

GSE Climate Survey Report

Helsinki Graduate School of Economics

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Measuring diversity, equity and inclusion - things to consider

Inclusion is a subjective experience and a multidimensional topic, which makes it complex to measure. There are different metrics, definitions and priorities for measuring experiences of equity and inclusion. These results give indications of student and employee experiences at Helsinki Graduate School of Economics. While available benchmark data of other organisations can help understand the context in which your organisation currently operates, interpreting these results is best done against your own values, goals and level of ambition, and/or previous data on student and employee engagement and satisfaction.

Diversity is a complex matter, too. Human experiences and identities are much more diverse than what can be included in a survey. We also recognise that the language we have available to describe diversity often reflects, or implicitly refers to, existing power dynamics. There are multiple ways in which people describe themselves, for example in relation to their ethnicity, disability, gender or sexual orientation. As in any report on these topics, the language used here is a limited and imperfect tool for discussing diversity, and not a statement on how things should be expressed or discussed in other domains or contexts.

Intersectional analysis of the results is limited. Intersectionality seeks to describe how different dimensions of our identities, such as gender, age, class and sexuality, intersect and interact to produce unique experiences of the world. People can face multiple layers of discrimination or privilege at the same time, and it is important to address and understand these factors together. It is worth noting that in order to ensure anonymity, the results presented in this report have not been analysed with an intersectional lens. However, the complexity of our identities and experiences should be kept in mind when interpreting the survey results.

Measuring diversity, equity and inclusion - things to consider

Small numbers matter. In employee surveys, important patterns and insights can be identified even from small numbers of respondents. There are groups for whom available data is more limited than others. Numbers can be especially small with regards to different minorities, and their experiences should not be dismissed due to their small size in numbers. It is also important to remember that every individual's experience of discrimination, harassment or exclusion is important and should be taken seriously.

There is a limited amount of data available for benchmarking. There is still a limited amount of data available for benchmarking DEI work and progress. Global DEI indexes focus mainly on diversity aspects, especially on gender balance in the workforce or in leadership. The different methods and definitions that are used to measure inclusion and its aspects globally can make direct comparison tricky.

The survey is a basis for dialogue. The results are a good basis for increasing awareness of the meaning and importance of diversity, equity and inclusion topics throughout the organisation. Discussing and unpacking the results with the teams is an opportunity to understand in more depth some of the issues or root causes behind the themes that emerged from the survey, and to strengthen the organisation's understanding and commitment to diversity, equity and inclusion.

How to read this report

- **Key results are shown as bar charts and heat maps.** Bar charts include all question respondents. Group-based observations are shown as tables with a heat map.
- **A 6-point likert scale was used** to measure people's experiences of equity and inclusion at Helsinki GSE, where 1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, and 6=strongly agree.
- **Colour coding** is used in tables to demonstrate differences between groups. The colour coding for heat maps is created within each table, which means that the colours vary from one table to the next. The colours are used as a visual tool to denote the varying frequencies of responses, not as a direct guidance on how a given result should be interpreted. Within the heat maps, the numbers represent the percentage of respondents who agreed with a given statement (answered the statement with a 4, 5 or 6).
- **There are limitations to reporting the results**, due to the small numbers of respondents in certain categories. To ensure anonymity, only categories with five or more respondents have been reported. This means that not all results can be reported. The findings here have been analysed and reported to the extent and level of detail possible.
- **To allow for the reporting of certain key findings**, some categories have been combined in certain tables. This is denoted with an asterisk and a footnote in the tables in question.
- **The sums of percentages** may vary between 99% and 101% due to rounding. As the survey did not include any mandatory questions, the number of respondents per question varies.

Key findings

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Overall experiences between GSE community members are positive

Respondents are not confident in the processes of reporting inappropriate behaviour

Respondents hope for more efforts to enhance sense of community

More can be done to ensure a shared culture of respect where everyone is included

Key findings

Overall experiences between GSE community members are positive

The survey shows that respondents overall have positive experiences working or studying at Helsinki GSE. 78% of respondents are moderately or extremely satisfied with their job or studies. 93% agree or strongly agree with the statement “students treat me with dignity and respect (no one disagrees with the statement) and 78% agree or strongly agree with the statement “faculty and staff treat me with dignity and respect.” These results indicate that for the most part experiences between GSE community members are positive.

In addition, 82% of respondents agree or strongly agree with the statement “I am not treated unfairly by others in the community or in my unit /department based on my identity.” Survey responses also indicate low numbers of experienced or witnessed cases of inappropriate behaviour; however due to the relatively small total number of responses, this result should be interpreted with caution.

Respondents are not confident in the processes of reporting inappropriate behaviour

A third of respondents (33%) slightly disagree, disagree or strongly disagree with the statement “there is a clear process for reporting and resolving conflicts surrounding discourteous or offensive behaviour.”

Younger respondents are less likely to agree with this statement, which could indicate that those who have been at the organisation for longer are more likely to know how to report inappropriate behaviour.

Additionally, 74% of respondents slightly agree, agree or strongly agree they would feel comfortable coming forward with complaints/ grievances - meaning that a quarter of respondents disagree with the statement. Results highlight clear differences in how comfortable men and women are with coming forward with cases of inappropriate behaviour: 58% of women compared to 90% of men slightly agreed, agreed or strongly agree with the statement.

In open text field responses, respondents described inappropriate behaviour from those in leadership positions, including inappropriate behaviour from staff towards students.



Key findings

Respondents hope for more efforts to enhance sense of community

Results indicate some room for improvement in the sense of community among Helsinki GSE staff and students. 40% of staff respondents slightly disagree, disagree, or strongly disagree that there is a strong sense of community in the department / unit.

There is a clear difference in responses to this question between men and women: 33% of women slightly agree, agree or strongly agree that there is a sense of community, compared to 79% of men. 44% of junior researchers slightly agree, agree or strongly agree compared to 89% of professors, research professors, research directors and university lecturers.

Responses revealed that many experience a lack of connection in the community: 51% of staff respondents agree or strongly agree that they feel connected to others in the community, while 27% disagree or strongly disagree with the statement. Meanwhile, 50% of Bachelor's and Master's students agree or strongly agree with the statement "when studying economics, I feel connected to others", while 17% disagree or strongly disagree with the statement.

In open text field responses several comments referred to cultural issues within the GSE community, with comments describing the environment with words like "hostile." When asked for comments or ideas to share about the climate of the GSE units, the most common theme related to hoping for more efforts to build a genuine sense of community among GSE members.



Key findings

More can be done to ensure a shared culture of respect where everyone is included

Results indicate that not everyone feels that enough is done at Helsinki GSE to create an inclusive environment for everyone, and not all members of the community have equal experiences. Half of the respondents (51%) agree or strongly agree with the statement “in the community, there is a demonstrated commitment to diversity and inclusion.” A further 27% report that they “slightly agree” with the statement. The total across all agreement statements is therefore 78%.

There are differences in responses to this statement between respondents from different universities: 93% of respondents from Aalto University slightly agree, agree or strongly agree, compared to 70% of respondents from University of Helsinki Social Sciences. Respondents who are below 40 years of age are less likely to agree with this statement.

Female staff members who responded to the survey are less likely to feel comfortable or safe sharing ideas and points of view in different settings. For example, 71% of respondents who were women agreed with the statement “I feel comfortable / safe sharing my ideas and points of view openly in the GSE meetings” compared to 95% of respondents who were men. Responses from junior researchers demonstrate that they are also less likely to feel comfortable sharing their ideas and points of view in various situations compared to professors, research directors and university lecturers.

11% of staff respondents have witnessed sexual harassment. Incidents of sexual harassment were also brought up as examples in the open text field comments.

When asked “how satisfied are you with your department or unit as a welcoming and respectful environment to work / study,” 67% of respondents said they are moderately or extremely satisfied. Additionally, a quarter of respondents (25%) slightly disagree, disagree, or strongly disagree with the statement, “in the community, there is a willingness to correct discourteous or offensive behavior.”

Some open text field comments also highlighted some instances where there has been a lack of inclusion or respect. For example, there were reports where someone’s expertise has been questioned or diminished, as well as conflict between individuals based on differences in opinion. Some respondents hoped for more transparency, support and communication from leaders.

Experiences of equity & inclusion – an overview

Statements with the highest scores (>85%)

Students treat me with dignity and respect*. **100%**

I feel comfortable / safe sharing my ideas and points of view openly with my supervisor.**** **94%**

When studying economics, I feel valued and accepted by others***. **93%**

Faculty and staff treat me with dignity and respect*. **92%**

I am not treated unfairly by others (faculty / staff / students) in the community or in my department / unit because of my identity (race / ethnicity, socioeconomic background, religion, gender, nationality, sexual orientation, disability, etc.)*. **88%**

I feel comfortable / safe sharing my ideas and points of view openly in the classroom.**** **88%**

I feel comfortable / safe sharing my ideas and points of view openly in the meetings of my unit**. **86%**

I feel valued and accepted by others in the community**. **86%**

1 = Strongly disagree 6 = Strongly agree. Combined % of options 4, 5 and 6.

(*) Question is for everyone

(**) Question is for everyone EXCEPT bachelor's and master's students

(***) Question is only for bachelor's and master's students

(****) Question is for all students, including bachelor's, master's and doctoral students

Statements with medium scores (85-75%)

Individuals' differing points-of-view and opinions are respectfully heard and considered*. **85%**

I feel comfortable / safe sharing my ideas and points of view openly in seminars**. **85%**

I feel comfortable / safe sharing my ideas and points of view openly in the GSE meetings**. **81%**

In the community, there is a demonstrated commitment to diversity and inclusion*. **78%**

In the community, there is a willingness to correct discourteous or offensive behavior*. **75%**

Statements with the lowest scores (<75%)

I would feel comfortable (not fear retaliation) coming forward with complaints / grievances about discourteous or offensive behavior*. **74%**

I feel connected to others in the community**. **74%**

When studying economics, I feel connected to others***. **73%**

There is a clear process for reporting and resolving conflicts surrounding discourteous or offensive behavior*. **67%**

There is a strong sense of community in the department / unit**. **60%**

Survey background

Survey background and response rate

The survey was conducted as an online survey between 13.-27.5.2025.

Both employees and students at the Graduate School of Economics were invited to take part in the survey. The survey was distributed via an open link.

In total, the survey received 87 responses.

At the beginning of the survey, respondents were asked to self-identify their role in the organisation. The survey received responses from all listed role groups.

