



#WeTooInScience

Sexual Harassment in Higher Education Institutions and Research Organizations

Edited by

Sveva Avveduto, Silvana Badaloni, Claudine Hermann,
Lucia Martinelli, Giuliana Rubbia, Monica Zoppè

IRPPS Monografie





#WeToolnScience
**Sexual Harassment in Higher Education
Institutions and Research Organizations**

Edited by

Sveva Avveduto, Silvana Badaloni, Claudine Hermann,
Lucia Martinelli, Giuliana Rubbia, Monica Zoppè

CNR – Istituto di Ricerche sulla Popolazione e le Politiche Sociali
2019

#WeToolnScience – Sexual Harassment in Higher Education Institutions and Research Organizations

edited by Sveva Avveduto, Silvana Badaloni, Claudine Hermann, Lucia Martinelli, Giuliana Rubbia, Monica Zoppè

Roma: Istituto di Ricerche sulla Popolazione e le Politiche Sociali
2019, pp. 248 (IRPPS Monografie)

CNR-IRPPS e-Publishing: <http://www.irpps.cnr.it/e-pub/ojs/>

ISBN: 9788898822-17-1 (online)

DOI: 10.14600/9788898822-17-1

Editing e composizione/Editing and layout: Cristiana Crescimbene

In copertina/cover: the concept image used for the Pisa Conference by Carlo Soldatini

Citare come segue/Suggested citation:

#WeToolnScience – Sexual Harassment in Higher Education Institutions and Research Organizations

Edit by Sveva Avveduto, Silvana Badaloni, Claudine Hermann, Lucia Martinelli, Giuliana Rubbia, Monica Zoppè (2019).

Roma: CNR-IRPPS e-Publishing.

DOI: 10.14600/9788898822-17-1

Comitato editoriale CNR-IRPPS e-Publishing

Marco Accorinti, Daniele Archibugi, Sveva Avveduto, Massimiliano Crisci
Fabrizio Pecoraro, Roberta Ruggieri, Tiziana Tesauro e Sandro Turcio.

© 2019 CNR-IRPPS e-Publishing



Istituto di Ricerche sulla Popolazione e le Politiche Sociali

Via Palestro, 32 - 00185 Roma, Italy

<http://www.irpps.cnr.it/e-pub/ojs/>

ACKNOWLEDGEMENTS

We would like to thank all the organizations that sponsored our Conference: Consiglio Nazionale delle Ricerche, Università di Pisa, Scuola Normale Superiore, Istituto Nazionale di Geofisica e Vulcanologia, MUSE - Museo delle Scienze, Centre National de la Recherche Scientifique, GENERA H2020 Project.

Our thanks to our media partners for their Conference dissemination activities: Scienzainrete, Il Bo Live, InGenere, Formica blu.

We acknowledge the precious work of CNR-IRPPS colleagues Cristiana Crescimbene, Laura Sperandio and Wanda Toffoletti as members of the Conference secretariat.

Finally we would like to thank Cristiana Crescimbene and Roberta Ruggieri for their invaluable work in editing the volume.

TABLE OF CONTENTS

INTRODUCTION	
<i>Sveva Avveduto</i>	9
I. WHAT DO WE KNOW IN ITALY, EUROPE AND ABROAD	13
INTRODUCTION	
<i>Lucia Martinelli</i>	15
SEXUAL HARASSMENT IN UNIVERSITIES AND IN RESEARCH: CAN EUROPE HELP?	
<i>Claudine Hermann</i>	21
ACHIEVEMENTS AND PROSPECTS OF THE STRUGGLE AGAINST GENDER VIOLENCE IN HIGHER EDUCATION AND RESEARCH IN FRANCE	
<i>Colette Guillopé, Sylvie Cromer</i>	31
WOMEN RESEARCHERS AND SEXUAL HARASSMENT: IT IS NOT A LABOUR OF LOVE!	
<i>Ilaria Di Tullio</i>	43
UN'INDAGINE SUL FENOMENO DELLE MOLESTIE SESSUALI NELL'AMBITO DI UN ATENEIO ITALIANO. SPUNTI PER UNA QUANTIFICAZIONE DEL RISCHIO	
<i>Francesca Torelli</i>	57
II. HOW TO ADDRESS THE PROBLEM: SOLUTIONS	77
INTRODUCTION	
<i>Giuliana Rubbia</i>	79
SEXUAL HARASSMENT: #TIMESUP!	
<i>Ann Olivarius</i>	83
SEXUAL HARASSMENT IN ACADEMIC WORLD: LACK OF AWARENESS AND DEFICIENCY IN DATA COLLECTION	
<i>Chiara de Fabritiis</i>	97
CHALLENGING POOR BEHAVIOUR IN ACADEMIA: HOW TO TACKLE AND PREVENT INTIMIDATION AND ABUSE OF POWER - A DUTCH WOMEN PROFESSORS' NETWORK APPROACH	
<i>Fernie Maas</i>	107

III. HOW TO ADDRESS THE PROBLEM: PREVENTION.....	115
INTRODUCTION	
<i>Silvana Badaloni</i>	117
HARASSMENT IN ACADEMIA: UNDERESTIMATING THE PROBLEM	
<i>Lorenza Perini</i>	121
OUR CAMPUS – AN AWARENESS CAMPAIGN AGAINST SEXUAL HARASSMENT AND VIOLENCE AT THE RUHR-UNIVERSITY BOCHUM	
<i>Laura Chlebos</i>	139
LA CONSIGLIERA DI FIDUCIA IN UN ISTITUTO DI RICERCA: UN PONTE VERSO LA PREVENZIONE DELLE MOLESTIE	
<i>Agata Sangianantoni, Valeria De Paola, Ingrid Hunstad</i>	151
THE LESSON WE CAN LEARN FROM THE CANADIAN DOCUMENTARY “MS. SCIENTIST” TO HAVE MORE WOMEN IN SCIENCE	
<i>Maria Luisa Chiofalo, Tiziana Mettieri</i>	161
IV. WIDENING THE PERSPECTIVE BETWEEN HISTORY AND DISCRIMINATION	171
INTRODUCTION	
<i>Monica Zoppè</i>	173
VOICES OF WOMEN: THE ROUGH ROAD TO GENDER EQUALITY IN STEM. DISCRIMINATION AND HARASSMENT IN ACADEMIA	
<i>Mirella Orsi, Annalisa Somma</i>	175
SEXUAL HARASSMENT IN ARMENIAN LABOUR MARKET	
<i>Sona Grigoryan</i>	185
RICONOSCERE L'UMILIAZIONE CREA LA FORZA DI CONDANNARLA	
<i>Antonella Nappi</i>	197
THE EU LEGAL FRAMEWORK OF PROTECTION AGAINST SEXUAL HARASSMENT IN THE WORKPLACE AND REMEDIES IN ITALY	
<i>Federica De Luca</i>	207
NOMINA SUNT RES. THOUGHTS, JUDGEMENTS AND WORDS ARE FACTS <i>Mariella Paciello</i>	219
LISE MEITNER	
<i>Pietro Greco</i>	229
IMPROVING GENDER DIVERSITY IN SCIENCE	
<i>Monica Zoppè</i>	237
PISA DECLARATION ON SEXUAL HARASSMENT IN HIGHER EDUCATION AND RESEARCH	245

INTRODUCTION

*Sveva Avveduto*¹

*He jests at scars that never
felt a wound*

W. Shakespeare, Romeo and Juliet, 2, II

The Italian Association of Women in Science (Associazione Donne e Scienza²), together with the European Platform of Women Scientists³ (EPWS), decided to focus its 2018 Annual Conference on a very debated subject: sexual harassment in science and academia. The interest in the topic has grown over the years unveiling a phenomenon that, unfortunately, hits the scientific and research community as well as any other profession and job at any level of our society.

The long standing common perceived feeling that research organizations and universities are happy exceptions, preserved from those kinds of commendable behaviours, left room to a growing number of cases, denounces, trials and any kind of charge that all over the world confirm that this is a worrying issue widespread towards all levels of victims.

The very title of this volume – #WeToo – shows how the female students, PhDs, scientists, researchers and professors, are not immune and have suffered the same humiliating experience as millions of other women.

We can just recall the different typologies and effects, that go from the most outstanding ones involving very famous professors investigated and even removed from their positions, to a sort of day by day micro cases that arise in any organization.

The question, being so worrying and widespread, (even if the general perception may not be such one) has been addressed by a very different panoply of subjects: from the single University or Research Organization, often through their gender equality or personnel officers, to the associations

¹ IRPPS - Institute for Research on Population and Social Policies; CNR - National Research Council. Email: sveva.avveduto@irpps.cnr.it

² www.donnescienza.it

³ www.epws.org

of different institutions, both at the national level addressing the normative rules or preparing specific acts, and at the supra national level like the European Parliament⁴ issuing general statements and directives to all Member States.

The last one actually sums up most of the positions and initiatives taken at the other lesser levels giving to the Member States, but also to the single institutions, a wide tool box from which to pick up a single instrument, or a combination of them, to tackle the question properly.

Studies and analyses on such a delicate and sometimes controversial subject have multiplied over the last ten years in correspondence with perhaps not only a multiplication of events but certainly the desire to denounce them.

Sexual harassment is a multi-faced problem that requires a multi-step analysis and different paths to combat. Harassment goes from the ‘heavy compliment’ to real violence episodes, and the range is very wide as it goes from the immaterial to the material, variously associated.



The object of the harassment, the woman, is placed in a condition of inferiority that often has repercussions on her research activity and therefore on her career. Furthermore, in the

working environment, a sexist atmosphere is created, filled with jokes and foul language, which contributes to reinforcing the discomfort of women and even in some cases the conviction, perhaps not expressed but often implicit, that the position reached and the work performed is not a ‘thing for women’.

What can be done? We can start from activities that can be set easily up by the organizations and institutions, such as the approval of Guidelines on dealing with sexual harassment and Code of conduct that assess publicly clear procedures to be followed by the victims and the consequences that the perpetrators have to face.

⁴ European Parliament 2014-2019 18.7.2018 Plenary sitting RR\1159459EN.docx PE620.941v02-00 Report on measures to prevent and combat mobbing and sexual harassment at workplace, in public spaces, and political life in the EU (2018/2055(INI)) Committee on Women's Rights and Gender Equality Rapporteur: Pina Picierno A8-0265/2018.

Training activities are also very important, first of all to raise awareness in all people involved as potential victims or perpetrators, and of course to teach them how to prevent or deal with sexual harassment. The presence of ombudspersons and counsellors is as well very relevant.

Policies and measures taken should be clearly stated and organized. HR representative and Gender Equality Officer should be, and often are, the first respondents and promoters of zero-tolerance sexual harassment policies.

This volume presents a series of analyses that range from the presentation of the cognitive framework from the theoretical point of view, to that of the (few) data available.

We grouped the themes into four parts

1. What do we know?
2. How to address the problem: solutions
3. How to address the problem: prevention
4. Wider perspectives

The first part with the contributions of Claudine Hermann, Colette Guillopé, Sylvie Cromer, Ilaria Di Tullio, Francesca Torelli, provides a cross-section of the state of the analyses carried out in Italy and abroad.

Knowing the terms of the question and the boundaries of the problem is the preliminary step to find the tools to deal with it and, hopefully, solve it. What solutions can be envisaged? What can be done? In the second part Ann Olivarius, Chiara de Fabritiis and Fernie Maas discuss the issues referring to the different contexts.

The third part deals with the question of possible solutions to the problem from the prevention side, such as the development of guidelines and regulations that prevent problems from arising, rather than punish them later. Lorenza Perini, Laura Chlebos, Agata Sangianantoni, Valeria De Paola, Ingrid Hunstad, Maria Luisa Chiofalo and Tiziana Metitieri present some of the possible areas of intervention to avoid repeating episodes that are no longer tolerable.

The fourth part collects some contributions of selected authors that widen the perspective between history and discrimination. Mirella Orsi, Anna Lisa Somma, Sona Grigoryan, Antonella Nappi, Federica De Luca, Mariella Paciello, Pietro Greco and Monica Zoppè contributed in this final part.

Each section is preceded by an introduction written by one of the curators, Lucia Martinelli, Giuliana Rubbia, Silvana Badaloni and Monica Zoppè, that describes in detail the content of the various contribution.



Group photo of the Conference attendees. Pisa, Cittadella Galileiana, September 20, 2018.

We hope that our effort to give an articulated picture of what is at stake can contribute to the general effort to prevent and solve such an unbecoming problem in our community.

BIOGRAPHY

Sveva Avveduto is Research Director of the Italian National Research Council, Institute of research on population and social policies (IRPPS) Rome.



Her main research interests concern the area of science and research policy and university education with particular regard to studies on human resources for research, international mobility, gender issues, new media and social aspects of technology.

In addition to her research activity at Cnr, in collaboration with Italian and foreign Universities and research organisations, she collaborates with OECD, Paris, where she has chaired the Group on Steering and Funding of Research Institutions. She has been

Italian chief scientist responsible for numerous European Commission projects, Expert evaluator for the European Commission Horizon2020 Program, Brussels. She is President of the Italian Women and Science Association.

She participated as chairperson or invited speaker at numerous national and international conferences.

Author of 18 monographic volumes and over 200 articles in national and foreign scientific journals.

I.

WHAT DO WE KNOW IN ITALY, EUROPE AND ABROAD

INTRODUCTION

Lucia Martinelli¹

Sexual harassment occurs, according to Directive 2002/73/EC of the European Parliament and of the Council (23 Sept. 2002), «where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs [...] in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment»². Moreover, it is rooted in sexism and in unequal power relations between women and men, as also remarked by the Committee on Women's Rights and Gender Equality in the 18th July 2018 sitting at the European Parliament: «sexual harassment is a violation of human rights linked to patriarchal power structures that need to be reshaped as a matter of urgency»³.

Despite being the object of attention by the European Parliament as well as by various authoritative educational and work institutions, sexual harassment remains largely diffused in almost all workplaces. Moreover what characterizes this remarkably nasty and controversial criminal behaviour is the fact that it frequently happens in a creeping form that makes it difficult to unmask and therefore to denounce and to prosecute. This seems to be specifically true in those contexts where certain roles – if not correctly managed – would risk creating asymmetric relationships. This is the case, for instance, of mentor/pupil and head/cooperator interactions, in both training and career positions, often occurring in higher education institutions and research organizations. Therefore, a proper analysis of sexual harassment specifically focused on education and work institutions requires regarding this issue with a comprehensive approach, where considering what we know about this matter, how to frame it in these specific contexts, and how different countries face it. Hence, this is the goal of the present session.

First of all, Claudine Hermann, in the paper *Sexual harassment in universities and in research: can Europe help?*, analyses the – above mentioned – recent European Parliament report, which has been proposed in 2018 by its

¹ MUSE – Science museum, Trento, Italy. Email: lucia.martinelli@muse.it

² <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32002L0073&from=EN>

³ [https://oeil.secure.europarl.europa.eu/oeil/popups/printficheglobal.pdf?reference=2018/2055\(INI\)&l=en](https://oeil.secure.europarl.europa.eu/oeil/popups/printficheglobal.pdf?reference=2018/2055(INI)&l=en)

Committee for Women’s Rights and Gender Equality, on “Sexual harassment at workplaces, in public spaces and the political life in the EU”. Then she presents how EPWS, in its role of giving a voice of women scientists at European institutions level, is also concerned by the problem of sexual harassment faced by women scientists as victims at their workplaces, in their home country or during a mobility period in European countries. Finally, she points out the need of supporting the necessary legal framework with an effective engagement of women politicians, associations and researchers in this serious question to enable progressing in the suppression of sexual harassment in higher education and research institutions.

In this regard, an overview of the strategies adopted in France to manage sexual harassment is presented by Colette Guillopé and Sylvie Cromer in the paper *Achievements and Prospects of the Struggle against Gender Violence in Higher Education and Research in France*. The effectiveness of institutional strategic initiatives



aimed at supporting the victims in denouncing their perpetrators is discussed. Authors also remark the need of a collective mobilization involving all the academic – men and women – actors (staff, academic unions, students associations) to refuse any patriarchal and strong hierarchical situations, which is likely a source of gender-based violence. Worth stressing, in addition, is the important role of various French associations of women in science – among them ANEF, CPED and CLASCHES – which started cooperating with higher education and research institutions to realize communication activities (conference and publications) and surveys about gender based violence to educate and rise attention about this problem.

The evidence of the destructive impact of sexual harassment on women personal and working lives, and as a barrier source of their career development, is pointed out in the research paper

Women researchers and sexual harassment: It is not a labour of love! by Ilaria Di Tullio. Her qualitative analysis of the narratives of harassed female researchers, collected at the Italian National Research Council, proves the ambiguous



link between harassment and discrimination. It also allows classifying perpetrators' behaviours, considering intensity and appearance. Nonetheless, victims' narratives demonstrate the implication of the power relation perpetrator/victim in the discrimination as well as of the work climate in being conniving or constraint of harassing behaviours.

The victims' perception is also a relevant component, as discussed in the research paper *An investigation on sexual harassment within the academic environment. Ideas for a quantification of the risk* by Francesca Torelli. According to the Italian equal opportunity codex [D.L. 11 Apr. 2006, n. 198], in fact, a behaviour is defined as "sexual harassment" when the recipient considers it to be unwanted and offensive.

What emerges as relevant, therefore, is the view of the offended about unwanted behaviours rather than the willingness of the perpetrator to be offensive. To analyse meaning and gravity of "unwanted" in a significant sample of actors -both male and



female- (teaching staff, PhD students, and general staff) in an Italian University, Authors' quantitative research scored a detailed series of identified behaviours. Worth stressing, attention has also been payed to the role of

harassment witnesses. The truthful picture of the degrees of what is considered/perceived harassment and of the various perpetrator typologies is intended to allow elaborating timely and effective messages to prevent harassment, and designing targeted actions to be addressed to the different subjects involved.

In conclusion, the papers of this session give a considerable overview of the most important European documents about sexual harassment and propose meaningful Italian and French experiences. They result in a suitable starting point to frame sexual harassment and to depict actors and behaviours involved in it, in the specific environment of educational and research institutions. Moreover, they show the relevance of building up inclusive networks, where Authorities' attention, focused investigations, associations involvement and presence of experts (i.e. the confidential counsellor and the psychologist) are imperative tools. This synergy is crucial to unmask and fight sexual harassment and to support the weakest subjects. Finally, it is aimed at rejecting any power-based behaviours, which hinders the creation of the comfortable environment expected in those communities deputed to the scientific knowledge progress.

BIOGRAPHY

Lucia Martinelli, Senior researcher, Biologist at University of Bologna (I), PhD in Agricultural Genetics at the Wageningen Agricultural University (NL) and Master of Scientific Journalism and Communication at Ferrara University (I). After a life-long activity as research leader in laboratories of plant molecular biology, since June 2011, she has been carrying on research in the area of Science within Society and Responsible Research and Innovation (RRI) at MUSE - the Science Museum of Trento (Italy). Her activity counts on international multidisciplinary networks and projects. Her most recent challenging experience to improve public engagement in science, based on innovative approaches, was the participation as curator of the main 2018 MUSE exhibit 'The HUMAN GENOME - What makes us unique'. In the field of genetics, for her pioneering research on gene transfer into grape, she was awarded with first prize 1994 by the "Rudolf Hermanns Stieftung" of Geisenheim (D). For the Autonomous



Province of Trento, she has been the president of the Commission of Equal Opportunities between Women and Men and she is currently a member of the Supervisory Committee for the Promotion of Equal Opportunities and of the Wellbeing at Work and Against Discrimination (CUG). She is a board of administration member of Associazione Donne e Scienza, the European Platform of Women in Science (EPWS) and GEMS-Marie Curie Alumni Association.

SEXUAL HARASSMENT IN UNIVERSITIES AND IN RESEARCH: CAN EUROPE HELP?

*Claudine Hermann*¹

Abstract

After a short introduction, this contribution analyses the recent European Parliament (EP) report, proposed by its Committee for Women's Rights and Gender Equality on Sexual harassment at workplaces, in public spaces and the political life in the EU². Then the paper will explain how EPWS, which brings the voice of women scientists at European institutions level, is involved in this issue.

Keywords: Sexual harassment, Women's rights, Gender equality, European Platform of Women Scientists EPWS

Riassunto

Dopo una breve introduzione, questo articolo analizza la recente relazione del Parlamento Europeo, proposta dalla sua Commissione per i diritti della donna e l'uguaglianza di genere sulle "Misure per prevenire e contrastare il mobbing e le molestie sessuali sul posto di lavoro, nei luoghi pubblici e nella vita politica nell'UE". Successivamente, l'articolo spiega come EPWS, che porta a livello delle istituzioni europee la voce delle donne, è coinvolta in questa tematica.

Parole chiave: Molestie sessuali, Diritti delle donne, Parità di genere, European Platform of Women Scientists EPWS

It is a real pleasure for me to participate once more in a Donne e Scienza (D&S) conference: I already had the opportunity to present the European Platform of Women Scientists EPWS at the 2014 D&S conference in Trento, and EPWS sent a message to the D&S Rome conference of December 2017.

¹ President of the European Platform of Women Scientists EPWS.

Email: claudine.hermann@epws.org

² European Parliament 2014-2019 Plenary sitting A8-0265/2018 Report on measures to prevent and combat mobbing and sexual harassment at workplaces, in public spaces, and political life in the EU [2018/2055(INI)] Committee on Women's Rights and Gender Equality: http://www.europarl.europa.eu/doceo/document/A-8-2018-0265_EN.html and Italian version: http://www.europarl.europa.eu/doceo/document/A-8-2018-0265_IT.html

Indeed D&S is a faithful full member of the EPWS: it has always been represented in the EPWS Board of Administration since EPWS creation. Currently Lucia Martinelli is the D&S representative with Giuliana Rubbia as her alternate.

After a short introduction, I will analyse the recent European Parliament (EP) report, proposed by its Committee for Women's Rights and Gender Equality on Sexual harassment at workplaces, in public spaces and the political life in the EU. Then I will explain how EPWS, which brings the voice of women scientists at European institutions level, is involved in this issue.

I. INTRODUCTION

The sexual harassment definition, quoted several times at the present conference, is given in the European Parliament (EP) report and also proposed by the Council of Europe: Sexual harassment is defined in Directive 2002/73/EC as “where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment”

As indicated in the Explanatory statement of the EP report, “Sexual harassment and mobbing are two of the most extreme yet widespread forms of gender-based discrimination, for which 90% of the victims are female. Up to 55% of women have been sexually harassed in the EU and one in ten women have been subjected to sexual harassment or stalking using new technologies.” These data give the important scale of the problem.

2. THE EUROPEAN PARLIAMENT REPORT

This report is dealing with a very general situation.

In this conference the workplace will be a university or a research institution, whilst the political life will be a place of power, corresponding to science decision-making positions.

The EP report begins with a Preamble, referring to several international organisations having produced texts about this issue:

- the Charter of Fundamental Rights of the European Union [2000]³ , in particular its Articles 1, 20, 21, 23 and 31, respectively on Human Dignity, Equality before Law, Non-discrimination, Equality between Women and Men, Fair and Just Working Conditions;
- the European Parliament resolution of 26 October 2017 on combating sexual harassment and abuse in the EU⁴ ;
- the Gender Equality Index of the European Institute for Gender Equality (EIGE)⁵;
- the United Nations Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)⁶;
- the Istanbul Convention, from the Council of Europe in 2011, on Preventing and combating violence against women and domestic violence⁷. There are several steps for this convention: it should first be signed, then ratified, and finally enforced in the country. Only 8 out the 28 EU Member states went through all the steps and are indeed enforcing it...

The EP report then lists the Status quo in 33 articles, from A to AG. In particular articles S and T express the clauses in the EU law to assist the victims which unfortunately are not under application in all Member states:

S. Whereas EU law requires the Member States and EU institutions and agencies to ensure that an equality body is in place to provide independent assistance to victims of harassment, conduct independent surveys, collect relevant, disaggregated and comparable data...

T. Whereas women in the EU are not equally protected against gender-based violence and sexual and psychological harassment owing to different policies and legislation across the Member States...

³ http://www.europarl.europa.eu/charter/pdf/text_en.pdf

⁴ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P8-TA-2017-0417+0+DOC+XML+V0//EN&language=EN>

⁵ <https://eige.europa.eu/rdc/eige-publications/gender-equality-index-2017-measuring-gender-equality-european-union-2005-2015-report>

⁶ <http://www.un.org/womenwatch/daw/cedaw/>

⁷ <https://www.coe.int/en/web/istanbul-convention/home>

The importance of cyber-harassment and bullying is stressed in articles K, AB, AE.

The text then comes to Recommendations from the EP to the Commission and the Member States. Here I am quoting those I find most relevant in the case of universities and research centers.

Firstly men and boys should be involved in solving this issue, as the European Parliament:

3. Highlights the central role of all men in ending all forms of harassment and sexual violence; calls on the Commission and all Member States to actively involve men in awareness-raising and prevention campaigns, as well as education campaigns for gender equality; stresses that prevention campaigns also need to focus on less serious offences;
4. Maintains that awareness-raising measures and campaigns to prevent violence against girls and women have to extend to boys as well and should be organised during the initial stages of education;
5. Calls on the Commission to monitor the correct implementation of the EU directives prohibiting sexual harassment;
6. Calls on the Member States to develop comprehensive national action plans on Violence Against Women, paying due attention to providing adequate resources... for equality bodies.

The #Me Too campaign is mentioned in article 12:

12. Welcomes the new widespread public debate, including on social media, which is contributing to redrawing the boundaries in relation to sexual harassment and acceptable behaviours; welcomes, in particular, initiatives such as the #MeToo movement and strongly supports all the women and girls who have participated in the campaign, including those who have denounced their perpetrators.

The Commission recommends better data collection:

15. Calls on the Commission and the Member States, in cooperation with Eurostat and the EIGE, to improve, promote and ensure ...data collection.

To fight against sexual harassment in the workplace, the EP is asking for unified standards and legislations:

25. Emphasizes the urgent need for standards on violence and harassment at work, which should provide a legislative framework for governments, employers, companies and trade union action at all levels.

The report considers that education, and in the present case higher education, is a workplace with a higher exposure to violence:

26. Note that some sectors and occupations have a higher exposure to violence, particularly healthcare... politics, education, transport...

A solution against Violence in Political Life is proposed in article 43, which could be applicable in science in order to increase the proportion of women in decision-making positions:

43. Acknowledges that parity lists at all levels play a key role in enabling the participation of women in politics and reshaping power structures that discriminate against women; calls on the Member States to introduce such lists for elections to the European Parliament.

In conclusion the EP:

61. Instructs its President to forward this resolution to the Council and the Commission. Indeed, the main European Union structures are: the European Parliament, consisting of 626 members (MEP), elected by the people of the Member States, the next election being in 2019; the European Council, of the Head of States and of governments; the Council of the European Union which gathers the Member States ministers of the domain treated in the meeting; and the European Commission, with 20 Commissioners, which is the EU administration.

Finally, we can note that this European Parliament report on sexual harassment is very complete and provides an excellent analysis. It aims at setting a common legislative frame over Europe. We just wish that all its recommendations will be applied soon at EU and Member States levels...

3. THE EUROPEAN PLATFORM OF WOMEN SCIENTISTS EPWS AND THE TOPIC OF THE PRESENT CONFERENCE

EPWS is a non-profit Belgian umbrella association of associations, under Belgian law, committed in the promotion of women scientists, of all ages, all disciplines, all over Europe, in dialogue with national, European and international institutions. It has two main goals:

- Provide genuine EU added value by ensuring that women scientists' concerns, needs, interest and aspirations are taken into consideration when setting the European research agenda;
- Promote the understanding and the inclusion of the gender issue in science and research agenda;
- After having been funded by EU projects from 2005 to 2009, EPWS is now an ordinary association operating on its members' voluntary work with a website www.epws.org.

The topic of harassment is very important for the women scientists that the Platform is representing. International geographical mobility in particular leads to working in different cultural environments where young women scientists may be in a difficult and fragile situation: in my personal experience at Ecole Polytechnique Graduate School Committee, France, the only two reported cases of sexual harassment in five years concerned foreigner women graduate students.

Among the papers and abstracts presented at this conference, several have been proposed by EPWS full members from FR, NL and DE (and are published in this volume), i.e. countries where the reflection and actions started earlier, and some measures were already proposed. I hope that this will help us today and tomorrow to progress. A poster is also presented by the Association of Women Scientists of Armenia (AWS) in the conference perspective.

4. EPWS ACTIVITIES

To support women scientists EPWS is pursuing various activities.

The EPWS yearly General Assembly often takes place in relation with a conference on a topic related to EU, women and science. After General Assemblies in Brussels 2017, Paris 2016, Berlin 2015, Paris 2014, Essen 2012

and previously in Budapest and Vilnius. For the first time in 2018 the EPWS General Assembly took place in Italy in conjunction with the #MeTooInScience conference. EPWS heartily thanks Donne e Scienza and in particular Sveva Avveduto, Silvana Badaloni, Lucia Martinelli, Giuliana Rubbia and Monica Zoppè (also as local organiser), and their colleagues, for having accepted to organise this conference and to have helped in the organisation of EPWS General Assembly on 19 September 2018 in the splendid city of Pisa.

EPWS main activities consist in:

– *Research policies activities*

EPWS particularly watched the preparation of the current 8th Framework Programme “Horizon 2020” and is concerned by the preparation of Horizon Europe, the forthcoming Framework Programme that will start in 2021.

EPWS organised two lunchtime debates at the European Parliament, in 2012 and 2017. The second one was about the European Parliament resolution of September 2015 on Women’s Careers in Science and Universities, EPWS wished to discuss the situation two years after this well-documented resolution.

EPWS is making analyses and producing position papers on gender-related political issues. An example is the letter that EPWS wrote to Jean-Claude Juncker, the president of the European Commission, after his 2017 “Speech on the State of Union”, in which there were great ideas and projects but no mention at all of the male or female human beings that would realise them. We got an answer from Commissioner for Research and Innovation Moedas that testified of the great European Commission concern for Women scientists’ situation...

– *Networking*

Each month from September 2015 until July 2017 interviews of EPWS full members have been presented on its website. These interviews were gathered in a booklet, issued in August 2017, Association Donne e Scienza’s interview appears on p. 62; a new collection of EPWS networks 2017-2018 interviews will be published in autumn 2019. Since September 2018 we have

been posting a series of portraits of distinguished women scientists of various countries and disciplines, also interested in European and gender issues.

– *Public relations and information*

The EPWS newsletter, the EPWS Updates, is issued every second month. Lucia Martinelli, in charge of communication inside the Board of Administration, is strongly involved in its realization. EPWS members are welcome to propose articles on their activity.

EPWS is participating in many EU events, either linked to projects or European Innovation or Gender Summits.

– *Electronic platform*

This tool is necessary since EPWS members are disseminated over Europe;

– *Expertise*

Due to its broad knowledge of the situation in EU countries, EPWS is requested to produce benchmarking report on a different topic each year by the French ministry of Research.

CONCLUSIONS

The «velvet triangle» is a heuristic concept proposed by Alison Woodward⁸, to describe the interactions between women politicians, women networks and women researchers, i.e. policy, civil society and academics, particularly at EU level. These different worlds, with personal connections between them, are involved in gender equality issues, and sexual harassment is one of such – complicated – issues.

⁸ Woodward A.E. (2015). Travels, triangles and transformations – Implications for new agendas in gender equality policy. *Tijdschrift voor genderstudies*, 18(1), 5-18. <http://www.ingentaconnect.com/content/aup/tgen/2015/00000018/00000001/art00002?crawler=true&mimetype=application/pdf>.

Indeed it is only by joining all these forces and by taking advantage of the experience and good practices in various countries that we will overcome the intolerable problem of sexual harassment.

BIOGRAPHY

Claudine Hermann (born 1945) is Honorary Professor of Physics at Ecole Polytechnique, the most renowned French engineering school. She is alumna of Ecole Normale Supérieure de Jeunes Filles and her PhD (1976) was in Solid State Physics.



She was the first woman ever appointed Professor at Ecole Polytechnique (1992). Since then, in parallel with her activities in Physics, she has been studying the situation of women scientists in Western Europe and promoting science for girls, by papers and conferences, in France and abroad. At the European Union, she was a member of the expert group that produced the 'ETAN report' on Women in Academia in Western Europe (2000); she was a French member of the Women and Science ('Helsinki') Group at DG Research between 1999 and her retirement at the end of 2005. A co-founder and the first president of the French Femmes &

Sciences (Women and Science) association, she is now its Vice-President. A founding member of the European Platform of Women Scientists EPWS (www.epws.org), she was its Vice-President (2009-2017) and is its President since 2017. She is involved in various activities related to scientific culture.

She is the author of 85 refereed papers in physics, of 45 papers in the field of promotion of science among young people and on the analysis of the situation of women in scientific and technical careers.

