9%	206	9,9%	272	13,1%	418	20,1%	401	19,3%	556	26,7%
Corps enseignant	5	2,1%	8	3,4%	9	3,8%	27	11,3%	46	19,3%	77	32,4%	66	27,7%
Corps doctorant	25	4,5%	31	5,6%	52	9,4%	79	14,2%	148	26,7%	103	18,6%	117	21,1%
Coll. scientifique	10	2,6%	23	6,0%	36	9,4%	45	11,8%	100	26,2%	83	21,7%	85	22,3%
Corps admin./technique	16	2,0%	35	4,4%	69	8,7%	105	13,2%	146	18,4%	187	23,6%	236	29,7%
Corps étudiantin	5,1%		5,9%		9,9%		13,1%		20,1%		19,3%		26,7%	
Corps enseignant	3,4%		3,8%		11,3%		19,3%		32,4%		27,7%			
Corps doctorant	4,5%		5,6%		9,4%		14,2%		26,7%		18,6%		21,1%	
Coll. scientifique	6,0%		9,4%		11,8%		26,2%		21,7%		22,3%			
Corps admin./technique	4,4%		8,7%		13,2%		18,4%		23,6%		29,7%			

Je connais une personne en particulier* qui est une vraie source de réconfort pour moi

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	126	6,1%	107	5,2%	140	6,7%	197	9,5%	357	17,2%	429	20,7%	721	34,7%
Corps enseignant	9	3,8%	10	4,2%	16	6,8%	20	8,4%	40	16,9%	50	21,1%	92	38,8%
Corps doctorant	29	5,3%	29	5,3%	38	6,9%	56	10,2%	102	18,5%	90	16,3%	207	37,6%
Coll. scientifique	11	2,9%	17	4,5%	23	6,1%	35	9,2%	73	19,2%	80	21,1%	141	37,1%
Corps admin./technique	8	1,0%	19	2,4%	46	5,8%	79	9,9%	130	16,4%	205	25,8%	308	38,7%
Corps étudiantin	6,1%		5,2%		6,7%		9,5%		17,2%		20,7%		34,7%	
Corps enseignant	3,8%		4,2%		6,8%		8,4%		16,9%		21,1%		38,8%	
Corps doctorant	5,3%		5,3%		6,9%		10,2%		18,5%		16,3%		37,6%	
Coll. scientifique	4,5%		6,1%		9,2%		19,2%		21,1%		37,1%			
Corps admin./technique	5,8%		9,9%		16,4%		25,8%		38,7%					

Mes amis essaient vraiment de m'aider

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	58	2,8%	65	3,1%	119	5,7%	365	17,5%	535	25,7%	505	24,3%	434	20,9%
Corps enseignant	3	1,3%	8	3,4%	20	8,4%	53	22,3%	76	31,9%	43	18,1%	35	14,7%
Corps doctorant	8	1,4%	12	2,2%	46	8,3%	108	19,5%	156	28,2%	131	23,6%	93	16,8%
Coll. scientifique	9	2,4%	10	2,6%	30	7,9%	74	19,4%	127	33,3%	87	22,8%	44	11,5%
Corps admin./technique	6	0,8%	18	2,3%	42	5,4%	164	20,9%	195	24,9%	204	26,0%	155	19,8%
Corps étudiantin	3,1%		5,7%		17,5%		25,7%		24,3%		20,9%			
Corps enseignant	3,4%		8,4%		22,3%		31,9%		18,1%		14,7%			
Corps doctorant	8,3%		19,5%		28,2%		23,6%		16,8%					
Coll. scientifique	7,9%		19,4%		33,3%		22,8%		11,5%					
Corps admin./technique	5,4%		20,9%		24,9%		26,0%		19,8%					

Je peux compter sur mes amis quand les choses vont mal

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	58	2,8%	75	3,6%	122	5,9%	260	12,5%	504	24,2%	533	25,6%	530	25,5%
Corps enseignant	3	1,3%	8	3,3%	17	7,1%	41	17,2%	75	31,4%	54	22,6%	41	17,2%
Corps doctorant	14	2,5%	19	3,4%	33	6,0%	94	17,0%	139	25,2%	131	23,7%	122	22,1%
Coll. scientifique	10	2,6%	8	2,1%	27	7,1%	64	16,8%	109	28,5%	88	23,0%	76	19,9%
Corps admin./technique	6	0,8%	18	2,3%	45	5,7%	107	13,5%	203	25,7%	200	25,3%	212	26,8%
Corps étudiantin	3,6%		5,9%		12,5%		24,2%		25,6%		25,5%			
Corps enseignant	3,3%		7,1%		17,2%		31,4%		22,6%		17,2%			
Corps doctorant	3,4%		6,0%		25,2%		23,7%		22,1%					
Coll. scientifique	7,1%		16,8%		28,5%		23,0%		19,9%					
Corps admin./technique	5,7%		13,5%		25,7%		25,3%		26,8%					