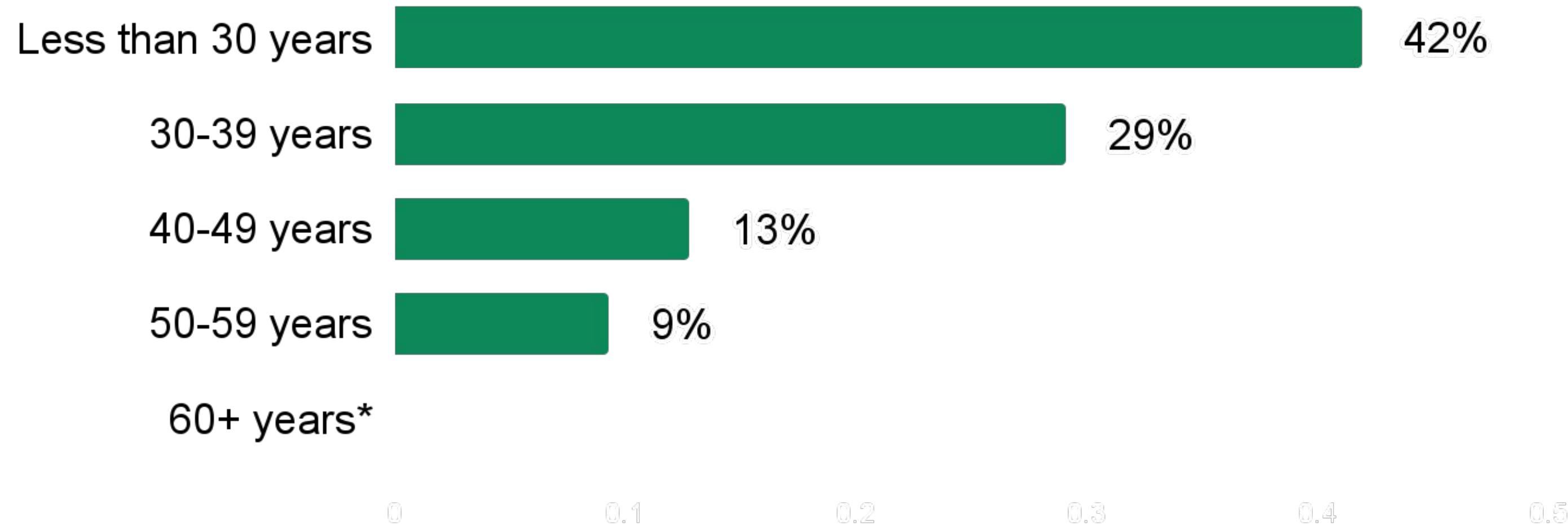
Role	%	N
Professor, research professor, research director, university lecturer	22	19
Research fellow (e.g. post doc)	7	6
Junior researcher (e.g. doctoral student)	32	28
Bachelor's or master's student	34	30
None of the above	5	4
Total	100	87

Diversity

This section shows how diverse **the group of respondents** for this survey are. The response rate is unknown, and the respondent group may not be representative of the students and employees of Helsinki GSE in all respects. Conclusions as to how diverse the organisation is as a whole have limitations.

42% of respondents are less than 30 years of age

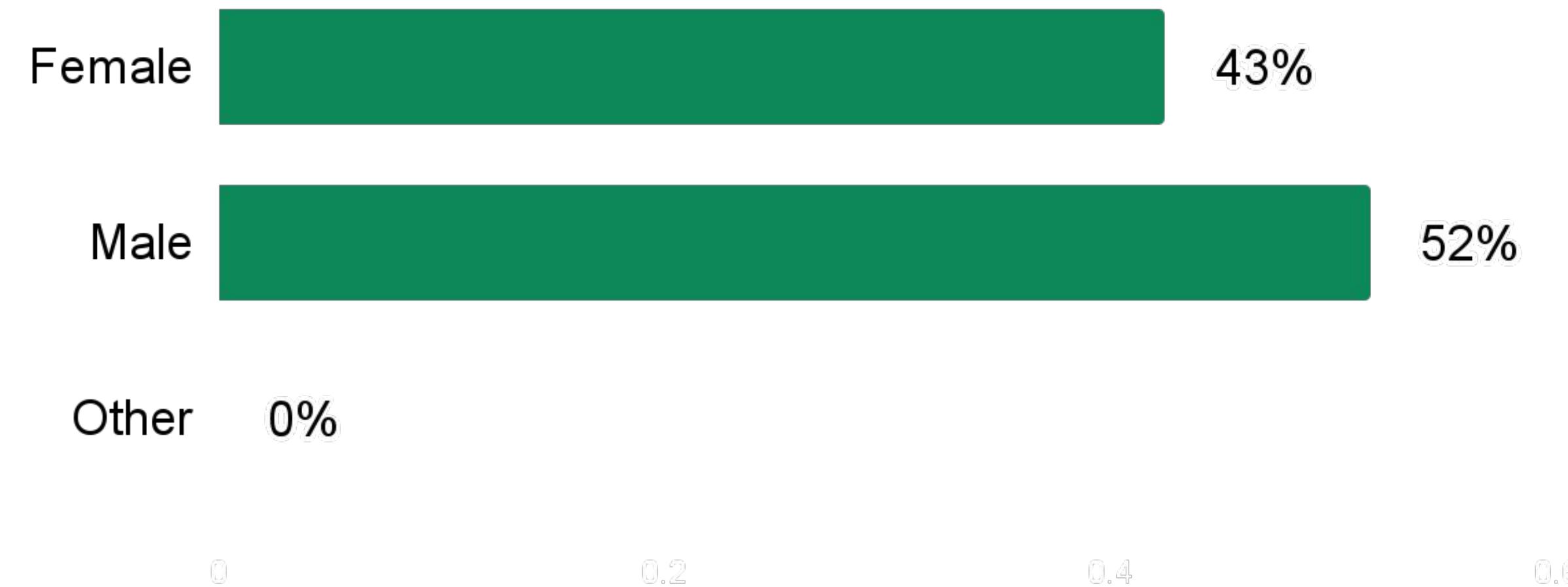
Age. N= 86



The categories marked with an asterisk had less than 5 responses.

43% of respondents are female

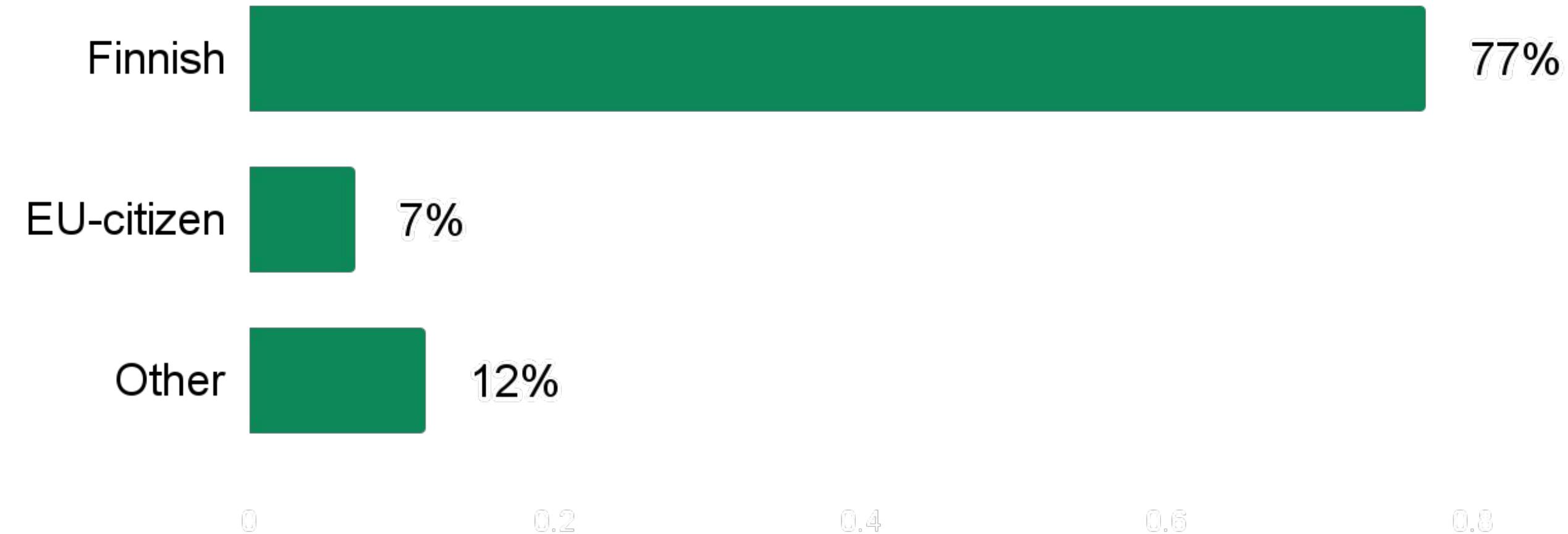
Gender. N= 87



Numbers of men and women in the world are roughly equal. Globally, 1% describe themselves as transgender, 1% as non-binary, gender non-conforming, or gender fluid, and 1% as neither, but differently from male or female. This percentage is 6% of Gen Z, 3% of Millennials, 1% of Gen X and 1% of Boomers (Ipsos LGBT+ Pride Global Survey 2023).

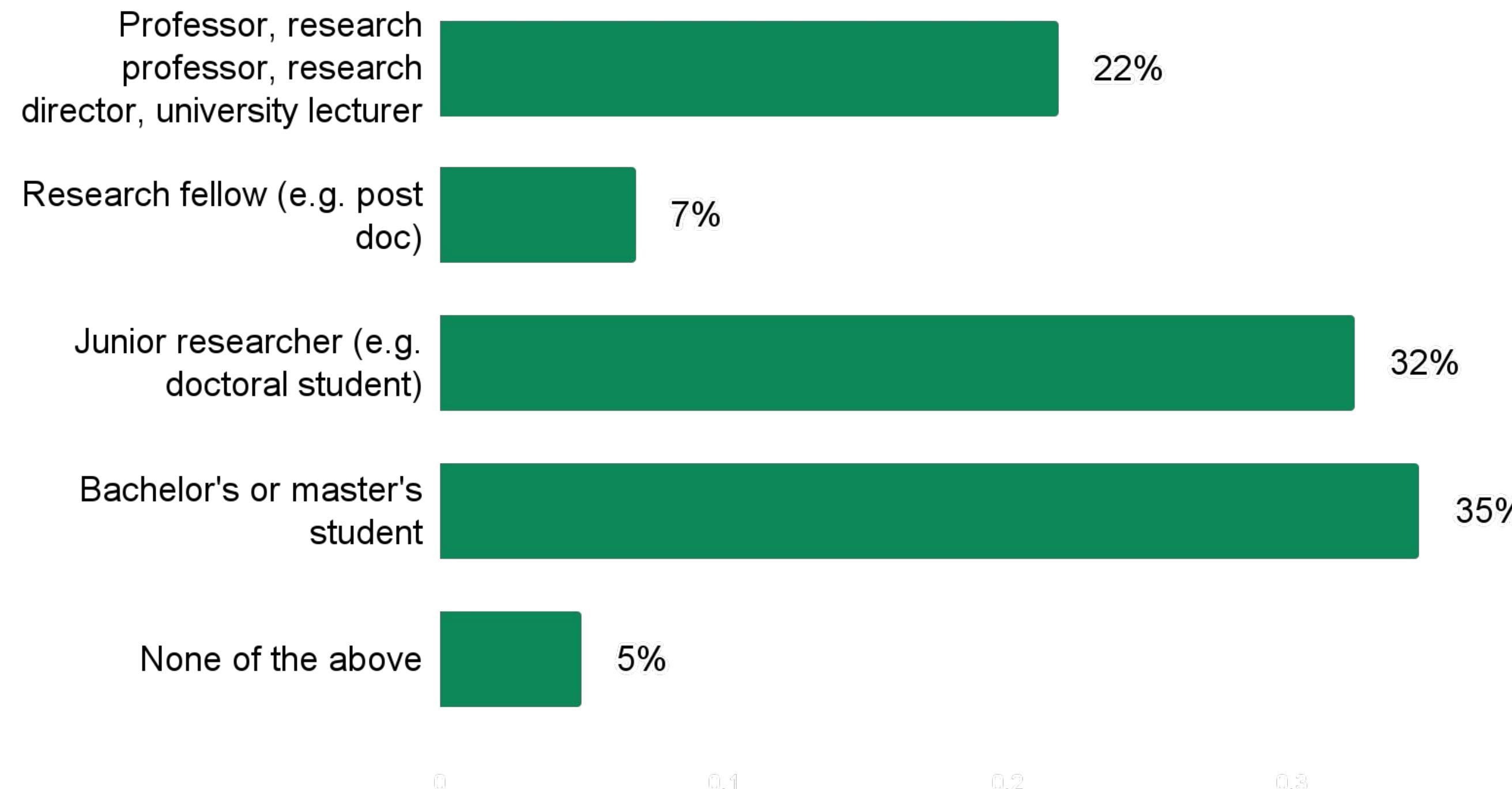
Over three quarters of respondents are Finnish