ACHIEVEMENTS AND PROSPECTS OF THE STRUGGLE AGAINST GENDER VIOLENCE IN HIGHER EDUCATION AND RESEARCH IN FRANCE

Colette Guillopé¹, Sylvie Cromer²

Abstract

In higher education and research, sexist behaviour and gender-based violence are still a taboo. There are very few quantitative or qualitative studies on this subject in France. Therefore we have limited data on the prevalence of violence in this field, and we know little about how to prevent, detect and handle these situations of violence. However, in recent years, national research organizations and several institutions of higher education and research in France have been seeking to address the problem: structured policies against sexual harassment have recently been implemented. The aim of this talk is to provide an overview on the legal situation in France towards sexual and sexist violence in higher education and research institutions, and to present the French policies in this regard. We will also discuss the partnership recently established between ANEF and CPED: which are the results obtained from this collaboration and their different institutional positions? what are the prospects in the matter of sexist and sexual violence in higher education and research in France?

Keywords: Gender-based violence, Sexism, Sexual harassment

Riassunto

Nelle istituzioni di alta formazione e di ricerca, il comportamento sessista e la violenza di genere sono tuttora taboo. In Francia, sono molto pochi gli studi quali-quantitativi sull'argomento. Per questo possiamo disporre di un numero limitato di dati riguardo la prevalenza di violenza in questo campo e sappiamo poco su come prevenire, riconoscere e far fronte alle situazioni di violenza. Tuttavia, da qualche anno, in Francia, organizzazioni di ricerca nazionali e varie istituzioni di alta formazione e

¹ CPED, (Standing Conference of Officers for Equality and Diversity in Higher Education and Research Institutions) <http://cped-egalite.fr/>, femmes et mathématiques, (Women and Mathematics) <http://www.femmes-et-maths.fr/> Femmes & Sciences and Université Paris-Est Créteil, France. (Women & Science) <http://www.femmesetsciences.fr/>
Email: colette.guillope@u-pec.fr

² ANEF (National Association for Feminist Studies) <http://www.anef.org/> and Université de Lille, France. Email: sylvie.cromer@univ-lille.fr

ricerca stanno cercando di affrontare questo problema e sono state implementate alcune politiche strutturali contro le molestie sessuali. Lo scopo di questo nostro contributo è fornire un panorama sulla situazione legale in Francia in merito alla violenza sessuale e sessista nelle istituzioni di alta formazione e di ricerca e di presentare le politiche francesi in merito. Sono anche discusse le collaborazioni recentemente stabilite tra ANEF e CPED: quali sono i risultati ottenuti da queste collaborazioni e dalle diverse posizioni istituzionali? Quali sono le prospettive in merito alla violenza sessuale e sessista istituzioni di alta formazione e di ricerca in Francia?

Parole chiave: Violenza di genere, Sessismo, Molestie Sessuali

I. INTRODUCTION

In terms of Gender-Based Violence (GBV) in France, the feminist associations have been the driving force for conceptualising and intervening with women denouncing violence, in particular using results of Northern America studies as well as European laws.

Though the denunciation of this violence was not new, it emerged as a major feminist demand since the seventies thanks to the courage of women victims of violence and of feminist groups which attested the suffering experienced. They analysed the violence, developed modes of action, acted to inscribe the violence on the political agenda, in particular to obtain the inscription, in laws, of the different forms of this formerly hidden violence, even tolerated and non-qualified as such, and constituting the continuum of GBV.

In higher education and research, sexist behaviour and gender-based violence are still a taboo. The places for production and diffusion of knowledge, which are the institutions of higher education and research, have been especially resistant and impervious to legal advances, to demands for equality, and to demands for transparency.

There are very few quantitative or qualitative studies on this subject in France. The very first survey about GBV in four universities was published in November 2018 [Lebugle et al. 2018]. Therefore we have limited data on the prevalence of violence in this field, and we know little about how to prevent, detect and handle these situations of violence.

Our proposal against taboo is to rely on collective work. This is by creating a power relationship that evolutions have been seen and advances obtained. This led to the original and long-standing partnership between two associations, the ANEF and the CPED.

The National Association for Feminist Studies (ANEF) was established in 1989. Its goals are to develop and promote feminist studies and research in all fields; to fight for the institutionalisation of feminist research and for the creation of academic positions in gender studies; to participate in the development of research and training programs in gender studies.

The Standing Conference of Officers for Equality and Diversity in Higher Education and Research Institutions (CPED) was established in 2011. Its goals are to provide a cooperative space for the equality and diversity officers in higher education institutions and to promote and facilitate equality between men and women in higher education and research; to observe and analyse gender policies in higher education and research; to federate higher education and research institutions by encouraging shared practices in gender equality.

2. THE FRENCH CONTEXT

France has had a long history of laws for equality between women and men. The 1946 French constitution warranted the same rights for women and men. Laws for parity in political elections have been voted in 1999, 2000 and 2013. Several laws for equality at work have been enacted: Roudy's law [1983], Génisson's law [2001], quotas in boards of administration [2011], Sauvadet's law [2012], law for true equality in all spheres of society [2014]. Laws in education and research including some sections about gender equality are more recent, and have been taken under the auspices of the socialist president Hollande: Fioraso's law [2013], law for a Re-Foundation of the School of the Republic [2013].

A number of laws against gender-based violence have been published: labour law and penal law against sexual harassment in 1992 – the penal law started to be enforced in 1994; law against violence between partners or towards under 18, in 2006; law against sexual harassment, in 2012, after the abrogation of the 1994 penal law which was judged unconstitutional; law for true equality between women and men, in 2014; law for equality and citizenship, in 2017; law for the freedom to choose one's professional future,

and Schiappa law reinforcing the fight against sexist and sexual violence, in 2018.

Continuous and open violence against women arises in France in all spheres of society, private, public or political, as well as in higher education and in academia. It is difficult for the victims to say it, still less to do anything about it, to make it stop or to report it. There is a code of secrecy in each segment of the French society! In higher education and research too.

For example in May 2016, which is 1.5 year before #MeToo, four women, then five women, spoke up and reported the sexual aggressions they had endured from ONE male political leader who claimed he had not done anything, that it was part of seduction. The facts were well known from (male) colleagues for years (more than 20), but nothing had been done ever, implying more victims over the years.

3. AWARENESS IN HIGHER EDUCATION AND RESEARCH IN FRANCE: A SHORT (LONG?) STORY

3.1. *The pioneering mobilisation of associations*

In 2002, the CLASCHEs³ group was created by women graduate students who elaborated a press campaign against sexual harassment in universities. The state of the laws were – and still are – inappropriate to deal with such cases of violence: student victims, who are mostly women, do not get the proper attention, nor the proper legal treatment so as to make this destructive violence cease. A CLASCHEs Guide [CLASCHEs 2018] for victims of sexual harassment in higher education and research was published, and a web site created.

In 2012, a National Conference for Higher Education and Research was organised by the new left government: among numerous contributions from different groups, unions, or associations, the ANEF association wrote an “Appeal for the Institutionalisation of Gender Studies”, with a chapter on GBV. This text was enriched thanks to the associations AVFT⁴ and CLASCHEs, and published [ANEF 2014].

³ National Association for Feminist Studies, <http://www.anef.org/>.

⁴ European Association addressing Violence against Women at Work, <http://www.avft.org>.

In 2014 a partnership was established between three associations, ANEF, CLASCHES and CPED, on the subject of GBV, a subject which was new for the recently created association CPED. The first common action was the elaboration of a Vade-mecum [ANEF et al. 2017] with the help of several working groups, bringing together gender officers of higher education or research institutions, as well as nurses, jurists, or people in responsibility in these institutions, and representatives from each one of the three associations. Geared towards institutions the Vade-mecum describes examples of how to deal with situations of sexual harassment, and also how to train the different actors in institutions in this respect.

The first international conference *Sexist and Sexual Violence in Higher Education and Research: from Awareness to Handling*⁵ was organised in the university Paris-Diderot by the associations ANEF, CPED and *femmes et mathématiques* on December 4, 2017. The proceedings were published as a special issue⁶ of the journal of ANEF.

At the 2017 conference, it was decided to create four working groups with the partnership of the French Ministry in charge of Higher Education and Research. These groups involved more than 50 people from institutions or organisations and from the Ministry of Culture, among them the Standing Conferences of University Presidents, of Higher Schools Directors and Engineering Schools Directors.

- The group “Investigate GBV” has worked on establishing recommendations for future surveys about GBV in universities and research institutions.
- The group “Setting up a facility for listening, guiding and taking care of GBV” has been collecting all the existing types of units or services and listing recommendations.
- The group “Communicating” has proposed a national awareness campaign for a common culture for fighting against GBV.
- The group “VSS (Violences sexistes et sexuelles) Formation (GBV Training)” has created a multidisciplinary training network on GBV, so

⁵ <https://violencessexr.sciencesconf.org>.

⁶ <https://www.anef.org/actes-du-colloque-violences-sexistes-et-sexuelles-dans-lenseignement-superieur-et-la-recherche-de-la-prise-de-conscience-a-la-prise-en-charge-aout-2018/>.

as to increase the number of training sessions in the institutions of higher education and research.

The results of these working groups have been published on the website of the Ministry in charge of Higher education and Research⁷ in November 2018, on the occasion of the International Day for the Elimination of Violence against Women.

3.2. The mobilisation of the French State

Since 2013, a number of initiatives have been taken by France. Different texts have been signed and publicised: an “Action plan for Equality between Women and Men in Higher Education and Research”; a charter for “Equality between Women and Men in Higher Education and Research Institutions”, with a number of measures, such as nominating a Gender Equality Officer, developing disaggregated statistics, undertaking actions for mixed women and men programs of studies and for professional equality, and developing information about the rights of GBV victims.

Numerous tools have been created: an interactive map of the initiatives for fighting against GBV in higher education; a set of posters for raising awareness in higher education; some practical sheets, written by the Ministry in charge of women rights, the Human Rights Defender, or the State Bureau in charge of civil servants, about what to do in case of sexual harassment in public enterprises.

The Ministry in charge of Higher Education and Research (MESRI) has given some funding for research, in particular for the VIRAGE survey (Violence and Gender Relationships), one part of which is taken in four universities, namely the universities of West Brittany, Strasbourg, Paris Diderot and Paris I Panthéon-Sorbonne [Lebugle et al. 2018]. And the MESRI has been and still is also funding associations and their projects, such as the writing and the publishing of the Vade-mecum [ANEF et al. 2017].

⁷ <http://www.enseignementsup-recherche.gouv.fr/pid38153/egalite-et-lutte-contre-les-discriminations.html>.

3.3. *What about in higher education and research institutions?*

In 2008, a pioneering university, Lille 3 University, created the Watch and Information Unit about Sexual Harassment (CEVIHS), under the impulse of women researchers in gender studies and of the university president: this is a counselling, victim orientation and prevention unit inside the university.

Some other universities in the Parisian area, grouped under the name of University Sorbonne Paris Cité, started in 2016 to deal with the question by contracting with an external private company, who could receive the victims. Starting in 2017, new such units are being developed in most universities, under the impetus of the ministry and of the local Equality Officers. Ms Frédérique Vidal, Minister for Higher Education, Research and Innovation, had actually announced in December 2017 at the international Paris conference mentioned earlier that the creation of such a counselling, victim orientation and prevention unit will be compulsory by September 2018 in every university, but without any extra funding for it.

4. PERSPECTIVES AND PROPOSITIONS: FOR AN EFFECTIVE CONSIDERATION OF GENDER-BASED VIOLENCE

As reported in section 3, France has numerous legal texts, tools, and specialised associations in GBV. Today is a time when things could get better for women to study or work in higher education institutions. Nonetheless, questions still remain. First, how to constraint the institutions so as they consider the GBV as a priority issue? The victims first, but also the individuals who reveal GBV and denounce it need to be accompanied. Moreover the disciplinary procedures are the key point and should be changed, with increased rights for the victims. In the present legal situation a victim is not part of the disciplinary procedure in the academic institutions, just a witness! This question will be tackled later in 2019 by our associations and other associations such as CLASCHES and JurySup⁸.

⁸ JurySup is the association of heads of legal affairs in universities: <https://www.jurisup.fr/>.

4.1. Engage a vigilance in the naming and the conceptualisation of GBV

The gender-based violence is a human rights violation, produced by and used by the patriarchal domination system. Gender-based violence is a political question, not a personal or psychological business – on either sides, victims or perpetrators.

There is also a risk of using the words “sexual harassment” for sexual aggressions or rapes. It means that we need to have everyone in universities understand the GBV continuum.

A better visibility of this violence is necessary: this is a “conflagration” violence because of the mixing of different forms of power or abuse, with serious impacts and consequences on victims.

4.2. Require transparency in higher education and research

The first step is the listing of GBV situations in institutions of higher education and research. The facts are hidden and only the emerged part of the “iceberg of GBV” is visible. The listing of the disciplinary decisions and their publication is also an important part of making visible the facts, of which very few are taken up along a complete disciplinary process in institutions. Moreover, the institutions tend to say nothing so as not to be publically pinpointed for misbehaviours on their campuses. A few legal decisions are being disputed by the perpetrators and go into a national appeal process: the decisions of the appeal court, the CNESER (National Council for Higher Education and Research) acting in disciplinary matters, are published in an official newsletter of the Ministry in charge of Higher Education and Research. This is the way some of these crimes get to be known to the associations in particular.

Another important side of the question of transparency is also the evaluation of the actions implemented by institutions and of the prevention and counselling units created in institutions. If an institution spends some funds on fighting against GBV, then everybody should know whether its efforts are efficient or not. One should be sure that what has been implemented actually assures or favours non-violent and non-sexist life on campuses.

4.3. Favour the massive development of awareness and training, taking into account the whole continuum of GBV

A “GBV Training” network (in French, “VSS Formation”, VSS meaning “Violences sexistes et sexuelles”) has been established, as a collaboration between our associations and two other ones, AVFT and JuriSup. The demands in training by academics institutions actually are vast and numerous.

CONCLUSIONS

Gender Based-Violence is leaning back on and taking root in several types of power relationships in the whole society and, noticeably, in academic institutions: patriarchal society, very strong hierarchical situations, violence connected to the access to academic knowledge and to power.

We believe that a collective mobilisation is a key leverage, in addition to a “jigsaw of strategic initiatives” [Lewis 2018]. There is a need for reinforcing the existing partnerships between our associations, ANEF, CLASCHES, CPED and JuriSup. There is also a necessity to involve more academic actors who share the same values and principles, for example, staff and academic unions, and students associations. At the end of 2018, a group of more than 100 academics in France, men and women from all fields, published a petition asking the French State to take effective actions against GBV in universities⁹. A tumblr #SupToo has also been started, so that the victims may (anonymously) document the GBV situations they have been through and denounce the perpetrators (without giving their names). All these initiatives, parts of what is going on in the whole society in France and more generally in Europe, constitutes a movement which, we hope, will make campuses friendlier and, at least, safer in the near future.

⁹ Violences sexuelles: dans l’enseignement supérieur et la recherche aussi ! #SupToo <https://blogs.mediapart.fr/les-invites-de-mediapart/blog/061218/violences-sexuelles-dans-l-enseignement-superieur-et-la-recherche-aussi-suptoo>.

REFERENCES

- ANEF (2014). *Le livre blanc. Le genre dans l'enseignement supérieur et la recherche*. Paris: La Dispute.
- ANEF, CPED (2014). *Le harcèlement sexuel dans l'enseignement supérieur et la recherche. Vade-mecum à l'usage des établissements*. Paris.<http://www.anef.org/ledition-2017-du-vade-mecum-a-lusage-des-etablissements-sur-le-harcèlement-sexuel-dans-lenseignement-superieur-et-la-recherche-est-disponible-8-mars-2017/>.
- CLASCHES (2018). *Le harcèlement sexuel dans l'enseignement supérieur et la recherche: Guide pratique pour s'informer et se défendre*, 2nd ed. Paris: CLASCHES. <http://clasches.fr/wp-content/uploads/2017/07/Guide.pdf>.
- Lebugle A., Dupuis J., and l'équipe de l'enquête Virage. *Les violences subies dans le cadre des études universitaires: principaux résultats des enquêtes Violences et rapports de genre (Virage) réalisées auprès d'étudiants de 4 universités françaises*. Paris: INED. (Document de travail, 245). https://virage.site.ined.fr/fichier/s_rubrique/20838/document_travail_2018_245_violences.de.genre_universites.fr.fr.pdf.
- Lewis R. (2018). Approaches to tackling Gender Based Violence in Universities. Actes du colloque Violences sexistes et sexuelles: de la prise de conscience à la prise en charge. *Bulletin de l'ANEF 67 Suppl.*, 53-65.

BIOGRAPHY

Colette Guillopé, Mathematician and having undergone a dual career of researcher and teacher, she has been successively president of the French associations femmes et mathématiques (Women and Mathematics) and Femmes & Sciences (Women and Science). She has also been in charge of parity in her university for 5 years. In 2011, she contributed to the creation of the association CPED (Standing Conference of Officers for Equality and Diversity in Higher Education and Research Institutions), which today has as members more than 80 institutions of higher education in France. Her expertise is geared toward the promotion of girls and women in fields where they are very few and also deals with gender-based violence in higher education and research, i.e. one of the reasons women may drop out of these fields.



Sylvie Cromer, Lecturer in sociology, University of Lille, associate researcher at the



Institut national d'études démographiques (Ined), director of the Institut du Genre. Her doctoral thesis on 17th century literature and civilization focused in the 1980s, before Gender Studies existed in France, on the obstacles beyond historical conditions, faced by women writers in gaining legitimacy. The experience in a private company (from 1984 to 1990) and the involvement in the European Association addressing Violence against Women at Work (AVFT), from 1984 to 1994, led her to sociologically explore the issue of gender-based violence. By integrating

an analysis in terms of gender relations, a second field emerged: childhood with regard to gender equality, in particular by studying the cultural productions and representations of the masculine and feminine that they convey. These two axes have shaped her research career over the past thirty years.

WOMEN RESEARCHERS AND SEXUAL HARASSMENT: IT IS NOT A LABOUR OF LOVE!

*Ilaria Di Tullio*¹

Abstract

The aim of this article is to present the findings from a case study carried out on female scientists of the National Research Council aimed at exploring how gender-based discrimination is shaped in research environment. The hypothesis is that gender-based discriminations are one of the causes of the under-representation of women in science and constitute the reason of a huge waste of talents. Through a qualitative research approach, a typological framework is provided, highlighting how gender-based discrimination in research institution contributes to the reproduction of gender stereotypes and, even worse, enhances sexual harassment.

Keywords: Gender equality, Gender-based discrimination, Sexual Harassment

Riassunto

Il caso di studio presentato, basato su interviste a ricercatrici, è stato svolto al Consiglio Nazionale delle Ricerche (CNR). Lo scopo era analizzare la discriminazione di genere negli ambienti scientifici e valutarne il ruolo quale una delle cause della sotto-rappresentazione delle donne nella scienza con la conseguente perdita di talenti. Adottando un approccio qualitativo, lo studio ha permesso la costruzione di uno strumento tipologico utile per avvalorare come la discriminazione di genere nelle istituzioni di ricerca possa contribuire alla riproduzione di stereotipi di genere e, ancora peggio, sostenere le molestie sessuali.

Parole chiave: Uguaglianza di genere, Discriminazioni di genere, Molestie sessuali

I. INTRODUCTION

The latest European Commission's data show an increase of 4% in the number of women on the total number of researchers in Europe in the last years, whilst female researchers in the universities and in laboratories are still 33% of total researchers population [EC ERA 2016]. The situation is even worse concerning

¹ IRPPS - Institute for Research on Population and Social Policies; CNR - National Research Council. E.mail: ilariaditullio@gmail.com; ilaria.ditullio@irpps.cnr.it

the career progression, females researchers being strongly underrepresented at the highest levels (only 13% became ordinary professors; EC ERA 2016).

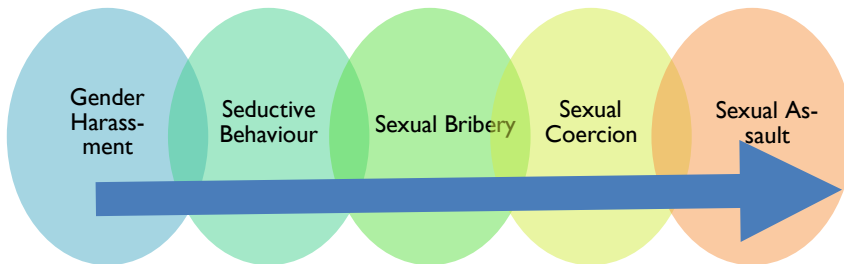
The EU law defines Sexual Harassment (SH) as a discrimination based on sex differences, a definition which has been considered as a breach of the principle of equal treatment between men and women. The perspective adopted by the European law is close to the concept of the dignity of a person, by stating: «...where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment». Sociologists note that gender differences are shaped by the sex role socialization process that occurs because of the dual influences of the school environment and the society' expectations [Magley 2002]. For this reason, sexual harassment could constitute one of the causes and damaging barriers to women's career success and satisfaction since it is considered as an ethical issue [Tenbrunsel et al. 2019].

One of the most relevant dimensions within sexual harassment is the category of power, which makes individuals less inhibited. Consequently, when a gender abuse happens there is always a more powerful actor and this is usually a man [Cortina, Berthal 2007]. During the last two decades, several studies have shown how much this phenomenon is considered widespread but the scarcity of data has frequently raised criticisms for the somewhat simplistic manner they are collected [Chapman et al. 1981; Gutek 1981; Fitzgerald et al. 1988]. Furthermore, these studies report that women who experienced sexual pressure in different situations concerning promotion, recruitment and relocation, had negative consequences, including being fired or suffering negative feelings about work, presenting worse job performances. Sexual harassment exposes victims at psychological and physical costs such as anxiety and depression and could also affect physical well-being, personal satisfaction and work outcomes [Huerta et al. 2006; Rosenthal et al. 2016]. The study conducted by Till², in the eighties, focused on American higher education institutions, in a study which is considered one of the major on this topic. They proposed a significant definition of sexual harassment: «Academic sexual

² The study was committed by The National advisory council on women's educational programs, which is a committee to advice, and report on attaining sex equity in education. The offices were located in Washington.

harassment is the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate or opportunities». This study also suggested a theory to define various levels of Sexual Harassment, as shown in Figure 1.

Figure 1 – Suggested theoretical Sexual Harassment framework



Source: Till 1980.

The theoretical framework furnishes a complex overview through sexual harassment and suggests definitions and peculiar patterns for each typology, as summarize below.

The *Gender Harassment* typology consists in generalized sexist remarks and behaviour. Many of the complaints about this first type came from women working in traditionally male-dominated disciplines, such as science, technology, engineering and mathematics. This typology, considered as the most subtle one, could generate the “chilling effect” which could limit the employment or the educational experiences of the victims. Gender harassment could come from peers or from superiors.

The *Seductive Behaviour* typology is a more blatant conduct consisting in inappropriate and offensive, but sanction-free, sexual advances. Conducts and behaviours are often accompanied by touching which can be still considered, from women, in some way, as “allowed”.

The *Sexual Bribery* typology, even worse than the previous ones, consists in a solicitation of sexual activity by promise of rewards. Teachers to students often put these conducts in place and, if students are not willing in cooperating,

there is usually no punishment. It may constitute a crime because students may be mystified and confused by the interaction due to the power and the prestige of the initiator.

The *Sexual Coercion* typology consists in a threat of punishment. It means that “if you do not allow sexual activities you will be punished”. In this definition, the focus is on the power which is central in teacher-students relationship since the harassed person has to choose between unwelcome sexual activities and progressing in the professional path. So the harassed one has to choose between a joke or a threat. In academia, it is labelled as “put out or get out” and it is considered as the essence of sexual harassment.

The *Sexual Assault* typology is the most explicit one and represents the worst level of sexual harassment manifestation. This typology is a crime. However, many harassed victims refuse to report the rape or the assault for fear of the consequences.

As suggested by Till’s theory, sexual harassment shapes in different levels. For a deeper analysis, collection of data, experiences and narratives are required, but since women often avoid reporting about their sexual harassment experiences, the data already available are only the tip of the iceberg and the real flow of the phenomenon is hindered behind. Nevertheless, the analysis “Gender Based Violence, Stalking and Fear of Crime Project”, funded by the European Commission and conducted from 2009 to 2011, aimed at exploring whether female students were particularly at risk of sexual violence, highlighted some new interesting issues. The research, in order to ensure anonymity and suitability in terms of the media use behaviour, was based on a collection of quantitative data with an online anonymous self-completion questionnaire and reports findings from an extensive survey on five countries of the European area: UK, Spain, Poland, Italy and Germany. Data came from 34 organizations through universities and research organisations, and they consisted in almost 22,000 responses (see Table I).

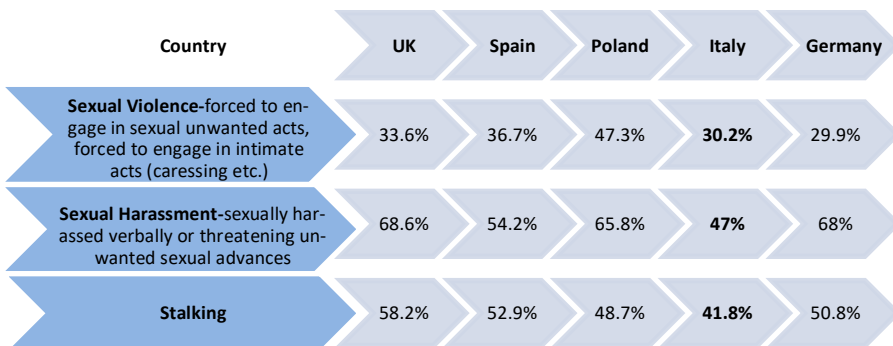
Table 1 – Numbers of responses from an EU survey on Sexual Harassment across European countries conducted from 2009 to 2001

Country	UK	Spain	Poland	Italy	Germany	Total
No. Higher education Institutions	3	4	7	4	16	34
No. Respondents	707	323	4,759	3,064	12,663	21,516

Source: Gender-based violence, stalking and fear of crime: European Union project [2012]: http://www.gendercrime.eu/pdf/gendercrime_final_report_smaller_version.pdf.

This study reports that gender-based violence episodes are widespread across countries. In Figure 2, the first column shows three levels of intensity of the gender-based violence: Sexual Violence; Sexual Harassment; Stalking. Data from the selected European countries show that being sexually harassed verbally or threatening unwanted sexual advances is the most reported kind of gender-based violence. The highest percentage is registered in United Kingdom (68.6%) and in Germany (68%) followed by Poland (65.8%), Spain (54.2%) and Italy (47%). These data show that more than a half of the respondents reported to have been sexually harassed in academia.

Figure 2 – Reported incidence rates of gender-based violence across European Countries



Source: Gender-based violence, stalking and fear of crime: European Union project [2012]: http://www.gendercrime.eu/pdf/gendercrime_final_report_smaller_version.pdf.

A study conducted by Magley et al. in 2002 on more than 15,000 reports of harassments, aimed at investigating what kind of consequences suffered the harassed victims and showed interesting results. From the analysis it resulted that 74.3% of the women harassed avoided their perpetrator, 72.8% detached themselves psychologically from the situation, 69.9% endured the situation without any attempt to resolve it and 29.5% attempted to excuse their perpetrator by making up justifications to explain his behaviour.

2. A CASE STUDY ON FEMALE RESEARCHERS OF THE ITALIAN NATIONAL RESEARCH COUNCIL

A qualitative research based on interviews addressed to female researchers was carried out at the Italian National Research Council to collect gender discrimination experiences having affected female scientists throughout their professional career path. Creating an empathetic climate in order to catch any signals of harassment episodes and even hidden clues in the narration was a peculiarity of the methodology adopted.

Based on these data collection, thematic typologies of sexual harassment were identified as following:

- Permissive climate toward sexual harassment enhances sexual coercion
- Promise of reward became sexual assault
- Traditional male-dominated system are considered as “natural”

In the section below, selected quotes from the interviews collected are provided.

2.1 *Permissive climate toward sexual harassment enhances sexual coercion*

This first experience reported by a biologist has shown how difficult it is to get away with unwanted sexual attention, especially if it came from a director, highlighting the ostracism from the organization.

«After I got my job I experienced a serious mobbing episode which obstructed my work for a lot of time.

I was just hired and my head of department started harassing me. I tried to stay away from him, to take off my body from his hands, but his requests were getting heavier. I tried to resist, after my refusal, he took revenge.

I got away with this problem only by changing my research topic (...). What a shameful story!!

This was because I refused sexual attentions coming from my head of laboratory. Of course I cannot prove that but this is my experience. Everything started because the only peaceful relationship I had was with the laptop. The other colleagues disliked my presence and it was clear for me. And this was from both women and men. This man has been cunning and he has created around me a climate of hostility and exclusion. A colleague of mine told me: "Sorry for this but you got paid from his funds and you have to do what he says". Only one woman out of 20 researchers came to me. The rest of them simply started ignoring me. So I decided to file a lawsuit, otherwise I had to leave my job!»

Biologist, 57.

In this quote, it is possible to note the heavy humiliation suffered by the interviewed in admitting that, after refusing unwanted sexual attention from the head of department, colleagues changed their behaviours, producing an increased climate of hostility and exclusion. This is a typical scenario where the presence of a permissive climate toward sexual harassment endorses discriminatory behaviours, both from the superior and from the peers. Moreover, this experience represents a typical case of how episodes of gender harassment could evolve into an event of sexual coercion, which consists in a threat of punishment [Till 1980] and could push women to give up the professional career path.

2.2 Promise of reward became sexual assault

This other experience comes from a doctoral student who reported episodes of sexual assault by her supervisor during her doctoral thesis. The interviewed reported to be initially approached with allusive ways by touching hands or sitting closer to her or considering her as an "at the same level" colleague.

«My supervisor, during my doctoral thesis, every time we met, greeted me hugging me... shortly after he wanted me to sit beside him, and the comfort space between us disappeared. Meeting after meeting he started trying to get hands around me, on my knees, on my legs and when I was writing at the computer he often tried to touch my hands in an allusive way that I cannot clearly describe, even if in my mind it was "allowed".

One afternoon, close to end of my job thesis, he told me about the possibility to work together on a university project, which would have led us to work together. From a professional point of view, the project was interesting and it would have given me the opportunity to strengthen the collaboration with the university. I enjoyed the idea... That same day he spoke to me about this project; while I was leaving, he wanted to say bye to me and I thought that he would have had the same approach as the months before. However, he started looking in my eyes deeper and caressing me on my cheeks and he was keeping on repeating to me: "We have to do a good job, we have to do a good job". I was standing still and I was not able to say anything when he suddenly kissed me. I took all my stuff and left. I was shocked. He should not have done that in his office, in the university department!!!

I have never talked with anyone about this, neither at the university nor in my workplace»

PhD Student, 29.

In this quote, the dimensions of the sexual bribery are present in the blatant promise of a reward hidden by a solicitation of sexual activities related to the possibility to do an interesting job together at the university. The worst level of sexual harassment is also present: the sexual assault, which, even if it is considered a crime by law, is rarely reported by the majority of the harassed victims because of a variety of causes.

2.3 Traditional male-dominated system are considered as "natural"

From another perspective and, maybe, even worse than the above cases, this experience reported by a physicist shows another side of the issue which consists in considering some episodes of gender-based discrimination as "natural" and "normal".

«It is not because we are women but because there exists an embedded cultural issue. Men tend to speak from the top to the down to us, only because we are women, this happens everywhere. When during a meeting the people orally combat you, with a language or something... these are not episodes of discrimination, these are their standard behaviour. Many men used to treat the women as "dolls" or, if women speak up, as a "virago". Virago only because you simply say what you think. I used to see women

doing secretarial activities, and I developed a mental mechanism that leads me to treat them as if they are all secretaries. And this is true for me too, I can notice that during meetings, where they do not even look at me speaking».

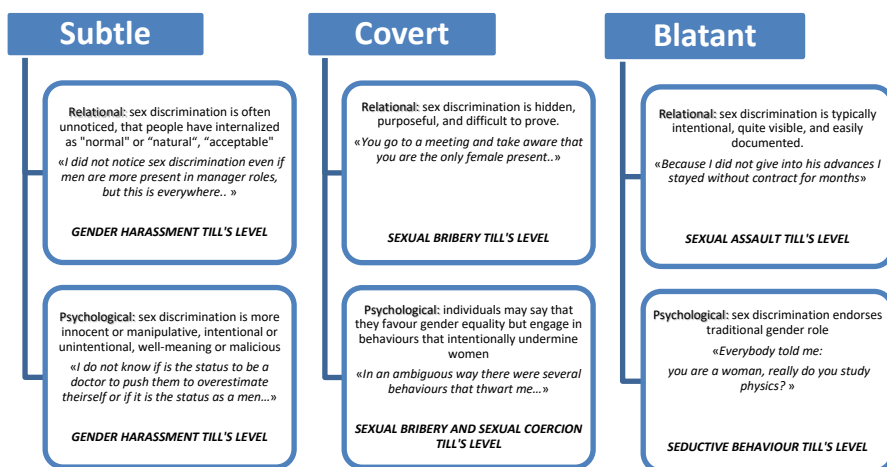
Physicist, 38.