Je peux parler de mes problèmes avec ma famille

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	143	6,9%	145	7,0%	216	10,4%	245	11,8%	356	17,1%	447	21,5%	526	25,3%
Corps enseignant	5	2,1%	8	3,3%	11	4,6%	18	7,5%	56	23,3%	73	30,4%	69	28,8%
Corps doctorant	35	6,3%	38	6,9%	59	10,7%	59	10,7%	120	21,7%	113	20,4%	129	23,3%
Coll. scientifique	13	3,4%	18	4,7%	38	10,0%	41	10,8%	84	22,1%	90	23,7%	96	25,3%
Corps admin./technique	17	2,1%	31	3,9%	50	6,3%	86	10,8%	165	20,7%	188	23,6%	259	32,5%

J'ai des amis avec lesquels je peux partager mes joies et mes peines

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	63	3,0%	72	3,5%	103	5,0%	168	8,1%	464	22,3%	574	27,6%	635	30,5%
Corps enseignant	6	2,5%	5	2,1%	17	7,1%	29	12,2%	74	31,1%	61	25,6%	46	19,3%
Corps doctorant	13	2,3%	13	2,3%	31	5,6%	53	9,5%	160	28,8%	148	26,7%	137	24,7%
Coll. scientifique	12	3,2%	11	2,9%	16	4,2%	47	12,4%	105	27,8%	102	27,0%	85	22,5%
Corps admin./technique	7	0,9%	23	2,9%	32	4,0%	78	9,8%	189	23,8%	219	27,5%	247	31,1%

Il y a quelqu'un de spécial dans ma vie qui s'inquiète de ce que je ressens

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	137	6,6%	124	6,0%	119	5,7%	244	11,8%	271	13,1%	420	20,3%	759	36,6%
Corps enseignant	6	2,5%	8	3,4%	8	3,4%	16	6,7%	25	10,5%	57	23,9%	118	49,6%
Corps doctorant	32	5,8%	28	5,1%	28	5,1%	35	6,4%	78	14,2%	100	18,1%	250	45,4%
Coll. scientifique	11	2,9%	11	2,9%	15	3,9%	27	7,1%	61	16,0%	85	22,3%	171	44,9%
Corps admin./technique	19	2,4%	21	2,6%	30	3,8%	53	6,7%	113	14,2%	188	23,6%	371	46,7%

Ma famille est prête à m'aider à prendre des décisions

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	75	3,6%	79	3,8%	104	5,0%	205	9,9%	467	22,5%	504	24,3%	642	30,9%
Corps enseignant	5	2,1%	11	4,6%	8	3,3%	41	17,2%	53	22,2%	60	25,1%	61	25,5%
Corps doctorant	31	5,6%	25	4,5%	53	9,6%	71	12,9%	133	24,1%	109	19,7%	130	23,6%
Coll. scientifique	14	3,7%	16	4,2%	24	6,4%	64	17,0%	89	23,6%	81	21,5%	89	23,6%
Corps admin./technique	20	2,5%	24	3,0%	50	6,3%	116	14,6%	150	18,9%	203	25,6%	230	29,0%

Je peux parler de mes problèmes avec mes amis

	Pas du tout d'accord		Pas d'accord		Plutôt pas d'accord		Ni d'accord, ni pas d'accord		Plutôt d'accord		D'accord		Tout à fait d'accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	73	3,5%	71	3,4%	116	5,6%	208	10,0%	487	23,4%	558	26,8%	568	27,3%
Corps enseignant	4	1,7%	5	2,1%	25	10,4%	33	13,7%	76	31,5%	56	23,2%	42	17,4%
Corps doctorant	14	2,5%	12	2,2%	30	5,4%	56	10,1%	175	31,5%	128	23,1%	140	25,2%
Coll. scientifique	8	2,1%	8	2,1%	16	4,3%	45	12,0%	110	29,3%	98	26,1%	90	24,0%
Corps admin./technique	5	0,6%	21	2,6%	31	3,9%	81	10,2%	189	23,7%	230	28,9%	239	30,0%

Corps étudiantin	3,5%	3,4%	5,6%	10,0%	23,4%	26,8%	27,3%
Corps enseignant	1,7%	2,1%	10,4%	13,7%	31,5%	23,2%	17,4%
Corps doctorant	2,5%	2,2%	5,4%	10,1%	31,5%	23,1%	25,2%
Coll. scientifique	2,1%	2,1%	4,3%	12%	29,3%	26,1%	24%
Corps admin./technique	0,6%	2,6%	3,9%	10,2%	23,7%	28,9%	30,0%

Épuisement

Dans l'ensemble, sur la base de votre définition de l'épuisement, comment évaluez-vous votre degré d'épuisement ?