Citizenship. N= 87



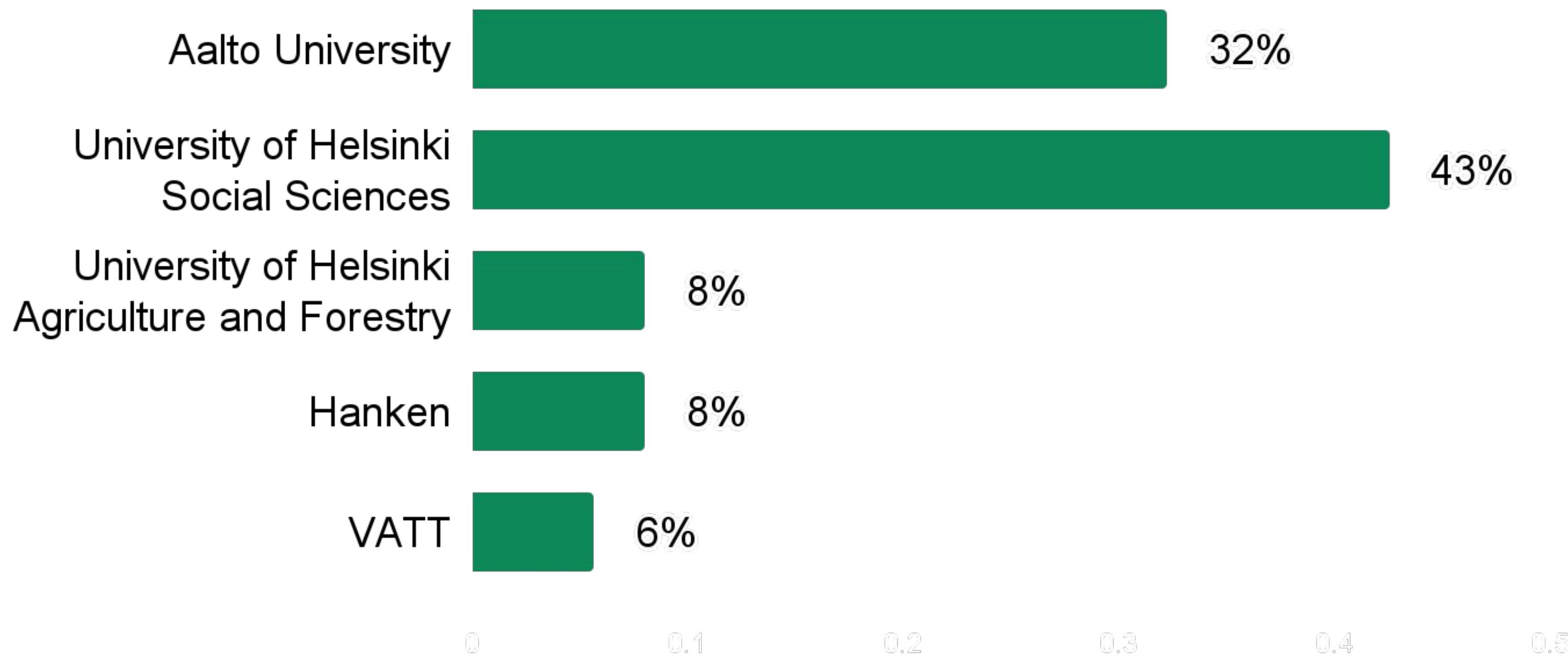
The survey received responses from all listed role groups

Role. N=87



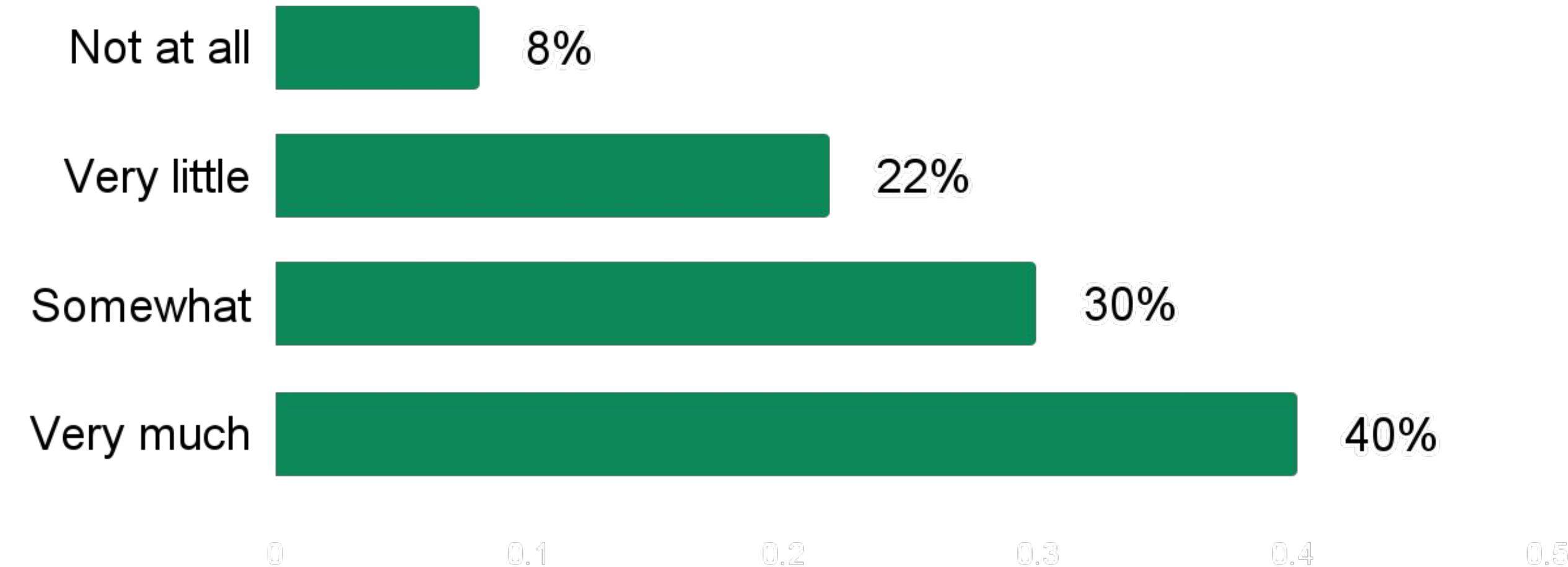
43% of respondents are from University of Helsinki Social Sciences

Institution. N= 87



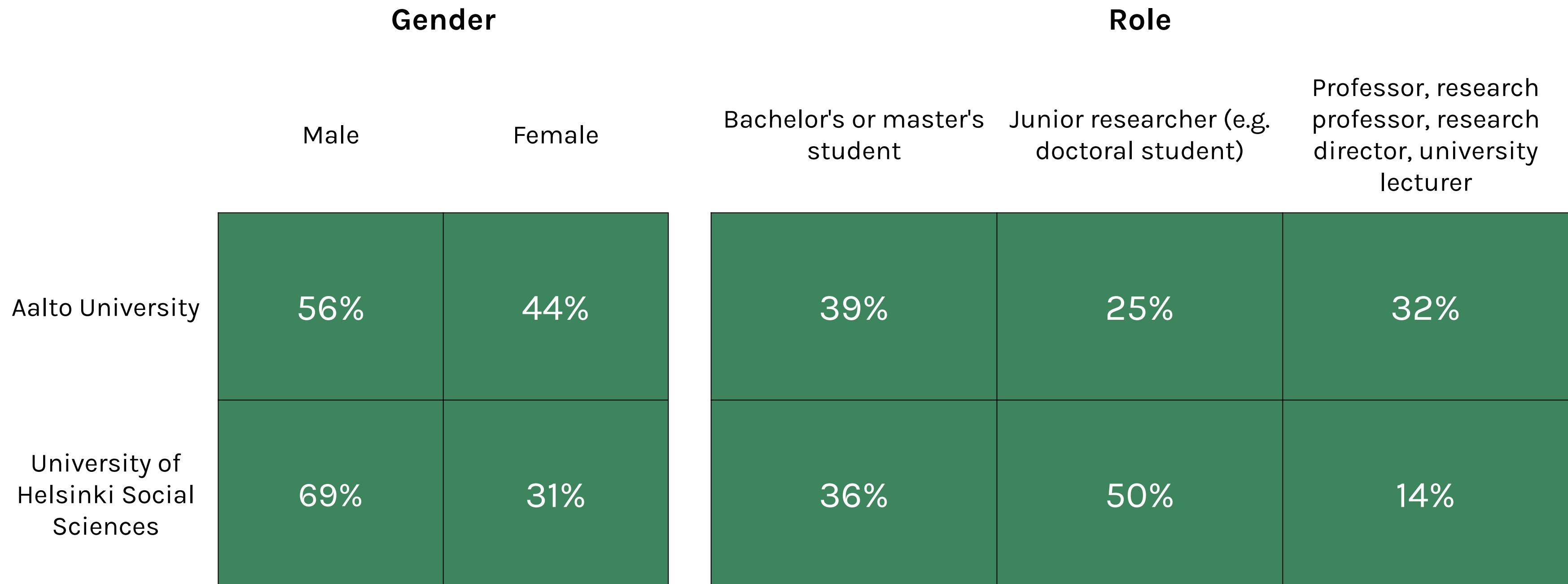
40% of respondents participate ‘very much’ in the activities of the GSE

How much do you participate in the activities of the GSE? N= 87



Splitting of data by gender and role

% of respondents at each university by gender and role



Only the universities with 5 or more responses per split are displayed.

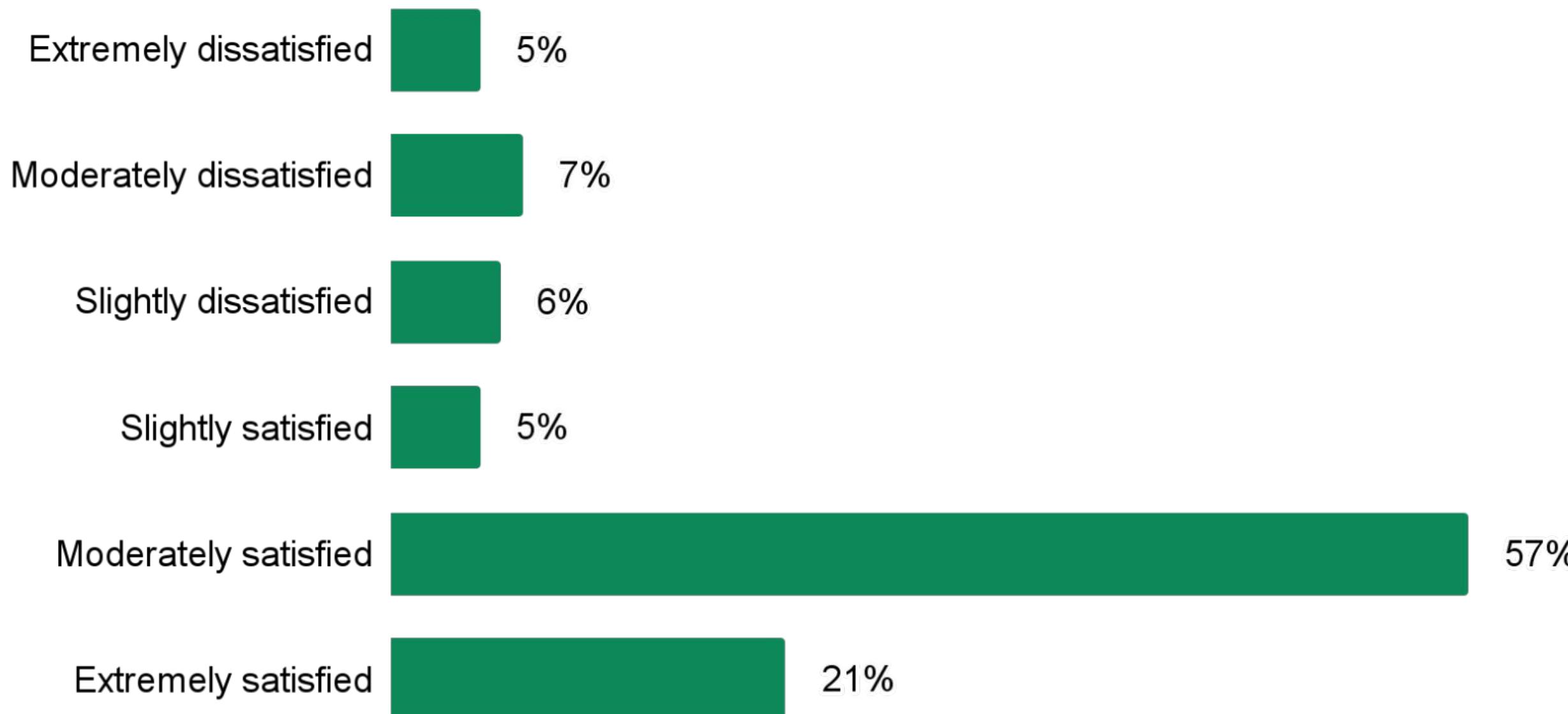
Experiences at Helsinki GSE

The following questions are related to the working and studying climate in the GSE units. Climate can be defined as behaviors and attitudes within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.