Conducts like those reported above are usually put in place by men, which consider women less professional, and for this reason more suitable in performing secretarial activities. This subtle discriminating behaviour, considered “natural” from the male-dominated system, enhances gender-biased attitudes and indirectly contributes to the reproduction of traditional job-role division.

3. THE MULTIDIMENSIONALITY OF SEXUAL HARASSMENT

According to the literature sustaining that gender harassment is not linked only to sex but also to a broader form of sex discrimination [Schultz 2018], I tried to frame experiences on the basis of the recent theoretical framework on Gender Based Discrimination [Di Tullio 2018], with the main goal to frame the various sexual harassment experiences in different theoretical typologies. The framework is inspired by the “Attitude toward women scale” of the 1970s (Spence), which is based on an old-fashioned model of discrimination and it considers evident discrimination conducts, and from the “Modern sexism Scale” of the 1990s [Swim et al. 1995], which refers to subtle typologies of discrimination. The framework contains three discrimination typologies: blatant, covert and subtle; and two kinds of aspects: relational discrimination (between victim and perpetrator, using a crime language) and psychological and introspective discrimination (affecting personality, self-esteem and identity). The two broader categories should not be considered as exclusive but they are interactive and dependent. The main aim of this theoretical conceptualization is to provide a hypothetical tool useful to categorize different gender-based violence, not only related to the sexual sphere but also to the gender embedded prejudices, as presented in Figure 3.

Figure 3 – Connection of Gender-based discrimination levels with Gender Based Discrimination Framework with examples of narratives analysed in the study



Source: Di Tullio 2018.

1. The first typology is the "Subtle discrimination" which consists of two areas: the *Relational-Subtle discrimination* referring to every behaviour put in place in order to harass women in an unnoticed manner. It is what people internalise as "normal" way of considering the role of the women in science and in society. The *Psychological-Subtle discrimination* is a more innocent discrimination or it could be manipulative in order to affect the self-esteem of the victims. In both typologies, the "Gender harassment level" suggested by Till could occur.
2. The second typology is the "Covert discrimination", consisting of two main areas: the *Relational-Covert discrimination* referring to more hidden and difficult to prove behaviours; and the *Psychological-Covert discrimination* adopted by individuals who engage in behaviours that undermine women, even if they publicly sustain gender equality. In the *Relational-Covert discrimination*, the "Sexual Bribery" category suggested by Till could occur, whereas, in the *Psychological-Covert discrimination* it is present the "Sexual Coercion" Till's category.
3. The third typology is the "Blatant" discrimination that intercepts two areas: the *Relational Blatant discrimination*, which is the most visible and easily documented typology, and the *Psychological Blatant discrimination* where sex

discrimination endorses traditional gender role. In the *Relational Blatant discrimination*, the “Sexual Assault” category suggested by Till could happen, whereas, in the *Psychological Blatant discrimination* the “Seductive behaviour” Till’s category could occur. Several studies showed that this could result in a barrier to female career development [Fitzgerald et al. 1988] including emotional or physical difficulties, negative feelings about work, and poor job performance.

Presented analysis shows how sexual harassment takes a variety of forms, including social ostracism, marginalization and hostile behaviours. For this reason, framing sexual harassment as something only related to the sex could result in protecting a male-dominated culture based on embedded gender stereotypes [Schultz 2018].

CONCLUSIONS

The results of our analysis show the conceptualisation of sexual harassment and sustain the hypothesis that it is one of the causes of the underrepresentation of women in science. Data show how the phenomenon is underestimated and enhance the importance of data collecting and monitoring. This refers to both quantitative and qualitative data, these latter being more difficult to intercept but representing a challenge to better shape sexual harassment. Regular qualitative and quantitative data collection is thus crucial to support research about all forms of violence as well as to make data publicly available and to feed a public debate.

Unfortunately, there is a reticence to report sexual harassment episodes due to several causes. First of all, the fear about consequences, such as the power of the perpetrator, in his authority role, to destroy the academic career. Victims use to react dressing down, submitting or ignoring the “incident” in a futile hope that it will not be repeated and will also be kept silent, feeling somehow responsible for the incident. Several studies report that victims are scared about not being believed as well as about the eventuality that attention could be catalysed on their sexuality rather than on their work [Chapman 1981; Gutek 1981; Magley 2002].

For these reasons it is important to take into consideration the role that the research institutions and the academia play in supporting victims to get away

with fear of blame, the disbelief and the ostracism produced by gender discrimination.

Sexual harassment in academia has been recently considered one of the plagues of the academic system and the #metoo and #metooinscience movements have shown how the phenomenon has -wrongly- never been considered as a social plague before. Recently some measures have been discussed within scientific academia, such as creating a diverse and inclusive organisations environment, establishing clear sanctions against offenders, improving transparency and accountability, striving a diverse leadership, stating that coping with sexual harassment is considered as a higher priority; conducting periodic qualitative and quantitative research [NAS 2018].

REFERENCES

- Acker J. (1992). From sex roles to gendered institutions. *Contemporary Sociology*, 21(5), 565-569.
- Butler J. (2011). *Bodies that matter. On the discursive limits of "sex"*. New York: Routledge Ed.
- Castilla E.J., Benard S. (2010). The Paradox of Meritocracy in Organizations. *Administrative Science Quarterly*, 55(4), 543–576.
- Chapman G.R., G. R. E., & Center for Women Policy Studies (1981). *Harassment and Discrimination of Women in Employment*. Working Paper Prepared for the Conference on Harassment in the Workplace (Washington, Dc, July 7-9, 1981). Center for Women Policy Studies.
- Di Tullio I. (2018). *Donne scienziate in STEM. Uno studio di caso sulle ricercatrici del CNR*. CINECA IRIS Institutional Research Information System.
- European Commission (2016). Progress Report 2016. Report from the commission. Brussels. European Commission.
https://ec.europa.eu/research/era/pdf/era_progress_report2016/era_progress_report_2016_com.pdf.
- Fitzgerald L.F., Shullman S.L., Bailey N., Richards M., Swecker J. (1988). The incidence and dimension of Sexual Harassment in Academia and the Workplace. *Journal of Vocational Behaviour*, 32, 152-175.
- Gutek B.A. (1981). *Experiences of sexual harassment: Results from a representative survey*. Paper presented at the 89th Annual Convention of the American Psychological Association, Los Angeles.

- Huerta M., Corina L.M., Pan J.S., Torges C.M., Magley V.J. (2006). Sex and power in the academy: modelling sexual harassment in the lives of college women. *Personal. Soc. Psychol. Bull.*, 32, 616-28.
- Illies R., Hauserman N., Schwochau S., Stibal J. (2003). Reported incidence rates of work-related sexual harassment in the United States: using meta-analysis to explain reported rate disparities. *Personnel Psychology*, 56, 607-631.
- Magley V.J. (2002). Coping with sexual harassment: reconceptualising women's resistance. *Journal of personality and social psychology*, 83, 930-946.
- National Academies of Sciences (2018) *Sexual harassment of women. Climate, Culture and Consequences in Academic Sciences, Engineering and Medicine*. Washington D.C.: The National Academic Press.
- Rosenthal M.N., Smith A.M., Freyd J.J. (2016). Still second class: sexual harassment of graduate students. *Psychol. Women Q.*, 40, 364-77.
- Schultz V. (2018) Reconceptualizing sexual harassment, again. *The Yale Law Journal Forum*, 128, 24-65.
- Spence J.T., Helmreich R. & Stapp J. (1973). A short version of the Attitudes toward Women Scale (AWS). *Bulletin of the Psychonomic Society*, 2, 219-220.
- Swim J. K., Hunter B., Aikin K.J. (1995). Sexism and racism: old-fashioned and modern prejudices. *Journal of personality and social psychology*, 68 (2),199-214.
- Tenbrunsel A.E., McKenzie R.R., Diekmann K.A. (2019). Sexual harassment in academia: ethical climates and bounded ethicality. *Annu. Rev. Psychol.*, 70, 245-270.
- Till F.J. (1980). *Sexual Harassment 1980. A report on the Sexual Harassment of Students*. Washington DC: Department of Education.

BIOGRAPHY

Ilaria Di Tullio obtained her PhD in Methodology and Social Research at “La Sapienza”



University in Rome. From 2014, she has been working at IRPPS – CNR, where she is currently a Research fellow. Her activity focuses on gender equality and her skills concern management, collection and analysis of statistical databases and development of tools for methodological social research. Thanks to her activity in the H2020-GENERA and Ri&PEERS projects, she has developed special skills in analysing and evaluating gender equality plans aimed at promoting the equal opportunities on the working places.

UN'INDAGINE SUL FENOMENO DELLE MOLESTIE SESSUALI NELL'AMBITO DI UN ATENEIO ITALIANO. SPUNTI PER UNA QUANTIFICAZIONE DEL RISCHIO

AN INVESTIGATION ON SEXUAL HARASSMENT WITHIN THE ACADEMIC ENVIRONMENT. IDEAS FOR A QUANTIFICATION OF THE RISK

Francesca Torelli¹

Abstract

Starting from the definition of sexual harassment, in an Italian University (which has to remain anonymous), a survey was conducted aimed at identifying and classifying the sexual harassment by type and incidence and at developing awareness and sensibility in teaching staff, male and female students, and general staff. The focus was to understand the meaning of “unwanted”, with surveys to score each of the identified behaviours from 1 to 5. Surveys were analysed by grouping behaviours in 3 categories, depending on the average score: group of behaviours perceived by the majority (i) as slightly harassing; (ii) as a medium gravity harassing; (iii) as very serious harassment. Moreover, for each behaviour, it was possible to detect the different perceptions of each group identified as teaching and research staff, doctorate students and post-doctorate staff, students, victims and witness of sexual harassment. To increase awareness and manage sexual harassment, in fact, it is important to consider the different perceptions of the harassment meaning for the different subjects. This survey and the following data analysis allow this achievement.

Keywords: Sexual Harassment, Harassing behaviours, Harassment perceptions, Risk quantification, Confidential counsellor.

Riassunto

Partendo dalla definizione di molestia sessuale, in un'Università italiana (che dobbiamo mantenere anonima), è stata realizzata un'indagine che mirava a identificare e classificare le molestie sessuali per tipologia e incidenza e a sviluppare consapevolezza e sensibilità nel corpo insegnante, negli studenti e nelle studentesse e nello staff

¹ Consigliera di Fiducia (Confidential counsellor). Email: francesca.torelli@unibs.it.

generale. Lo scopo era focalizzato a rilevare cosa era considerato “non-desiderato”, attraverso un questionario in cui si chiedeva di dare un valore da 1 a 5 per ciascun comportamento identificato. I questionari sono stati analizzati raggruppando i comportamenti in 3 diverse categorie, sulla base di valori medi: gruppi di comportamento percepito dalla maggioranza come (i) poco molesto; (ii) di media gravità; (iii) di severa gravità. Inoltre, per ogni comportamento, è stato possibile individuare le diverse percezioni di ciascun gruppo identificato in relazione alla funzione ricoperta: corpo docente, dottorandi/e e post-dottorati/e, studenti e studentesse, vittime e testimoni di molestie sessuali. Per aumentare la consapevolezza del fenomeno e prevenire le molestie sessuali, infatti, è importante comprendere se e in che misura vi è una differenza nel considerare un comportamento molesto. Questa inchiesta e l’analisi dei dati ottenuti lo rende possibile.

Parole chiave: Molestie sessuali, Comportamenti molesti, Percezione di molestia, Quantificazione del rischio, Consigliera di fiducia.

PREMESSA

Il contributo che segue, si propone di dare evidenza di un metodo per l’analisi e la valutazione del rischio di molestie sessuali all’interno di un’organizzazione partendo dai dati raccolti da un’indagine avviata nell’ambito di un Ateneo del nord Italia (di cui si mantiene l’anonimato) nel 2012, su iniziativa del Comitato Unico di Garanzia (CUG). Il fine dell’indagine era di raccogliere elementi qualitativi sul fenomeno delle molestie, stimarne l’entità del fenomeno e del rischio per progettare delle misure di prevenzione ad hoc.

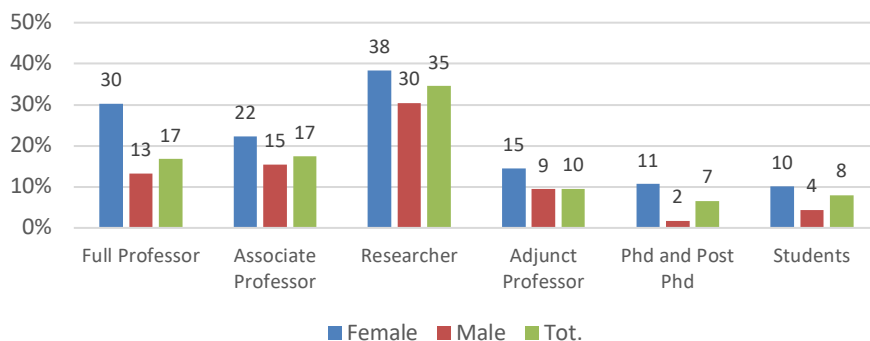
I. LE CARATTERISTICHE DEL QUESTIONARIO

Il questionario, rivolto a tutto il personale dell’Ateneo, nelle componenti del personale docente (Teacher & Research Staff), personale tecnico amministrativo (PTA) e studentesca, si compone di cinque sezioni informative: A. informazioni generali relative alla persona intervistata; B. valutazione di molestia; C. episodi diretti (casi di molestia vissuti); D. episodi indiretti (casi di molestia di cui si è stati/e testimoni); E. conoscenza degli strumenti di prevenzione.

2. IL TASSO DI ADESIONE E LE CARATTERISTICHE DEL CAMPIONE DEI CONSENSI

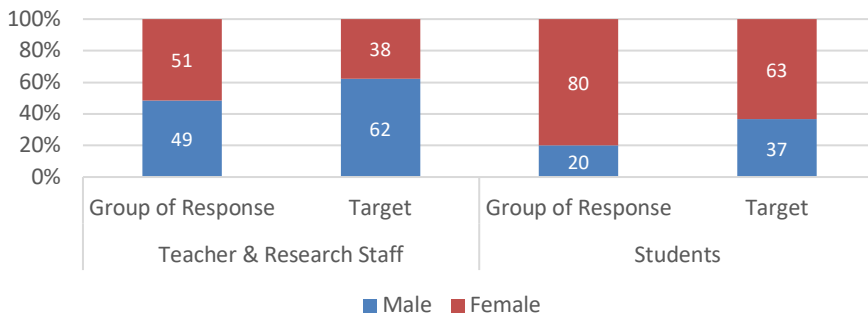
All'indagine hanno risposto 183 docenti con un tasso di risposta (TR) del 16,65%, 31 PhD e post PhD con un TR del 6,5 %, 160 PTA con un TR del 22,4 % e 2100 studenti/esse con un TR del 8%. Si è scartato circa il 5% dei questionari per incompletezza. Per brevità, l'intervento e l'oggetto specifico della conferenza, i risultati e le tabelle di seguito presentate sono relative alla sola componente studentesca e docente, suddivisa per posizione professionale. Tra la componente docente è stato il gruppo dei/delle ricercatori a aderire in maniera significativa: il 35% ha partecipato al sondaggio (il 30% dei ricercatori e il 38% delle ricercatrici). A seguire i/le professori ordinari con il 17% di risposta (il 13% degli ordinari e il 30% delle ordinarie). I/le professori associati hanno risposto per il 17% (15% gli associati e 22% le associate). I/le professori a contratto denotano il tasso di adesione più basso senza molte differenze per genere: 10% nel totale (9% gli uomini e 15% le donne). Analogo livello di partecipazione si ha tra i/le post dottorati e dottorandi: il 10 % del totale, ma con una differenza importante per genere (solo il 2% degli uomini a fronte del 11% delle donne). Infine gli/le studenti, in cui si riscontra analogo sproporzione tra risposte degli uomini: 4% sul totale rispetto al 10% delle studentesse, per arrivare ad un 8% di risposte complessivo.

Figura 1 – Tasso di adesione al questionario per genere e posizione professionale; valore percentuale (v. perc.) sulla popolazione



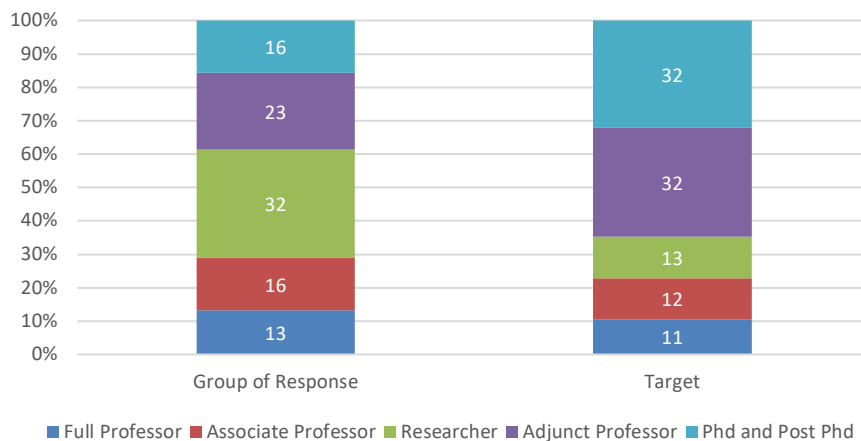
Sotto il profilo della composizione per genere e per posizione professionale, il campione dei consensi al questionario non è risultato essere rappresentativo della popolazione di riferimento, salvo che per un paio di categorie (Fig. 1). Si è eseguito comunque un raffronto per comprendere la misura dello scostamento tra la composizione del campione dei consensi (Group of Response) e la composizione della popolazione di riferimento (Target) e pesare le valutazioni espresse dal campione rispetto alla sensibilità media dell'intera componente in relazione alla percezione di molestia. Come spesso avviene per le indagini su questa materia, si è registrata una maggioranza di risposte provenienti dalla componente di genere femminile che, sia nel caso della componente docente che studentesca, si traduce in una sovra rappresentazione rispetto al target di riferimento (Fig. 2).

Figura 2 – Composizione del campione di risposte (Group of Response) e della popolazione complessiva (Target) per genere (v. perc.)



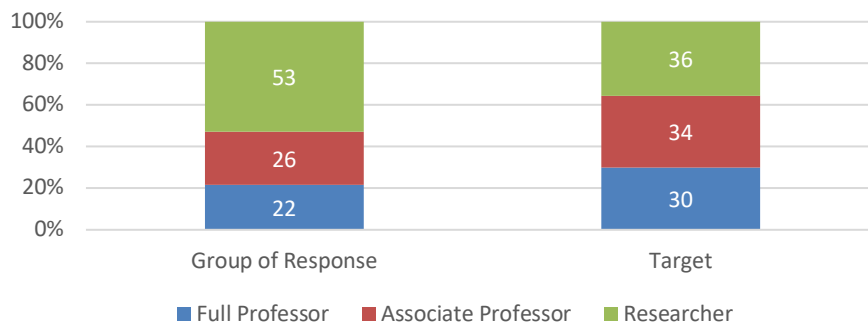
Sotto il profilo della posizione professionale, considerando i/le dottorandi e il personale non strutturato di ricerca, la composizione del campione delle risposte è sbilanciata a favore del personale strutturato (Fig. 3).

Figura 3 – Composizione del campione di risposte e della popolazione complessiva per posizione professionale (v. perc.)



All'interno della componente docente di ruolo è prevalente la figura del/della ricercatore che è sovra-rappresentata nel campione delle risposte.

Figura 4 – Composizione del campione di risposte e della popolazione complessiva per posizione professionale di ruolo (v. perc.)



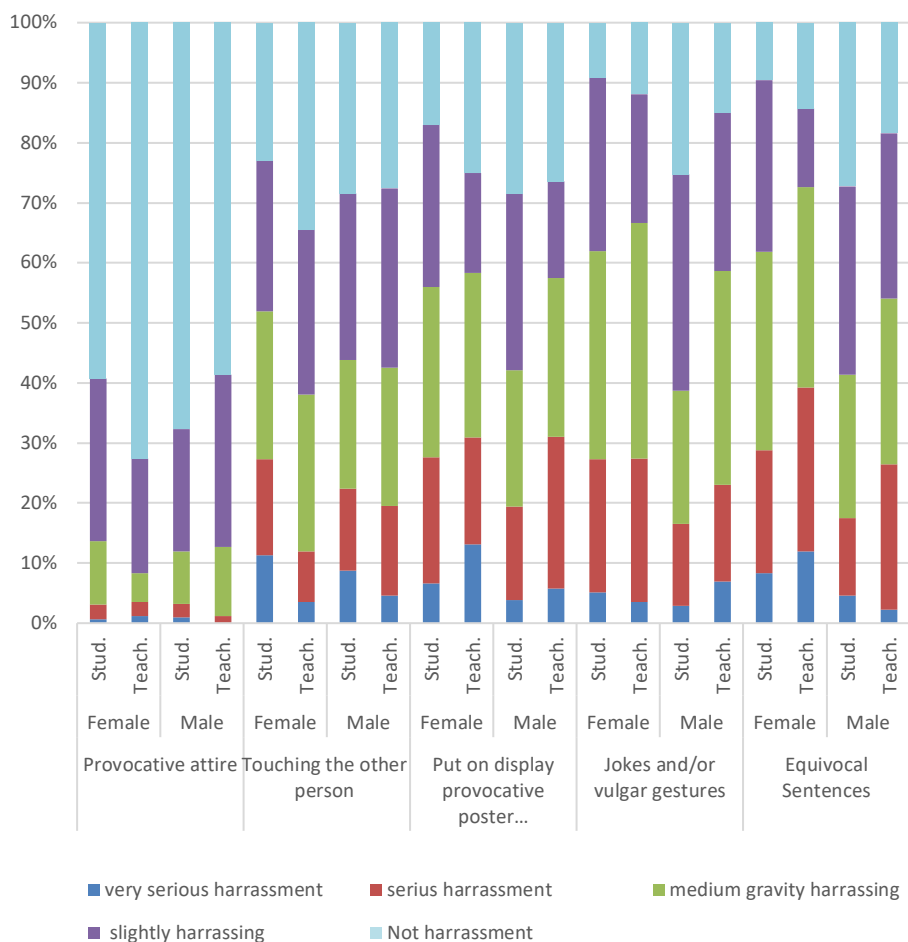
3. LA PERCEZIONE DEI COMPORTAMENTI

Nel questionario sono stati presentati 13 comportamenti, di seguito elencati, e si è chiesto di dare un peso alla potenzialità lesiva della propria dignità, capacità di creare un ambiente ostile, degradante, umiliante ed offensivo in una scala da 1 a 5 (non molesto, molestia leggera, di media intensità, grave e molto grave):

1. Abbigliamento provocatorio (Provocative attire)
2. Frasi equivoche a doppio senso o apprezzamenti verbali sul corpo e sulla sessualità (Equivocal language)
3. Atteggiamenti, ammiccamenti, avances o comunque un “corteggiamento” non desiderato (Unwanted flirting)
4. Minacce/intimidazioni/ricatti a chi ha respinto comportamenti a sfondo sessuale (Threats/intimidations/ blackmail)
5. Richieste a sfondo sessuale dalla cui accettazione o rifiuto dipende una decisione riguardante la carriera (Sexual requests)
6. Battute e/o gesti volgari (Offensive language, jokes, and/or gestures)
7. Ricerca di un contatto fisico con parti del corpo a maggior valenza sessuale (collo, seno, sedere, parti scoperte, etc.) (Seeking physical contact)
8. Inviti ripetuti ad un/una subordinato/a nonostante abbia più volte rifiutato in passato (Repeated invitations)
9. Esposizione di oggetti e materiale allusivi (poster/fotografie/calendari) (Displaying allusive objects and materials)
10. Allusioni all'inferiorità della persona in ragione dell'appartenenza ad un determinato sesso (Hinting towards a person's inferiority based on gender)
11. Ostacolo della carriera di una persona perché in passato non ha accettato inviti, proposte o avances (Hindering opportunities)
12. Invio di lettere, email, messaggi contenenti riferimenti sessuali, apprezzamenti a sfondo sessuale, uso di doppi sensi o altre immagini o affermazioni alludenti al sesso (Sending ambiguous and allusive email)
13. Toccamento dell'interlocutore nella comunicazione verbale (Touching the other person in verbal communication).

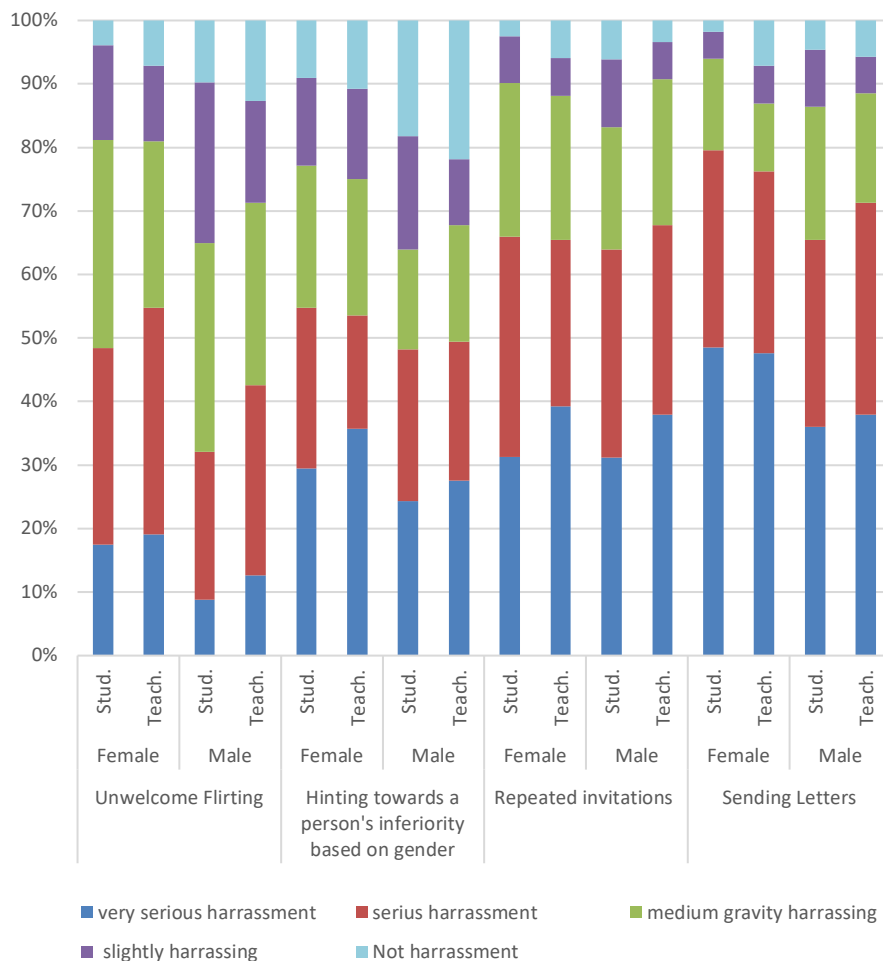
L'elaborazione dei questionari ha permesso di rappresentare i comportamenti oggetto di indagine secondo una scala di gravità crescente: si sono così individuati tre gruppi di comportamenti. Nel primo sono ricompresi quelli che non sono considerati molestia o molestia di lieve entità, e quando è stata assegnata una valutazione di molestia grave o molto grave, al massimo nel 30% dei giudizi complessivamente intesi (Fig. 5).

Figura 5 – Punteggio assegnato ai comportamenti per genere e appartenenza – Gruppo I



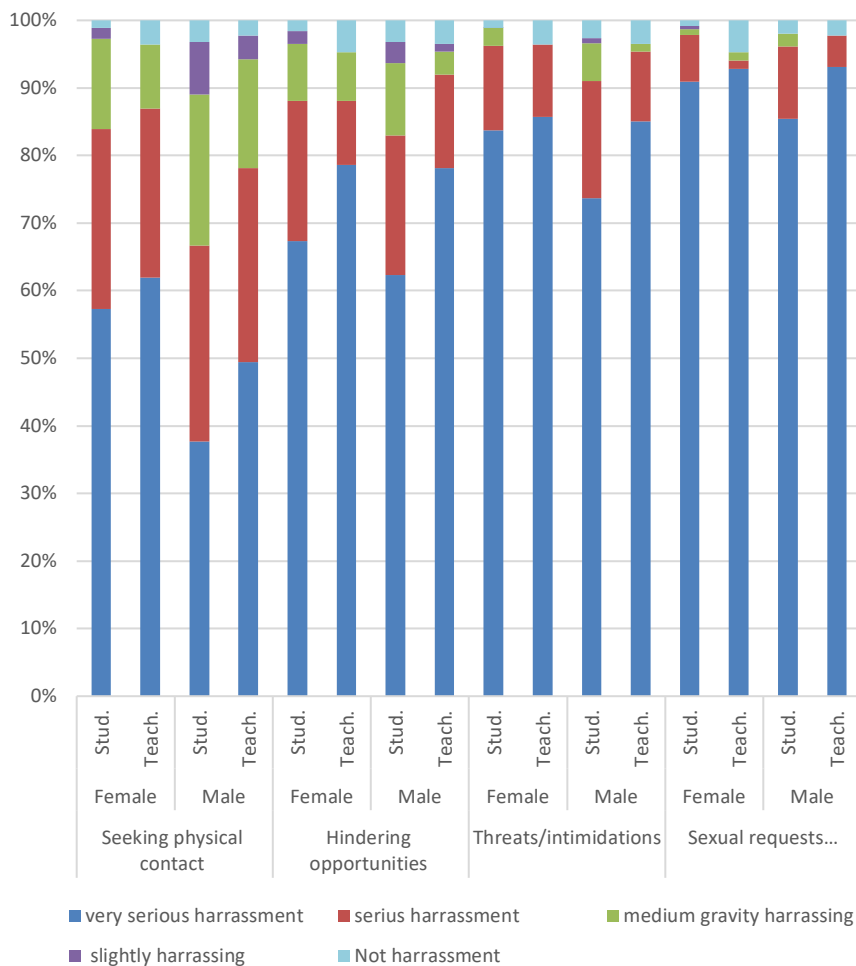
Un secondo gruppo è rappresentato dai comportamenti per i quali la valutazione di molestia grave e molto grave è compresa tra il 50% e il 75% (Fig. 6).

Figura 6 – Punteggio assegnato ai comportamenti per genere e appartenenza – Gruppo 2



Il terzo gruppo raccoglie i comportamenti classificati quale una molestia grave o molto grave dal 90% e più degli/delle intervistati (Fig. 7).

Figura 7 – Punteggio assegnato ai comportamenti per genere e appartenenza – Gruppo 3



La scomposizione per genere evidenzia una identità di vedute in merito alla gerarchia dei comportamenti in ordine di gravità, benché vi sia una maggior severità da parte delle donne. Vi è inoltre una correlazione tra severità di giudizio e vissuto personale: analizzando le risposte date dagli/le studenti/esse che denunciano di essere state vittime di molestie (nel grafico Victims) o che dichiarano di aver assistito a delle molestie (nel grafico Witness) si osserva che entrambi i gruppi esprimono giudizi di maggior gravità nei confronti di

tutti le situazioni prefigurate sia per i comportamenti considerati a medio bassa intensità offensiva (Fig. 8) che per quelli a maggior valenza offensiva (Fig. 9), ad eccezione del comportamento di “ricerca di contatto fisico in parti del corpo a valenza sessuale”.