	1 = J'apprécie mon travail/mes études. Je n'ai pas de symptôme d'épuisement		2 = Je suis parfois stressé-e, et je n'ai pas toujours autant d'énergie qu'avant, mais je ne me sens pas épuisé-e		3 = Je suis réellement en train de m'épuiser et je présente un ou plusieurs symptômes d'épuisement, tels que de l'épuisement physique et émotionnel		4 = Les symptômes d'épuisement que j'éprouve ne disparaissent pas. Je pense souvent à mes frustrations lorsque je travaille		5 = Je me sens complètement épuisé-e et je me demande souvent si je vais être capable de continuer. J'en suis au point où j'ai peut-être besoin de changements ou d'une aide quelconque	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	111	5,4%	668	32,7%	680	33,3%	353	17,3%	232	11,4%
Corps enseignant	33	14,8%	96	43,0%	54	24,2%	28	12,6%	12	5,4%
Corps doctorant	45	8,7%	212	40,8%	149	28,7%	69	13,3%	45	8,7%
Coll. scientifique	54	15,6%	171	49,3%	67	19,3%	27	7,8%	28	8,1%
Corps admin./technique	121	16,9%	310	43,4%	174	24,3%	68	9,5%	42	5,9%

Corps étudiantin	5,4%	32,7%	33,3%	17,3%	11,4%
Corps enseignant	14,8%	43,0%	24,2%	12,6%	5,4%
Corps doctorant	8,7%	40,8%	28,7%	13,3%	8,7%
Coll. scientifique	15,6%	49,3%	19,3%	7,8%	8,1%
Corps admin./technique	16,9%	43,4%	24,3%	9,5%	5,9%

État de santé global

Ces derniers temps...

Avez-vous pu vous concentrer sur ce que vous faisiez ?

	Mieux que d'habitude		Comme d'habitude		Moins bien que d'habitude		Beaucoup moins que d'habitude	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	115	5,8%	748	37,6%	797	40,1%	329	16,5%
Corps enseignant	5	2,2%	125	53,9%	85	36,6%	17	7,3%
Corps doctorant	35	6,6%	228	42,9%	191	36,0%	77	14,5%
Coll. scientifique	22	6,0%	178	48,4%	138	37,5%	30	8,2%
Corps admin./technique	25	3,2%	434	55,3%	252	32,1%	74	9,4%

Corps étudiantin	5,8%	37,6%	40,1%	16,5%
Corps enseignant	2,2%	53,9%	36,6%	7,3%
Corps doctorant	6,6%	42,9%	36,0%	14,5%
Coll. scientifique	6,0%	48,4%	37,5%	8,2%
Corps admin./technique	3,2%	55,3%	32,1%	9,4%

Avez-vous eu le sentiment de jouer un rôle utile ?

	Plutôt plus que d'habitude		Comme d'habitude		Moins utile que d'habitude		Beaucoup moins utile	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	206	10,4%	1054	53,4%	448	22,7%	265	13,4%
Corps enseignant	44	18,8%	138	59,0%	40	17,1%	12	5,1%
Corps doctorant	79	14,8%	243	45,7%	136	25,6%	74	13,9%
Coll. scientifique	45	12,3%	205	55,9%	81	22,1%	36	9,8%
Corps admin./technique	101	12,8%	491	62,4%	132	16,8%	63	8,0%

Vous êtes-vous senti·e capable de prendre des décisions ?

	Plutôt plus que d'habitude		Comme d'habitude		Plutôt moins que d'habitude		Beaucoup moins capable	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	187	9,5%	1187	60,0%	447	22,6%	157	7,9%
Corps enseignant	30	12,9%	159	68,2%	39	16,7%	5	2,1%
Corps doctorant	65	12,3%	303	57,3%	123	23,3%	38	7,2%
Coll. scientifique	30	8,1%	241	65,3%	77	20,9%	21	5,7%
Corps admin./technique	64	8,2%	551	70,3%	138	17,6%	31	4,0%

Vous êtes-vous senti·e constamment sous pression ?

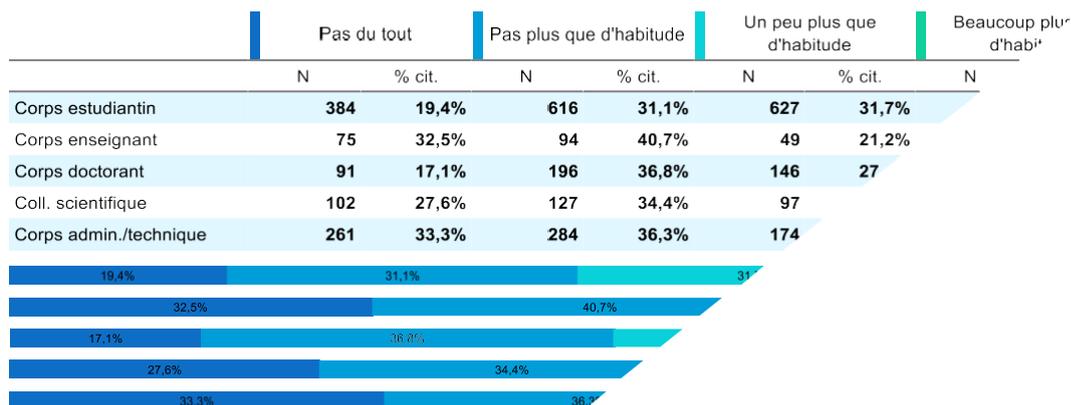
	Pas du tout		Pas plus que d'habitude		Un peu plus que d'habitude		Beaucoup plus que d'habitude	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	74	3,7%	425	21,3%	823	41,3%	669	33,6%
Corps enseignant	11	4,7%	97	41,6%	89	38,2%	36	15,5%
Corps doctorant	21	4,0%	169	32,0%	211	40,0%	127	24,1%
Coll. scientifique	30	8,2%	156	42,5%	129	35,1%	52	14,2%
Corps admin./technique	101	12,9%	341	43,4%	242	30,8%	101	12,9%