In the following questions, by community we mean the GSE units as a whole, and by department or unit the immediate working / studying environment.

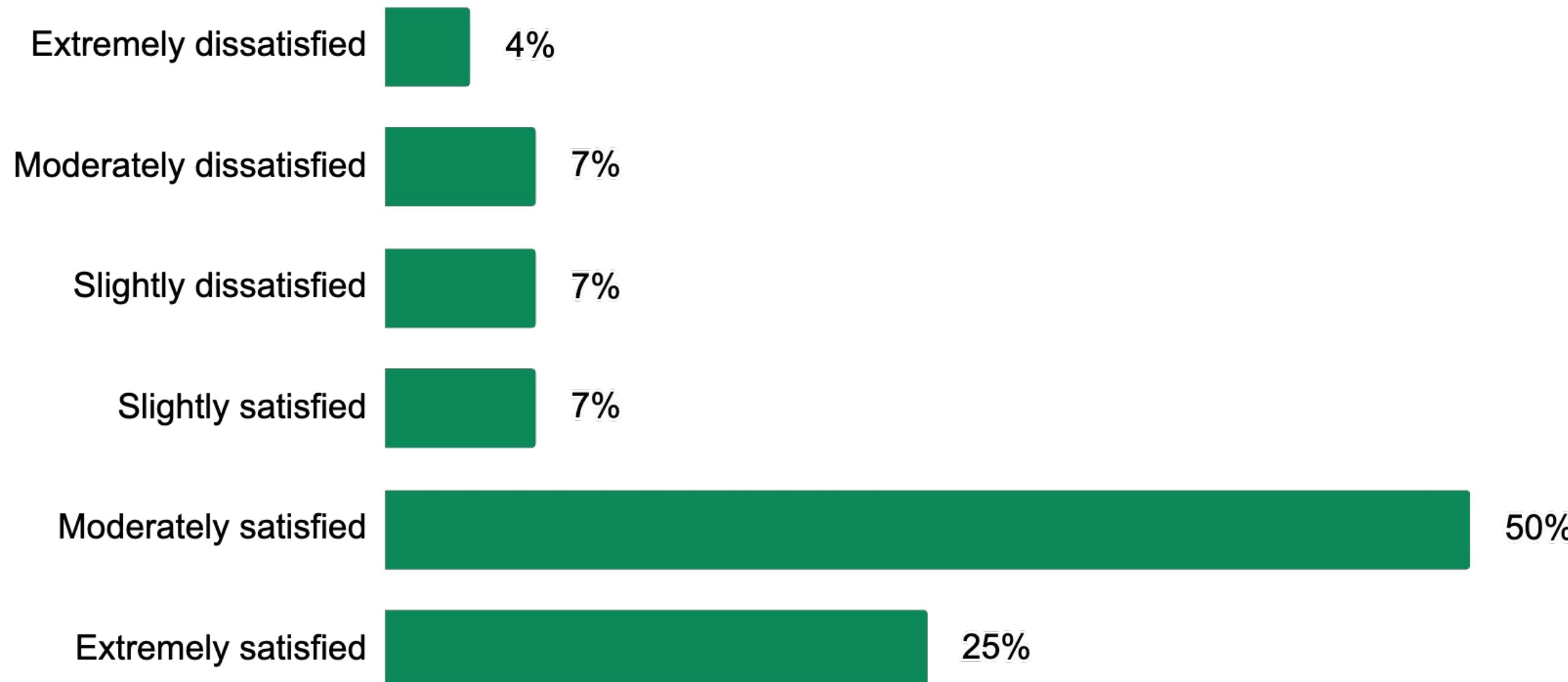
78% of respondents are moderately or extremely satisfied with their job or studies

How satisfied are you with your job / studies? This question was available for all respondents. N= 86



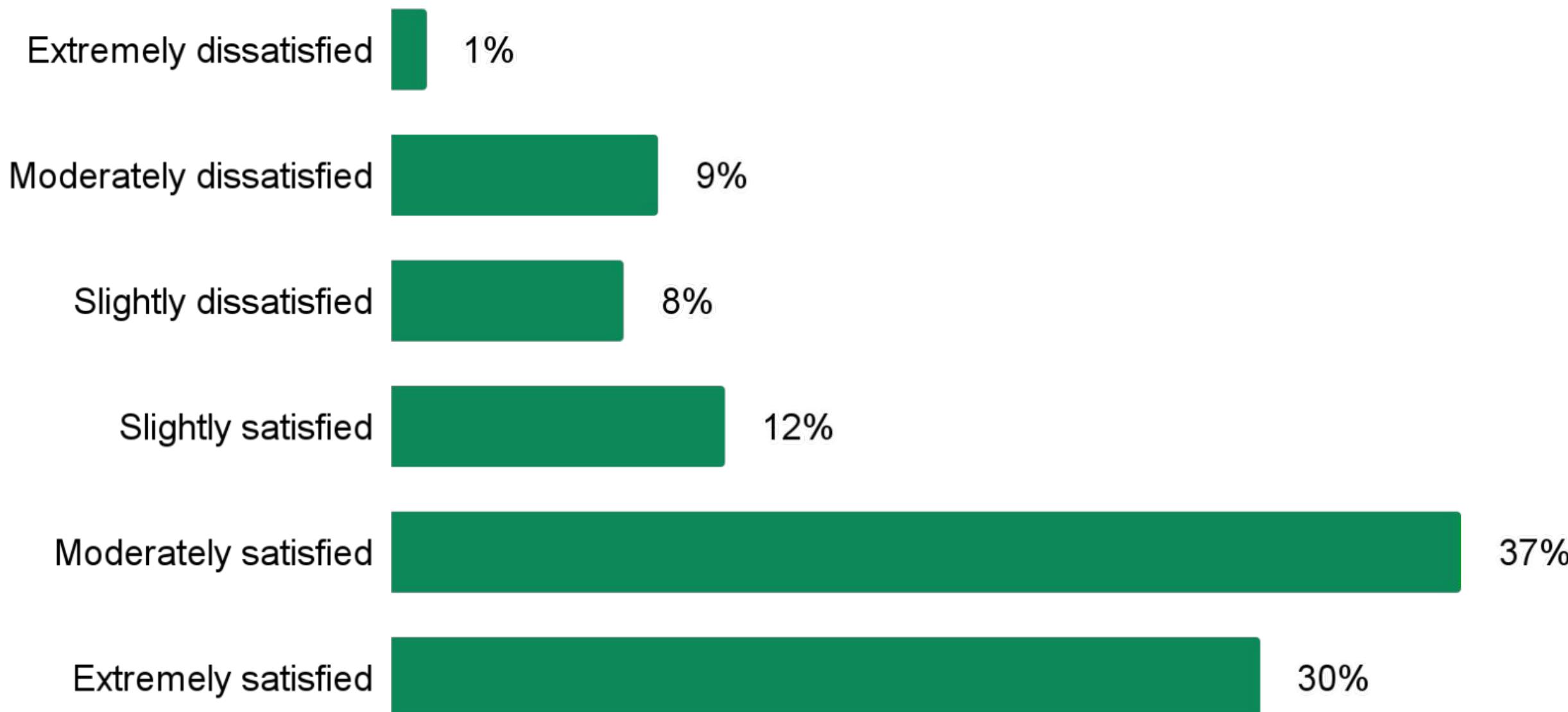
75% of respondents in this grouping are moderately or extremely satisfied with their job or studies

How satisfied are you with your job / studies? This question was available for all respondents but this graph excludes Bachelor's and Master's students. N= 56



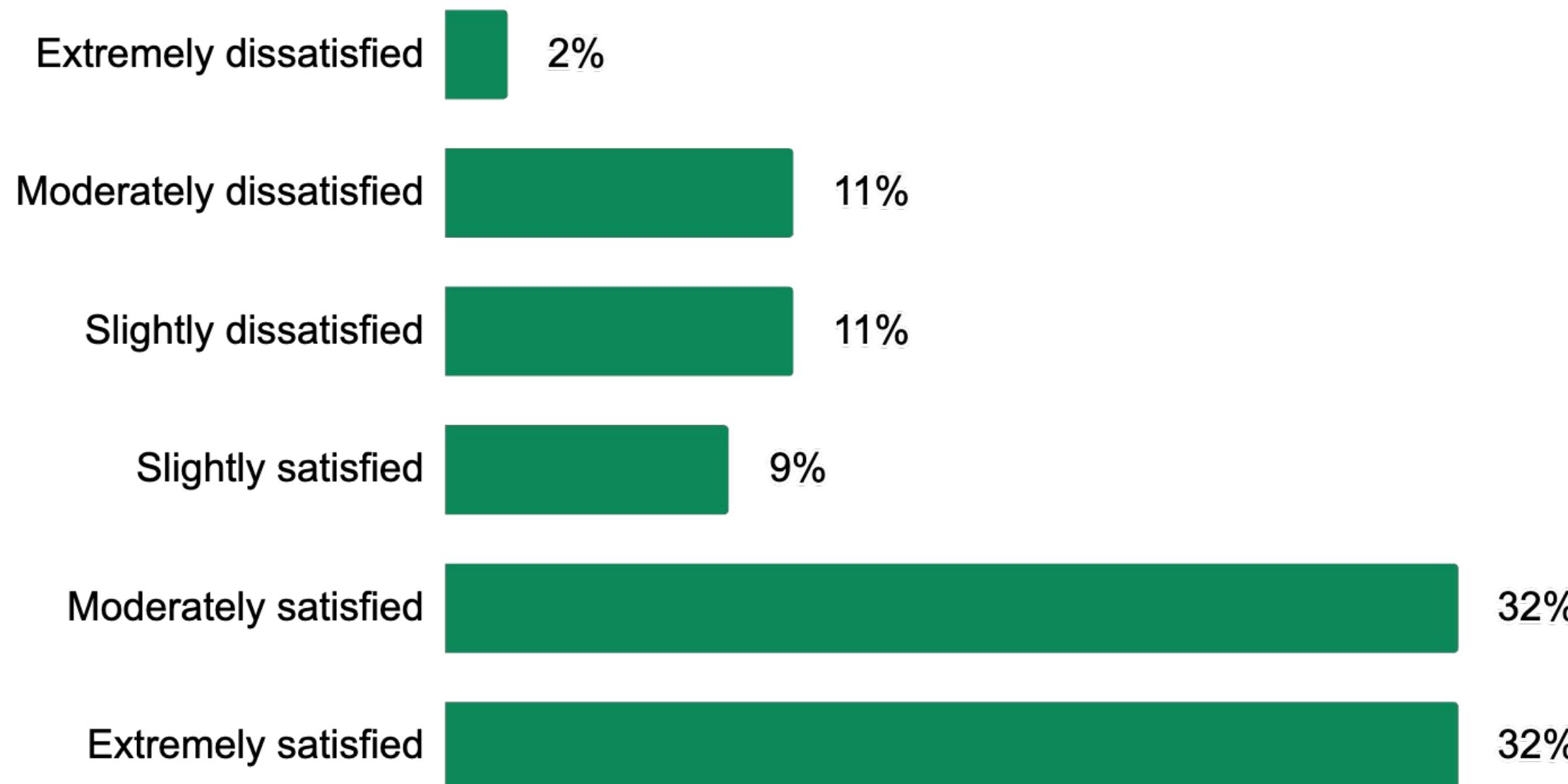
67% of respondents are moderately or extremely satisfied with their department or unit as a welcoming and respectful environment