Figura 8 – Giudizio della componente studentesca sull'intensità della molestia per genere e vissuto personale, vittime e testimoni per comportamenti considerati di lieve intensità

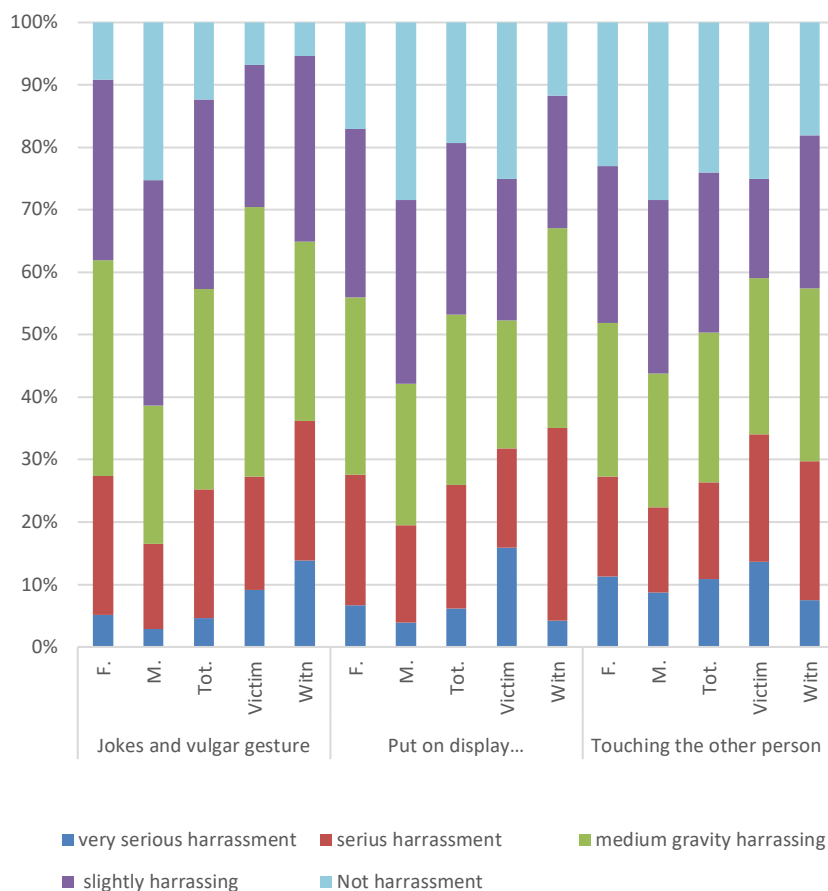
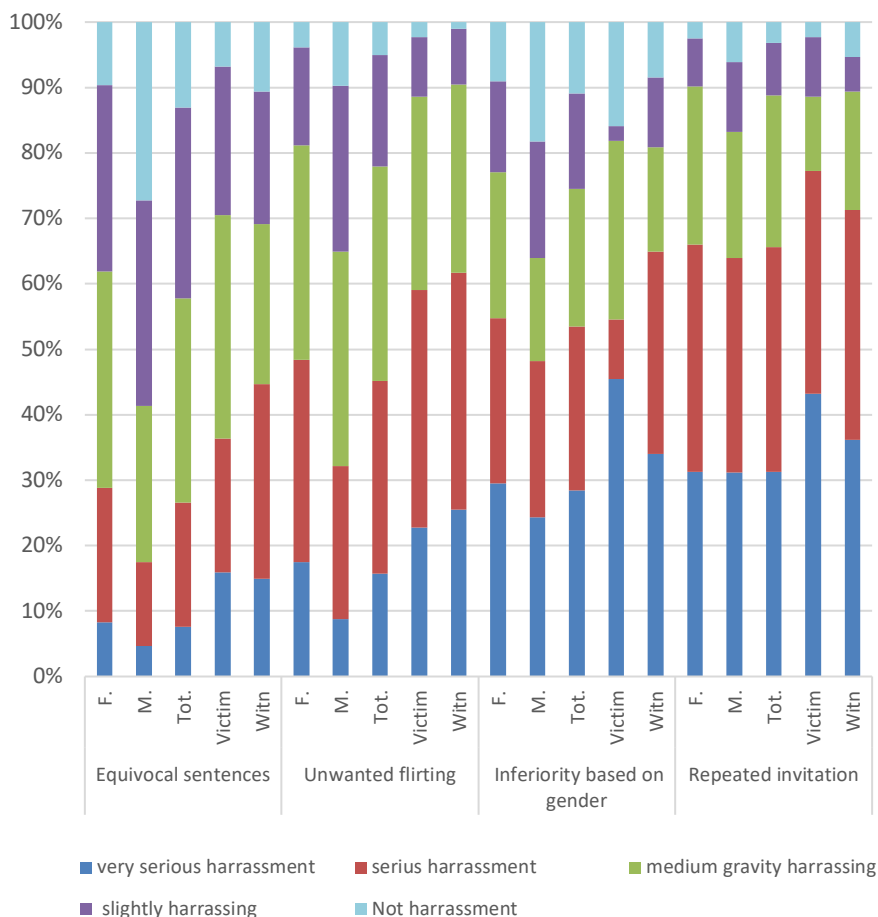


Figura 9 – Giudizio della componente studentesca sull'intensità della molestia per genere e vissuto personale, vittime e testimoni per alcuni dei comportamenti considerati di lieve e media intensità



4. I CASI DI MOLESTIA E LE TESTIMONIANZE

L'indagine ha permesso di rilevare alcuni interessanti evidenze in merito al fenomeno della molestia secondo le seguenti dimensioni: pericolosità, espressa in termini di capacità del/della molestatore di influenzare la carriera della vittima, situazione che si è verificata per i due terzi delle segnalazioni;

prossimità, espressa in relazione all'appartenenza allo stesso dipartimento piuttosto che facoltà e che per il 50% è risultata rilevante; sesso, nel 90% dei casi si è trattato di molestatore uomo verso una vittima donna (vi sono comunque residuali episodi di uomo vs uomo e di donna vs uomo); età, sotto questo profilo più dei due terzi di molestie proviene da soggetti over 45 anni; collocazione spazio-temporale, la maggior parte delle molestie avviene nei locali di studio e lavoro e durante l'orario di lavoro.

Il 30% delle vittime afferma di aver vissuto in solitudine l'esperienza e di non averla condivisa con nessun altro/a, il 70% si confida con persone amiche e/o familiari, una parte minoritaria parla con i/le colleghi/e e in poche si rivolgono al/alla superiore o ad un/a docente. Sono assolutamente ignorati: dipartimento delle risorse umane, rappresentanti sindacali, Consigliera di fiducia, Garante degli studenti, servizio di supporto psicologico dell'ESU, o altre figure professionali esterne quali medico di fiducia, legale o psicologo.

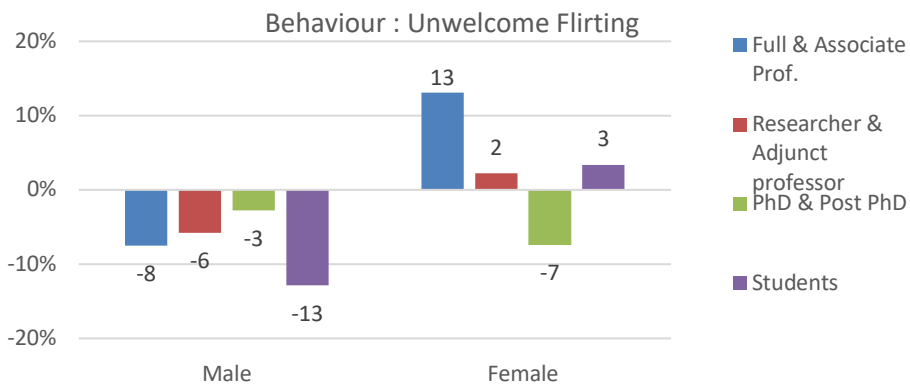
Nell'indagine, oltre a indicare se si era stati/e vittima di molestia sessuale, era anche possibile segnalare se si era stati/e testimoni di molestia sessuale. Questa possibilità ha fatto emergere un numero rilevante di persone "coinvolte" in vicende di molestia sessuale, permettendo quindi di fare una correlazione tra vissuto personale e percezione della gravità dei comportamenti, come evidenziato nelle Figure 8 e 9.

5. UNA LETTURA FUNZIONALE ALLA RILEVAZIONE DEL RISCHIO

La panoramica generale sopra esposta ha messo in evidenza una sorta di scala di gravità tra i vari comportamenti, ma se la gerarchia è analoga, vi sono comunque valutazioni differenti tra le diverse componenti e per genere. Ciò ha suggerito di enfatizzare questo confronto, dal momento che il fattore "distanza in termini di percezione" può essere un fattore di rischio. Sulla base delle segnalazioni delle vittime di molestia si presentano i tre comportamenti che più frequentemente di altri sono stati segnalati: a) "corteggiamento" non desiderato; b) frasi equivoche a doppio senso o apprezzamenti verbali sul corpo e sulla sessualità; c) ricerca di un contatto fisico con parti del corpo a maggior valenza sessuale. Sono stati identificati 8 gruppi sulla base del genere e della posizione professionale e per ciascuno di questi è stato evidenziato lo scostamento rispetto alla valutazione media espressa dalla totalità del campione. Laddove la barra presenta un valore positivo significa che il gruppo

corrispondente ha dato valutazioni di maggior rigore mentre quando la barra presenta un valore negativo il gruppo rappresentato è stato meno severo della media nell'attribuire il giudizio. La linea dello zero è rappresentata dalla percentuale di persone che ha valutato il comportamento come molestia di media, grave e molto grave entità con riferimento all'intero campione dei consensi. Nella Fig. 10, ad esempio, il 32,12% delle persone ha ritenuto che il comportamento indicato rappresentasse una molestia di media entità, il 29,50% lo ha valutato di grave intensità e il 15,7% molto grave. Sommando la quantità di persone che hanno valutato il comportamento da medio a molto grave si arriva al 77,3%. Questa percentuale, nella figura che segue, rappresenta lo zero (Fig. 10).

Figura 10 – Differenza tra chi nel gruppo identificato per genere e posizione professionale ha valutato il comportamento “corteggiamento indesiderato” di media, grave e molto grave intensità rispetto alla generalità che ha espresso questo giudizio nel 77,3% dei casi. Valore che corrisponde alla Linea dello zero



Il “corteggiamento indesiderato” non è il comportamento valutato tra quelli più gravi in assoluto, considerato che la percentuale dei/delle rispondenti che lo aveva valutato come molestia di media, grave e molto grave entità è del 77,3 %; ciò nonostante, la differente valutazione tra i soggetti lo rende suscettibile di interesse. Per il gruppo delle professoresse ordinarie e associate, nel 91% dei casi, le avances, quando indesiderate, rappresentano una molestia di almeno media entità, se non grave o molto grave, con una differenza rispetto alla percentuale sul totale dei/delle rispondenti di 13,7 punti percentuali; per i/le professori ordinari e associati tale percentuale è solo del

70% con una differenza negativa rispetto al valore espresso dal totale dei/delle rispondenti di quasi 8 punti percentuali; la percentuale degli/delle studenti che valuta tale comportamento medio, grave e molto grave si ferma al 65%, con un differenziale negativo rispetto al percepito dalla generalità dei/delle rispondenti di quasi 13 punti percentuali e rispetto al percepito dalle studentesse di ben 16 punti percentuali. Risulta altrettanto marcata la differenza tra il percepito del gruppo di docenti uomini rispetto al percepito dalle colleghe, pari a 21 punti percentuali (il 91% delle professoresse ritiene che tale comportamento sia di media, grave o molto grave entità a fronte del solo 70% dei professori che lo qualifica in questa maniera), e al percepito dalle studentesse pari a 11 punti percentuali.

In merito alle “frasi equivocate a doppio senso o apprezzamenti verbali sul corpo e sulla sessualità”, il 58% dei/delle rispondenti ha assegnato al comportamento un giudizio di gravità medio, grave e molto grave; pertanto, nella scala di gravità dei comportamenti, si colloca in una posizione di minor gravità rispetto al “corteggiamento indesiderato”. Ciò nonostante influisce molto sulla qualità dell’ambiente di lavoro, dal momento che la percezione della sua valenza offensiva è molto diversa tra uomini e donne (Fig. 11). In particolare, considerando che uomini e donne della stessa categoria professionale sono frequentemente in contatto, la probabilità che un soggetto femminile della categoria dei PhD debba subire un comportamento percepito come lesivo della propria dignità da parte di un soggetto maschile della categoria PhD appare particolarmente alta: vi è infatti uno scarto che arriva a 41 punti percentuali tra quante donne PhD hanno assegnato a tale comportamento il giudizio di medio, grave e molto grave e la percentuale di uomini PhD che ha espresso analogo giudizio. Lo stesso vale per il gruppo degli studenti e ricercatori uomini dove la differenza rispetto alla controparte femminile è di circa 20 punti. Anche tra il gruppo delle professoresse ordinarie ed associate e il gruppo dei/delle PhD e assegnisti il divario sul tema è amplissimo (61 punti percentuali), ma dato il rapporto di potere tra le due categorie, è difficile pensare che un uomo PhD si lasci andare a battute allusive, frasi a doppio senso, battute sulla sessualità dinnanzi ad una docente, al contrario ciò con facilità può accadere tra i ricercatori uomini e le assegniste o PhD donna. Non stupisce, quindi, che più del 60% di chi si è dichiarato/a vittima di molestia sessuale abbia indicato questo tra i comportamenti di cui era vittima.

Figure 11 – Differenza tra chi nel gruppo identificato per genere e posizione professionale ha valutato il comportamento “frasi equivoche...” di media, grave e molto grave intensità rispetto alla generalità dei/delle rispondenti che ha dato la questo giudizio nel 58% dei casi. Valore che corrisponde alla Linea dello zero

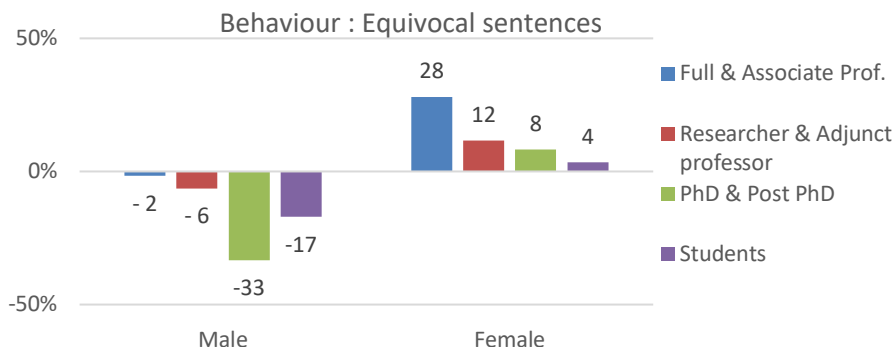
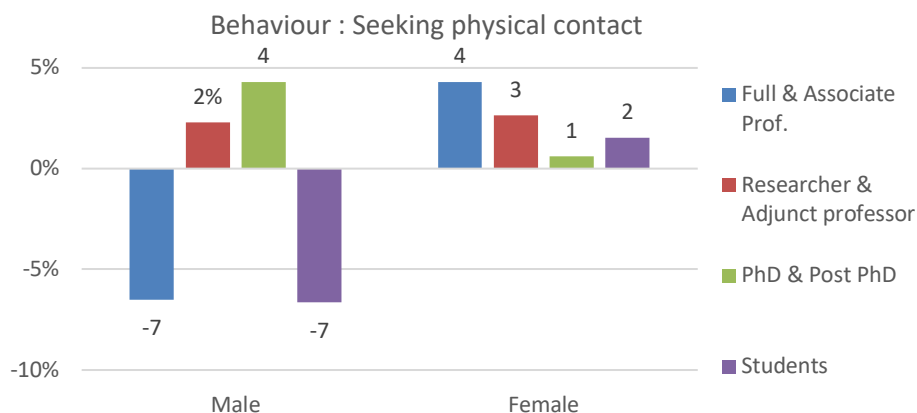


Figure 12 – Differenza tra chi nel gruppo identificato per genere e posizione professionale ha valutato il comportamento “ricerca di un contatto fisico con parti del corpo a maggior valenza sessuale” di media, grave e molto grave intensità, rispetto alla generalità dei/delle rispondenti che ha espresso questo giudizio nel 96% dei casi. Valore che corrisponde alla Linea dello zero

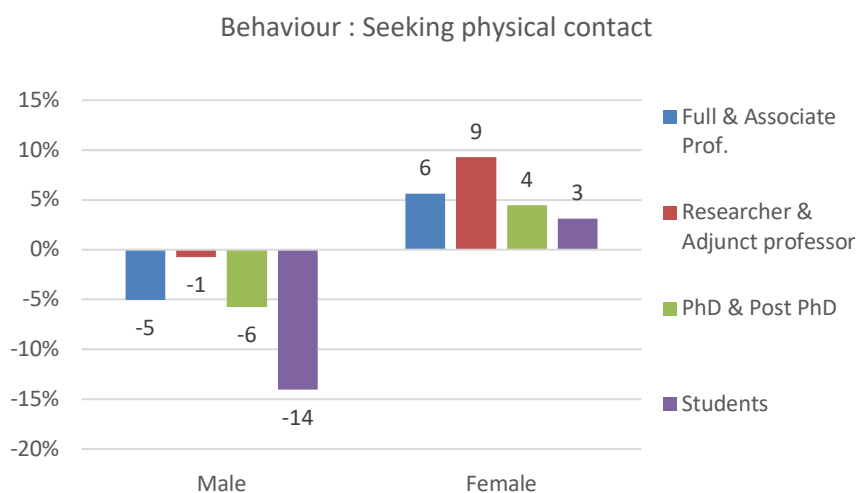


Il comportamento “ricerca di un contatto fisico con parti del corpo a maggior valenza sessuale” (Fig. 12) è una delle condotte che rientrano nel gruppo dei comportamenti più gravi: il 96% degli/delle intervistati lo ha valutato una molestia di almeno media entità. La distanza tra i gruppi, giocoforza si riduce, e lo scarto non appare così significativo se non

comparando la percezione dei professori ordinari uomini rispetto a quella delle professoressine ordinarie.

Se si considera solo la somma di chi ha dato una valutazione di grave e molto grave, però, si ripresenta la distanza tra i generi già segnalata per i due item precedenti (Fig. 13).

Figure 13 – Differenza tra chi nel gruppo identificato per genere e posizione professionale ha valutato il comportamento “ricerca di un contatto fisico con parti del corpo a maggior valenza sessuale” di grave e molto grave intensità rispetto alla generalità che ha espresso questo giudizio nell’81% dei casi. Valore che corrisponde alla Linea dello zero



Un simile raffronto è stato condotto su tutti gli item proposti, permettendo così di identificare le situazioni più critiche che non coincidono, necessariamente, con quei comportamenti percepiti universalmente come censurabili e suscettibili di provocare danni gravi e irreparabili.

CONCLUSIONI

Considerando gli effetti sulle vittime degli episodi di molestia e la scarsa propensione alla segnalazione da parte di chi subisce una molestia, circostanza che rende di fatto impossibile sanzionare il/le responsabile e quindi ridurre il

rischio del ripetersi delle molestie attraverso questo strumento, diventa prioritario investire sulla prevenzione del fenomeno. Ma come individuare le traiettorie lungo le quali agire e come introdurre degli indicatori che permettano di valutare se le misure intraprese sono efficaci a ridurre il rischio?

Nella valutazione di qualsivoglia tipologia di rischio, questo viene quantificato secondo la formula:

$$R = P * C * D \text{ [UNI EN 31010]}$$

dove P sta per fattore Pericolo, ovvero la probabilità di esistenza del pericolo (mai = 0, qualche volta = 1, frequentemente = 2, sempre = 3), C sta per Fattore di contatto, cioè la probabilità che il pericolo si trasformi in danno e D sta per Fattore di danno, ovvero dimensione del danno (cfr. art. 2, d.lgs. 81/2008).

Nel caso delle molestie, il Pericolo è rappresentato dalle attitudini degli individui. In una organizzazione fatta di esseri umani quindi è sempre presente, come la possibilità di un Contatto [Guariniello 2018, p. 16]. Quando esistono il Pericolo e il Contatto, si è in presenza di un rischio.

Un'indagine come quella presentata permette di fotografare l'entità e le caratteristiche del fenomeno, dando indicazioni sulle soluzioni organizzative per ridurre il rischio agendo sul Fattore C. Se non si ritiene opportuno realizzare un'indagine su quanto avvenuto in passato (vi è una fortissima resistenza in questo senso da parte dei vertici delle organizzazioni) anche la sola indagine sulla percezione di molestia può dare indicazioni per la riduzione del rischio, agendo sul fattore P, ovvero sugli individui.

A questo punto è doveroso ricordare che la definizione giuridica di "molestia" non prevede delle gradazioni in merito alla gravità, non vi è una nozione di molestia grave o media o leggera. Si qualifica molestia sessuale «...ogni comportamento indesiderato a connotazione sessuale o qualsiasi altro comportamento basato sul sesso che offenda la dignità delle donne e degli uomini nel mondo del lavoro ivi inclusi atteggiamenti male accetti di tipo fisico, verbale o non verbale», art. 26 d.lgs. 198/2006 [Calafà 2009]. Per qualificare un comportamento quale "molestia sessuale" in ambito lavorativo, inoltre, non è rilevante che vi sia la volontà di ledere la dignità del/della destinatario e/o di creare un clima offensivo da parte di chi sta mettendo in atto il comportamento molesto. Il comportamento si qualifica "molestia sessuale" se chi lo riceve reputa che sia indesiderato e offensivo [Forgione 2011].

L'attribuzione di un peso in termini di gravità, lungi dal voler fuorviare rispetto alla definizione giuridica, vuole fornire una chiave di lettura dei dati per identificare in quali gruppi e per quali comportamenti ci si può trovare innanzi a ciò che si può definire "molestatore/trice inconsapevole" ed agire per ridurre al minimo, se non eliminare del tutto, tale circostanza (sull'importanza dell'informazione e formazione per prevenire la molestia sessuale) [Guariniello 2018, p. 33 ss].

Considerando quale esempio il caso delle "battute allusive, frasi equivoche e a doppio senso", il questionario ha messo in evidenza come questo non sia tra i comportamenti molesti a maggior gravità; in tal caso il valore del Fattore D non sarà elevato, pur essendo uno dei più frequenti. Lo scarto tra la percezione degli studenti e quella delle studentesse è di 21 punti, tra i ricercatori e le ricercatrici è di 18 e tra gli ordinari/associati e le ordinarie/associate del 30. Questo significa che la probabilità che un professore ordinario con i suoi comportamenti, in modo inconsapevole, possa ledere la dignità della collega donna è molto elevata. Tornando alla quantificazione del rischio, nell'esempio fatto, sia il fattore P che il fattore C possono raggiungere valori elevati: il fattore P è la probabilità che un soggetto scarsamente consapevole degli effetti lesivi dei suoi comportamenti li metta in atto; il fattore C è dato dalla facilità con cui tale comportamento può essere messo in atto. Questo fa sì che il Rischio Molestia rappresentato da tale comportamento sia elevato, anche a fronte di un valore del fattore D (danno) ridotto.

Rilevare la percezione e misurare le differenze tra i gruppi appare utile nella misura in cui la frequenza del fenomeno del/la molestatore/trice inconsapevole è proporzionalmente dipendente dallo scarto nella percezione della gravità dei comportamenti. Un abbassamento di questo valore può portare a ridurre il valore assegnato a P e di conseguenza il valore del Rischio. Nelle molestie sessuali, così come per la nozione giuridica, l'elemento della "percezione" è tutt'altro che un mero elemento soggettivo, bensì partecipa attivamente alla definizione della fattispecie e di conseguenza alla quantificazione del Rischio, agendo sia sul valore del fattore Pericolo che sul valore del fattore Danno.

Il metodo di analisi proposto e di correlazione tra i risultati permette di introdurre azioni di contrasto del pericolo e riduzione del rischio mirate, con riferimento alla popolazione della specifica organizzazione, evitando

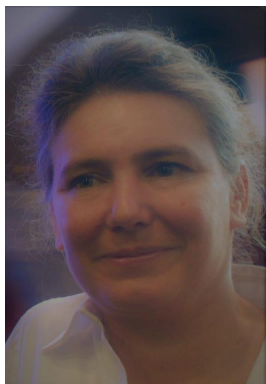
dispersioni di risorse ed energie, massimizzando così l'efficacia e l'efficienza degli interventi ed introducendo degli indicatori di risultato concreti e misurabili. In questo modo il fenomeno delle molestie verrebbe contrastato anche relativamente a tutta quella serie di piccoli e quotidiani abusi che spesso sfugge al controllo e alle sanzioni, ma che ha un elevato potere inquinante e lesivo per chi ne viene a contatto, sia in quanto vittima o in quanto testimone (come evidenziato nelle figure 8 e 9 e nel paragrafo 4).

RIFERIMENTI BIBLIOGRAFICI

- Basso L. (2017). *Vademecum per applicare l'Accordo nazionale tra Confindustria e CGIL, CISL e UIL del 25 gennaio 2016 che recepisce l'Accordo quadro delle Parti Sociali Europee del 26 aprile 2007 "sulle molestie e la violenza nei luoghi di lavoro"*. URL: www.rigenera-azione.it/materiali/accordo-nazionale-e-accordi-nel-veneto-il-contestola-situazione-normativa-e-di-fattolaccordo-e-la-sua-attuazionemolestie-e-violenza-sul-lavorodefinizionivademecum-settembre-17/.
- Calafà L. (2009). Commentario breve alle leggi sul lavoro, Commento d.lgs. 198/2006, art. 25, a cura di Grandi M., Pera G. Padova: CEDAM.
- Forgione M.C. (2011). *Il Consigliere di fiducia. Definizione e strumenti. Piccolo Vademecum*. Milano: LED Edizioni Universitarie.
- Grassani E. (2002). *La dinamica del rischio. Analisi integrale della sicurezza nei luoghi di lavoro*. Torino: Utet.
- Guariniello R. (2018). *Molestie e violenza anche di tipo sessuale nei luoghi di lavoro*. Milano: Wolter Kluvers.
- Accordo quadro sulle molestie e violenza nei luoghi di lavoro tra Confindustria, CIGL, CISL E UIL.
- NORMA OHSAS 18001 3.4.
- NORMA UNI EN 31010 Guida alle tecniche di valutazione del rischio.

BIOGRAFIA

Francesca Torelli, Laureata in Economia aziendale, consegue il Dottorato in Diritto



comunitario e comparato del lavoro nel 2001, è cultrice della materia presso la cattedra di Diritto del lavoro all'Università Ca' Foscari dal 1997 al 2009 e assegnista di ricerca, dove è anche docente ai corsi interfacoltà in materia di pari opportunità e al Master di Diritto del lavoro. Nel 2010 intraprende l'attività di Consigliera di Fiducia, acquisendo incarichi presso università, ASL, enti locali e aziende private. Attenta ad approfondire gli strumenti per rinforzare la presenza femminile nelle organizzazioni, dal 2013 si occupa delle certificazioni Family Friendly e diventa valutatrice per lo standard BeruftundFamilie e FamilyAudit, certificando anche

l'Università Ca' Foscari (premiata agli AIDP Adwards). Nel 2018 viene nominata presidente del Comitato etico congiunto per la ricerca della Scuola Sant'Anna e la Scuola Normale Superiore di Pisa.

Graduated in Business Economics, she obtained her PhD in Community and Comparative Labour Law in 2001. She has been an assistant lecturer in Labour Law at Ca 'Foscari University Venice from 1997 to 2009 and research fellow, where she is also a lecturer in inter-faculty courses in the field of equal opportunities and at the Master of Labour Law. In 2010 she started her career as Counsellor for Equal Opportunities and Trust at universities, local health authorities, local authorities and private companies. She particularly invests on the tools to reinforce the female presence in organizations, and since 2013 she has been involved in Family Friendly certifications and has become evaluator for the BeruftundFamilie and FamilyAudit standards, also certifying the Ca 'Foscari University (awarded to the AIDP Adwards). In 2018 she was appointed president of the Joint Research Ethics Committee of the Scuola Sant'Anna and the Scuola Normale Superiore of Pisa.

II.

HOW TO ADDRESS THE PROBLEM: SOLUTIONS

INTRODUCTION

Giuliana Rubbia¹

Harassment is a troublesome issue, both for those who experience it individually, and for institutions that must deal with it. Once the problem is tackled, however, different experiences contribute to outline a picture where possible actions of contrast and mitigation emerge.

The report “Recommendations to prevent and fight sexual harassment in academia” issued by the project EGERA, Effective Gender Equality in Research and Academia², is very clear on this topic. The report recalls the definition of harassment given by the Council of Europe:

«where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment»

The report quotes also its categorization after (Fitzgerald 1993, American Psychologist), which includes different types, from the softer to the harder: gender harassment, unwelcome sexual attention and sexual coercion.

«The first type involves ‘softer’ forms, such as offences, comments, inappropriate gestures, use of lewd teaching materials. Unwelcome attention comprises efforts to establish an intimate relationship, talk about sexual or intimate topics, invitation to a date, etc. Lastly, Fitzgerald distinguished sexual coercion, such as a forced sexual encounter for reward or under threat, unwelcome physical touching and physical assault»

It is probably this kind of harassment, so sneaky and widespread that we need to largely cope with.

From the legal point of view, «*a true gender equality is the necessary precondition for stopping sexual harassment*», states the attorney Ann Olivarius

¹ Istituto Nazionale di Geofisica e Vulcanologia, Associazione Donne e Scienza.
Email: giuliana.rubbia@ingv.it

² www.egera.eu.

in her contribution *Sexual Harassment: #timesUp*. Olivarius starts reporting on a pivotal case in U.S. Universities in the Seventies and then comes to recent instances of sexual misconducts in higher education institutions. In the cases she dealt with, she found that institutions are hesitant to admit misconduct of their «academic superstars» also because of competition and prestige, while emerging researchers are reluctant to accuse these brilliant seniors because they can put their careers in danger. Moreover, there is a sort of undue sympathy to male perpetrators, so-called himpathy. «*And yet it is to the victims that we owe not only our sympathy but also our duty to act.*»

On the basis of her experience, therefore, Olivarius suggests a set of micro-solutions: achievable solutions, such as tools for helping in reporting, regular training, double-mentoring, and mandatory gender-balanced institutional bodies, to quote some, that can be put in place and help in contrasting the phenomenon, thus allowing to «*moving the worldwide dialogue from #MeToo to #TimesUp!*»



Donatella della Porta, professor of political science at the Scuola Normale Superiore in Florence, delivered the talk *Violence against women: women's movements as alternative makers*. She discussed about the roles of women movements in building alternative knowledge and contributing to cultural changes. Her full speech and slides are available on the #Wetooinscience website³.



Academic world is not perceived as a place where #Metoo is an issue: universities are seen as places where people are supposed to teach and learn, but where harassment does not occur. *Lack of awareness and deficiency in data collection* is lamented by Chiara de Fabritiis from

Università Politecnica delle Marche. She provides a critical perspective on the

³ www.donnescienza.it/2018-wetooinscience.

Italian scenario and points the finger to low awareness of the problem and still a too cold approach from designated organizations, at national and local levels. «No data collection means low awareness of a problem». Surveys, as those performed by the committee for equal opportunities, well-being of workers and non discrimination include categories and questions that appear too coarse grained and vague to identify the real extent of the phenomenon and to address its peculiarities.



The Dutch women professors' network (LNVH) urged for measures and organized a symposium in May 2018 at Leiden University in the Netherlands. Fernie Mass, LNVH programme officer, reports about it in her contribution



Challenging poor behaviour in academia: how to tackle and prevent intimidation and abuse of power – A Dutch women professors' network approach. The event gathered together different experts, institutional key people and even actors playing real situations. Hot questions have been faced together: a well structured approach showing how associations and external experts

can help institutions in approaching these kind of issues.

Three main outcomes have been identified: lack of insight in the magnitude of the problem – again! –, barriers in reporting and inadequate procedures, as well as a new commitment from university top management to develop an explicit zero tolerance policy. LNVH is also collecting experiences on «scientific harassment», such as stealing data, unjustified authorship, subordinating people in assigning tasks, and many others, that go beyond the sexual sphere and the male/female dichotomy, but as well obstruct women from doing science.

Recommendations of the *European Parliament' Resolution of 26 October 2017 on combating sexual harassment and abuse in the EU*, illustrated by

Claudine Hermann in this volume, recall all these actions. We trust that their genuine implementation will make the difference.

BIOGRAPHY

Giuliana Rubbia is Senior Technologist at Istituto Nazionale di Geofisica e Vulcanologia (INGV) Roma, Italy. With an educational background in Physics, her professional experiences mainly refer to Information Communication Technology and Human Resources, cross-cutting mostly Earth Sciences. Since mid 90s she was involved in the design and development of on line seismicity data banks, institutional and thematic web portals, while more recently she has been engaged in outreach and dissemination activities and e-infrastructure projects. In HR area, she served as president of Equal



Opportunities Committee and later of Committee for Wellbeing of Workers and Non Discrimination – CUG in its first edition (2010-2013), drafting the INGV's Code of Conduct against harassment; member of Disciplinary Procedures Office (2015-), and of the Working Group for drafting Personnel Regulation. Assessor for the Human Resources Strategy for Researchers EC initiative and for the HR Excellence in Research Award in UK Universities. Since 2017 Vice president of Associazione Donne e Scienza, and alternate Member in the Board of Administration of the European Platform of Women Scientists EPWS.

SEXUAL HARASSMENT: #TIMESUP!

*Ann Olivarius*¹

Abstract

This paper offers a legal perspective on sexual harassment in higher education. I discuss, first, a famous case, *Alexander v. Yale*, that established the legal responsibility of American universities to seriously address sexual harassment and violence. Second, I provide a brief survey of the state of higher education today in the United States and the United Kingdom, focusing on recent cases of a predatory professors and the notion of consent. Third, I suggest practical micro-solutions that will reduce the incidence of sexual harassment in educational and research institutions, thereby furthering the wider project of creating a world in which all genders enjoy equal opportunities.