Vous êtes-vous senti·e malheureux·euse, déprimé·e ?

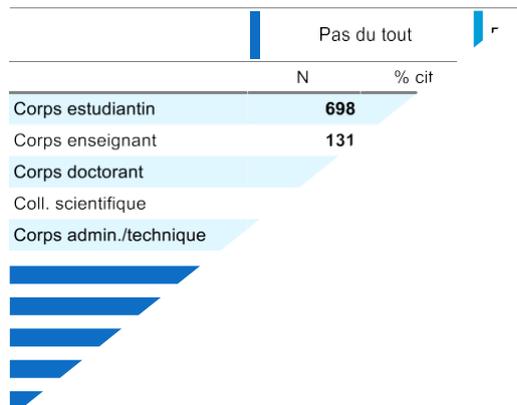
	Pas du tout		Pas plus que d'habitude		Un peu plus que d'habitude		Beaucoup plus que d'habitude	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	196	9,9%	548	27,6%	748	37,7%	493	24,8%
Corps enseignant	58	24,9%	78	33,5%	71	30,5%	26	11,2%
Corps doctorant	58	10,9%	185	34,9%	178	33,6%	109	20,6%
Coll. scientifique	76	20,7%	121	32,9%	116	31,5%	55	14,9%
Corps admin./technique	190	24,4%	247	31,7%	249	31,9%	94	12,1%

Corps	Pas du tout (%)	Pas plus que d'habitude (%)	Un peu plus que d'habitude (%)	Beaucoup plus que d'habitude (%)
Corps étudiantin	9,9%	27,6%	37,7%	24,8%
Corps enseignant	24,9%	33,5%	30,5%	11,2%
Corps doctorant	10,9%	34,9%	33,6%	20,6%
Coll. scientifique	20,7%	32,9%	31,5%	14,9%
Corps admin./technique	24,4%	31,7%	31,9%	12,1%

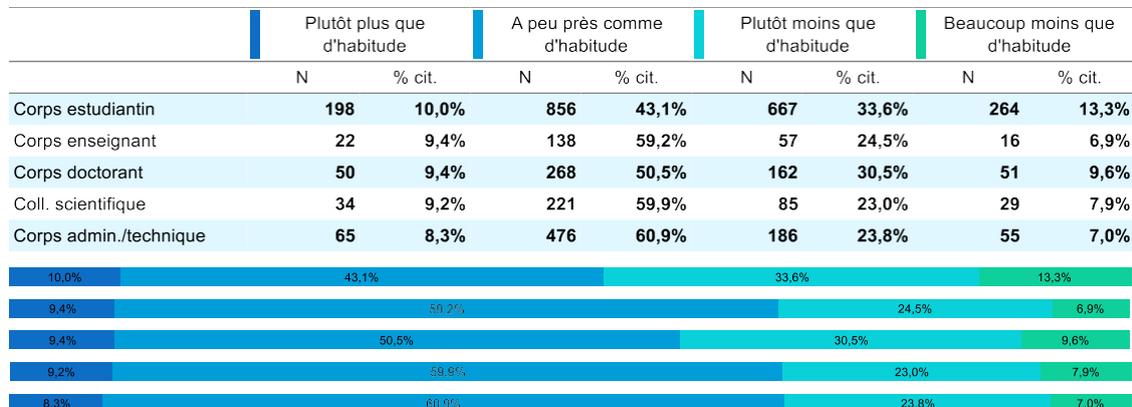
Avez-vous perdu confiance en vous ?



Avez-vous pensé que vous ne valez rien ?