How satisfied are you with your department or unit as a welcoming and respectful environment to work / study? This question was available for all respondents. N= 86



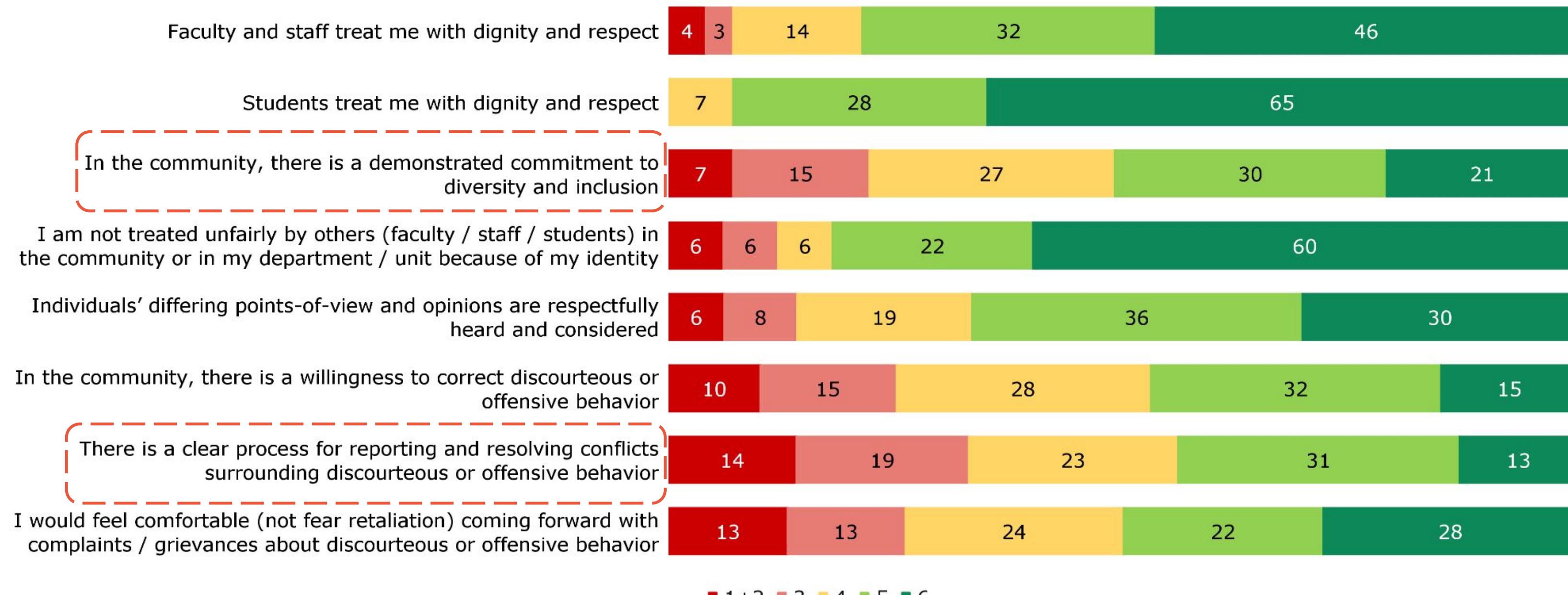
64% of respondents in this grouping are moderately or extremely satisfied with their department or unit as a welcoming and respectful environment

How satisfied are you with your department or unit as a welcoming and respectful environment to work / study? This question was available for all respondents but this graph excludes Bachelor's and Master's students. N= 56



Half of respondents agree or strongly agree that there is a demonstrated commitment to diversity and inclusion in the community

Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for all respondents. N= 85-87



The numbers are percentages. Options 1 and 2 have been combined.

This respondent group was more likely to strongly disagree or disagree with all the statements compared to the grouping that included Bachelor's and Master's students

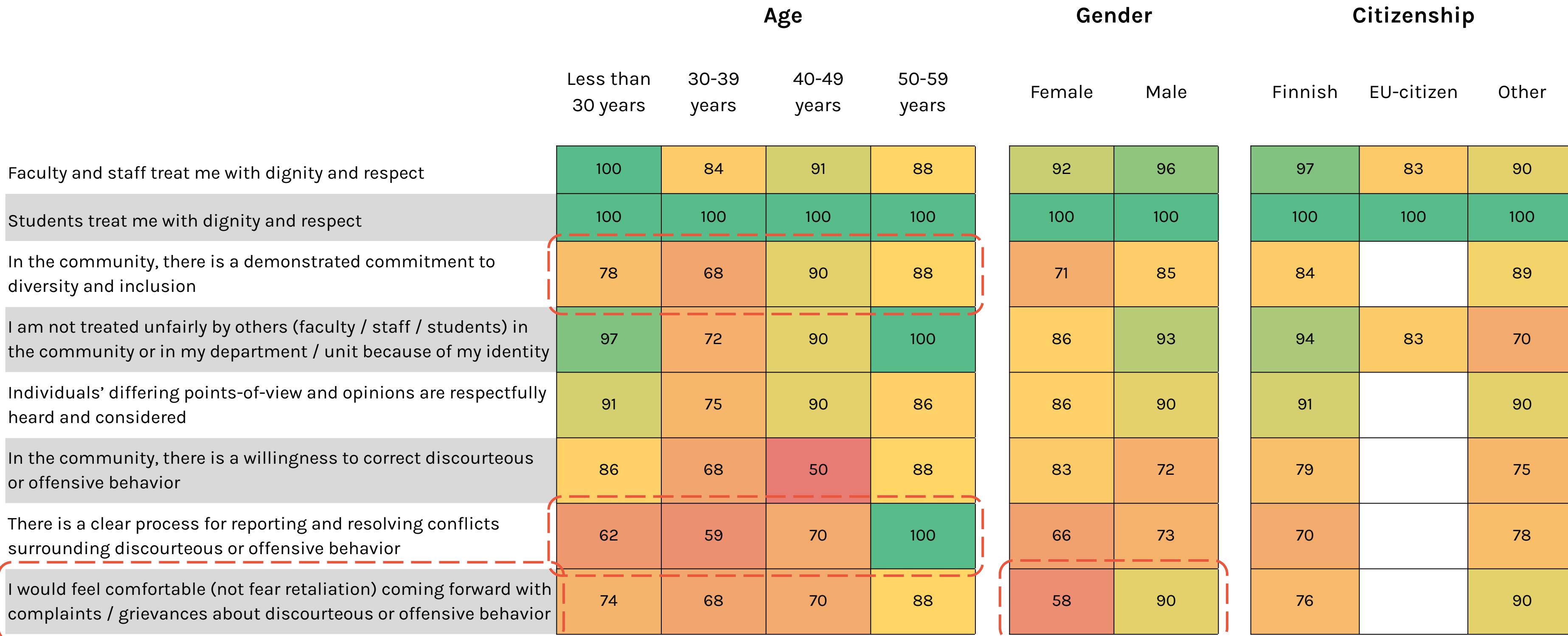
Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for all respondents but this graph excludes Bachelor's and Master's students. N= 56-57



The numbers are percentages. Options 1 and 2 have been combined.

Women are less likely than men to feel comfortable coming forward with complaints or grievances regarding offensive behavior *Inklusiiu*

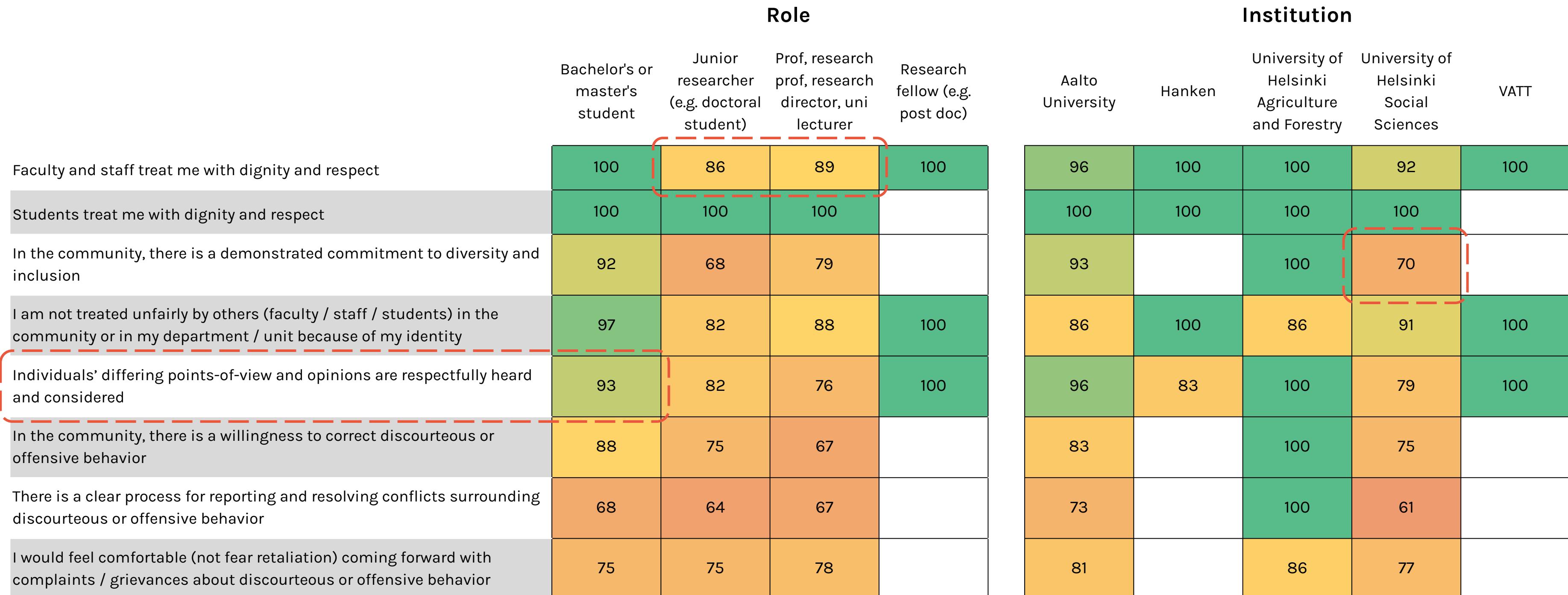
Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for all respondents. N= 85-87



The numbers are percentages of respondents who answered the statements with 4, 5, or 6. Categories with <5 respondents have been omitted.