Keywords: Sexual Harassment, Law, Higher Education, #MeToo

Riassunto

Questo articolo offre un punto di vista legale sulle molestie sessuali negli istituti di istruzione superiore. Discuto, in primo luogo, di un famoso caso, *Alexander v. Yale*, che ha stabilito la responsabilità legale delle università americane nell'affrontare seriamente le molestie sessuali e la violenza. In secondo luogo, fornisco una breve panoramica dello stato dell'istruzione superiore oggi negli Stati Uniti e nel Regno Unito, concentrandomi su casi recenti di professori predatori e sulla nozione di consenso. Infine, propongo micro-soluzioni pratiche che ridurranno l'incidenza delle molestie sessuali negli istituti di istruzione e di ricerca, promuovendo così il progetto più ampio di creare un mondo in cui tutti i generi godano di pari opportunità.

Parole chiave: Molestie Sessuali, Legge, Istruzione Superiore, #MeToo

Peace depends on justice. Yet justice is impossible when half of humanity confronts a barrier to equal treatment daily. That barrier is sexual violence and harassment, and it afflicts more than one-third of women worldwide [World Health Organization 2013; 2018]. Many countries offer women no legal protection against workplace discrimination [WORLD Policy Analysis

¹ McAllister Olivarius and AO Advocates. Email: aolivarius@mccolaw.com.

Center 2017]. Sexual harassment, even in this era of #MeToo, remains an epidemic.

This paper outlines practical steps for halting sexual harassment. I begin by discussing a pivotal case in American legal history in the late 1970s, and then turn to recent instances of sexual misconduct. Most importantly, I outline achievable solutions in educational and research settings, thereby moving the worldwide dialogue from #MeToo to #TimesUp.

I. ALEXANDER V. YALE

I arrived at Yale University as an undergraduate in 1973, only a few years after women were first admitted despite its establishment more than two centuries earlier. The Ivy League was still an ‘old boys’ club’ [see Malkiel 2016]. Our presence was welcomed, if at all, only so long as we submitted to its male privileges and norms. Consider this advice from the Freshman Handbook: “Treat Yale as you would a good woman; take advantage of her...curse her if you will, but congratulate yourself in your possession of her.” Most Yale men, *The New York Times* reported in 1971, “couldn’t quite understand why the women objected” [Coffin 1971].

That sense of unbridled entitlement was changing. As part of the Education Amendments of 1972, Title IX prohibited discrimination “on the basis of sex” in any educational program in the U.S. that receives federal funds [see Busch and Thro 1918]. Title IX is mostly known for its impact on athletics, typically as ruining men’s sports rather than creating opportunities for women.

But this was hardly the case when I joined the women’s swim team at Yale. Unlike the men, we were offered no swimming costumes, no equipment, no time for practice except during mealtimes, all in violation of the law. So I organized a press conference. With the cameras flashing, the team turned around, removed our towels, and revealed “Title IX. We need swimsuits” written on our naked backsides. We got our swimsuits.

Other events at Yale were too awful for pranks. One day I phoned the campus police to report the strangulation and rape of a young woman by an acquaintance. “You must be joking,” the officer responded. “That’s not a rape.” Of course it was. Yet the rapist, Calvin Hirsh [Olivarius 2017], now a physician at the University of California at Davis Medical Center, was never held accountable. Yale had no procedure for addressing what today we call

“date rape,” a term I first coined and popularized at the time precisely to identify this common yet disregarded horror. In the male-privileged culture of the era, the typical response was “She asked for it.”

That incident fueled my feminist activism. In 1977, Yale asked me to research and draft a report for the tenth anniversary of the admission of women. In so doing, I heard numerous accounts of sexual harassment, rape, and professors who coerced female students into sex through the promise of higher grades or classroom seats. Many victims felt they had no choice lest their academic careers suffer. Female students knew all about these serial offenders. But Yale professed ignorance and, lacking any office to handle sexual misconduct, was willfully content to remain so.

Word eventually reached senior administrators that my report would expose Yale’s failure to protect students from predatory professors. But instead of planning remediation, the university identified me as the problem. Hours before graduation, the Secretary of University, Sam Chauncey, threatened me with arrest for defamation if I persisted.

I did.

Along with several others, I organized and filed a lawsuit against the university [Olivarius 2017]. Our landmark case, *Alexander v. Yale*,² devised a new legal argument that “sexual harassment,” then a relatively new phrase, was prohibited under Title IX. Allowing professors to pressure female students into exchanging sex for grades violated the mandate of equal education and was therefore illegal. Our original legal argument - using Title IX to fight sexual misconduct - has been used successfully ever since in many cases and courts.

Yale spent a large sum in legal fees defending its reputation. In the post, I received death threats, mutilated pictures of naked women, even human feces. The wife of Keith Brion, a notorious predatory instructor named in the lawsuit,³ screamed at me for making public his pattern of raping young women. It was outing the truth that she and Yale feared. The university even destroyed evidence and disparaged the plaintiffs in the press, reporting, for example, that I was failing my courses. In fact, I graduated at the top of my class and won both a Marshall and a Rhodes Scholarship.

² *Alexander v. Yale Univ.*, 459 F. Supp. 1 [D. Coon. 1977], affirmed, 631 F.2d 718 [2d Cir. 1980].

³ *Alexander v. Yale Univ.*, 459 F. Supp. 1 [D. Coon. 1977], affirmed, 631 F.2d 718 [2d Cir. 1980].

Figure 1 – New York Times headline of Alexander v. Yale filing.



Our case was eventually dismissed, largely on technicality as the student plaintiffs had by then graduated. More importantly, the court held that the failure by a university to address sexual harassment denied women their due rights under Title IX. Several years later, Yale instituted a Sexual Harassment Grievance Board. Today, this is standard procedure throughout higher education on both sides of the Atlantic.

2. THE PROBLEM TODAY

Almost a half-century has passed since passage of Title IX and the *Alexander v. Yale* case. Yet sexual assault remains rampant in the United States [National Sexual Violence Resource Center 2018]. The situation in the UK is no better. One-half of all British women are harassed at work [BBC News 2017]. More than 60% of female university students suffer sexual violence, including rape [Reynolds 2018]. Even two-thirds of young British girls experience public catcalls, gropes, and “upskirting” [Smith 2018]. Let us not forget, too, that the American electorate voted into the White House a man who boasted of grabbing women “by the pussy.”

Through my cross-Atlantic law firm, McAllister Olivarius, I have represented many women who experienced gender-based harassment in educational and research settings. In a recent case at the University of

Rochester, celebrated professor Florian Jaeger⁴ repeatedly preyed on graduate and undergraduate students, even inviting them to ‘naked hot tub parties.’ Yet many of his victims balked at coming forward with Jaeger’s abuse, fearful of jeopardizing their future careers. Eventually, more than two-dozen women secured our services. Yet even after we gave formal notice, the university continued to employ Jaeger and refused to accept responsibility, despite the departure of students and some of his own colleagues. The institution cared only for the wellbeing of its public image, not the women it allowed to be harmed.

Central to our claims in this and many cases of sexual harassment is the absence of legal consent. Professor Jaeger was employed in a supervisory role to the women he harassed. He was expected to write them job recommendations, supervise their research and writing, offer entrée into scholarly networks, and more. In an institutional setting structured by asymmetrical power, where one party has the authority to shape if not determine the professional future of the other, the subordinate person, we argue, is unable to consent to sexual activity with her superior.

Female students who sleep with their professors often feel that they exercised free-choice. They also frequently report feeling flattered, special, or privileged. The same was true for many of the victims of Hollywood mogul Harvey Weinstein. Psychologically, it is often easier to think “I made a bad choice” rather than “I was a passive victim.” But the conditions of choice, framed by an imbalance of power, do not allow for informed consent. And sexual activity in the absence of consent is harassment or rape. I do not seek to take agency away from women. Quite the opposite. By holding men accountable for dangerously blurring the boundary between consent and what amounts to rape, I aim to empower women to control their own sexuality.

In another case, Gabriel Piterberg, a Professor of History at the University of California at Los Angeles, had a known pattern of harassing female graduate students.⁵ He typically pinned them to a car or wall and forcibly stuck his

⁴ See, e.g., Wang V. (2017, 16 September). Sexual Harassment Charges Roil Rochester Campus. *New York Times*, p. A17. Web 14 February 2019. <https://www.nytimes.com/2017/09/15/nyregion/rochester-university-sexual-harassment.html?login=email&auth=login-email>.

⁵ See Watanabe T. (2018, 18 March). UCLA students wins sexual misconduct claim against professor. *Los Angeles Times*. Web 14 February 2019. <https://www.latimes.com/local/education/la-me-ucla-sexual-misconduct-piterberg-20180318-story.html>.

tongue in their mouths. His actions made it impossible for some students to complete their research and degrees, and thus to embark on their chosen careers. Some feared even coming to campus. And yet the university only took action after we filed a lawsuit. All too often, only the imminent threat of monetary loss and public shame motivates institutions to do right by their victims.

Figure 2 – Recent US and UK newspaper headlines about sexual harassment and assault.



There are many reasons why institutions shirk their moral and, in some countries, legal responsibilities to curtail violent lechery. Space permits me only to mention a few. First, many predatory professors are compelling personalities who abuse scholarly fame to adroitly manipulate younger women. Second, fierce competition for students, grants, and prestige make institutions hesitant to criticize academic superstars or to admit to wrongdoing. Third, emerging scholars and researchers fear imperiling their careers should they accuse senior scholars of misconduct. Fourth, there is the pervasive problem of “himpathy,” or undue sympathy extended to the male perpetrators of sexual violence who do not fit the popular view of a creepy monster [Manne 2018]. Rarely do we extend the same compassion to their victims. Fifth, there is a sense that “great men” should be forgiven their sexual excesses; society needs them too much to criticize them or remove them from their posts. Those who think this way do not consider the thousands of

women whose lives and careers have been destroyed, who have never been allowed to achieve their own greatness.

And yet it is to the victims that we owe not only our sympathy but also our duty to act.

3. MICRO-SOLUTIONS TO SEXUAL HARASSMENT ON CAMPUS

Educational and research institutions can and must fight sexual misconduct. I suggest the following ten steps, not as a comprehensive solution, which I cannot expand on here, but as part of an initial plan. While these strategies are motivated by my experiences as an attorney, they do not require changes in either law or legal practice. They do, however, require the voices of a critical mass of individuals whether administrators and board members, faculty and employees, or students – better yet, all working together.

1. Uniform code. Instead of each institution designing its own protocols for sexual misconduct, we need a uniform code. The guidelines must minimally grant accusers and the accused the same rights to inspect evidence and attend hearings. To ensure equivalent protection for victims, institutions must provide both parties with access to equal legal advice and outside representation. The party who loses can pay the costs. And the uniform code must be applied uniformly. The practice of what I call “Great Man pardons” must cease.
2. Bans on romance. Organizations must bar sexual relations that cross different levels of the institutional structure, that is, between individuals when one currently or foreseeably reports to or evaluates the other. This includes relations between professors and students, junior and senior faculty, employees and supervisors.
3. Multiple reporting channels. To reduce the ordeal of reporting what is often a traumatic and intimate event, institutions must provide students and employees with multiple channels for filing complaints of sexual misconduct. By necessity, however, all reports must feed into a central authority.
4. Online filing option. Reporting channels must include an online reporting service that allows individuals to immediately catalog instances of sexual harassment without submitting a formal complaint

that initiates a full-scale investigation. By providing time-stamped evidence, these services allow survivors to bring claims against their assailants when they are ready without having to worry about the impact of a delay on their case.

5. Centralized disciplinary boards. Each academic field must establish a governing body that receives reports of sexual misconduct. The current regime of secrecy actively endangers women. In fact, as a result of my firm's lawsuit against Professor Jaeger and the University of Rochester, the American Association for the Advancement of Science will henceforth expel fellows who breach standards of professional ethics, including sexual harassment. Other scholarly and research organizations should do likewise.
6. Gender-balanced institutional bodies. In order to ensure that survivors of sexual misconduct feel as comfortable as possible in seeking institutional redress, governing and reporting bodies must be gender-balanced.
7. Restructure mentoring. The typical advisory relationship between student and professor, and between employee and supervisor, is private, one-to-one, and hierarchical. One party is dependent on the other, who thereby wields exclusive power. This structure has many benefits but also allows for abuse. A more distributed model of guidance and supervision – committee-based advising, say, or dual-mentoring – will help avoid the conditions that often make possible sexual misconduct.
8. Regular training sessions. When institutions make clear what is and is not acceptable behaviour, perpetrators are less apt retroactively to create “grey zones” in which, as they often claim, sexual activity was not prohibited. All members of the institution must undergo regular training about sexual misconduct, reporting, and resolution, including bystander interventions and legal obligations. Training should include different pedagogies, such as group sessions and role playing, tailored to specific audiences and delivered by suitable facilitators.
9. Mandatory audits. Institutions and organizations should regularly submit to external audits to promote accountability and positive change. The findings should be made public, even before any vetting or response by the institution.

10. Annual reports. Institutions should also publicly post assessments about the evolution of their organizational culture, progress in hiring and promoting women, improvements in the handling of sexual misconduct, working to alleviate gender-based bias, and new initiatives. Reports must also include accurate data on the incidence of sexual misconduct. In 2015, almost 90% of American colleges reported zero rapes [Becker 2017]. We need honest reporting.

CONCLUSIONS

When I filed the Alexander v. Yale lawsuit, Yale University vilified me as a pariah. Recently, though, Yale accepted responsibility in a roundabout way for mishandling sexual misconduct and predatory professors. I was named a Donaldson Fellow at the Yale School of Management, and in 2019, YaleWomen, an organization of female graduates, will present me with its Lifetime Achievement Award. I will accept this honor on behalf of all young women whose academic strivings were violated by sexual misconduct not taken seriously by the institution entrusted with their education and care.

Yet I know that such assaults will continue to plague young women in educational and research settings until the wider public does more than retweet #MeToo, although that campaign of awareness helps enormously. Nor can we rely solely on lawyers such as myself to solve the problem, since our involvement typically begins after the fact. Towards this aim, I suggested ten concrete steps within the power of ordinary employees and students that will help create safer research institutes and universities for women, thus leading to a just society and world that women – and men – deserve.

We must change now, and fast. The costs of inaction to women are real and devastating. Time's Up on sexual harassment. Time's Up on rape. Time's Up on women being treated like second-class citizens.

REFERENCES

BBC News (2017, 25 October). 'Half of women' sexually harassed at work, says BBC survey. *BBC News*. Web 20 November 2018. <https://www.bbc.co.uk/news/uk-41741615>.

- Becker A. (2017). *89 Percent of Colleges Reported Zero Incidents of Rape in 2015*. American Association of University Women. Web 20 November 2018. <https://www.aauw.org/article/clery-act-data-analysis-2017/>.
- Coffin H.H. (1971, 15 July). Women of Yale. *The New York Times*, Print.
- Hayden S. (2018, 5 September). Two thirds of young girls have been sexually harassed in public, surveys shows. *Independent*. Web 20 November 2018. <https://www.independent.co.uk/news/uk/home-news/two-thirds-teenage-girls-sexually-harassed-a8523181.html>.
- Kaufman Busch E., Thro W.E. (2018). *Title IX: The Transformation of Sex Discrimination in Education*. New York: Routledge.
- Malkiel N.W. (2018). *"Keep the Damned Women Out": The Struggle for Coeducation*. Princeton: Princeton University Press.
- Manne K. (2018). *Down Girl: The Logic of Misogyny*. Oxford: Oxford University Press.
- National Sexual Violence Resource Center (n.d.). *Sexual Assault in the United States*. Accessed November 20, 2018. <https://www.nsvrc.org/statistics>.
- Olivarius A. (2017). Sexual Harassment and Assault in the Academy. *Medieval Feminist Forum: A Journal of Gender and Sexuality*, 53(1), 11-36. Accessed November 20, 2018. doi:10.17077/1536-8742.2085.
- Reynolds E. (2018, 2 March). Universities are home to a rape epidemic: Here's what they can do. *The Guardian*. Web 20 November 2018. <https://www.theguardian.com/commentisfree/2018/mar/02/universities-rape-epidemic-sexual-assault-students>.
- World Health Organization (2013). *Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence*. Geneva: World Health Organization. Web. 20 November 2018. <http://www.who.int/reproductivehealth/publications/violence/9789241564625/en/>
- World Health Organization (2017). *Violence against women: Key facts*. Accessed November 20, 2018. <http://www.who.int/news-room/fact-sheets/detail/violence-against-women>.
- World Policy Analysis Center (2017). *Preventing Gender-Based Workplace Discrimination and Sexual Harassment: New Data on 193 Countries*. Los Angeles: WORLD Policy Analysis Center, UCLA Fielding School of Public Health. Web. 20 November 2018. <https://www.worldpolicycenter.org/sites/default/files/WORLD%20Discrimination%20at%20Work%20Report.pdf>.

BIOGRAPHY

Dr **Ann Olivarius** has managed complex legal matters for 25 years and is committed to using the law to help people who have suffered injustice.



As an undergraduate at Yale, Ann worked in the office of the Chief Justice of the United States and was deeply involved in a landmark civil rights case, *Alexander v. Yale*, which for the first time found that it was illegal sex discrimination for American universities to have no procedures for dealing with sexual harassment of students by professors. She later obtained a D.Phil. in Economics from Oxford University as a Rhodes Scholar and a JD and MBA from Yale.

In recent years she has represented students and professors in sexual harassment cases against UCLA, Yale, Stanford, the University of Miami, the University of Rochester, University College London and Oxford University. Ann's work in this area prompted the leading science journal *Nature* to name as one of "Nature's 10" people who made a difference to science in 2017.

In 2003, Nelson Mandela introduced her to a gathering as 'a lawyer who has advised me well and who has courageously advanced the cause of justice, and improved life opportunities, for hundreds of millions of women, blacks and disadvantaged worldwide'.

Image:

Dr. Ann Olivarius speaking on how to address sexual misconduct at Athena SWAN (Scientific Women's Academic Network) in 2017.

SEXUAL HARASSMENT IN ACADEMIC WORLD: LACK OF AWARENESS AND DEFICIENCY IN DATA COLLECTION

MOLESTIE SESSUALI IN AMBITO ACCADEMICO: SCARSA CONSAPEVOLEZZA E DEBOLEZZE NELLA RACCOLTA DATI

*Chiara de Fabritiis*¹

Abstract

This article deals with the attitude of political and social actors towards the problem of sexual harassment in academic world. In the first part of the paper I report on the low awareness on the question displayed by Italian Public Institutions (Consigliera per la Parità presso il Ministero del Lavoro, Dipartimento delle Pari Opportunità presso la Presidenza del Consiglio and ISTAT, just to name a few): this issue is witnessed by the deficiency in data collection on the subject. In the second part, I focus on the actions undertaken by CUG (Comitato Unico di Garanzia, formerly Comitato Pari Opportunità) at Università Politecnica delle Marche: in “Piano di Azioni Positive” for the periods 2013-2015 and 2016-2018 the issues of sexual harassment are not even named; I also describe the structure and contents of two surveys undertaken at the university in the last ten years, concentrating my analysis on the selection operated in the design of the data collection towards the problem of sexual harassment and violence in our workplace.

Keywords: Sexual harassment, Data collection, Equal Opportunities Committee

Riassunto

Questo articolo tratta l'atteggiamento degli attori politici e sociali nei confronti del problema delle molestie sessuali in ambito accademico. Nella prima parte del lavoro, si sottolinea la scarsa consapevolezza della questione dimostrata dalle istituzioni pubbliche in Italia (Consigliera per la Parità presso il Ministero del Lavoro, Dipartimento delle Pari Opportunità presso la Presidenza del Consiglio and ISTAT, per citarne solo alcune): ciò è testimoniato in particolare dalla carenza di dati raccolti

¹ Dipartimento di Ingegneria Industriale e Scienze Matematiche, Università Politecnica delle Marche, Ancona; Coordinatrice Comitato Pari Opportunità dell'Unione Matematica Italiana. E-mail: fabritiis@dipmat.univpm.it

sull'argomento. Nella seconda parte si focalizza l'attenzione sulle azioni intraprese dal CUG (Comitato Unico di Garanzia, già Comitato Pari Opportunità) dell'Università Politecnica delle Marche: nel "Piano di Azioni Positive" per i periodi 2013-2015 e 2016-2018 la problematica delle molestie sessuali non è neppure nominata. Si descrivono inoltre la struttura e i contenuti di due indagini svolte nell'ateneo negli ultimi 10 anni, concentrando l'analisi sulle scelte effettuate nella struttura della raccolta dati nei confronti del problema delle molestie sessuali e della violenza nei nostri luoghi di lavoro.

Parole Chiave: Molestie, Raccolta dati, Comitato unico di garanzia

Though rarely considered, sexual harassment or inappropriate conduct towards women are not confined to the Academy but take place also in the academic world. This is proven by many direct witnesses: to give just a couple of examples, we can cite A. Ferrari, a female surgeon at Policlinico S. Matteo (Pavia), who wrote on the hard careers of several Lombard female surgeons born in the Fifties and the Sixties on her blog on the newsmagazine "L'Espresso" [Ferrari 2013; 2014] and the recent case of Tokyo Medical University, where since 2010 the entrance exam scores of female applicants were systematically lowered in order to reduce the number of female students [Japan Times 2018].

I. DATA COLLECTION BY PUBLIC INSTITUTIONS IN ITALY

As scientists, we know that when we have to face an issue, we can give it bounds by measuring the quantities involved in the process; so the first indicator of the consciousness of the existence of a problem, is the fact that someone collects data about it or, at least, is entitled to do this. Moreover, when we speak about sexual harassment and violence against women, data collection is a duty as a consequence of the so-called Istanbul Convention (more precisely "Council of Europe Convention on preventing and combating violence against women and domestic violence", signed by Italy on September 12th 2012, ratified on September 10th 2013 and entered into force on August 1st 2014): specifically, Article 11 requires parties "to collect disaggregated relevant statistical data at regular intervals on cases of all forms of violence covered by the scope of this Convention and to conduct population-based surveys at regular intervals to assess the prevalence of and trends in all forms of violence covered by the scope of this Convention".

In Italy there are several institutional players involved in data collection on the problem: in particular, they include Dipartimento per le Pari Opportunità presso la Presidenza del Consiglio dei Ministri (Department of Equal Opportunities at the Presidency of the Council), Consigliera Nazionale di Parità presso il Ministero del Lavoro (National Councilor for Equality at Ministry of Labour) and ISTAT (Istituto Italiano di Statistica, the national statistics agency).

Dipartimento per le Pari Opportunità runs the implementation of “Piano strategico nazionale contro la violenza maschile sulle donne” (PSNCVD – strategic plan against violence on women, see Presidenza) which was enacted by Consiglio dei Ministri on November 23rd, 2017. This document, almost 50 pages long, devotes a mere page to the topic of sexual harassment on workplaces, in a box whose title is “La violenza maschile contro le donne nei luoghi di lavoro”: after recalling the general setting of the problem, it commits the Government to start a road with unions and entrepreneurs in order to implement the International Labour Organization Recommendations and Conventions; unfortunately it contains no positive actions and no data analysis is included.. The word “scuola” (school) appears a dozen of times, “università” (university) (and its derivatives) five and research institutions are not even mentioned: this shows that the academic world is not seen as a place where #Metoo is an issue. Indeed, in PSNCVD both school and university are always seen as educational agents whose goal is to teach students gender equality, not as workplaces in which sexual harassment can take place. Nonetheless, in Italy RTD (temporary research fellow) at university and many researchers in research institutions, laboratories or factories enjoy fellowships or other forms of employment contracts which are temporary (in addition to all PhD students and post-docs); only associate and full professors at university and researchers and technologists at public research institutions are tenured and it is well known that the instability of a position greatly increases the possibility that its holder is sexually harassed or blackmailed.

The website of Ministero del Lavoro states that “the task of Consigliera Nazionale di Parità is to promote gender equality actions and to fight discrimination between men and women in workplaces”. Apart by the quite natural question on why should this role always be held by a woman, the only act of CNP during 2017 which involves the academic world is a “Protocollo d'intesa” (a memorandum of understanding, see Consigliera 2017, all. 7) with

Ministry of Education, University and Research (MIUR) to overcome gender stereotypes which alter students' educational options. Furthermore in "Analisi dei dati contenuti nei rapporti annuali delle consigliere di parità territoriali" (Data Analysis of the Contents of the Annual Reports of Local Counsellors on Territories, Consigliera 2018), the word "molestie" (harassment) appears only once, though the report underlines that in 2017 the requests of actions addressed to local Consiglieri di Parità (local Counsellors on territories) increased of 28% with respect to 2016.

Istituto Nazionale di Statistica (ISTAT) collects data in almost any field of life: from economics to daylife and demography, from education to environment. On April 11th 2018 the President at that time, Giorgio Alleva, Full Professor in Statistics at Università di Roma La Sapienza, presented a report entitled "La dimensione del fenomeno della violenza di genere" (The Extent of the Phenomenon of Gender-based Violence) where, among others, he examines the issue of violence and/or sexual harassment on workplaces: though the exposition is very short, nonetheless the fact that it is the president of the institution to speak about this subject denotes an awareness which is worth underlining [Alleva 2018].

The most important (and recent) ISTAT release on the problem of sexual harassment on workplaces is "Le molestie e i ricatti sessuali sul lavoro" (Sexual harassment and sexual blackmail at work Years 2015-2016) which was published on February 2018 [ISTAT 2018]. This paper contains a large amount of data obtained by a statistical survey undertaken in 2015 and 2016 on more than 30,000 people aged between 14 and 65 (almost equally distributed by sex: male and female, no lesbian, gay or transgender issues were taken into account in this research).

Several interesting points emerge from this inquiry: there is a positive correlation of sexual harassment with high educational degree, though this connection decreases when we look to events occurred in the last three years (see Tavola 4, Tavole_Molestie_Appendice_statistica); the summary contains a query on the place where the molestation took place: in particular workplaces – 9.2% for females vs 5.2% for males—and school/university – 3.8% vs 3.9% – (see Prospetto 4 of the report). In addition, there are several detailed questions on molestation or blackmailing on workplaces both at recruiting time and during worklife, including a segmentation of data for age

of the victim, geographical distribution (Italian macro-region and population of the town), frequency of the event, dynamics and reaction of the victim.

Three chapters of the survey – *Quando il lavoro diventa il luogo del rischio, Ricatti sessuali sul lavoro: numero delle vittime, Ricatti sessuali sul lavoro: dinamica e reazione della vittima* (*When the Workplace Becomes the Riskplace, Sexual Blackmail on Workplace: Number of the Victims, Sexual Blackmail on Workplace: Dynamics and Reaction of the Victim*) – are centred on sexual harassment on workplaces and many crucial questions are investigated: in particular, there is an evidence of positive correlation between high level of education and sexual molestations; the study also examines the trend of the last twenty years, from 1997 to 2016, but this question only looks to blackmailing for hiring (splitted in “request for sexual acts” and “request for sexual consent”) and blackmailing for maintaining the job or advancement, without splitting the victims in different groups according to some categorization of their employment.

Nevertheless, only 1 of the more than 20 questions asked to the sample deals with the classification of the job the victim was employed in or was looking for (see Prospetto 14) and the classification is quite coarse: the only 8 items for episodes happened during the whole worklife of the pollee and 6 ones for episodes happened in the last three years; the category concerning scholars and researchers is a quite vague “Professioni intellettuali, scientifiche e di elevata specializzazione, legislatori, imprenditori, dirigenti”, unfortunately not allowing to distinguish roles and professions in education and research. Thus Fabiola Giannotti, director of CERN, Geneva, belongs to the same category as any temporary junior fellow in a research laboratory and Paola Inverardi, rector at Università degli studi dell’Aquila, is on the same footing as any one-year post-doc! Since, e.g., the temporariness of many research jobs is not taken into account, we lack any information on how this could alter the rate of incidence of harassment; moreover it is not clear which contact points there could be between the positions of a junior research assistant working in a university and an executive managing a big corporation or an entrepreneur driving her own firm.

2. A LOCAL CASE: THE CUG AT UNIVERSITÀ POLITECNICA DELLE MARCHE

In this part of the paper I analyse some of the actions undertaken by CUG (Comitato Unico di Garanzia per le pari opportunità, la valorizzazione del benessere di chi lavora e contro le discriminazioni, formerly Comitato Pari Opportunità) at Università Politecnica delle Marche, namely the committee for equal opportunities, wellbeing of workers and non discrimination. CUG is one of the institutional organs of Italian public administrations, in our university it consists of four academics, four employees and two students, it serves for a three years term and its members can be reelected only once. It is an interesting peculiarity of Università Politecnica that CUG members are elected by the faculty and the administrative and technical staff, since in most Italian institutions they are appointed by the rector and/or the chief administrative officer (the faculty component) and the unions (the administrative and technical personnel); in my opinion the fact of being elected (and not appointed) strengthens the relation and the communication between the personnel and the CUG members and increases the commitment of the representatives.

One of the most important tasks of CUGs is to draw a triennial action plan, “Piano di Azioni Positive” (PAP, Positive Actions Plan), since in its absence no recruiting can be done: unfortunately when we examine the PAP for the both the periods 2013-2015 (very concise) and 2016-2018 (more detailed and elaborated), the issues of sexual harassment are not even named. In particular the Sportello di Ascolto (a listening service helping in dealing with situations of conflict in the workplace, stress, demotivation, and other problems related to working and studying), an useful and effective activity which was recently launched, deals generically with “situazioni di conflittualità sul luogo di lavoro, stress, calo motivazionale e altre problematiche strettamente lavorative o di studio”: of course, cases of sexual harassment or blackmailing are not excluded as they are contained in “altre problematiche strettamente lavorative o di studio” but this vagueness does not push victims, who often feel lonely and abandoned or even guilty of their situation, to report the crime. Thus, PAP is not truly a GEP (Gender Equality Plan) which is more close to Supplemento di Genere al Bilancio Sociale (Gender Supplement to Social Responsibility Report).

In the last years, the topic of equal opportunities and wellness on workplace underwent many legislative modifications which, together with a generational turnover, brought to a partial change of the duties of CUG, whose approach was forced to become in some degree more bureaucratic, even though the real issues of the academic component, in particular the students and the temporary faculty, were not forgotten.

The new prescriptions require that CUG prepares a triennial PAP, draws up the minutes of its meetings, writes an annual relation on its activity, publishes all these documents on its webpage and the accomplishment of all these obligations are monitored by Presidio di Qualità, i.e. Unit responsible for the internal Quality Assurance system, and Nucleo di Valutazione, i.e. Independent Evaluation Unit.

Unfortunately, sometimes all this heaps of paper distract the members' limited time from the true core of the problems and in some occasions the components complained on this misapplication of their object which reduces the usefulness of their service to the academic community.

As a last point of this paper, I investigate a little more closely on two statistical surveys which were carried on by CUG in 2006 (when it was still named Comitato per le Pari Opportunità) and 2018, focusing in particular on the attitude of the architecture of the data collection towards the problem of sexual harassment and violence in our workplace.

The first report, called "La condizione lavorativa nell'Università Politecnica delle Marche", had several strong points: indeed, it was very detailed, since it consisted of 86 queries, had a precise focus on women's careers, contained explicit questions on harassment and the data elaboration was excellent. Nonetheless, some of the categories were so narrow that anonymity vanished, it was carried out only twice – in 2001 (in a more restricted form) and 2006 (in a broader one) – and, at least apparently, no positive actions were undertaken as a consequence of this analysis.

The 2018 survey was easily accessible to the public, causing a higher participation than in previous cases, and the elaboration of data was almost immediate, since it was carried out via Google, but there were only four questions, all centered on wellbeing on workplaces (smoke, fitness) and no focus on women's issue was present.

In between the two data collections, an analysis on "Valutazione del Personale" (HR Evaluation) was carried on in 2013: addressed both to

administrative staff and scholars (only researcher associates and professors, no PhD students or post-docs), for the faculty it was focused only on RSA grants (Ricerca Scientifica d'Ateneo, i.e. grants for scientific research awarded by the university). In the introduction of the review the reason of this choice was explained as follows: "The theme of the evaluation of personnel is a priority for 2013 actions because it is connected with wellbeing on workplaces [...] For academic staff, since there is a large variety of evaluation forms professors and researchers undergo (VQR, Valutazione della Qualità della Ricerca, t.i. Research Quality Evaluation, ASN, Abilitazione Scientifica Nazionale, t.i. National Scientific Qualification, salary "automatic" rise) we chose to focus on RSA grants". No particular attention to women's issues was present and the words "molestie" or "ricatto" (harassment or blackmail) did not appear anywhere.