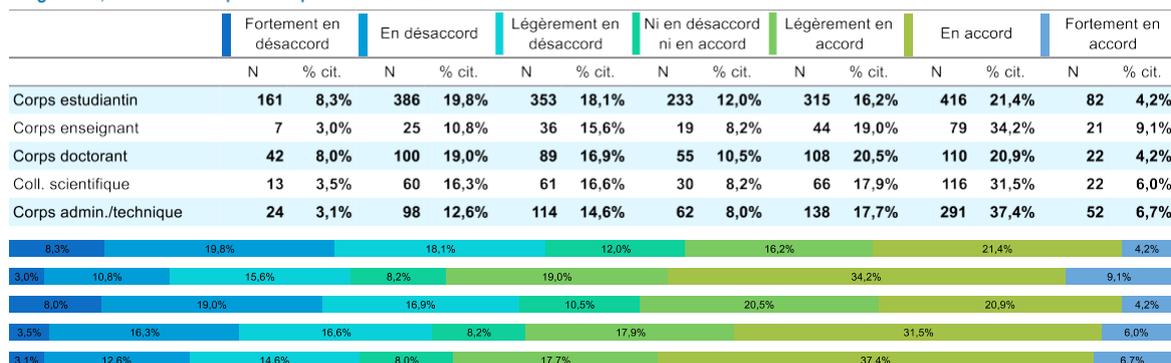


Vous êtes-vous senti-e relativement heureux-euse dans l'ensemble?



Satisfaction de vie

En général, ma vie correspond de près à mes idéaux



Mes conditions de vie sont excellentes

	Fortement en désaccord		En désaccord		Légèrement en désaccord		Ni en désaccord ni en accord		Légèrement en accord		En accord		Fortement en accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	83	4,3%	210	10,8%	234	12,0%	172	8,8%	302	15,5%	623	32,0%	324	16,6%
Corps enseignant	8	3,5%	18	7,8%	22	9,5%	21	9,1%	42	18,2%	83	35,9%	37	16,0%
Corps doctorant	27	5,1%	73	13,9%	73	13,9%	68	13,0%	110	21,0%	129	24,6%	45	8,6%
Coll. scientifique	9	2,5%	29	7,9%	50	13,6%	39	10,6%	75	20,4%	126	34,3%	39	10,6%
Corps admin./technique	12	1,5%	48	6,1%	84	10,8%	68	8,7%	126	16,1%	333	42,6%	110	14,1%

Je suis satisfait-e de ma vie

	Fortement en désaccord		En désaccord		Légèrement en désaccord		Ni en désaccord ni en accord		Légèrement en accord		En accord		Fortement en accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	130	6,7%	223	11,5%	244	12,6%	228	11,8%	355	18,3%	563	29,1%	193	10,0%
Corps enseignant	6	2,6%	20	8,7%	24	10,4%	17	7,4%	33	14,3%	98	42,4%	33	14,3%
Corps doctorant	29	5,5%	69	13,2%	63	12,0%	51	9,7%	123	23,5%	152	29,0%	37	7,1%
Coll. scientifique	14	3,8%	29	7,9%	55	14,9%	31	8,4%	75	20,3%	129	35,0%	36	9,8%
Corps admin./technique	7	0,9%	61	7,8%	88	11,3%	68	8,7%	139	17,8%	325	41,7%	91	11,7%

Jusqu'à maintenant, j'ai obtenu les choses importantes que je voulais de la vie

	Fortement en désaccord		En désaccord		Légèrement en désaccord		Ni en désaccord ni en accord		Légèrement en accord		En accord		Fortement en accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	142	7,3%	239	12,3%	226	11,6%	242	12,5%	367	18,9%	483	24,9%	243	12,5%
Corps enseignant	3	1,3%	18	7,8%	18	7,8%	17	7,4%	38	16,5%	93	40,4%	43	18,7%
Corps doctorant	25	4,8%	62	11,8%	60	11,5%	58	11,1%	123	23,5%	134	25,6%	62	11,8%
Coll. scientifique	12	3,3%	35	9,5%	34	9,2%	43	11,7%	80	21,7%	122	33,2%	42	11,4%
Corps admin./technique	10	1,3%	48	6,1%	56	7,2%	72	9,2%	143	18,3%	332	42,5%	120	15,4%

Si je pouvais recommencer ma vie, je n'y changerais presque rien

	Fortement en désaccord		En désaccord		Légèrement en désaccord		Ni en désaccord ni en accord		Légèrement en accord		En accord		Fortement en accord	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	231	11,9%	274	14,1%	259	13,3%	231	11,9%	227	11,7%	406	20,9%	314	16,2%
Corps enseignant	16	6,9%	28	12,1%	25	10,8%	26	11,3%	43	18,6%	79	34,2%	14	6,1%
Corps doctorant	55	10,5%	87	16,7%	99	19,0%	56	10,7%	60	11,5%	102	19,5%	63	12,1%
Coll. scientifique	38	10,4%	58	15,8%	59	16,1%	53	14,5%	52	14,2%	77	21,0%	29	7,9%
Corps admin./technique	47	6,1%	125	16,1%	106	13,7%	84	10,8%	150	19,3%	208	26,8%	56	7,2%

Anxiété liée au changement climatique

Ces 2 dernières semaines, avez-vous rencontré les problèmes suivants et, si oui, à quelle fréquence, dans le contexte du changement climatique et d'autres situations environnementales mondiales (par ex. réchauffement de la planète, dégradation écologique, appauvrissement des ressources, extinction d'espèces, trou dans la couche d'ozone, pollution des océans, déforestation)?