Students are more likely to agree that individuals' differing points of view and opinions are respected

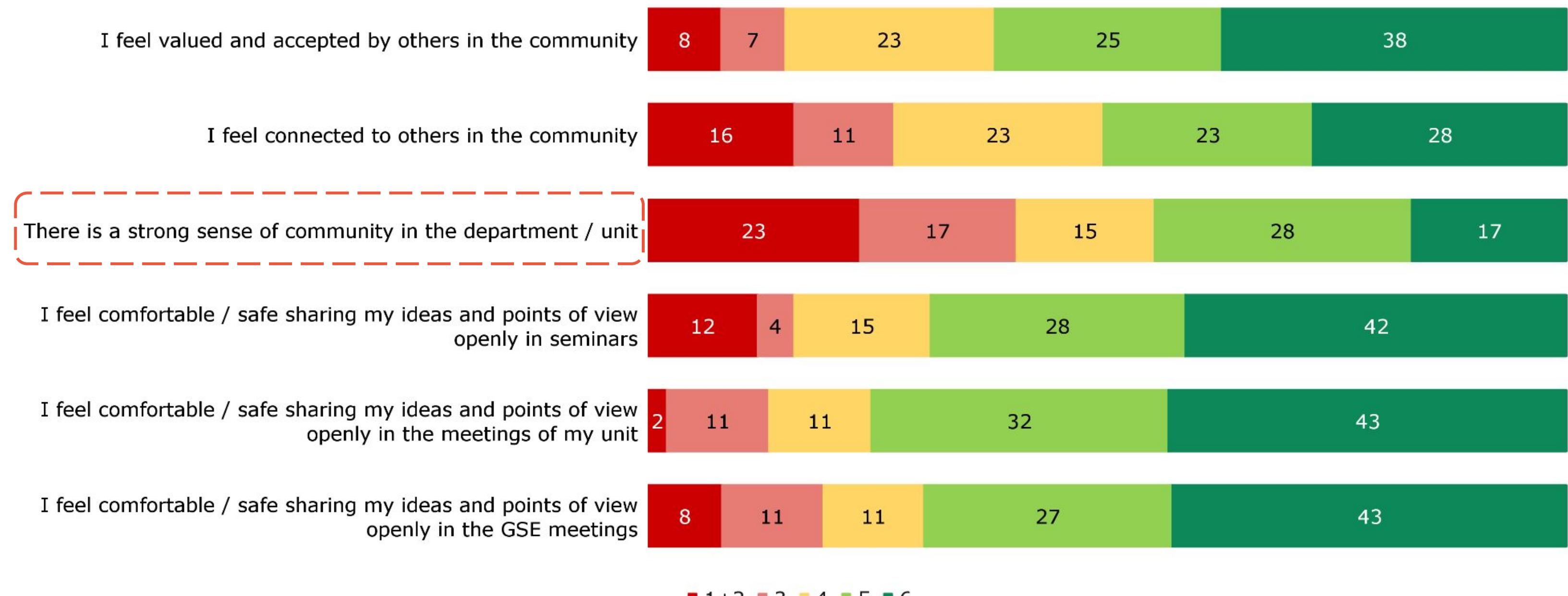
Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for all respondents. N= 85-87



The numbers are percentages of respondents who answered the statements with 4, 5, or 6. Categories with <5 respondents have been omitted.

40% slightly disagree, disagree or strongly disagree with the statement “there is a strong sense of community in the department / unit”

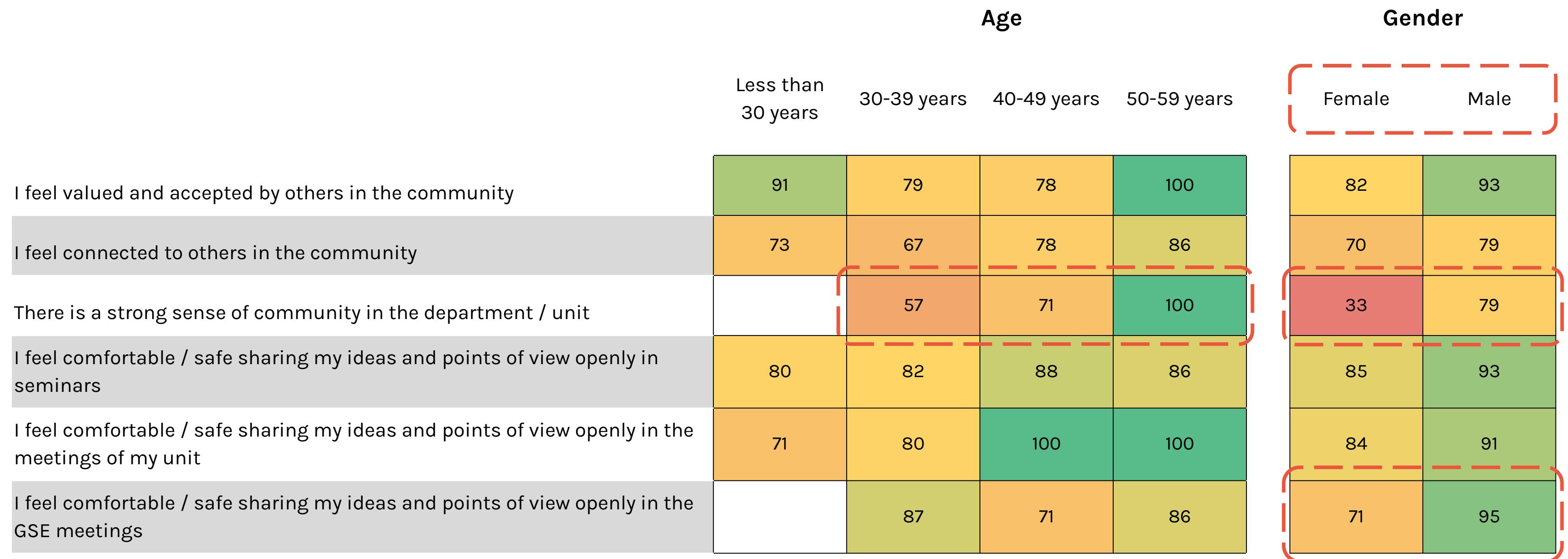
Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for everyone except Bachelor's and Master's students. N= 55-57



The numbers are percentages. Options 1 and 2 have been combined.

33% of women agree that there is a strong sense of community in the department or unit compared to 79% of men

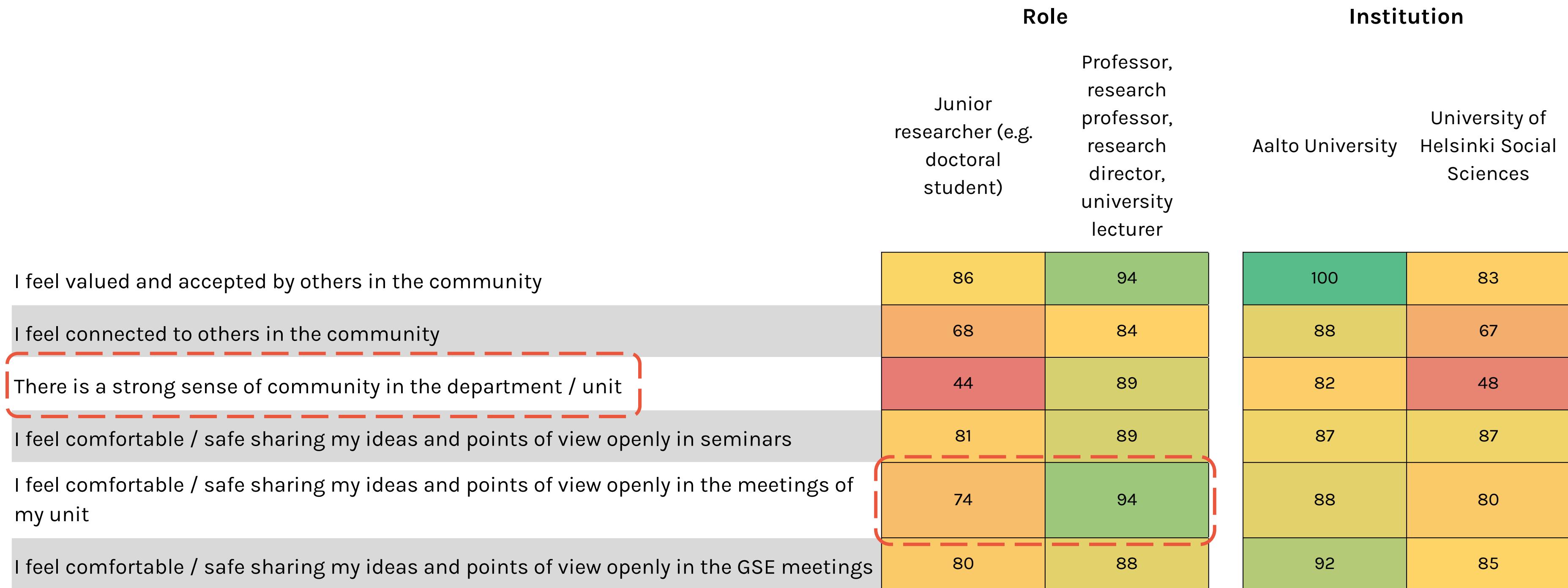
Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for everyone except Bachelor's and Master's students. N= 55-57



The numbers are percentages of respondents who answered the statements with 4, 5, or 6. Categories with <5 respondents have been omitted.

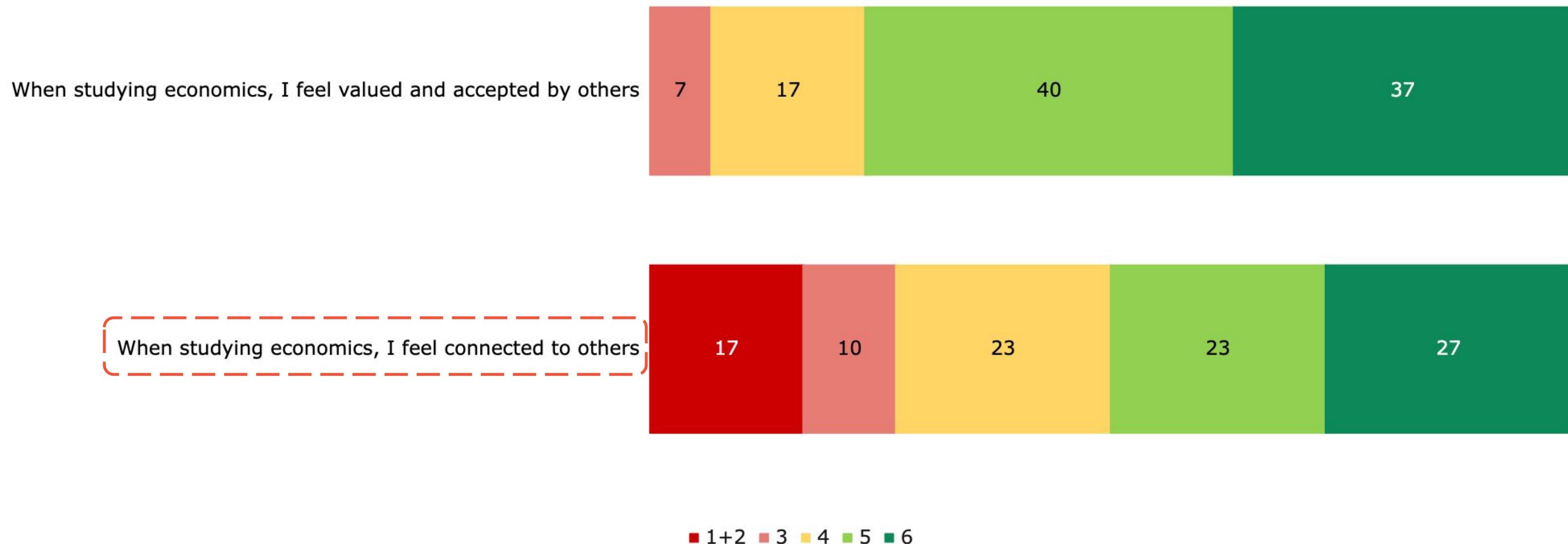
Junior researchers feel less comfortable sharing their ideas or points of view

Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available for everyone except Bachelor's and Master's students. N= 55-57



Responses from Bachelor's and Master's students

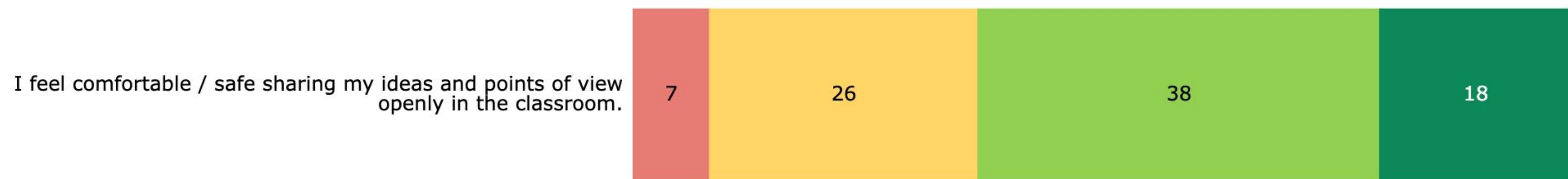
Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was only available for Bachelor's and Master's students. N= 30



The numbers are percentages. Options 1 and 2 have been combined.