To fill the gap in data collection on these topics which it was generally noticed, in the next months a broad program called "Progetto Rilevazione Benessere Lavorativo" (Staff Wellbeing Survey) will begin: the questionnaire is based on the Autorità Nazionale AntiCorruzione (ANAC, National Anti-Corruption Authority) questionnaire which has been customized for some categories, in particular for faculty members. In this last case, there are three groups of queries: a first group of 10 general questions concerning age, role and similia, a second lot on work environment (16 questions about the safeness of the workplace, 40 the work organization, collaboration with colleagues and assessment of the job, 22 the strategic and integrated planning and overall evaluation) and a final section regarding psychophysical wellbeing (8+8 questions on different diseases and 2 on discriminatory acts and on molestation). The very last question is the only one related with the issue of sexual harassment and blackmailing, but it is so vague ("Do you think you are subject to molestation in the form of words or behaviours which could damage your dignity and create a negative on your workplace?", translation of the author) that reveals once more a very low awareness of the problem.

CONCLUSIONS

To summarize, as far as data collection by public institutions is involved, much more efforts are needed in order to obtain a richer and more detailed outline; this is absolutely necessary to understand the problem, since up to know we

only have a few clues coming from the sample studies. Indeed, several institutions, from ISTAT to ANVUR (Italian National Agency for the Evaluation of Universities and Research Institutes) could undertake a survey on the harassment in academic world to sketch the bounds of the issue. On the local side, we need an inquiry taken on a regular time base: the trend of the answers would be an important information which should be followed by a plan of positive actions.

Acknowledgments

It is a pleasure to thank dott.ssa Paola Bianchi (Dipartimento per le Pari Opportunità presso la Presidenza del Consiglio) for her kind help, dott.ssa Alberta Ferrari (Policlinico S. Matteo-Pavia) for giving me the permission to quote a part of her paper in my lecture, Prof.ssa Anna Maria Perdon (Università Politecnica delle Marche) for recovering and sharing with me many documents of the early activity of Comitato Pari Opportunità at Università Politecnica delle Marche.

REFERENCES

- Alleva G. (2018). Riflessione multidisciplinare sul fenomeno della violenza sulle donne. Presentation at the conference “Donna oltre il silenzio “ Roma, 11 April 2018. https://www.istat.it/it/files//2018/03/Violenza-di-genere_Prof.-G.-Alleva.pdf.
- Consigliera Nazionale di Parità, Rapporto Attività 2017. <https://www.lavoro.gov.it/ministro-e-ministero/Organi-garanzia-e-osservatori/ConsiglieraNazionale/Consigliera-nazionale-di-parita/Documents/2018-03-31%20RAPPORTO%20CNP%202017.pdf>
- Consigliera Nazionale di Parità, Analisi dei dati contenuti nei Rapporti annuali delle Consigliere di Parità territoriali, Roma, 11 Luglio 2018. <https://www.lavoro.gov.it/ministro-e-ministero/Organi-garanzia-e-osservatori/ConsiglieraNazionale/Consigliera-nazionale-di-parita/Documents/Presentazione-Dati-Rapporti-2017-11072018.pdf>
- Ferrari A. (2014, 25 Giugno). Noi chirurghe nate negli anni 50 e 60. *L'Espresso*. Accessed November 19th 2018, <http://ferrari.blogautore.espresso.repubblica.it/2014/06/25/ noi-chirurghe-nate-negli-anni-50-60/>.
- Ferrari A. (2013, 29 July). La Chirurgia è maschia? Non più, Professore. *Quotidianosanita.it*. Accessed November 19th 2018.

http://www.quotidianosanita.it/lettere-al-direttore/articolo.php?articolo_id=16265.

Istat (2018). *Le molestie e i ricatti sessuali sul lavoro Anni 2015-2016*. Roma: Istat. Web 13 February 2018. <https://www.istat.it/it/archivio/209107>.

Japan Times (2018, 2 August). Tokyo Medical University discriminated against female applicants by lowering entrance exam scores: sources. *Japan Times* Accessed November 26th 2018.

https://www.japantimes.co.jp/news/2018/08/02/national/tokyo-medical-university-discriminated-female-applicants-lowering-entrance-exam-scores-sources/#.W_NEWS2hImB.

Presidenza del Consiglio, Dipartimento Pari Opportunità. *Piano strategico nazionale contro la violenza maschile sulle donne 2017-2020*. <http://www.pariopportunita.gov.it/wp-content/uploads/2018/03/testo-piano-diramato-conferenza.pdf>

BIOGRAPHY

Chiara de Fabritiis is Full Professor in Geometry at Università Politecnica delle Marche, Ancona, Italy. With an educational background in Mathematics, her professional experiences mainly refer to academics: she was Assistant Professor at Scuola Internazionale Superiore di Studi Avanzati in Trieste and at Università di Bologna, then moved to Università Politecnica delle Marche, as Associate Professor and later as a Full Professor. She is chiefly interested in Complex Analysis, Complex Dynamics and, more recently, in Quaternionic Analysis; she also worked with an engineer in a study on micro-structured materials and with a composer in two papers about the relation between mathematics and music. She served as Chair of the Department of Mathematics for 3 years and is now a member of the Scientific Board of Unione Matematica Italiana, where she is also the coordinator of the Equal Opportunities Committee, and of the Committee for Wellbeing of Workers and Non Discrimination – CUG of Università Politecnica delle Marche.



CHALLENGING POOR BEHAVIOUR IN ACADEMIA: HOW TO TACKLE AND PREVENT INTIMIDATION AND ABUSE OF POWER - A DUTCH WOMEN PROFESSORS' NETWORK APPROACH

Fernie Maas¹

Abstract

Power, abuse of power, harassment, and misconduct in academia. A theme that deserves attention, but is often dismissed as non-urgent, non-existent and therefore: unimportant. As a national women's network, the Dutch Network of Women Professors (LNVH) aims at creating sustainable attention for the theme and coming up with solutions for change. Pivotal in LNVH's recent actions was the Spring Symposium in May 2018. Keynote speakers elaborated on mechanisms of power and tools to deal with situations of misconduct and abuse of power. A panel including support and administrative staff (e.g. HR-directors, confidential counsellors) were asked about their perspective on how to deal with power issues, harassment, and misconduct. The conclusion of the afternoon was threefold: 1) there is a lack of insight in the magnitude of the problem of intimidation and harassment; 2) there are many barriers for reporting cases, which means misconduct is not handled and interventions are not put in place; and 3) procedures for reporting power issues, harassment, and misconduct are inadequate or even absent, leaving victims voiceless and powerless. As a follow-up on the symposium, LNVH has urged the university boards to develop and strengthen an explicit zero tolerance policy with regard to harassment and abuse of power. By giving insight in the dynamics of (dealing with) harassment and intimidation in Dutch academia, LNVH provides the perspective of a women's network, both in offering a listening ear, as well as acting as a gadfly in holding policy makers and administrators accountable for change.

Keywords: Women researchers, Networks, Policy making, Harassment, Intimidation

Riassunto

Potere, abuso di potere, molestie e cattiva condotta nel mondo accademico. Un tema che merita attenzione, ma che spesso viene respinto come privo di urgenza, inesistente e quindi non importante. In quanto rete nazionale di donne, la Rete olandese delle donne docenti (LNVH) intende creare un'attenzione per il tema che sia sostenibile e proporre soluzioni per un cambiamento. Fulcro delle recenti azioni

¹ Programme officer Dutch Network of Women Professors. Email: maas@lnvh.nl.

di LNVH è stato lo Spring Symposium del maggio 2018. I relatori invitati hanno illustrato i meccanismi di potere e gli strumenti per affrontare situazioni di cattiva condotta e abuso di potere. Mentre a un gruppo che includeva personale di supporto e amministrativo (ad esempio direttori delle risorse umane, consiglieri di fiducia) è stato chiesto il loro punto di vista su come affrontare problemi di potere, molestie e cattiva condotta. La conclusione del pomeriggio è stata triplice: 1) c'è una mancanza di comprensione dell'entità del problema dell'intimidazione e delle molestie; 2) ci sono molti ostacoli nel denunciare i casi, il che significa che la cattiva condotta non viene gestita e non vengono attuati interventi; e 3) le procedure per segnalare problemi di potere, molestie e cattiva condotta sono inadeguate o addirittura assenti, lasciando le vittime senza voce e impotenti. Per dare seguito al simposio, LNVH ha esortato i consigli universitari a sviluppare e rafforzare un'esplicita politica di tolleranza zero nei confronti di molestie e abusi di potere. Dando visibilità alle dinamiche nell'affrontare molestie e intimidazioni nel mondo accademico olandese, LNVH offre la prospettiva di una rete di donne, sia nell'offrire ascolto, sia nel fungere da tramite per far assumere a politici e amministratori le responsabilità del cambiamento.

Parole chiave: Ricercatrici, Reti, Politiche, Molestie, Intimidazioni

Power, abuse of power, harassment, and misconduct in academia. A theme that deserves attention, but is often dismissed as non-urgent, non-existent and therefore: unimportant. In the last few years, the Dutch Network of Women Professors (Landelijk Netwerk Vrouwelijke Hoogleraren, LNVH) has been aiming at creating sustainable attention for the theme and coming up with solutions for change. As a national network, representing affiliates across disciplines and universities, LNVH is eager to share its experiences, approach and considerations in dealing with the theme.

The Dutch Network of Women Professors' mission is to reach a proportionate representation of women in academia. As of November 2018, over 1200 professors and associate professors are affiliated to the network. A board of six women professors is supported by a senior policy officer, a programme officer and a secretary at the bureau. LNVH is using two sets of tools to reach its mission: the first one is to influence policy making by addressing issues with university boards, local networks, HR departments and ministries. Moreover, LNVH is commissioning studies to explain certain mechanisms of inequality or patterns that cause women to leave academia, or to not reach top positions (e.g. differences in remuneration, tenure track policies). Secondly, LNVH is strengthening ties between its affiliates as well as

empowering women in academia, for example by offering a mentoring programme, by offering peer-to-peer coaching, and by organizing events on relevant themes. This network of affiliates provides the board and bureau with many experiences and many stories from the academic work floor, which allows LNVH to act as an intermediary in connecting allies, as well as being a gadfly in policy making. Against this backdrop, LNVH is taking on the theme of misconduct, intimidation, abuse of power and poor behavior in academia.

Of course, LNVH has been hearing about situations of misconduct and of abuse of power for years. However the revival of the #metoo movement in 2017 allowed for a different frame for these stories. Amongst the many stories that came out in the Netherlands as well, women researchers decided to speak out. A well-known philosopher and publicist came forward and shared how she quit her university when her supervisor intimidated her both physically and verbally. As she resigned she informed both the dean and the confidential counsellor about the reason she decided to quit and about the behaviour of the abuser. This researcher was confident that her complaint would be researched and processed, since more colleagues were experiencing the same harassment. However she never heard back [Jensen 2017]. A well-known and high-profile professor at a university of technology shared in the university media outlet her own experiences. The sexual innuendos in emails, for example, or the colleague who was unable to get home after a party and had to 'stay over'. Or that colleague who, because of his inability to keep his hands to himself, forced her to go home early when she had actually wanted to stay [Evers 2017].

Online magazine ScienceGuide decided to delve deeper into the issue and published a series of three articles to provide insight into the forms of sexual harassment taking place at Dutch universities [Ven 2017]. The series started out with a number of female academics sharing their personal stories. They all had to deal with harassment and power abuse by a colleague or supervisor and, in trying to file complaints or issue a report, were all faced with supervisors trying to smooth over or downplay the situations of misconduct. The second article analysed the impact of the internal procedures of academic institutions related to harassing behaviour. The stories showed that procedures and regulations are failing to protect the women who report the behaviour. The structure of the organisation is indeed a larger part of the problem than the actual behaviour of the perpetrator. The article series is

concluded by allowing administrators and university boards to respond to the mechanisms and structural deviations uncovered. When asked, the decision makers all agree that there is still a lot to be done. Formal procedures that look quite exhaustive and well put on paper are in practice not sufficient enough to deal with these type of situations. In a safe environment, complaints should be processed accordingly.

To keep up the discussion and to contribute to sustainable attention to the theme, LNVH organised a symposium focused on the broader aspect of abuse of power and hierarchy on May 25, 2018. The theme of the symposium was recognizing, discussing and tackling misconduct and abuse of power in academia. A number of experts were invited to talk about their research. Oscar David is an organisational psychologist and executive coach, who has worked with mechanisms of power both in and outside of corporate life, and tries to increase insight into what power is and how it works. He is advocating for power 3.0: exercising power with integrity.

“To put it differently, it is not about power over other people, but about power that is exerted to make a difference and serve a purpose or a passionate desire. This kind of leadership is not based on instincts, nor is it based on rules and regulations. It might include those aspects, but more than anything else it is based on inner values being expressed by the leader.” [David 2014, p.140]

Claartje Vinkenburgh is an independent consultant (formerly affiliated to VU University, Amsterdam) working on women's advancement in academia [Vinkenburgh 2017, pp. 212-234]. She offered symposium participants insight in the mechanisms and aspects of sexual harassment in academia, in particular by focusing on the way academic dependence structures, gender bias and high competition contribute to misconduct and abuse of power [McDonald 2015, pp. 41-58]. The third expert speaking at the symposium was Scott Solder, a former in-house executive coach at the BBC and now an independent consultant and coach. He is offering an ‘active bystander training’, starting from the premises that in situations of misconduct or poor behaviour everyone is involved, not only the abuser and the abused. “If we constantly reinforce messages about behaviour that is unacceptable, this puts considerable pressure on people to re-think their behaviour. So any level of inappropriate or unacceptable behaviour should not be ignored” [Imperial College London n.d.] In a one-hour-and-a-half-session, Solder helped the

symposium audience to understand what a bystander is, how to commit to being an active bystander and to contribute to a safe and positive work culture.

In preparing for the symposium, LNVH decided to dedicate the second half of the symposium to the actual examples of misconduct and abuse of power. The Actors Society developed a number of scenes in which examples of these types of situations were played out. All scenes were fictional, but based on real experiences (either shared with LNVH, shared in the ScienceGuide article series, or shared publically in other media outlets). Of course, the screen writer made sure the scenarios could not be traced back to a specific case. The Actors Society played out four scenes in which the behaviour of a senior researcher (a renowned professor) towards a female PhD became increasingly inappropriate: starting with comments on her appearance during drinks at a conference, ending in locking her into his room and forcing himself on her. The professor subsequently is doing everything in his power to obstruct the PhD in doing her work. When she files a complaint with the department head, the department head refuses to act to keep the reputation of the professor, and most of all his affiliation to the department, intact. The scenes were all about the same characters, showing that this type of behaviour can be accumulative and is not always about a single interaction at a certain moment in time. The scenes also included multiple and various layers of intimidation and abuse of power in academia, both subtle as obvious, both formal as interpersonal, both intentional as unintentional.

After each scene a panel discussed and responded to the scenes. Panellists were invited to talk about possible interventions, about necessary changes in procedures, and about the role organisations can and should play. The panel included the president of the Dutch Association of Confidential Counsellors, the HR director of a Dutch university, a lawyer specialized in high profile sexual harassment cases, the author of the afore mentioned article series in ScienceGuide, as well as a representative of EGERA (Effective Gender Equality in Research and the Academia). Particularly the roles, responsibilities and mandates of the Human Resources department and the confidential counsellors were vehemently discussed:

Over the years, LNVH has been organising a number of events, but this symposium prompted a large amount of reactions. After the symposium both researchers as administrators reached out to LNVH for a detailed report of

the day. However due to the sensitivity of the theme discussed, the Chatham House Rules were set in place. To still keep up the momentum, LNVH sent every university a letter in which the conclusions of the afternoon were summed up.

1. There is a lack of insight in the magnitude of the problem of intimidation and harassment
2. There are many barriers for reporting cases, which means misconduct is not handled appropriately and interventions are not put in place
3. Procedures for reporting power issues, harassment, and misconduct are inadequate or even absent, leaving victims voiceless and powerless.

LNVH has been asking the university boards to come up with a zero tolerance policy and to communicate this to their community explicitly. LNVH is well aware of all the procedures in place, but is asking people in leadership roles to explicitly speak up about what is acceptable behaviour at their own organisation, urging them to move beyond legal compliance and address culture and climate. Also, in this letter universities were encouraged to adopt (parts of) the symposium and to organise such an event as well, of course tailored to their own specific needs and issues. In the fall of 2018, several universities indeed are working with Scott Solder or with The Actors Society, to open up the discussion within their own organisation about the protocols and procedures set in place, and about the culture within their organisation.

LNVH will continue to work on the theme. The network has commissioned a study concerning harassment in academia [LNVH 2018]. Researchers will focus on the way women in academia are obstructed in doing science. This includes, but is not limited to, sexual harassment. Examples are stealing data, unjustified authorships, subordinating people in assigning management and research tasks, intentional discrediting or making others invisible for e.g. committees, influencing the work environment negatively, frustrating research processes et cetera. LNVH will be defining this as Scientific Harassment. Researchers are conducting qualitative research, for which they will be collecting concrete experiences. This helps in providing more insight in the actual mechanisms at play at Dutch universities.

The approach of the LNVH Spring Symposium was very much along the lines of men-women. One of the critiques and questions was, rightly so: but

how do these mechanisms play out when we take an intersectional approach? What are some of the challenges faced by ethnic minorities, by people with disabilities? LNVH is addressing this intersectional approach further, starting with a session at Pump Your Career (December 12, 2018), a career event for women in science. In a session about scientific harassment, the floor is for experts who are able to change perspective and to see how mechanisms take place beyond the m/f-context.

The Dutch Network of Women Professors hopes this approach contributes to speaking up about harassment in academia. Together with university boards, HR officials, diversity officers and local networks, LNVH will work towards solutions and a much needed change in culture. Key point in the network's activities is to move beyond legal compliance and focus on changing culture and climate, to reach an inclusive academic environment in which everyone is safe to do their job.

REFERENCES

- David O. (2016). The Future of Power. In van de Kerkhof T. (edited by), *The New Leadership*. Amsterdam: European Leadership Platform (ELP Leadership series), pp.136-149.
- Evers V. (2017). #metooUT. Accessed November 26, 2018. <https://www.utoday.nl/what-u-think/64620/metooout>.
- Imperial College London (n.d.). *Active Bystander*. Accessed November 26, 2018. <https://www.imperial.ac.uk/engineering/staff/human-resources/active-bystander/>
- Jensen S. (2017). Na #MeToo mogen vertrouwenspersonen en bestuurders niet langer zwijgen. Accessed November 26, 2018. <https://joop.bnnvara.nl/opinies/metoo-mogen-vertrouwenspersonen-en-bestuurders-langer-zwijgen>.
- LNVH (2018). *LNVH studies practices concerning Scientific Harassment. Will you share your experiences?* Accessed November 26, 2018. <https://www.lnvh.nl/scientific-harassment>.
- LNVH (n.d.). *Reports*. Accessed November 28, 2018. <https://www.lnvh.nl/lnvh-reports>.
- McDonald P., Charlesworth S., Graham T. (2015). Developing a framework of effective prevention and response strategies in workplace sexual harassment. *Asia Pacific Journal of Human Resources*, 53(1), 41-58. doi:10.1111/1744-7941.12046.
- Ven Ingeborg van der (2017). *He is a professor and you are just an associate*. Accessed November 26, 2018. <https://www.scienceguide.nl/2017/12/he-is-a-professor-and-you-are-just-an-associate/>.

Vinkenburg C. J. (2017). Engaging Gatekeepers, Optimizing Decision Making, and Mitigating Bias: Design Specifications for Systemic Diversity Interventions. *The Journal of Applied Behavioral Science*, 53(2), 212–234.

BIOGRAPHY

Fernie Maas MA (1987) is programme officer at the Dutch Network of Women Professors (LNVH). She studied Historical Sciences at the Radboud University Nijmegen, after which she worked at VU University Amsterdam (Faculty of Humanities), in both research and educational development. Since March 2015, she is affiliated to the LNVH Bureau. She is responsible for strengthening links between the LNVH affiliates (over 1200 women professors and associate professors) and for initiating and executing projects and activities that contribute to the LNVH mission: promoting the proportionate representation of women within the Dutch university community.



III.

HOW TO ADDRESS THE PROBLEM: PREVENTION

INTRODUCTION

*Silvana Badaloni*¹

To prevent the consequences of a phenomenon it is necessary first of all to know the phenomenon itself, to monitor it. Since the campaign #MeToo was launched, many surveys and investigations have been carried out on the theme of sexual harassment also in academic institutions, that are places typically characterized by strong competition and hierarchies and, as such, places where women are especially liable to be subjected to harassment.

The phenomenon may present many aspects. It may be that young females (but not only they) are targets of improper advances, unwelcome suggestions or physical contact on the part of their supervisors, or peers, who are in the position of power or leadership; it may be that the shocked victims do not know what to do or whom to contact and, even when they do know what to do, they do not report it as they are afraid of jeopardizing their career or reputation; victims are not always sure whether the actions in question are sexual harassment or not, they do not know where to turn or whom to report to. If they do report it, their cases are not necessarily taken seriously, or the academic services offered may prove inadequate. Although almost all universities do have policies and procedures for cases of sexual harassment, they are often not easy to find, to contact. Furthermore the intersecting nature of social identity and the combined effects of racism, sexism, classism and heteronormativity make the problem of sexual harassment, already complex by nature, even more complex.

Even though many definitions have been provided in the literature, a grey zone of behaviour and situations lies on the borders of sexual harassment: indeed, a wide variety of behaviours lies in this grey zone, and are often very difficult to define. That is, between a “yes, this is sexual harassment” or a “no, this is not sexual harassment”, there can be various degrees of severity

¹ Dept. of Information Engineering, University of Padova. Email: silvana.badaloni@unipd.it.

attached to the two statements, depending on the context and on the relations that characterize the situation [Carstensten 2018²].

Undesirable behaviour, such as a look, a whistle, an intrusive physically and/or psychologically way of relating to a colleague, all lie in this grey area. Much depends on how the behaviours in question are perceived. The problem arises also from the fact that the definitions given for sexual harassment do not include any subjective criterion describing whether they are, or have been, perceived as offensive by those who are subjected to them. As a consequence, also the ethic codes and guidelines adopted in many Universities, although designed to combat improper behaviour, often cannot be used to support the well-being of everyone, woman or man, in the workplace. This kind of grey area sexual harassment is the most widespread in Academia, and it is very difficult to prevent it.

Lorenza Perini, researcher at the University of Padova, in her paper entitled: *Harassment in Academia: the underestimation of the problem* analyses how academic working environments - especially in scientific fields – are perceived to be gender neutral as *women and men are believed to be equal because they are scientists. Preventing harassment is often not a priority for Institutions*. She describes the three types of internal codes adopted at the University of Padova: the ethic code, the disciplinary code and the code of conduct to prevent sexual and psychological harassment, which are conceived as the main instrument of *prevention*. However, even the most beautiful and well-designed code or charter can be completely ineffective unless it contains the correct tools to assess, monitor and evaluate the phenomenon in question. The Gender Equality Indicator (UNIPD-GEI) tool was developed at the University of Padua within the GenderTIME FP7 EU project to measure gender equality in Academia. It could offer an important instrument for detecting and monitoring criticalities. The current situation, as assessed through a survey, highlights the problems and complexities that derive, to a significant extent, from the conditions inherent in gender relations within working environments wherein strong hierarchical pressure is the norm.

The situation in University Campuses in Germany was addressed in April 2018 by the German Rectors Conference: Laura Chlebos, research assistant

² Carstensten G. [2018]. Gender Equality and sexual harassment. *Supplement au Bulletin de l'ANEF* 67.

at Ruhr-University Bochum described the outcomes of the discussion in her paper: *Our Campus – an awareness campaign against sexual harassment and violence at the Ruhr-University Bochum*. The campaign, called *Unser Campus* is a prevention or awareness campaign designed to strengthen the feeling of security, safety, on campus and to oppose sexism and sexual violence: it addresses women, non-binary and also men as potential victims. A permanent help and counselling structure has been set up with the goals of a *general diversity campaign which includes and addresses different forms of discrimination such as racism*.

The general measures, developed within an Italian Research Institution in order to design a specific strategy, properly addressed for the scientific environment have been presented in a paper entitled: *The Confidential Counsellor in a Research Institution: A bridge towards the prevention of harassment* by Agata Sangianantoni and Valeria De Paola of the Istituto Nazionale di Geofisica e Vulcanologia INGV, Central Administration, and Ingrid Hunstad



INGV, Section of Rome. The prevention of harassment is both an ethical and an economic issue. Workplaces in which harassment is not prevented tend to suffer from falling productivity and a lack of efficiency. *«Confidential Counsellor plays a crucial role in preventing, managing and solving mobbing issues and harassment occurring*

in the workplaces». Moreover, an Agreement between Research Institutions in Italy has been designed to develop and establish a mutual framework for harassment prevention and management.

A special look at the Canadian situation through a documentary is proposed by Maria Luisa Chiofalo, Department of Physics «Enrico Fermi» and INFN, Pisa, and Tiziana Mettieri, Children's Hospital Anna Meyer, Firenze, in their paper: *The lesson we can learn from the Canadian documentary Ms. Scientist to have more women in science*. The documentary profiles ten Canadian women in science. Through the successes and challenges met by these ten Canadian women, a positive message is sent both to young women and to those from minorities who embark on a career in science anywhere in the world. This

shows how Canada is trying to encourage female scientists to stay in the field of science and to progress to the top.

The phenomenon of sexual harassment, especially in its grey version, is an integral part of academic life. Universities and research institutions must adopt gender policies and a culture of respect that prevents the further spread of any such harassment.

BIBLIOGRAPHY

Silvana Badaloni, Degree in Physics at Padua University. Associate Professor of Artificial Intelligence at the Department of Information Engineering. In the field of Gender in Science and Engineering she was the scientific coordinator of the Unit University of Padova that was a partner of the FP7 EU GenderTime Project (<https://gendertime.org>). She was the coordinator of the Observatory for Equal Opportunity at the University of Padova. She was vice-president of Associazione Donne e Scienza, currently she is component of its Advisory Board. She was nominated Woman Scientist of the month Mars 2019 by the EPWS (<https://epws.org>).



HARASSMENT IN ACADEMIA: UNDERESTIMATING THE PROBLEM

Lorenza Perini¹

Abstract

After having stated that the discriminations on the basis of gender and a degree of soft harassment, especially against women, are seen as “part of the Italian peculiarities” [Saraceno 2018], as something rooted in the “cultural DNA” of a population, the paper aims to contribute to raising awareness of the fact that, even in the academic scenario, it is possible to detect a certain degree of discrimination and harassment – in all its different nuances – and it is difficult to identify the problem from the inside, if there is no clear application of instruments, no data monitoring tools and therefore an incorrect analysis of the phenomenon. Some data in this sense were collected through a survey, run at the university of Padua in 2016, here they are presented and commented.

Keywords: Academia, Gender, Violence, Harassment, Neutrality, Instruments, Knowledge, Indicators

Riassunto

Dopo aver affermato che le discriminazioni sulla base del genere e diversi gradi di molestie, soprattutto nei confronti delle donne, sono viste come “parte delle peculiarità italiane” [Saraceno 2018], come qualcosa radicato nel “DNA culturale” di una popolazione, il presente lavoro intende contribuire a sensibilizzare sul fatto che, anche nello scenario accademico, è possibile rilevare questi fenomeni – in tutte le sue diverse sfumature – ed è molto difficile identificare il problema dall'interno se non esiste una consapevolezza diffusa, una chiara applicazione degli strumenti di prevenzione e controllo, nessun strumento di monitoraggio delle situazioni e della diffusione e conoscenza degli strumenti di controllo. Alcuni dati in tal senso sono stati raccolti attraverso un sondaggio, rivolto al personale docente – sia precario che strutturato – condotto presso l'Università di Padova nel 2016, qui presentato e commentato.

Parole chiave: Università, Genere, Violenza, Molestie, Neutralità, Strumenti, Conoscenza, Indicatori

¹ Researcher at the Department of Political Science, Law and International Studies (SPGI) of the University of Padua. E-mail: lorenza.perini@unipd.it.

I. THE SOFT TOLERANCE OF DISCRIMINATION AND HARASSMENT

In addressing the issue of the general lack of commitment on gender equality in Academia, researches acknowledge the role of institutional practices and socio-cultural traditions in the reproduction of gender bias, stereotypes and social behaviours able to build impassable barriers to women's proper development of career [Verloo, Lombardo 2009].

The reason for this scenario is given by the fact that the society and the academia are simply not separate, they do not live in two different planets. Academia and society share the same reality, and – most of all – academia, although difficult to figure out especially from within, is a working place just like all the others. This overestimation is not generally due to a particular arrogance or to the presumption that Science is “neutral” or, even worse, that in Science women and men are “equal” just because they are scientists. In part it is, but the overestimation is mostly due to the fact that a certain degree of discrimination, harassment and nuisance is generally tolerated in our society, and even in our mentality. And, therefore it is tolerated also in Academia. Discriminations on the basis of gender and a sort of soft degree of harassment, especially against women, are seen as “just part of the Italian peculiarities” [Saraceno 2018].

Being the academic institutions highly competitive working environments, with both internal and external competition, it is very easy and almost natural to shape the relations among people inside them on the basis of power, fostering their development in this hierarchy. And, as we all know, where power is practiced, here the ground for harassment is fertile, at any level and in any directions: power relations are usually top-down, but harassment from peers and subordinates can also exist, in order to gain that power, or put pressure on colleagues [Faludi 1991]. Moreover, as many academic institutions are characterized by a strong unbalanced sex ratio [Prages 2017], this can contribute to an organizational culture where harassment remain a softly tolerated and mostly hidden practice. Consequently, preventing harassment is often not a priority for the institutions, not even an issue for the directors of the departments or for those who are in charge of laboratories and other academic facilities.

Literature [Santinello, Vieno 2004] has classified three possible types of harassment that can occur in a workplace:

- a) gender based harassment,
- b) unwelcome sexual attention,
- c) sexual coercion.

The first type involves offences, inappropriate gestures and comments, use or exposition of lewd materials. The second type encompasses efforts to establish an intimate relationship, while the third, sexual coercion, is about forced sexual encounter for reward or under threat, unwelcome physical touching and physical assault.

Such diversity of experiences could foster the feeling of ambiguity, making it easy to underestimate or even blatantly deny a real pervasive problem. What complicates the frame is also the fact that, in understanding sexual harassment, we usually refer to gender social norms, gendered behavioural expectations, and to the fact that academic working environments -especially in scientific fields – are believed and perceived to be gender neutral. For instance, persons who have been confronted with sexual harassment might find it hard to call a specific behaviour “harassment” if this behaviour or attitude resembles what is perceived to be a normal gender interaction. This means that victims are often isolated, misunderstood, facing hostile environments and labelled also as exaggerated or too politically correct. They fall silent out of shame, discouraged, while the harassers do not get punished, stay in academia, remain powerful.

2. AHEAD, BUT IN SLOW MOTION

Academic institutions have several tools and procedures at their disposal, in order to address the problem of sexual harassment, sex based discrimination and mobbing at any level. The Italian scenario is particularly interesting, since far back in 1991, a law on Affirmative Actions (n.125/1991) for the fostering of gender equality in the labour market, was approved as the first step for a new path. The n.125 law introduced not only the implementation of the Gender Action Plans in the public sector, but it also fostered the adoption of codes of conduct against harassment and bullying in public workplaces: a new and important tool to prevent the problems and raise awareness among people. Unfortunately, the non-mandatory recommendation of the law has led to the failure of much of its goals, and although in 2006, the Act n.198, introduced a sanction for the administrations without an active Action Plan

and without a Code, the result of this “obligation” has been very scarce until today. Many institutions and working places have been implementing AP and have an appropriate Code to fight against mobbing and harassment, nevertheless, without national guidelines whatsoever, everyone has made its own path, autonomously, without element of comparison, except on a voluntary and occasional basis, without gathering data neither at local nor at national level in order to make the change evident and showing a vision in addressing the problem [Meraviglia 2018].

3. SHAPING THE COMMON SENSE

Between 2008 and 2010 the academic scenario became even worst due to some political facts (a new right-wing government) linked to a big national campaign against universities – seen essentially as lazy and corrupted (“ricercatori fannulloni” was the title of many Italian newspapers) [Perini 2012]. The result of this smearing campaign was the implementation of the 240/2010 national reform of the academia, that made – among many other things- the ethic code mandatory for all the institutions. But, again, without a clear path to follow, some of the ethic codes adopted by the universities did mention the topic of harassment, but the majority didn’t; some universities decided to maintain the ethic code and the code against harassment as two separate instruments (like UNIPD, for example), considering that the two codes are conceived under different philosophies -the ethic code is designed as an instrument of law, devoted to highlight the “virtues” of the academic institution, while the code of conduct against sexual and psychological harassment is conceived as an instrument of prevention, meant to be the result of a political debate involving also feminist groups and women experts in a bottom-up approach (and following the results of a survey in many cases). So, at the moment the Italian scenario is a bit confused, with a lot of potential useful instruments and tools in each universities, but without a shared strategy to effectively fight against discrimination and harassment in workplaces and without a “culture of effectiveness” of the actions implemented.