Incapacité à cesser de penser au climat et aux autres problèmes environnementaux mondiaux à venir

	Pas du tout		Moins d'un jour sur deux		Plus d'un jour sur deux		Presque chaque jour	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	828	42,7%	641	33,1%	241	12,4%	228	11,8%
Corps enseignant	99	43,0%	70	30,4%	27	11,7%	34	14,8%
Corps doctorant	215	41,1%	170	32,5%	60	11,5%	78	14,9%
Coll. scientifique	140	38,0%	135	36,7%	44	12,0%	49	13,3%
Corps admin./technique	308	39,8%	268	34,6%	92	11,9%	106	13,7%

Incapacité à cesser de penser aux événements liés au changement climatique

	Pas du tout		Moins d'un jour sur deux		Plus d'un jour sur deux		Presque chaque jour	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	906	46,9%	604	31,3%	236	12,2%	186	9,6%
Corps enseignant	113	49,3%	67	29,3%	24	10,5%	25	10,9%
Corps doctorant	270	51,6%	147	28,1%	61	11,7%	45	8,6%
Coll. scientifique	171	46,6%	114	31,1%	45	12,3%	37	10,1%
Corps admin./technique	336	43,4%	265	34,2%	81	10,5%	92	11,9%

Incapacité à cesser de penser aux pertes pour l'environnement

	Pas du tout		Moins d'un jour sur deux		Plus d'un jour sur deux		Presque chaque jour	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	891	46,3%	614	31,9%	238	12,4%	183	9,5%
Corps enseignant	95	41,9%	80	35,2%	27	11,9%	25	11,0%
Corps doctorant	249	47,8%	152	29,2%	71	13,6%	49	9,4%
Coll. scientifique	156	42,7%	125	34,2%	43	11,8%	41	11,2%
Corps admin./technique	312	40,5%	283	36,8%	90	11,7%	85	11,0%

Sentiment d'anxiété par rapport à l'impact de votre comportement personnel sur l'environnement

	Pas du tout		Moins d'un jour sur deux		Plus d'un jour sur deux		Presque chaque jour	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	787	40,6%	641	33,1%	290	15,0%	219	11,3%
Corps enseignant	98	42,8%	83	36,2%	33	14,4%	15	6,6%
Corps doctorant	206	39,4%	175	33,5%	87	16,6%	55	10,5%
Coll. scientifique	152	41,4%	136	37,1%	48	13,1%	31	8,4%
Corps admin./technique	338	43,7%	271	35,1%	101	13,1%	63	8,2%
		40,6%		33,1%		15,0%		11,3%
		42,8%		36,2%		14,4%		6,6%
		39,4%		33,5%		16,6%		10,5%
		41,4%		37,1%		13,1%		8,4%
		43,7%		35,1%		13,1%		8,2%

Sentiment d'anxiété par rapport à votre responsabilité personnelle dans la résolution des problèmes environnementaux

	Pas du tout		Moins d'un jour sur deux		Plus d'un jour sur deux		Presque chaque jour	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	846	43,7%	616	31,9%	276	14,3%	196	10,1%
Corps enseignant	92	40,0%	84	36,5%	36	15,7%	18	7,8%
Corps doctorant	209	39,9%	183	34,9%	80	15,3%	52	9,9%
Coll. scientifique	167	45,4%	116	31,5%	52	14,1%	33	9,0%
Corps admin./technique	382	49,5%	247	32,0%	96	12,4%	47	6,1%
		43,7%		31,9%		14,3%		10,1%
		40%		36,5%		15,7%		7,8%
		39,9%		34,9%		15,3%		9,9%
		45,4%		31,5%		14,1%		9,0%
		49,5%		32,0%		12,4%		6,1%

Sentiment d'anxiété par rapport au fait que votre comportement personnel ne sera pas suffisant pour résoudre les problèmes

	Pas du tout		Moins d'un jour sur deux		Plus d'un jour sur deux		Presque chaque jour	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiantin	726	37,5%	579	29,9%	299	15,5%	331	17,1%
Corps enseignant	95	41,3%	65	28,3%	39	17,0%	31	13,5%
Corps doctorant	192	36,7%	164	31,4%	86	16,4%	81	15,5%
Coll. scientifique	143	39,0%	110	30,0%	64	17,4%	50	13,6%
Corps admin./technique	325	42,2%	240	31,2%	117	15,2%	88	11,4%
		37,5%		29,9%		15,5%		17,1%
		41,3%		28,3%		17,0%		13,5%
		36,7%		31,4%		16,4%		15,5%
		39,0%		30,0%		17,4%		13,6%
		42,2%		31,2%		15,2%		11,4%