Responses from all students

Please indicate how strongly you agree or disagree with each of the following statements. 1 = Strongly disagree, 6 = Strongly agree; Not applicable / Prefer not to answer. This question was available to all students. N= 55-57



■ 1+2 ■ 3 ■ 4 ■ 5 ■ 6

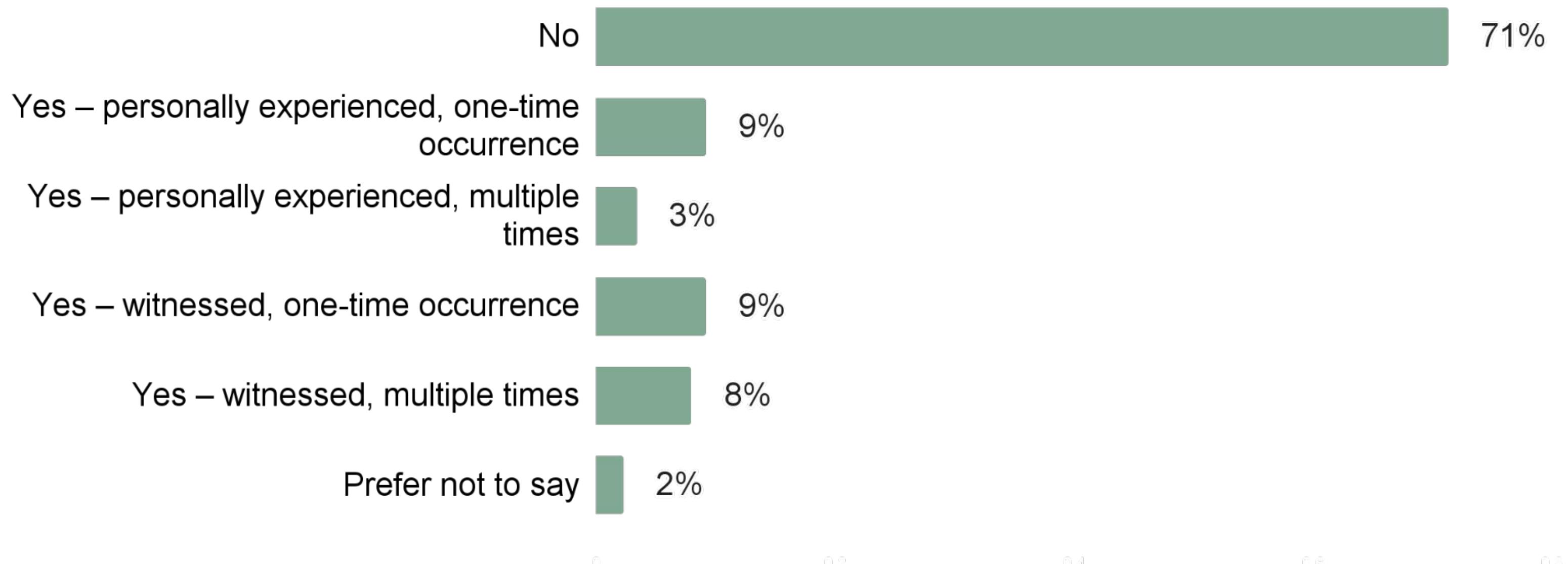
The numbers are percentages. Options 1 and 2 have been combined.

Non-discrimination

This section provides insights into whether students or employees have personally experienced discrimination or unfair treatment, or if they have observed or witnessed discrimination or unfair treatment by anyone at a GSE unit. Participants were asked to respond based on experiences from the past five years.

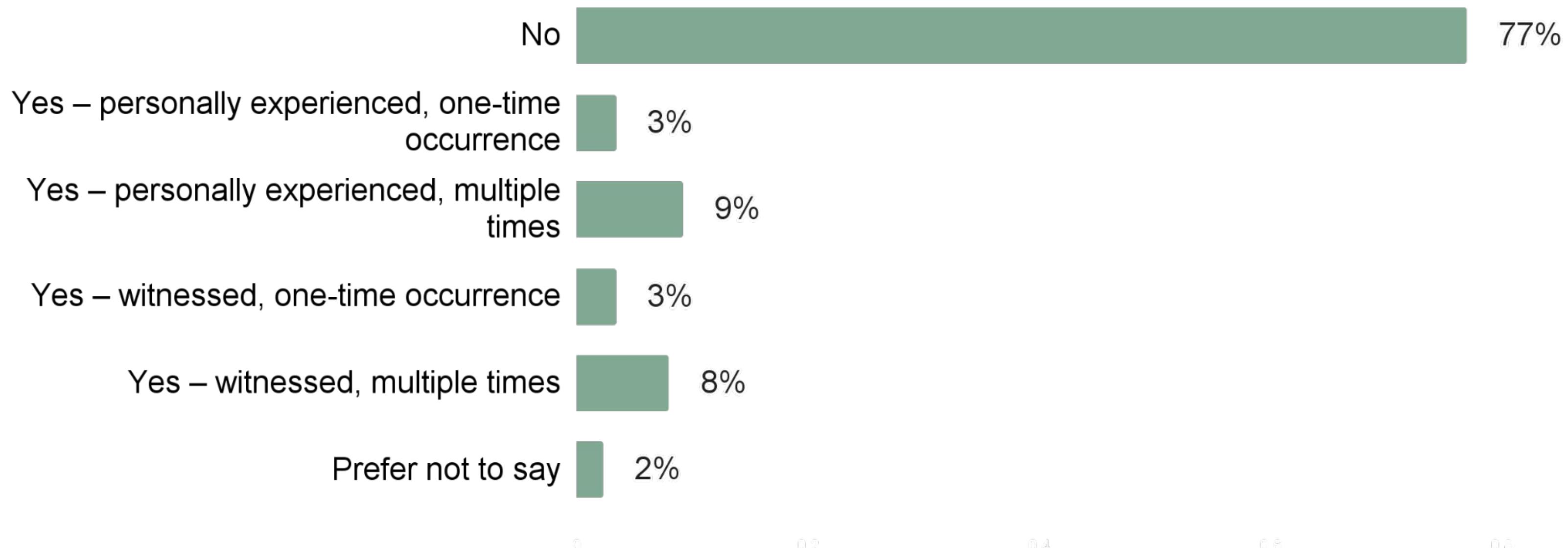
71% of respondents have not been personally addressed or witnessed others being addressed in unprofessional terms

I have personally been addressed in unprofessional terms either publicly or privately or I have observed or witnessed somebody else been addressed in unprofessional terms. You may choose more than one option. This question was available for all respondents. N= 87



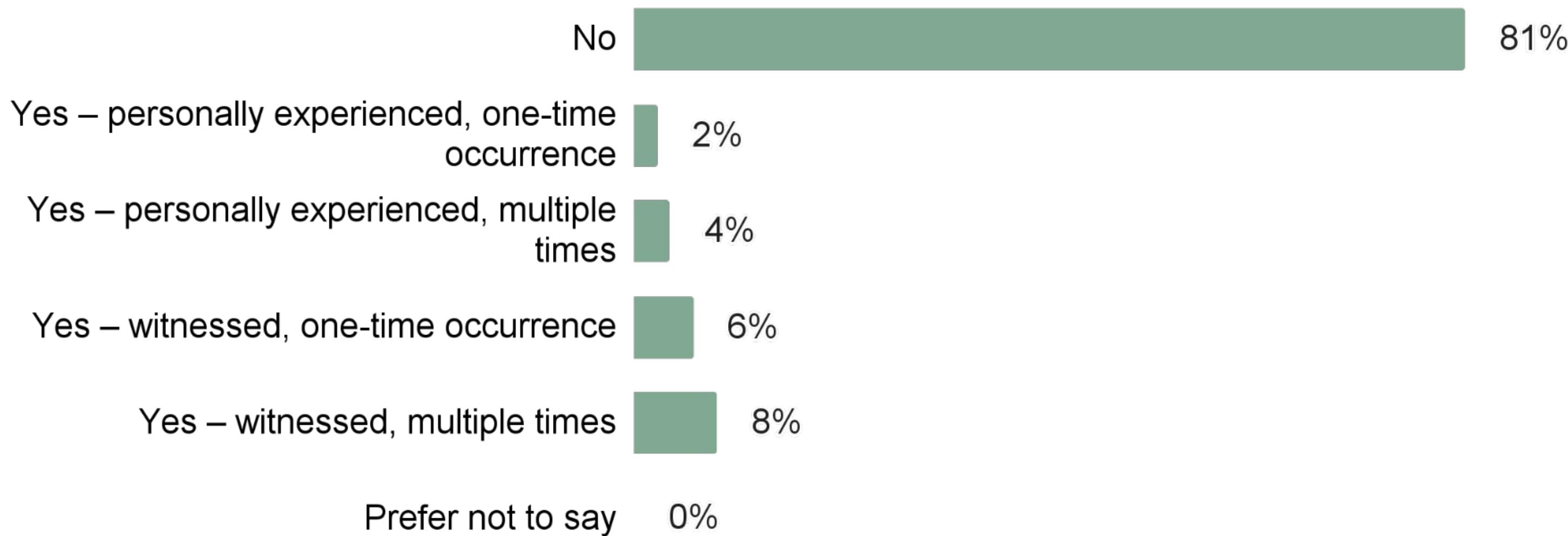
77% have not experienced or observed ignoring or exclusionary behaviors

I have personally been ignored or excluded or I have observed or witnessed somebody else been ignored or excluded. You may choose more than one option. *This question was available for all respondents. N= 87*



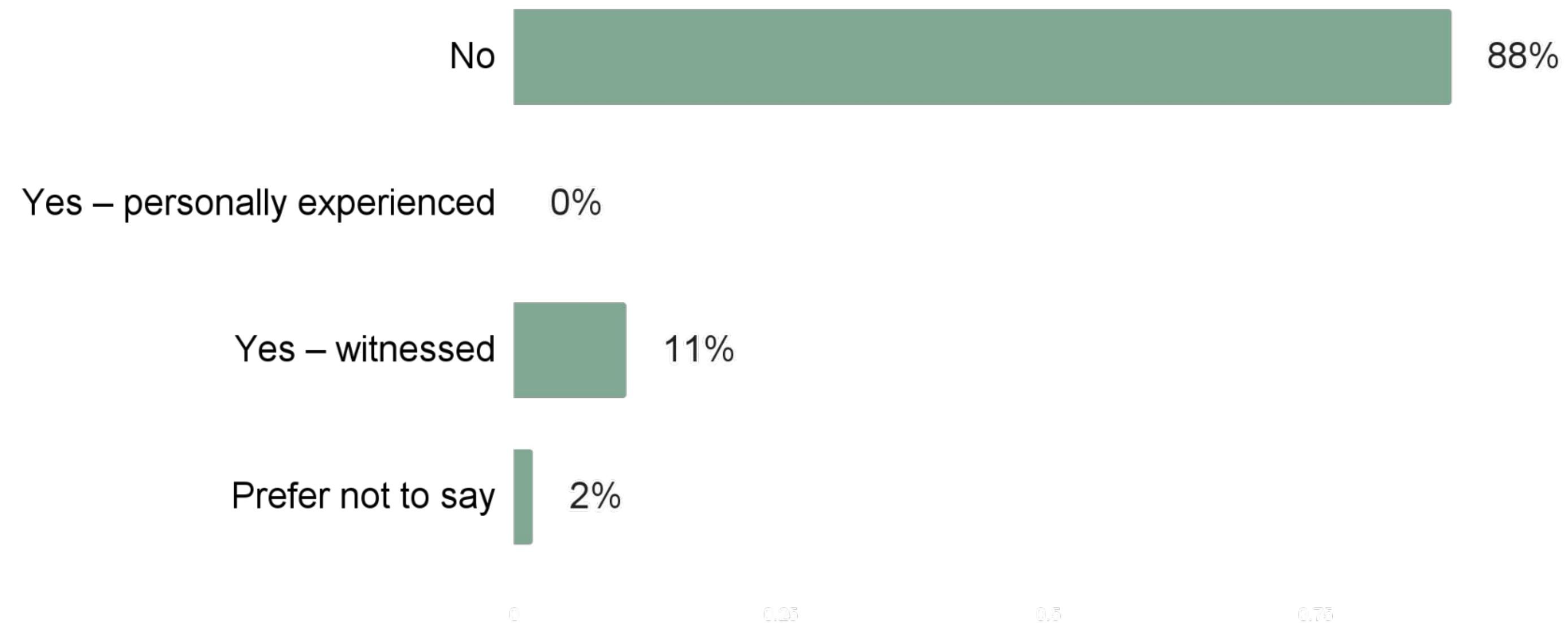
81% have not experienced or witnessed bullying or harassment