Some scholars argue that the progressive abandonment of the feminist perspective (starting from the recognition of the needs in a bottom up discussed and shared process) and the replacement of the “policy approach” with top-down technical “measurement tools approach” (using systems of

indicators for example), has achieved a bad side effect: the de-politicization of the gender equality issues (especially in Academia), holding them at a technical level, perceived only as quantitative, whose resolution would depend only on statistical tools, leaving in the shade all the rest. So much attention has been paid to the tools and little to the actions, to the policies and the practices and, above all, even less to the feminist point of view in constructing these policies and practices, the only one capable to tackle the male power that dominates the scene, in society as well as in the academia [Hearn et al. 2016].

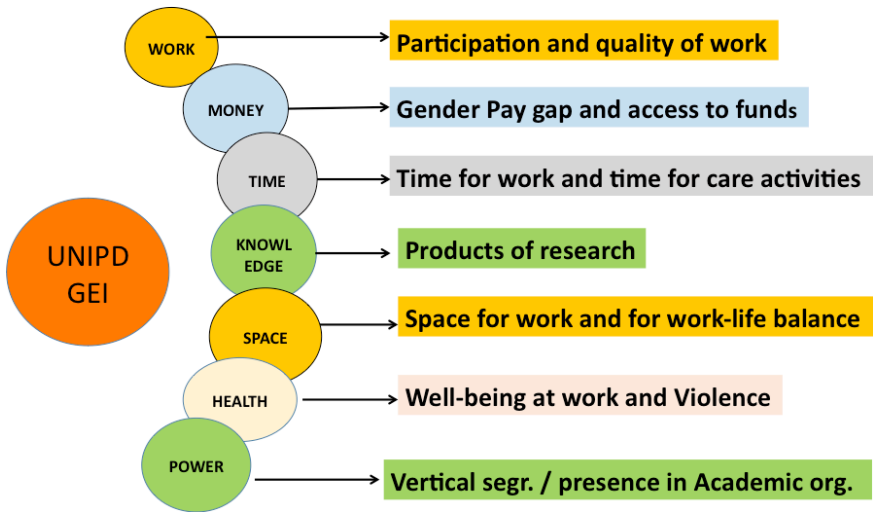
4. SYSTEMATIZE THE INFORMATION: THE UNIPD EXPERIENCE

The one that Verloo and Lombardo are depicting is a quite feasible scenario, but in the Italian case, the opportunity to participate in the European challenge of “tools’ building” (VII EU framework Program) has been turned out to be quite important and necessary.

In the last few years we have been realizing that the phase of assessment, i.e. collecting the numbers of women in academia, in order to have at least a snapshot of “where women are in the picture”, has not been completed yet or is not even started in many cases. The lack of common instruments of data gathering, data analysis, evaluation, monitoring and comparative research has certainly been one of the main problem in the relationship between Italy and the rest of the Eu countries in the last decades. According to this state of things, within the GenderTime FP7 EU project, in 2014 our research group at the University of Padua, decided to start thinking about a “new” tool. The UNIPD Gender Equality Indicator (UNIPD-GEI, Fig. 1) is the result of this effort and, in 2016, the tool was tested among the Unipd academic staff running an on-line survey.

Since the beginning, the intention of the group was not only to build a tool to systematize the disaggregated data according to certain criteria but, above all, to bring back the gaze on women, on how discrimination moves with respect to sex in specific type of context.

Figure 1– Representation of the Unipd-GEI structure



UNIPD-GEI takes its cue from the domain system implemented by the European Institution for Gender Equality (EIGE) in the EIGE Gender Equality Index, released for the first time in 2013. Using a system of analysis based on six interconnected domains, the tool seems to be effective and powerful, in order to put together “pieces” of information on the population of the European countries hitherto united, to clarify how to group the issues, as well as to search for a way to collect homogeneous data and proceed to a comparison among countries [Badaloni, Perini 2016].

5. IS THE UNIVERSITY A “SAFE” PLACE?

In the translation and interpretation that our research group has made of the EIGE Index, tailoring it into an instrument suitable for measuring the level of gender equality in the academic environment, one of the most important topics among those dealt with, is “health”, intended, through its subdomain and variables, as “well-being at work” and “perception of gender discrimination, harassment and violence at work”.

In the frame of this paper, the data reported hereafter are concentrated more on the latter dimension of analysis – “perception of discrimination, harassment and violence at work”.

A preliminary review of the literature on the issue has shown that there are relatively few researches on the dimension of violence in academia and even fewer on the same issue among professors and staff. Most of the data relate to the students, and they are impressive in the making of the idea that Academia is not as “safe” and “immune” to the worst type of relationship among people as we want to believe.

In 2011 the research report of the Eu Project “Gender Crimes”, a three-year European-wide investigation involving universities in five countries (Italy included), analysed the experience of the female students of 34 Eu universities. In this report, a percentage that goes between 47% (Italy) and 68% (UK) of the respondents indicated that they experienced sexual harassment at least once during their time at university, while 60.8% of the cases the perpetrators were outside the university; in 31.7% of the cases they were fellow students and in 7.5% staff members [GenderCrimes 2011]. More recently, in 2018, The Guardian alerted the academic community in UK: “Universities are home to a rape epidemic” [Raynolds 2018]. Reporting data a year after the recommendations issued by the higher education representative body Universities UK (UUK). A total of 4,500 students from 153 different UK institutions responded to the study, whose results – published in March 2018 – are quite shocking: 62% of university students and graduates have experienced sexual violence, including groping harassment, unwanted touching, coercion, sexual assault, rape.

The most shocking figure is that 8% of female respondents claimed they had been raped at university, double the 4% of all women in England and Wales that the Office for National Statistics estimates. The report is an important and reliable instrument of knowledge about the students’ population, and about the climate of the academic environment, but a lot less information (almost close to none) it gives on what experienced by the academic staff member, who have a great relevance in this scenario. The real lack of data at EU academic level is here, among professors (staff and especially non staff members – a problem inside a problem).

In terms of numbers and measures at our disposal, when we started collecting disaggregated data from the UNIPD offices – in parallel with the launch of a survey on the perception of gender equality among the academic staff (permanent and non-permanent), the situation at UNIPD, in terms of numbers, was the following: 57.646 students (31.392 women), 2.057

professors (710 women, while and among the 496 “A” level professors, women are just one out of four) and among the 2.275 employees women are more than a half (1.385).

A code against sexual and psychological harassment has been implemented at UNIPD since 2004, as well as an active Action Plan, an ethic code is in charge since 2009, a disciplinary code since 2014, and the architecture of the Equal Opportunity’s commissions and committees was built at the end of the Nineties. What was not yet ripe to incorporate all these efforts to tackle the problems of the gender relations was the context, not only the socio-cultural background of the country, but also the academic environment, rigid even more than the society is in its habits and traditions, strong in the belief that “Science speaks a neutral and meritocratic language”.

In 2003 the University, thanks to the efforts and the experience of the Equal Opportunity Committee and most of all thanks to the EU funds, offered the first Equal Opportunity course, open to all the students of the university. It was a fundamental starting point, since at that time mobbing was quite a new word for the Italian working environment, and most of the studies on “harassment” directed at the academic environment were just at the beginning. Violence was perceived as something related only to exceptional situations (we were also far from discovering the real data on domestic violence in our family system, made public for the first time only in 2007). No education on this issue was given neither at school nor in academia. The implementation of the Code against mobbing and sexual harassment, approved in 2004, was another important step, but it was not followed by any sort of communication campaign, nor any monitoring action was taken. So, when at the beginning of 2014 we run our first test in Unipd on gender awareness in four specific departments, the low feedback and the superficiality of certain answers were not for us a surprise. Most of the answers showed that the majority of men professors were in the predictable mood of “no problem, equality is not an issue here because Science is neutral and the system is meritocratic, so if women are not in the picture is because they do not deserve to be there or because they choose not to be there”, while women, well aware that academia is not the best place to work, being it like all the others places in terms of sex discrimination, were very much discouraged about any possible changes.

A year after, in 2015, we implemented a web-survey, more articulated than the first one, covering the whole academic staff – permanent and non – permanent. The questionnaire was distributed to full and associate professors, assistant Researcher, research fellows and post-doc fellows. We sent the invitation by email to all the academic staff members included in the list provided by the offices, 3041 individuals. The collection of the responses lasted three weeks. The feedback rate was equal to 31%, the result being in line with the expected response rate for a web survey. The respondents were 954. Women (38.4% of the academic staff) were 47.2% of the respondents. This result is probably due to a stronger awareness among them of the survey contents [Bocuzzo et al. 2016]. Comparing the distribution by academic position of the respondents and the target population, it is possible to observe that the post-doc fellows are those who answered the survey the most, while the full professors answered the less.

6. “HEALTH” AT UNIPD

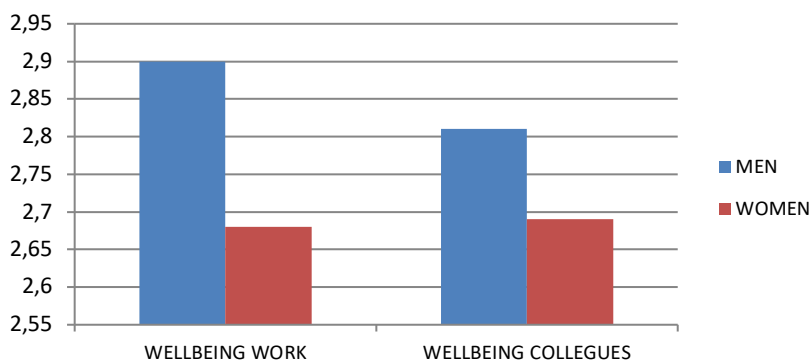
The domain Health is composed of two sub-domains: Violence, which is composed by three variables Psychological harassment, Sexual harassment and Gender-related discrimination, and Wellbeing, which is composed by the perceived Wellbeing at work and Wellbeing with colleagues (Fig. 2).

In the context of the present research, we will examine only the subdomain “Violence”, but two interesting data (Graph 1 and 2) concerning the different interpretation of men and women regarding the quality of the working environment in academia are quite interesting. Graph 1 summarizes the variables related to the “well-being” subdomain, highlighting the different evaluations of the two sexes.

Figure 2 – The domain “Health” with sub-domains and variables

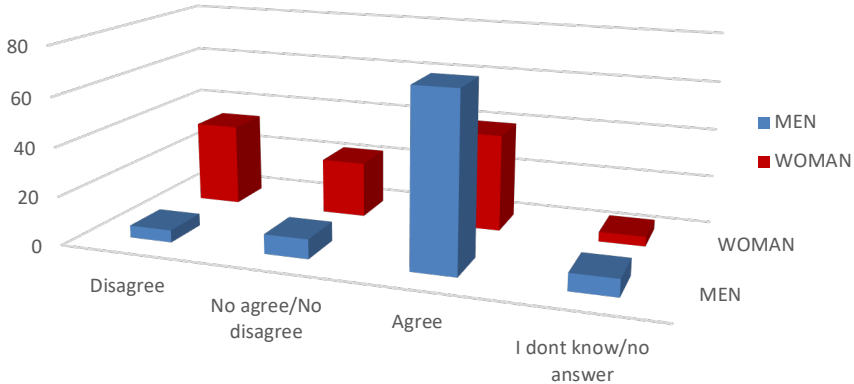
Health	Violence	Psychological harassment	Perceived risk (quantified on scale from 1 to 10)	Survey
		Sexual harassment	Perceived risk (quantified on scale from 1 to 10)	Survey
		Gender related discrimination	Perceived risk (quantified on scale from 1 to 10)	Survey
	Wellbeing	Wellbeing at work	Give your opinion (strongly agree/agree/disagree/strongly disagree) for each statement: <ul style="list-style-type: none"> • My work gives me the feeling of a job well done • I can apply ideas in my job • I can influence decisions that are important to my work • My current situation at work encourages me to do my best 	Survey
		Wellbeing with colleagues	Give your opinion (strongly agree/agree/disagree/strongly disagree) for each statement: <ul style="list-style-type: none"> • My colleagues help me and give me advice • I have good friends in the workplace • I fell “at home” in my working environment 	Survey

Graph I– The perception of “well-being” at work



Graph 2 relates to an item requested to the respondents to the 2014 survey regarding the statement “I feel my department is a great place to work”. In this case the difference between sexes is considerable as well.

Graph 2 – “I feel my department is a great place to work”



As regard to the domain object of this research, in order to detect the perceived level of psychological harassment, the following question was posed:

“On a scale from 1 to 10, please indicate whether you consider yourself at risk of psychological harassment at your workplace” (1 indicates no risk, 10 a systematic risk exposure).

A definition of *psychological harassment* was also presented to the respondents as:

“any repeated, protracted and systematic, physically or psychologically harassing, hostile behaviour directed against a person and likely to create an atmosphere that is disrespectful, humiliating or harmful to the person’s psychological or physical wellbeing”.

Analysing the answers, in a scale from 1 to 10, we found a value of 3.32 on average, while taking into account the sex of the respondents, the values raises to 3.80 for women and stood at 2.89 for men, showing that there is a significant difference between women and men in the psychological harassment perceived risk. [Zamengo 2017].

The second question, dealing with the perceived risk of *sexual harassment* at work was conceived in the same way, on a scale 1 to 10. The definition of sexual harassment proposed to the respondents was the following:

“Sexual harassment is any unwanted behaviour of a sexual nature or any other kind of gender-related discrimination that offends the dignity of women or men in the place where they work or study, including physical, verbal or non-verbal attitudes.”

The average value for the answers was 1.66 (2.06 for women and 1.31 for men) confirming again a different perception of things between men and women.

To these items we added also a question to evaluate the achieved perception of the gender-based discriminations. On a scale from 1 to 10, the respondents were asked to indicate whether they consider themselves at risk of this type of discrimination at their workplace, where 1 indicates no risk and 10 a systematic risk exposure.

The definition proposed was the following:

“By gender-related discrimination we mean any form of discrimination based on sex, such as the tendency to consider men and women on the basis of gender stereotypes and the related preconceptions”.

3.08 is the average value, while taking into account the sex of the respondents, the value for women is as high as 4.56.

These numbers do not frame certainly an emergency, but are a sort of alarm bell, that put into light how differently men and women perceive these phenomena.

Among the questions posed in the survey the one related to the phenomenon of mobbing does not identify a specific gender-related problem, as the phenomenon has transversal features, but the data emerging from the answers confirm that women have a different perception of the climate and of the relationships in the working environment compared to men.

The definition proposed in the questionnaire was the following:

“Mobbing is the systematic persecution of a person by colleagues or superiors in the workplace, consisting mainly of small daily acts of social exclusion, psychological violence or professional sabotage, but that may even involve physical aggression.”

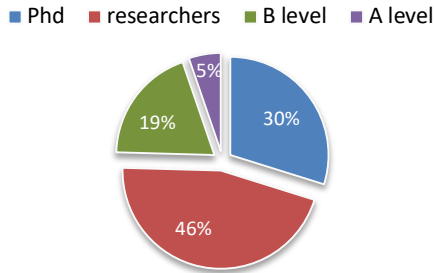
Using the same scale 1 to 10, the results were 3.11 as average value, with women at 3.46 and men at 2.80.

At the end of the survey, we inserted also a blank space where the respondents were free to write their own experiences on these delicate topics.

Out of the total of 954 respondents, to the survey, 97 decided to use the blank space to tell their personal experiences and of these 97, men were 40 and 57 women, divided as follows according to their academic positions (Graph. 3 and 4).

Taking into consideration the delicate issue of the confidentiality, some significant but preliminary results tell us that there are not so few men professors reporting problems with psychological harassment, while the most vulnerable category is certainly the C level professors – women and men- and the non-permanent academic staff.

Graph 3 – Women respondents (57) by academic position



Graph 4 – Men respondents (40) by academic position

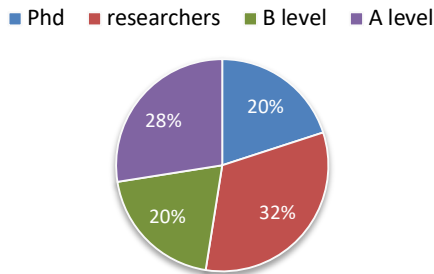


Figure 3 puts into evidence the strong hierarchical pressure and the heavy stigma that still weighs on people who suffer various forms of discrimination (women due to maternity for example; men because of being or not being “in the club” of who have funds for research). It is difficult for those who exercise the “power” (women and men) to accept the alteration of the traditional roles in favour of a culture of equality.

Figure 3 – Words from the blank space

MEN	ROLE	SITUATION
	Phd	Marginalized, exploited and threatened (“you’ll never make a career here”)
	Researchers	Marginalized, mocked and penalized “you are out of the winning club”, “taking care of children is not for men”
	B level professors	Threatened by peer colleagues, mobbed by superiors (in many cases women)
	A level professors	Serious pressures by colleagues (“I would like to say a lot of things but I cannot speak”), aware of bullying and sexual harassment in the department
WOMEN	ROLE	SITUATION
	Phd	afraid of pregnancy; cases of serious sexual harassment
	Researchers	Marginalized after maternity leave (“men are hostile to motherhood”), career stuck, isolated, loneliness
	B level professors	Invisible to the rest of the colleagues, ignored, heavily sexist working environment (“I cannot speak”)
	A level professors	Serious assaults and threats, aware of cases of bullying and moral harassment in the department

CONCLUSIONS

The current situation as detected by the survey highlights problems and complexities deriving in large part from the conditions of the gender relations in working environments in which a strong hierarchical pressure is the norm. As a synonym of vulnerability, precariousness in academia, like in all the other working environment, is the main point to tackle: the actions identified by the survey were more discriminatory and characterized by professional pressure than related to explicit harassment or sexual violence. Nevertheless, unexpected signs of cultural backwardness do exist in academia, and although

Unipd is not an exception at national level, the situation should not be minimized nor should be ignored the seriousness of the signs of oppression and discriminatory actions in interpersonal relationships that the survey has highlighted.

Despite the efforts, sometimes enormous, of the equality offices and committees and of those who at any level fights against gender inequalities, the fact is that a transformative action on power relations is not even about to start in our country and the academic world, although considered the place of the production of knowledge “per excellence”, remains crushed by the same mechanism of ignorance and cultural inadequacy. Opacity in relationships and inertia in changing are the most evident characteristics of the time we are living and the academia is not immune to it: its strong hierarchical structure contains all the stereotypes and the prejudices typical of our society and of every working environment, with the aggravating circumstance that in academia they appear much less obvious, hidden behind the appearance. Mild and often invisible acts of violence continue to dot the lives of women and men in the academia, without anyone realizing it, positioned beyond consciousness and will, in the viscid and impenetrable dimension of the habitus [Lorettoni 2018], where the patriarchy has taken root again, adapting itself with chameleon-like modalities to the increased freedom and autonomy of women [Volpato 2013].

REFERENCES

- Badaloni S., Perini L. (2016). *A model for building a gender equality index*. Padova: Padova University Press. <http://www.padovauniversitypress.it/system/files/field/ebook/9788869380983.pdf>.
- Faludi S. (1991). *Backlash: the Undeclared War Against American Women*. Crown Publishing Group.
- Hearn J., Strid S., Husu L., Verloo M. (2016). Interrogating violence against women and state violence policy: gendered intersectionalities and the quality of policy in the Netherlands, Sweden and UK. *Current Sociology*, 64 (4), 551-567.
- Lorettoni A. (2018). Una visione critica dei diritti, in partecipazione ed empowerment delle donne. In Kodilja R., Tomio P. (a cura di), *Organismi di parità universitari a sostegno dei potenziali*. Pisa: Edizioni ETS, pp. 19-26.
- Meraviglia G. (2017). Molestie sessuali nelle Università italiane: dalla redazione al monitoraggio dei codici etici. In Murgia A., Poggio B. (a cura di), *Saperi di genere*.

- Prospettive interdisciplinari su formazione università lavoro politiche e movimenti sociali.* Università degli studi di Trento: Trento University Press, pp. 503-515. [http://events.unitn.it/sites/events.unitn.it/files/download/saperidigenere2017/E-book_SaperidiGenere_def%20\(2\).pdf](http://events.unitn.it/sites/events.unitn.it/files/download/saperidigenere2017/E-book_SaperidiGenere_def%20(2).pdf).
- Perini L. (2012). La ricerca c'è e si vede. Corpi che contano sulla scena pubblica della protesta. In Badaloni S., Contarello A. (a cura di), *Genere e cambiamenti. Dalla sottorappresentazione delle donne a nuovi scenari emergenti*. Padova: Padova University Press. <http://www.padovauniversitypress.it/publications/9788897385448>.
- Prages (2017). *Gender Comparisons*. <https://www.eui.eu/ProgrammesndFellowships/AcademicCareers/Observatory/CareerComparisons/GenderComparisons#References>.
- Reynolds E. (2018, 2 March). Universities are home to a rape epidemic. Here's what they can do. *The Guardian*. <https://www.theguardian.com/commentisfree/2018/mar/02/universities-rape-epidemic-sexual-assault-students>.
- Santinello M., Vieno A. (2004). La prevalenza delle molestie sessuali tra le studentesse dell'Università. Quale connessione con le norme sociali? *Risorsa Uomo*, 2-3/, 1-15.
- Saraceno C. (2018, 23 January). La cultura maschilista prevale, l'Italia è impreparata a dare riconoscimenti a donne qualificate. *The Huffington Post*.
- Verloo M., Lombardo M. (2009). Stretching gender equality to other inequalities. Politica interseccionalità in European gender equality policies. In Lombardo M., Meyer P., Verloo M., *The discursive politics of gender equality. Stretching, bending and Policymaking*. London: Routledge.
- Volpato C. (2013). *Psicologia del maschilismo*. Bari- Roma: Laterza.
- Zamengo S. (2017). *Gender inequality in the university of Padova*, Tesi di Laurea, a.a. 2017-2018, relatrice prof. G. Boccuzzo. Dipartimento di Scienze Statistiche, Università degli studi di Padova.

BIOGRAPHY

Lorenza Perini, researcher at the Department of Political Science, Law and International Studies (SPGI) of the University of Padua. She teaches Gender Politics and Welfare State in the European Union (Master Level Degree in European Studies (SEU) and Gender Politics (Basic Level Degrees) at the University of Padua, Italy, Department of Political Sciences (SPGI). She is a member of the Equal Opportunities Commission of the University and of the Gender Studies Research Centre (CIRSG) of the same University. Her research field is placed in a context of investigation at the intersection of two different issues: the construction of the political, civil and social concept of citizenship (T.H. Marshall) and the effectiveness of public policies from a gender perspective, with a particular attention to their production of discrimination, inequalities, and violent contexts in the contemporary urban space (D. Hayden).



OUR CAMPUS – AN AWARENESS CAMPAIGN AGAINST SEXUAL HARASSMENT AND VIOLENCE AT THE RUHR-UNIVERSITY BOCHUM

Laura Chlebos¹

Abstract

Sexual harassment on campus is not only an important topic in the United States as a result of the #metoo campaign. In Germany you can also find similar cases, pretty much as the awareness that something has to change. In April 2018 the German Rectors' Conference took up the topic, identified existing power structures which promote harassment and violence and framed possible actions. In particular the attempt to create a culture of respect and appreciation on campus and the campus-wide sensitization are important parts of the awareness campaign which recently started at the Ruhr-University Bochum. *Unser Campus*² – which means our campus – was created to raise the sense of security on campus and take a stand against sexual harassment and violence (e.g. Workshops, Panels, Counselling). Instead of promoting fears and treat especially women and the LGBTIQ-Community as potential victims a general awareness and solidarity among the students and employees should be raised. The campaign functions as a reminder to highlight the commitment and attentiveness of the university. The campaign do not want to address women as potential victims and men as potential harassers only, which would promote stereotypes and exclude marginalized groups. Another important part of the campaign is to identify the potentials and resources and implement a permanent help and counselling structure.

Keywords: Sexism, Sexual violence, Awareness, Campaign, University

Riassunto

Le molestie sessuali nel campus non sono solo un argomento importante negli Stati Uniti a seguito della campagna #metoo. In Germania si possono trovare casi simili, quasi come se esistesse la consapevolezza che qualcosa deve cambiare. Nell'aprile 2018 la Conferenza dei Rettori tedeschi ha affrontato il tema, identificato le strutture di potere esistenti che promuovono la lotta alle molestie e alle violenze e ha formulato le possibili azioni. In particolare, il tentativo di creare una cultura di rispetto e apprezzamento nel campus e la sensibilizzazione a livello di campus sono parti importanti della campagna di sensibilizzazione recentemente avviata presso la Ruhr-Università di Bochum. *Unser Campus* – che significa che il nostro campus – è stato

¹ Research Assistant, Gender Studies Ruhr-University Bochum.

Email: Laura-Celine.Chlebos@rub.de

² <https://www.unser-campus.de>

creato per aumentare il senso di sicurezza nel campus e prendere posizione contro molestie e violenze sessuali (ad esempio Workshop, Panels, Counseling). Invece di promuovere le paure e trattare soprattutto le donne e la comunità LGBTIQ come potenziali vittime, consapevolezza generale e solidarietà vengono promosse tra studenti e dipendenti. La campagna funge da promemoria per sottolineare l'impegno e l'attenzione dell'Università. La campagna non vuole rivolgersi solo alle donne come potenziali vittime e agli uomini come potenziali molestatore, perché questo promuoverebbe gli stereotipi ed escluderebbe i gruppi emarginati. Un'altra parte importante della campagna è quella di identificare potenzialità e risorse ed implementare una struttura permanente di supporto e counseling.

Parole chiave: Sessismo, Violenza sessuale, Consapevolezza, Campagna, Università

Me Too. A powerful phrase which inspired millions of posts on Facebook and Twitter and shaped the public discourse. The hashtag and the following movement made it easier to talk about sexism and sexual violence. Now structural changes have to follow.

Sexism and sexual violence remain an ongoing problem, which also applies for universities because of the existing hierarchies and dependencies. The Me-Too Movement, which was originally founded in 2006 by the African-American activist Tarana Burke³ helped particularly women to overcome their speechlessness in social networks. #metoo can be seen as a successful intervention of those affected: a strong and focused demonstration of solidarity between people who have experienced sexual discrimination or violence. A strength of the movement is the visualization and acceptance of all experiences regardless of sex, but the over-representation of female perspectives reflect the current conditions in which women are mostly affected by sexual harassment and violence (by men)⁴. But even the few statements made by men about experiencing sexual assault reflects our society and the role men play in it. Society barely sees them as victims because

³ The Washington Post (2017, 19 October). The woman behind 'Me Too' knew the power of the phrase when she created it 10 years ago. *The Washington Post*. Web November 21, 2018. https://www.washingtonpost.com/news/the-intersect/wp/2017/10/19/the-woman-behind-me-too-knew-the-power-of-the-phrase-when-she-created-it-10-years-ago/?utm_term=.e7740ece7cf3.

⁴ Müller U., Schröttle M. (2004). *Lebenssituation, Sicherheit und Gesundheit von Frauen in Deutschland. Eine repräsentative Untersuchung zu Gewalt gegen Frauen in Deutschland*. Berlin: Bundesministerium für Familie, Senioren, Frauen und Jugend, 8.

of a stereotyped understanding of gender roles, which makes it even harder to see oneself as such⁵.

Tarana Burke said the goal of #metoo is “empowerment through empathy” [The Washington Post 2017] which seems successful, as a worldwide discussion in all social spheres was raised, including higher education institutions.

I. SITUATION IN GERMANY

To contextualize the various phenomena, the following results should be considered.

In 2004, the first state-sponsored representative survey on violence against women in Germany was conducted, in which 10,000 women were questioned nationwide about their experiences of violence, their personal sense of security and their psychosocial and health situation⁶. Schröttle and Müller found out that 13% of the respondents, one in seven, reported experiencing forms of sexual violence since the age of 16. 58% of the women said they experienced different forms of sexual harassment. In 99% of the cases, women named men as the offenders (mostly the current or former partners).⁷

Other important national as well as international findings are: 65% of women had experienced street harassment.⁸ 21-43% of women with disabilities experience sexual violence⁹ and especially lesbians or trans* women reported experiences of sexualized discrimination and violence¹⁰.

⁵ Hafner G. (2018). Für ein gemeinsames Engagement von Frauen* und Männern*! As part of the conference Werkstatt Männlichkeiten – von #MeToo bis Männer*arbeit Berlin. Accessed November 21, 2018. <https://calendar.boell.de/de/event/werkstatt-maennlichkeiten-von-metoo-bis-maennerarbeit>

⁶ Müller, Schröttle 2004.

⁷ Müller, Schröttle 2004, 7-8.

⁸ Stop Street Harassment. Unsafe and harassed in public spaces. A national street harassment report [Virginia 2014], 6.

⁹ Schröttle M., Hornberg C., Glammeier S., Sellach B., Kavemann B., Puhe H., Zinsmeier J. (2012). *Lebenssituation und Belastungen von Frauen mit Beeinträchtigungen und Behinderungen in Deutschland*. Kurzversion. Berlin Bundesministerium für Familie, Senioren, Frauen und Jugend, 24.

¹⁰ Oldemeier K. (2018). „Coming-out mit Hürden“. *DJI Impulse. Das Forschungsmagazin des Deutschen Jugendinstituts* 2, 17. Accessed November 21, 2018. https://www.dji.de/fileadmin/user_upload/bulletin/d_bull_d/bull120_d/DJI_2_18_Web.pdf.

The high amount of young women who experienced sexual discrimination and assault is especially relevant in the context of the campaign.¹¹ Even though most of the incidents take place at home,¹² the subjective sense of security in public space is much lower, which poses a special challenge for the university.¹³ The size, architecture, paths, lighting and atmosphere of the university play an important role and require individual solutions.

Like any other institution, the Ruhr-University Bochum (RUB) has to deal with critical events: sexist party ads, power abuse, exhibitionists or rape near the student residences. The student residences themselves constitute a private space, where different kinds of relationships evolve, so that domestic violence has to be a topic which the university needs to keep in mind.¹⁴ This shows that the university is a social space in which most of society's problems occur. This is well known by our university and others. Accordingly, since May 2016 there has been a cooperation of the equal opportunities office of the RUB with the office for equal opportunity of the city of Bochum on the topic of discrimination in a party context: *Erkenne die Grenze*¹⁵ - Realize the limit, a campaign which has a double meaning, because it can mean the limit of oneself and the limit of others. *Erkenne die Grenze* also discusses sexism and sexual harassment or assault. Furthermore it deals with other forms of discrimination like racism and ableism. Like in *Unser Campus* the approach is intersectional. *Erkenne die Grenze* has a more general approach with the intention to make people think about their behaviour towards themselves and others. The campaign has been launched at two big events in Bochum: a popular four-day music festival in the city centre and the summer festival on campus. Postcards (Fig. 1) and landing page should try to make people think

¹¹ Feltes T., List K. (2015). Sexuelle Gewalt an Hochschulen.“ *die hochschule. journal für wissenschaft und bildung*, 2, 121. Accessed November 21, 2018. https://www.hof.uni-halle.de/journal/texte/15_2/List_Feltes.pdf.

¹² Müller, Schröttle 2004, 12.

¹³ Ruhne R., Raum, Macht, Geschlecht (2011). *Zur Soziologie eines Wirkungsgefüges am Beispiel von (Un-)Sicherheiten im öffentlichen Raum*. Wiesbaden: VS Verlag für Sozialwissenschaften, 25.

¹⁴ According to statistics of the Federal Criminal Police Office in 2017, there were 138.000 victims of domestic violence. 82% of the victims were women: https://www.bka.de/DE/AktuelleInformationen/StatistikenLagebilder/Lagebilder/Partnerschaftsgewalt/partnerschaftsgewalt_node.html.

¹⁵ <https://www.erkenne-die-grenze.de>.

about becoming more sensible and respectful in social interactions and not crossing the line in an active as well as in a passive role.

Figure 1 – Erkenne die Grenze. Copyright by Mark Schwindt, Gleichstellungsbüro RUB

Primarily universities take and implement institutional and structural steps. Since 2008, the RUB has imposed the guideline, “Fairer Umgang am Arbeits- und Studienplatz. Richtlinie zum Schutz vor Benachteiligung, Diskriminierung, sexualisiert Gewalt und Mobbing”¹⁶.

It says:

The University explicitly states that it does not tolerate discrimination, sexual violence and harassment and, within its area of responsibility, assumes responsibility for respecting the personal rights of individuals and their individual personal boundaries within the meaning of the constitution (Grundgesetz). Discrimination, sexual violence and bullying violate laws. These behaviours violate the rights of human dignity, sexual self-determination and freedom of speech¹⁷.

And that’s the key issue: human rights.