Mesures prioritaires à mettre en place à l'EPFL

Corps étudiantin

Taux de réponse : 90,7%

	Nb	Imp.	
Réévaluer la charge de travail	1442	1,90	26,7%
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	1348	1,44	25,0%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	770	0,78	14,3%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	632	0,59	11,7%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	390	0,34	7,2%
Augmenter l'autonomie concernant le travail de chacun-e	372	0,34	6,9%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	246	0,21	4,6%
Autre	194	0,21	3,6%
Donner plus d'informations sur le développement de carrière	0	0,00	0,0%
Total	5394		

Corps doctorant

Taux de réponse : 92,6%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	348	1,47	23,1%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	256	1,03	17,0%
Réévaluer la charge de travail	211	0,84	14,0%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	143	0,50	9,5%
Donner plus d'informations sur le développement de carrière	134	0,48	8,9%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	132	0,50	8,8%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	112	0,43	7,4%
Augmenter l'autonomie concernant le travail de chacun-e	100	0,37	6,6%
Autre	68	0,29	4,5%
Total	1504		

Corps enseignant

Taux de réponse : 93,4%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	147	1,44	23,7%
Réévaluer la charge de travail	113	1,10	18,2%
Augmenter l'autonomie concernant le travail de chacun-e	79	0,70	12,7%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	72	0,61	11,6%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	66	0,60	10,6%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	53	0,45	8,5%
Autre	48	0,47	7,7%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	43	0,33	6,9%
Donner plus d'informations sur le développement de carrière	0	0,00	0,0%
Total	621		

Coll. scientifique

Taux de réponse : 94,8%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	250	1,56	23,6%
Donner plus d'informations sur le développement de carrière	151	0,80	14,3%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	135	0,70	12,8%
Réévaluer la charge de travail	116	0,67	11,0%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	101	0,57	9,5%
Augmenter l'autonomie concernant le travail de chacun-e	97	0,50	9,2%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	95	0,51	9,0%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	70	0,35	6,6%
Autre	43	0,22	4,1%
Total	1058		

Corps admin./technique

Taux de réponse : 95,9%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	503	1,41	22,6%
Réévaluer la charge de travail	323	0,98	14,5%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	298	0,73	13,4%
Donner plus d'informations sur le développement de carrière	268	0,68	12,1%
Augmenter l'autonomie concernant le travail de chacun-e	234	0,63	10,5%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	178	0,49	8,0%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	174	0,41	7,8%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	152	0,33	6,8%
Autre	94	0,21	4,2%
Total	2224		

Veillez préciser quel service de ressource supplémentaire devrait être mis en place prioritairement. (Une seule réponse possible)

	Des consultations psychologiques pour les employé-es (déjà disponibles pour le corps étudiant et les doctorant-es)		Des séances de coaching personnalisé		Des formations pour différents groupes cibles		Autre	
	N	% cit.	N	% cit.	N	% cit.	N	% cit.
Corps étudiant	184	25,7%	314	43,9%	151	21,1%	67	9,4%
Corps enseignant	37	52,9%	19	27,1%	13	18,6%	1	1,4%
Corps doctorant	104	41,9%	90	36,3%	42	16,9%	12	4,8%
Coll. scientifique	63	48,5%	37	28,5%	27	20,8%	3	2,3%
Corps admin./technique	112	39,3%	108	37,9%	58	20,4%	7	2,5%

7.3 Mesures prioritaires à mettre en place selon l'identité de genre

Personne s'identifiant comme "femme"

Taux de réponse : 98,3%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	1098	1,42	23,5%
Réévaluer la charge de travail	996	1,48	21,3%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	776	0,94	16,6%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	387	0,41	8,3%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	345	0,37	7,4%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	332	0,39	7,1%
Augmenter l'autonomie concernant le travail de chacun·e	332	0,39	7,1%
Donner plus d'informations sur le développement de carrière	252	0,30	5,4%
Autre	151	0,18	3,2%
Total	4669		

Personne s'identifiant comme "homme"

Taux de réponse : 96,7%

	Nb	Imp.	
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	1458	1,50	24,8%
Réévaluer la charge de travail	1160	1,35	19,8%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	719	0,68	12,2%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	707	0,63	12,0%
Augmenter l'autonomie concernant le travail de chacun·e	515	0,46	8,8%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	439	0,36	7,5%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	347	0,32	5,9%
Autre	269	0,27	4,6%
Donner plus d'informations sur le développement de carrière	258	0,24	4,4%
Total	5872		

Je suis en questionnement

Taux de réponse : 100,0%

	Nb	Imp.	
Réévaluer la charge de travail	17	1,68	25,0%
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	17	1,48	25,0%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	10	0,84	14,7%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	6	0,40	8,8%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	5	0,32	7,4%
Autre	4	0,32	5,9%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	4	0,24	5,9%
Augmenter l'autonomie concernant le travail de chacun·e	3	0,24	4,4%
Donner plus d'informations sur le développement de carrière	2	0,20	2,9%
Total	68		