I have personally been bullied or harassed or I have observed or witnessed somebody else been bullied or harassed. You may choose more than one option. *This question was available for all respondents. N= 86*



11% have witnessed sexual harassment

At your workplace or in work related events, have you been sexually harassed, or have you witnessed sexual harassment? You may choose more than one option. This question was available for everyone except Bachelor's and Master's students. N= 57



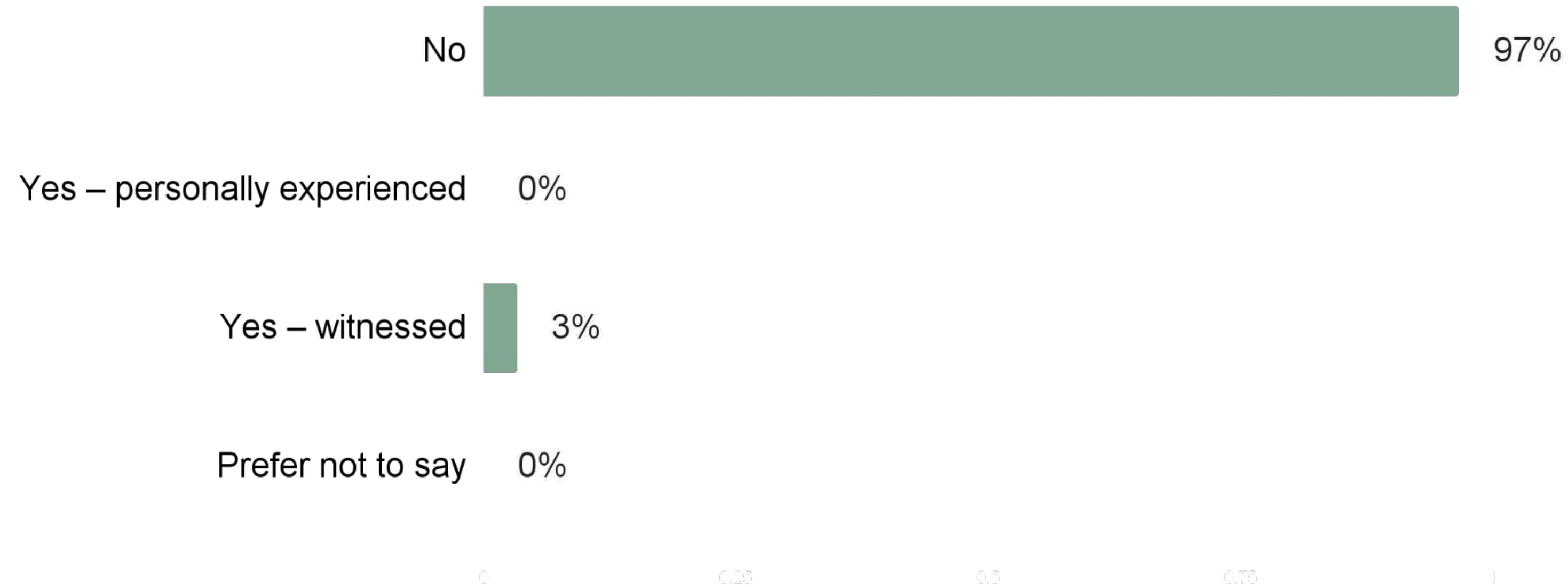
Responses from those who have witnessed sexual harassment

Is the situation still ongoing? This question was available for everyone except Bachelor's and Master's students. N= 5



3% of respondents who are students have witnessed sexual harassment in encounters with faculty

In the classroom or in other encounters with the faculty, have you been sexually harassed, or have you witnessed sexual harassment?
You may choose more than one option. This question was only available for Bachelor's and Master's students. N= 30



Recommendations

Recommendations

1

Strategically utilise communications as a way to increase transparency, diversity, and inclusion

2

Increase transparency of the process and channels for how to inappropriate behaviour and discrimination, as well as how reported cases will be dealt with

3

Strengthen the shared spaces within the HGSE to enhance the sense of community

4

Offer training and upskilling opportunities to improve equity and inclusion both within the structures and individual interactions of HGSE

Appendices

Appendix. Survey questionnaire.

This report is based on responses given to the following questions

Demographics

Age

- a. Less than 30 years
- b. 30-39 years
- c. 40-49 years
- d. 50-59 years
- e. 60+ years

Gender

- a. Female
- b. Male
- c. Other
- d. Prefer not to specify

Citizenship

- a. Finnish
- b. EU-citizen
- c. Other

Role

- a. Professor, research professor, research director, university lecturer
- b. Research fellow (e.g. post doc)
- c. Junior researcher (e.g. doctoral student)
- d. Bachelor's or Master's student
- e. None of the above

Institution

- a. Aalto University
- b. University of Helsinki Social Sciences
- c. University of Helsinki Agriculture and Forestry
- d. Hanken
- e. VATT

How much do you participate in the activities of the GSE?

- a. Not at all
- b. Very little
- c. Somewhat
- d. Very much

Appendix. Survey questionnaire.

This report is based on responses given to the following questions

(*) Question is for everyone

(**) Question is for everyone EXCEPT bachelor's or master's students

(***) Question is only for bachelor's or master's students

(****) Question is for all students (doctoral, bachelor's and master's students)

The following questions are related to the working and studying climate in the GSE units. Climate can be defined as behaviors and attitudes within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.

In the following questions, by community we mean the GSE units as a whole, and by department or unit your immediate working / studying environment.

Please indicate first how satisfied or dissatisfied you are with your job / studies and your working / studying environment.

(*) 1. How satisfied are you with your job / studies?

1. Extremely dissatisfied
2. Moderately dissatisfied
3. Slightly dissatisfied
4. Slightly satisfied
5. Moderately satisfied
6. Extremely satisfied

(*) 2. How satisfied are you with your department or unit as a welcoming and respectful environment to work / study?

1. Extremely dissatisfied
2. Moderately dissatisfied
3. Slightly dissatisfied
4. Slightly satisfied
5. Moderately satisfied
6. Extremely satisfied

Appendix. Survey questionnaire.

This report is based on responses given to the following questions

(*) Please indicate how strongly you agree or disagree with each of the following statements.

- Faculty and staff treat me with dignity and respect
- Students treat me with dignity and respect
- In the community, there is a demonstrated commitment to diversity and inclusion
- I am not treated unfairly by others (faculty / staff / students) in the community or in my department / unit because of my identity (race / ethnicity, socioeconomic background, religion, gender, nationality, sexual orientation, disability, etc.)
- Individuals' differing points-of-view and opinions are respectfully heard and considered
- In the community, there is a willingness to correct discourteous or offensive behavior
- There is a clear process for reporting and resolving conflicts surrounding discourteous or offensive behavior
- I would feel comfortable (not fear retaliation) coming forward with complaints / grievances about discourteous or offensive behavior

(**) Please indicate how strongly you agree or disagree with each of the following statements.

- I feel valued and accepted by others in the community
- I feel connected to others in the community
- There is a strong sense of community in the department / unit
- I feel comfortable / safe sharing my ideas and points of view openly in seminar
- I feel comfortable / safe sharing my ideas and points of view openly in the meetings of my unit
- I feel comfortable / safe sharing my ideas and points of view openly in the GSE meetings

(***) Please indicate how strongly you agree or disagree with each of the following statements.

- When studying economics, I feel valued and accepted by others
- When studying economics, I feel connected to others

(****) Please indicate how strongly you agree or disagree with each of the following statements.

- I feel comfortable / safe sharing my ideas and points of view openly in the classroom.
- I feel comfortable / safe sharing my ideas and points of view openly with my supervisor.

Appendix. Survey questionnaire.

This report is based on responses given to the following questions

(**) Within your last five years at a GSE unit (if you have worked less than five years, then during your employment in a GSE unit), do you feel that you have personally experienced discrimination or unfair treatment or have you observed or witnessed discrimination / unfair treatment by anyone?

(***) During your studies at a GSE unit, do you feel that you have personally experienced discrimination or unfair treatment or have you observed or witnessed discrimination / unfair treatment by anyone?

(*) I have personally been addressed in unprofessional terms either publicly or privately or I have observed or witnessed somebody else been addressed in unprofessional terms. You may choose more than one option.

- No
- Yes - personally experienced, one-time occurrence
- Yes - personally experienced, multiple times
- Yes - witnessed, one-time occurrence
- Yes - witnessed, multiple times
- Prefer not to say

(*) I have personally been ignored or excluded or I have observed or witnessed somebody else been ignored or excluded. You may choose more than one option.

- No
- Yes - personally experienced, one-time occurrence
- Yes - personally experienced, multiple times
- Yes - witnessed, one-time occurrence
- Yes - witnessed, multiple times
- Prefer not to say

(*) I have personally been bullied or harassed or I have observed or witnessed somebody else been bullied or harassed. You may choose more than one option.

- No
- Yes - personally experienced, one-time occurrence
- Yes - personally experienced, multiple times
- Yes - witnessed, one-time occurrence
- Yes - witnessed, multiple times
- Prefer not to say

Appendix. Survey questionnaire.

This report is based on responses given to the following questions

(**) At your workplace or in work related events, have you been sexually harassed, or have you witnessed sexual harassment? You may choose more than one option.

Sexual harassment in the Equality Act, means verbal, non-verbal or physical unwanted conduct of a sexual nature by which a person's psychological or physical integrity is violated intentionally or factually, in particular by creating an intimidating, hostile, degrading, humiliating or offensive atmosphere.

- No
- Yes - personally experienced
- Yes - witnessed
- Prefer not to say

(**) Is the situation still ongoing?

- Yes
- No
- Prefer not to say

(**) If you answered yes in the previous question, did you report the case officially?

- Yes
- No
- Prefer not to say

(***) In the classroom or in other encounters with the faculty, have you been sexually harassed, or have you witnessed sexual harassment? You may choose more than one option.

Sexual harassment in the Equality Act, means verbal, non-verbal or physical unwanted conduct of a sexual nature by which a person's psychological or physical integrity is violated intentionally or factually, in particular by creating an intimidating, hostile, degrading, humiliating or offensive atmosphere.

- No
- Yes - personally experienced
- Yes - witnessed
- Prefer not to say

(***) Is the situation still ongoing?

- Yes
- No
- Prefer not to say

(***) If you answered yes in the previous question, did you report the case officially?

- Yes
- No
- Prefer not to say

Appendix. Survey questionnaire.

This report is based on responses given to the following questions

(*) If you are willing, please describe any relevant incidents of discrimination, exclusion, harassment, or assault you have experienced within the GSE units.

Open-ended response

(*) Do you have any comments or ideas to share about the climate of the GSE units as it relates to diversity, inclusion, harassment, and professional conduct?

Open-ended response