Autre identité de genre

Taux de réponse : 100,0%

	Nb	Imp.	
Réévaluer la charge de travail	18	1,70	22,5%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	16	0,93	20,0%
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	15	1,15	18,8%
Mener des actions pour réduire le mobbing et le bullying (intimidation au travail et dans les études)	8	0,56	10,0%
Mener des actions de sensibilisation sur la santé mentale et le bien-être au travail et durant les études (p.ex. campagne, conférences, newsletters, etc.)	7	0,44	8,8%
Augmenter l'autonomie concernant le travail de chacun·e	7	0,48	8,8%
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.	5	0,33	6,3%
Autre	3	0,26	3,8%
Donner plus d'informations sur le développement de carrière	1	0,11	1,3%
Total	80		

Identités multiples

Taux de réponse : 93,9%

	Nb	Imp.	
Réévaluer la charge de travail	17	1,45	19,5%
Étendre les services de ressources existants (en ajoutant, par exemple, du coaching, des consultations psychologiques, des formations, etc.)	16	0,84	18,4%
Promouvoir l'équilibre vie privée/professionnelle ou vie privée/études	14	0,97	17,1%
Autre	10	0,65	
Augmenter l'autonomie concernant le travail de chacun·e	10		
Mener des campagnes sur les effets protecteurs du sport, d'une alimentation saine, etc.			
Mener des actions de sensibilisation sur la mentale et le bien-être au travail et dur études (p.ex. campagne, conférer newsletters, etc.)			
Mener des actions pour bullying (intimidation)			
Donner plus d'informations de carrière			
Total			

Veillez préciser quel service de ressource supplémentaire devrait être mis en place prioritairement.
(Une seule réponse possible)

Personne s'identifiant comme "femme"

Taux de réponse : 95,7%

	Nb	
Des séances de coaching personnalisé	317	42,7%
Des consultations psychologiques pour les employé·es (déjà disponibles pour le corps étudiant et les doctorant·es)	230	31,0%
Des formations pour différents groupes cibles	153	20,6%
Autre	43	5,8%
Total	743	

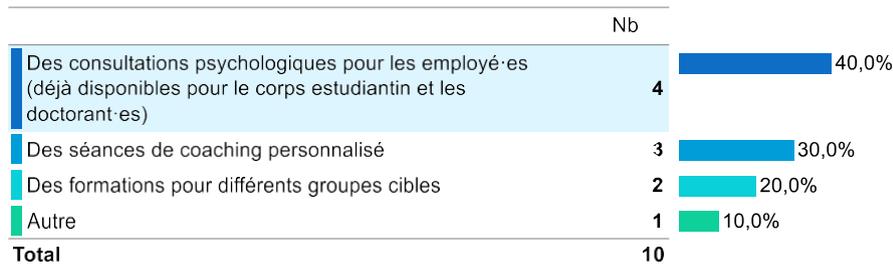
Personne s'identifiant comme "homme"

Taux de réponse : 93,5%

	Nb	
Des consultations psychologiques pour les employé·es (déjà disponibles pour le corps étudiant et les doctorant·es)	260	38,7%
Des séances de coaching personnalisé	238	35,4%
Des formations pour différents groupes cibles	133	19,8%
Autre	41	6,1%
Total	672	

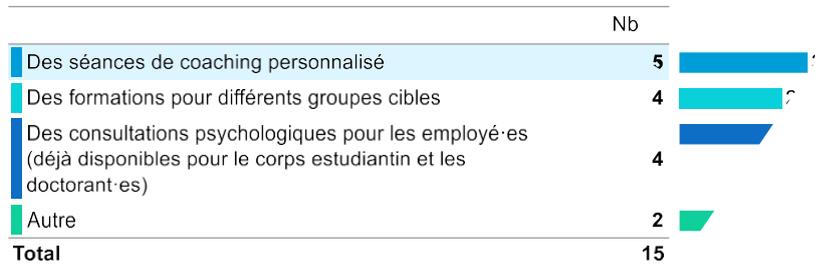
Je suis en questionnement

Taux de réponse : 100,0%



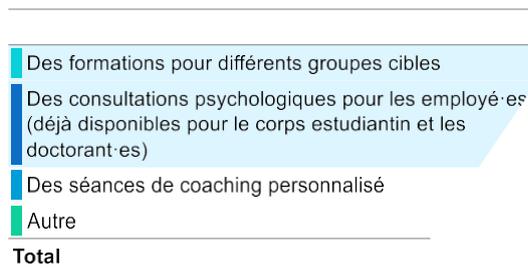
Une autre identité de genre

Taux de réponse : 93,8%



Identités multiples

Taux de réponse : 93,8%



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