Such behaviors have a negative impact on the work and study atmosphere and lead to disruptions in work processes and study courses. Consequences of these strains can be mental and physical illnesses.¹⁸

In addition, the *Bundeskonferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen e.V. (BuKoF)* deals with the topic and refers mainly to the



¹⁶ Fair Behaviour at Work. Accessed November 21, 2018. <http://www.uv.ruhr-uni-bochum.de/dezernat1/amtliche/ab774.pdf>.

¹⁷ Ibid.

¹⁸ Ibid.

research *Gender-based Violence, Stalking and Fear of Crime*¹⁹, which was completed in 2011; coauthored by Thomas Feltes, who had worked for many years as a criminologist at the RUB. The study points out that sexual discrimination and violence at German universities must be taken seriously. Unfortunately, the few known cases at universities give little information about the actual extent of violence against female students. As usual in this field, there is a very high number of unreported cases. The victims are more likely to seek help from outside institutions, if they get active at all. The university's own institutions are less accepted, something that the campaign wants to change as well.

As already mentioned, the university as a place of work and education is a social space in which the problems of society as a whole are reflected. That's what the German Rectors' Conference (HRK)²⁰, the highest level of the higher education landscape in Germany, announced in April 2018, in which the topic and adopting recommendations against sexualized discrimination and sexual harassment at universities are addressed. The HRK sees the university responsible to fight for a non-violent space and against the potential abuse of power in dependency relationships. It also advocates university-wide policies setting out preventive and advisory measures. As early as 2008, the Ruhr-University Bochum developed a guideline²¹ for the protection against discrimination, sexual violence and bullying, to which the campaign *Unser Campus* refers and from where it continues to work. This has to be emphasized, because an important recommendation for action of the first representative investigation on violence against women [Müller, Schröttle 2004] was to focus on the educational advertising and public relations work, since the fact that women affected by violence turn first to people from their close family and circle of acquaintance.

¹⁹ Feltes, T., Balloni, A., Czapska, J., Bodelon, E., Stenning, P. (2012). *Gender-based Violence, Stalking and Fear of Crime. Final Report*. EU Project 2008-2011. Accessed November 21, 2018. www.gendercrime.eu.

²⁰ Hochschulrektorenkonferenz. Gegen sexualisierte Diskriminierung und sexuelle Belästigung an Hochschulen. Empfehlung der 24. HRK - Mitgliederversammlung vom 24.04.2018. Accessed November 21, 2018. <https://www.hrk.de/positionen/beschluss/detail/gegen-sexualisierte-diskriminierung-und-sexuelle-belaestigung-an-hochschulen/>.

²¹ Instead of the General Equality Law (AGG) the guideline „Fair Behaviour at Work“ includes the protection of the students as well.

A majority of campaigns against sexism, sexualized discrimination and violence focus on potential victims. With recommendations and special offers such as self-assertion courses, the main responsibility is transferred to them. It is important to point out that it is not the responsibility of potential victims to protect themselves against discrimination and violence, instead the potential offenders and social structures needs to be addressed. This should not question mentioned the offers. They can be very important for the personal sense of security. Instead, a broader strategy should be implemented, which, following the methods of some US and British universities, can be extended with general awareness courses that reflect topics such as consensus, masculinity, and diversity.

2. CONCEPT

Unser Campus is a prevention or awareness campaign. It should strengthen the sense of security on campus and stand up against sexism and sexual violence. To achieve this goal we want to increase the identification with the university and support a sense of community. We don't want to formulate partial warnings or rules of conduct. In particular the attempt to create a culture of respect and appreciation on campus and the campus-wide sensitization for these sensitive topics are important parts of the campaign. *Unser Campus* addresses women, non-binary and also men as potential victims. But at the same time this shouldn't cover up the fact that women and non-binary are most affected by sexual harassment and violence. So it is important to emphasize gender neutral language which means for using the gender star (*) because representation matters.

The topic that is most discussed on our campus are sexist party ads. But sexism and sexual harassment or assault as a structural problem isn't addressed visibly. This is something *Unser Campus* wants to change. The campaign should focus on the daily life at university. Because of the lack of visibility for topics like sexual harassment and violence the idea of a large-scale campaign emerged. The idea came up before the #metoo movement but probably #metoo made it possible to get the campaign financed. In the course of the movement these topics got much more attention in higher education contexts - and not only behind the doors of the offices for equal opportunities.

The project was created bottom up. Step by step we searched for allies in different sectors of the university. We could win the chancellor, the office of equal opportunities, the universities corporate communication department and the Studierendenwerk – the student union called AKAFÖ²² – as partners.

Instead of promoting fears and addressing all female and non-binary students as potential victims a general awareness for these topics should be created. At the same time it is important to let potential offenders know that the university has zero tolerance for harmful and abusive behaviour. The campaign wants to show all university members that our campus is a social place where sexism and sexual harassment happens and that everybody has to work together against this deficiency. The campaign starts in print with flyers, stickers as well as billboard posters (Fig. 2) and online with a landing page and an Instagram account.



Fig. 2 – Unser Campus. Copyright by konter - Studio für Gestaltung, Ruhr-Universität Bochum.

Sexism and sexual violence are sensitive and unpopular to address. Therefore the entry is not a direct confrontation with the topic. After positive identificatory pictures, showing the campus in the sense of universitas, the campaign suddenly addresses the topic of sexual violence which is shown as something that has to be removed in a collective effort. All students and employees should feel as a part of the change, a part of the solution. At the same time addressing self-responsibility should not release the university itself from its own responsibility.

The strategy is to raise awareness by a contemporary design. Instead of using a shocking visual imagery which may perpetuate the violence and reproduce stereotypes – this style should appeal to the people. Although the dark parking space is shown which is definitely a problem area, we also

²² <https://www.akafoe.de/>

mention parties and the bright side of the campus life. Thus the campus should be presented as a whole social space. The campaign wants to address all members of the university like students, scientific assistants, administrative staff etc. which realities of life are quite different and who have different needs. So it is important to vary messages and codes.

One innovative detail of how to present the different situations in campus life is the change of the poster from day to night time. Even if assaults also happen in bright daylight lots of students don't feel safe in the evening on campus with its brute and factory like architecture. That's why we created posters with on the one hand supportive messages and signals for potential offenders at the other hand. Surely differences are not only shown by different daytimes but also through making diversity visible. Diversity is nothing new for the marketing departments of universities, often international students are joining group pictures, however we try to include an intersectional perspective in our work, keep different forms of discrimination in mind and of course - visualize different perspectives.

Further steps in the campaign are the extension towards other formats like lectures, workshops and social media activities. Inspired by the photo project *Humans of New York* we plan to launch an Instagram channel where we introduce different people of the Ruhr University. We want to show life on campus and focus on topics which member of the university pay attention to. We want to tell a nuanced visual story about our university and make a stand against negative ascription.

Also this idea is part of a more general strategy: we think that it is easier to increase awareness if the subjects of the communication are manifold. Of course from time to time we will address and discuss more difficult topics like sexual harassment but we try to prevent that people will be put off easily by tackling just one and difficult topic. A last but not less important part of the campaign is to identify the potentials and local resources. We want to increase the permanent help and counseling structure for victims and implement trainings and a general course for all member to develop awareness and sensibility on campus.

We also have a wider scope in mind when we think about *Unser Campus*. Our goal is to expand it to a general diversity campaign which includes and address different forms of discriminations like racism, ableism more offensive. Every new subject can be developed out of the original layout. Step by step

we can visualize a shared space where we try to reflect and include all kinds of perspectives which can be found on campus.

REFERENCES

- Feltes, T., Balloni, A., Czapska, J., Bodelon, E., Stenning, P. (2012). *Gender-based Violence, Stalking and Fear of Crime. Final Report. EU Project 2008-2011*. Accessed November 21, 2018. www.gendercrime.eu.
- Hochschulrektorenkonferenz. Gegen sexualisierte Diskriminierung und sexuelle Belästigung an Hochschulen. Empfehlung der 24. HRK-Mitgliederversammlung vom 24.04.2018. Accessed November 21, 2018. <https://www.hrk.de/positionen/beschluss/detail/gegen-sexualisierte-diskriminierung-undsexuelle-belaestigung-an-hochschulen/>.
- Müller U., Schröttle M. (2004). *Lebenssituation, Sicherheit und Gesundheit von Frauen in Deutschland. Eine repräsentative Untersuchung zu Gewalt gegen Frauen in Deutschland*. Berlin: Bundesministerium für Familie, Senioren, Frauen und Jugend, p. 8.
- Schröttle M., Hornberg C., Glammeier S., Sellach B., Kavemann B., Puhe H., Zinsmeier J. (2012). *Lebenssituation und Belastungen von Frauen mit Beeinträchtigungen und Behinderungen in Deutschland*. Kurzversion. Berlin Bundesministerium für Familie, Senioren, Frauen und Jugend, p. 24.
- Stop Street Harassment. *Unsafe and harassed in public spaces. A national street harassment report* (Virginia 2014), 6.
- Oldemeier K. (2018). "Coming-out mit Hürden". *DJI Impulse. Das Forschungsmagazin des Deutschen Jugendinstituts*, 2, 17. Accessed November 21, 2018.
- The Washington Post (2017, 19 October). The woman behind 'Me Too' knew the power of the phrase when she created it 10 years ago. *The Washington Post*. Web November 21, 2018. https://www.washingtonpost.com/news/the-intersect/wp/2017/10/19/the-woman-behind-me-too-knew-the-power-of-the-phrase-when-she-created-it-10-years-ago/?utm_term=.e7740ece7cf3.
- Gerhard H. (2018). Für ein gemeinsames Engagement von Frauen* und Männern*! As part of the conference Werkstatt Männlichkeiten – von #MeToo bis Männer*arbeit Berlin. Accessed November 21, 2018. <https://calendar.boell.de/de/event/werkstatt-maennlichkeiten-von-metoo-bis-maennerarbeit>.
- AKAFÖ: <https://www.akafoe.de/>.
- Erkenne die Grenze: <https://www.erkenne-die-grenze.de>.
- Unser Campus: <https://www.unser-campus.de> .

BIBIOGRAPHY

Laura Chlebos works as a research assistant at the institute of Gender Studies at Ruhr-University Bochum. Currently she is designing a campagne against sexual violence at campus called “Unser Campus” (Our Campus).



She studied Social Psychology and Gender Studies at Ruhr-University Bochum. Furthermore she is managing public relations for FUMA NRW (Specialist Unit for Gender and Diversity NRW).

LA CONSIGLIERA DI FIDUCIA IN UN ISTITUTO DI RICERCA: UN PONTE VERSO LA PREVENZIONE DELLE MOLESTIE

THE CONFIDENTIAL COUNSELLOR IN A RESEARCH INSTITUTION: A BRIDGE TOWARDS THE PREVENTION OF HARASSMENT

Agata Sangianantoni¹, Valeria De Paola¹, Ingrid Hunstad²

Abstract

Research Institutions play a key role in the innovation process, interacting with Universities, governmental bodies, private sector and other diverse stakeholders.

An appropriate management multi-faceted approach needs to be adopted in the prevention of harassment, due to the presence of different employees with such a variety of scientific, technical, administrative attitudes and interests.

This document focuses on the overall measures developed within an Italian Research Institution in order to design a specific strategy, properly addressed for the scientific environment.

It is fully recognized that the prevention of harassment is both an ethical and an economic issue.

Workplaces, in which harassment is not managed, tend to have a falling productivity, a lack of efficiency, an increasing absenteeism with a very sensitive impact on staff performance resulting in a very poor image of the institution.

A research institution where competitiveness meets knowledge and intellectual property, harassment could potentially drive women out of their research environment, and as a consequence, contributing to produce a huge impoverishment in the scientific community.

Defining a joint strategy implies the mutual interaction of the overall key players among the organizational well-being, implementing the Code of Practice, providing a clear set of principles, and ensuring that physical, moral or social sexual harassment does not occur in the workplace. Furthermore, adequate and targeted procedures are available to deal with the problem, and prevent its recurrence.

Confidential Counsellor plays a crucial role in preventing, managing and solving mobbing issues and harassment occurring in the workplaces.

¹ Istituto Nazionale di Geofisica e Vulcanologia Amministrazione Centrale.
Email: agata.sangianantoni@ingv.it, valeria.depaola@ingv.it.

² Istituto Nazionale di Geofisica e Vulcanologia Sezione di Roma2.
Email: ingrid.hunstad@ingv.it.

In our experience, the activity of the Confidential Counsellor in the research sector, often goes beyond the usual advising and assistance role, in compliance with the European and National legal framework.

Independence, impartiality, confidentiality and the total respect of the employee's will are crucial requirements.

Furthermore, the Confidential Counsellor plays an active role in proposing, drafting, and implementing ethic policies. It also informs about inappropriate behaviours, setting out targeted principles to promote a right attitude among managers and supervisors, ensuring their compliance.

We recently worked on the implementation of an Agreement among Research Institutions that has been designed to set a mutual framework in the harassment prevention and management.

We will discuss how sharing good practices and experimental interchange through Confidential Counsellors, may provide an effective assistance and support in hearing the alleged victims of any harassment. Training and Information Activities are also extremely useful in order to promote awareness and a cultural change.

Keywords: Prevention of Harassment, Team, Confidential Counsellor

Riassunto

Le istituzioni di ricerca svolgono un ruolo chiave nel processo di innovazione, interagendo con università, enti governativi, settore privato e altri stakeholders.

Appare necessario adottare un approccio multidisciplinare appropriato di gestione nella prevenzione delle molestie, a causa della presenza di diverse tipologie di personale caratterizzate da una varietà di atteggiamenti e interessi scientifici, tecnici, amministrativi.

Questo documento mira a presentare tutte le misure sviluppate all'interno di un istituto di ricerca italiano al fine di progettare una strategia specifica, adeguatamente indirizzata per l'ambiente scientifico.

È pienamente riconosciuto che la prevenzione delle molestie è una questione sia etica che economica. I luoghi di lavoro, in cui le molestie non sono gestite, tendono ad avere una diminuzione della produttività, una mancanza di efficienza, un crescente assenteismo con un impatto molto sensibile sulle prestazioni del personale, con il risultato di un'immagine molto povera dell'istituzione.

Un istituto di ricerca in cui la competitività incontra la conoscenza e la proprietà intellettuale, le molestie potrebbero potenzialmente allontanare le donne dal loro ambiente di ricerca e, di conseguenza, contribuire a produrre un enorme impoverimento della comunità scientifica.

La definizione di una strategia congiunta implica l'interazione reciproca tra i principali attori chiave del benessere organizzativo, l'implementazione del Codice di condotta,

la definizione di un chiaro insieme di principi volte ad assicurare che le molestie sessuali fisiche, morali o sociali non si verifichino sul luogo di lavoro. Inoltre, sono presenti procedure adeguate e mirate per affrontare il problema e prevenirne il ripetersi.

A tale fine, la Consigliera di Fiducia svolge un ruolo cruciale nella prevenzione, gestione e risoluzione di problemi di mobbing e molestie che si verificano nei luoghi di lavoro.

Nella nostra esperienza, l'attività della Consigliera di Fiducia nel settore della ricerca, spesso, va oltre il consueto ruolo di consulenza e assistenza delineato dalle competenze attribuite dal contesto giuridico europeo e nazionale.

Indipendenza, imparzialità, riservatezza e il rispetto totale della volontà dei dipendenti sono requisiti cruciali.

Inoltre, la Consigliera svolge un ruolo attivo nel proporre, redigere e attuare politiche etiche.

Informa altresì, sui comportamenti inappropriati, stabilendo principi mirati per promuovere un giusto atteggiamento tra manager e supervisori, assicurandone la conformità.

Recentemente abbiamo lavorato alla realizzazione di un accordo tra le istituzioni di ricerca che è stato impostato per costituire stabilire un contesto reciproco nella prevenzione e nella gestione delle molestie.

Illustreremo come la condivisione delle best practices e l'interscambio sperimentale delle funzioni delle Consigliere di Fiducia possa fornire un'assistenza ed un sostegno efficace nell'ascolto delle presunte vittime di eventuali molestie. Le attività di formazione e informazione sono altresì, estremamente utili per promuovere la consapevolezza e un cambiamento culturale.

Parole chiave: Prevenzione delle Molestie, Team, Consigliera di Fiducia

La realizzazione di un ambiente lavorativo sereno è ovviamente - importante in tutti i settori produttivi ma è di tutta evidenza che in quelli in cui la creatività (in senso lato) è il fulcro dell'azione produttiva sono particolarmente sensibili alla realizzazione di una situazione di "benessere": lavorare in un ambiente positivo e stimolante, ma non aggressivo e non "disturbante" verso la propria sfera personale diventa requisito imprescindibile dell'organizzazione di ricerca.

Gli enti di ricerca sono, per loro natura, luoghi in cui la formazione di idee creative porta la realizzazione di sviluppo scientifico e tecnologico. Essi svolgono un ruolo chiave nel processo di innovazione, interagendo con università, enti governativi, settore privato e altri stakeholders.

Il benessere lavorativo è, quindi, cardine dell'azione organizzativa nel settore della ricerca e deve cercarsi e trovarsi con ogni mezzo ed energia se si desidera che l'apporto scientifico della propria istituzione sia rilevante.

Appare necessario adottare quindi, un approccio multidisciplinare appropriato di gestione nella prevenzione delle molestie, a causa della presenza di diverse tipologie di personale caratterizzate da una varietà di atteggiamenti e interessi scientifici, tecnici, amministrativi.

Questo documento mira a presentare le misure sviluppate all'interno di un istituto di ricerca italiano al fine di progettare una strategia specifica, adeguatamente indirizzata per l'ambiente scientifico.

Presupposto principale è che la prevenzione delle molestie è una questione sia etica che economica.

I luoghi di lavoro in cui le molestie non sono gestite, tendono ad avere una diminuzione della produttività, una mancanza di efficienza, un crescente assenteismo con un impatto molto sensibile sulle prestazioni del personale, con il risultato di un'immagine negativa dell'istituzione.

Un istituto di ricerca in cui la competitività incontra la conoscenza e la proprietà intellettuale, le molestie potrebbero potenzialmente allontanare le donne dal loro ambiente di ricerca e, di conseguenza, contribuire a produrre un enorme impoverimento della comunità scientifica.

Il ruolo del Consigliere di fiducia, pertanto, assume negli ambienti della ricerca scientifica un peso determinante.

La possibilità per il personale di rivolgersi ad una persona terza rispetto all'organizzazione, che ascolti le problematiche percepite dai singoli e le possa convogliare e tradurre in azioni positive per l'ambiente lavorativo, diventa, di per sé, uno strumento di benessere organizzativo.

Infatti, non sempre i disagi percepiti e manifestati possono inquadrarsi negli schemi tipizzati del mobbing, delle molestie sessuali o nelle discriminazioni organizzative.

Spesso i disagi personali dei lavoratori riguardano il fallimento di aspettative o proiezioni del proprio ambito lavorativo che essi stessi avevano creato e che, nel tempo, si erano autoalimentati.

Aiutare il lavoratore a trovare una dimensione reale del proprio essere ricercatore coordinandola con gli obiettivi istituzionali e strategici dell'organizzazione, rientra tra i compiti del Consigliere di fiducia che – chiamato dall'interessato – interviene per cercare e trovare una sintesi tra le

diverse ambizioni (quelle del lavoratore e quelle del management) al fine di porre in essere un quadro di pacificazione e di ripristinare la serenità ambientale.

La definizione di una strategia congiunta di azione implica l'interazione reciproca tra i principali attori chiave del benessere organizzativo, l'implementazione del Codice di condotta, la definizione di un chiaro insieme di principi volti ad assicurare che le molestie sessuali fisiche, morali o sociali non si verifichino sul luogo di lavoro.

Le attività sono state impostate e condotte seguendo la metodologia del Project Management attraverso la formazione di un gruppo di lavoro multidisciplinare che ha operato e sta operando in maniera coordinata per affrontare e gestire ogni forma di disagio percepito.

La parola chiave della nostra esperienza è Gruppo infatti, la strategia di azione si fonda nella sinergia tra le Consigliere di Fiducia, il Comitato Unico di Garanzia, il Responsabile per la Prevenzione e Protezione, il Medico Competente e, ove, necessario anche della rappresentanza sindacale per le argomentazioni di competenza. Resto inteso che il coinvolgimento della Direzione del personale e degli organi di vertice risulta fondamentale per una metodologia preventiva nell'ambito delle regole comportamentali stabilite dall'organizzazione.

Infatti, l'azione del Consigliere di fiducia trae la sua origine dalla normativa che l'istituzione di ricerca ha voluto porsi e che ha tradotto nel Codice di condotta.

All'interno di esso vi sono gli ambiti di applicazione delle azioni previste per il Consigliere che, però, deve necessariamente modularle all'interno delle problematiche che vengono poste alla sua attenzione.

Mobbing, molestie sessuali e discriminazioni in generale sono gli ambiti di competenza preferenziali del Consigliere di fiducia.

Nella nostra esperienza, l'attività della Consigliera di Fiducia nel settore della ricerca, spesso, va oltre il consueto ruolo di consulenza e assistenza delineato dalle competenze attribuite dal contesto giuridico europeo e nazionale.

Indipendenza, imparzialità, riservatezza e il rispetto totale della volontà dei dipendenti sono requisiti cruciali.

Tuttavia, è necessario evidenziare che il Consigliere di fiducia è creato dall'amministrazione stessa all'interno del proprio codice di condotta.

Il codice stesso, che trova la sua origine nella sensibilità degli organi di vertice dell'amministrazione nei confronti di questi temi, ne definisce il campo di competenza e di intervento, tenendo presente che l'azione del Consigliere di fiducia deve essere "di cuscinetto" tra la persona che manifesta il "disagio" e i responsabili dello stesso o dell'organizzazione lavorativa, proponendo a tutte le parti coinvolte azioni tese all'eliminazione del problema, funzionali al virtuoso andamento dell'organizzazione lavorativa.

Il consigliere di fiducia viene nominato dai vertici dell'organizzazione e la sua scelta può avvenire sia individuando un esponente interno dell'ente tra persone che rivestano un ruolo indipendente ed imparziale ampiamente riconosciuto, sia – ed è questa la soluzione preferibile – attraverso la nomina di un soggetto esterno all'Amministrazione stessa appositamente formato attraverso specifici percorsi accademici.

La Spending Review ha indotto il contenimento generale della spesa pubblica impattando anche sulle risorse da destinare al benessere organizzativo.

Con queste difficoltà economiche risulta davvero arduo allocare risorse finanziarie ad hoc per la copertura dei costi necessari alla posizione di un Consigliere di Fiducia esterno.

Pertanto, la nostra azione è stata focalizzata alla definizione, progettazione e realizzazione di un accordo tra due istituzioni di ricerca volto alla costituzione di un contesto reciproco nella prevenzione e nella gestione delle molestie, mobbing e disagi.

Infatti, le organizzazioni che hanno la loro mission fondamentale nella ricerca scientifica, in generale, hanno strutture organizzative simili e parimenti simili gerarchie del personale.

Tale azione è stata preceduta dall'adesione e partecipazione al "Progetto Ex-Change, iniziativa integrata sperimentale di formazione universitaria e supporto istituzionale alla valorizzazione del benessere nelle Pubbliche Amministrazioni", promosso dall'Ateneo di Verona e finalizzato a fornire una formazione specialistica ai corsisti, a valorizzare il requisito dell'autonomia e della mobilità dei Consiglieri di Fiducia tramite un sistema di rete nella pubblica amministrazione volto a coniugare il rispetto dei diritti fondamentali di chi lavora al necessario equilibrio finanziario delle pubbliche amministrazioni.

Sono stati selezionati al proprio interno e avviati alla predetta formazione due dipendenti ciascuno che, previa frequenza di corso e stage presso altra

amministrazione – enti di ricerca, nonché di superamento dell'esame finale, hanno conseguito il titolo di perfezionamento universitario per Consigliere di fiducia.

È stato attivato, quindi, un interscambio tra dipendenti in possesso del titolo di Consigliere di fiducia al fine di garantire, all'interno dei rispettivi enti, la gestione informale e pacifica di eventuali conflitti interpersonali lavorativi.

L'istituzione di uno "sportello di ascolto" del personale avente lo scopo di offrire a chiunque lo desideri di parlare liberamente ed in modalità riservata di tutti i disagi che possono tranne origine dal rapporto lavorativo e che determinano uno stato di malessere del lavoratore, ha determinato un punto fondamentale per la creazione di un fil-rouge tra amministrazione e personale.

La possibilità da parte dei lavoratori di potersi confrontare con un soggetto esterno all'organizzazione porta con sé una vasta gamma di vantaggi:

- a. offre un ascolto "pulito", ovvero non mediato dalle opinioni personali che il Consigliere può già avere delle situazioni prospettate in quanto già vissute e/o conosciute "in prima persona";
- b. offre una "traduzione" di quanto raccontato dal dipendente secondo una visione estranea, non coinvolta né lavorativamente né personalmente né economicamente, nel processo decisionale lamentato e, pertanto, aliena da qualsiasi condizionamento interno all'organizzazione;
- c. offre una o più soluzioni alla problematica lamentata secondo criteri di adeguatezza, positività e soddisfacimento degli interessi coinvolti.

Crediamo che il ruolo della Consigliera di Fiducia in un Istituto di Ricerca vada quindi, oltre il consueto ruolo di consulenza e assistenza, svolgendo un ruolo attivo nel proporre, redigere e attuare politiche etiche.

La Consigliera informa, altresì, sui comportamenti inappropriati, stabilendo principi mirati per promuovere un giusto atteggiamento tra manager e supervisori, assicurandone che vengano rispettati.

Le attività di formazione e informazione sono altresì, estremamente utili per promuovere la consapevolezza e la creazione di una cultura organizzativa diretta al rispetto della persona ed alla tutela della dignità umana.

L'esperienza dei Consiglieri condivisa in network offre, quindi, un sostegno reciproco alla migliore risoluzione delle problematiche lamentate, visto che

trattasi di manifestazioni umane non sempre catalogabili in schemi preventivamente definiti.

Crediamo che la condivisione delle best practices e l'interscambio sperimentale delle funzioni delle Consigliere di Fiducia possa fornire un'assistenza ed un sostegno efficace nell'ascolto delle presunte vittime di ogni forma di molestie, mobbing e disagi.

RIFERIMENTI BIBLIOGRAFICI

Amiconi C. (2015). *La figura del consigliere di fiducia nelle organizzazioni pubbliche: spunti ricostruttivi*. Altalex, Accessed September 15, 2015.

Calafà L. (2010). Il codice delle pari opportunità dopo il recepimento della dir. 2006/54: profili sostanziali, in *Le nuove leggi civili commentate*, vol. XXXIII , n. 3 , 2010 (pp. 537-576).

De Paola V., Sangianantoni A. (2015). *Le criticità argomentative dei questionari di indagine sul benessere organizzativo negli enti pubblici di ricerca*. PhD diss., Università di Verona.

Forgione M.C. (2011). *Il Consigliere di Fiducia*. Milano: LED.

Menelao A. (2012). La consigliera di fiducia per la tutela dei lavoratori e delle lavoratrici dell'Istat. *Newstat*, 5.

Pellegrino F. (2010). *Stress lavorativo come malattia professionale: il rischio psicosociale*. Salerno: Memento Medico.

BIOGRAFIE

Agata Sangianantoni



Istituto Nazionale di Geofisica e Vulcanologia

Academic degrees:

1995 Bachelor in Law at University of Naples "Federico II", Italy

1999 Lawyer qualification

2015 Master in Counselling at University of Verona

Present position: Technologist at INGV, Head of International Legal Office.

Activity:

She is in charge of the overall issues for the management and the setting up of the European Research Infrastructures.

She is currently Confidential Counselling in charge of the ISPRA Counselling Service aimed at preventing, managing and solving the issues of mobbing and sexual harassment occurring in the work environment.

Gender Equality Committee

Member of the Gender Equality Committee since 2014.

Valeria De Paola



Istituto Nazionale di Geofisica e Vulcanologia

Academic degrees:

1994 Bachelor in Law at University of Naples "Federico II", Italy

1996 Lawyer qualification

2015 Master in Counselling at University of Verona

Present position: Technologist at INGV, Head of Staff Regulatory Office.

Activity:

She is responsible for regulatory issues related to personnel management.

She is currently Confidential Counsellor in charge of the ISPRA Counselling Service aimed at preventing, managing and solving the issues of mobbing and sexual harassment occurring in the work environment.

Gender Equality Committee

Member of the Gender Equality Committee since 2014.

Ingrid Hunstad



Istituto Nazionale di Geofisica e Vulcanologia

Academic degrees:

1993 MSc in Physics at University of Rome "Sapienza", Italy

1997 Specialization (PhD equivalent) in Geophysics, at INGV

Present position: Researcher at INGV, Upper Atmosphere Physics group.

Research activity:

Ionospheric physics, installation and management of the INGV GNSS network in the Arctic (Longyearbyen and NyÅlesund, Svalbard), management of the INGV GNSS network in Antarctica (Italian base, Italian-French base, Southafrican base) and of the relevant Space Weather data (scintillation and TEC), stored and made available by means of dedicated ICT infrastructures accessible to the scientific community on the web. Training leader for the deployment, management and interoperability of the GNSS receivers for TEC and scintillation monitoring coordinated by INGV.

Gender Equality Committee (CUG)

Member of the Gender Equality Committee since 2010.

President of the Gender Equality Committee since June 2013.

THE LESSON WE CAN LEARN FROM THE CANADIAN DOCUMENTARY “MS. SCIENTIST” TO HAVE MORE WOMEN IN SCIENCE

Maria Luisa Chiofalo¹, Tiziana Metitieri²

Abstract

Around the world the fields of scientific research and development remain a male-dominated environment. Workplace with worse gender ratio has proven as the greatest predictor of the occurrence of sexual harassment. A system-wide change to the culture and organizational climate in science is required. The Canadian documentary “Ms. Scientist” by Brandy Yanchyk explores how Canada is trying to get female scientists to stay in the fields of science and progress to the top. Ms Scientist looks at the successes and challenges that ten Canada’s women in science face, and provides guidance and inspiration for young women and minorities who embark on a career in science all over the world.

Keywords: Sexism, Harassment, Women in science, Unconscious bias, Universities

Riassunto

In tutto il mondo, i campi della ricerca e dello sviluppo scientifico rimangono un ambiente dominato dagli uomini. Un posto di lavoro con il peggiore rapporto di genere si è dimostrato il più forte predittore del verificarsi di molestie sessuali. È necessario un cambiamento di sistema nella cultura e nel clima organizzativo delle istituzioni scientifiche. Il documentario canadese “Ms. Scientist” di Brandy Yanchyk esplora le modalità attraverso le quali il Canada sta cercando di indurre le scienziate a rimanere nei diversi campi della scienza e di fare carriera fino ai livelli più alti. Ms Scientist guarda ai successi e alle sfide che affrontano dieci donne canadesi nel campo della scienza e fornisce indicazioni e ispirazioni per le giovani donne e per i membri di minoranze che intraprendono una carriera scientifica in tutto il mondo.

Parole chiave: Sessismo, Molestie, Donne nella scienza, Pregiudizi inconsci, Università

¹ Department of Physics «Enrico Fermi» and INFN, Pisa, Italy.

Email: maria.luisa.chiofalo@unipi.it

² Children’s Hospital Anna Meyer, Firenze, Italy. Email: t.metitieri@gmail.com.

I. INTRODUCTION

Academies are progressively developing, though at slow rate, awareness on the many routes along which gender differences in fact turn into discriminations, thus transforming a powerful engine for scientific and social community development into a self-snagging equally powerful hamper. In fact, an inclusive approach would recognize and exploit the different manners in which also underrepresented groups of scientists would act their creativity, competences, communication, and leadership, thereby resulting into a most skillful, fostering, and fertile environment.

For this reason, an increasing level of commitment and planning is taking place, aimed to practice in scientific careers mainstreaming and empowerment of gender diversities in academic organizations.

However, if the expansion of support networks in campuses and communities is encouraging more women to speak out about discrimination and harassment, institutions and scientific societies have been slow to take action and to adopt anti-harassment policies. This means that the victims live in fear of retaliation and have to face the professional consequences of having reported the harassment.

As pointed out by Vijayaraghavan and colleagues [2017] a change needs to take two directions: at the levels of laws and social norms.

The latter has started and as a cultural change will take time. Scientists, academics and professional associations are called upon to raise awareness of diversity issues in a male-dominated system. This can be achieved by improving the visibility of female scientists in the media, profiling a greater number of female models in scientific fields, holding scientists accountable, and reporting unacceptable behaviours. We must also take into account that this change starts at school: “Gender differences and stereotypes count, but the school system and the educational relationship can make the difference”, therefore, “In this framework, tailoring the educational intervention on diversity and offering role models work for gender mainstreaming and women empowerment: increasing gender diversity in the educational relationship can make the difference to change the sign of the OECD data” [Chiofalo 2014].

The change in laws requires institutions to be willing to implement targeted legislation to create safe working environments. This structural change can be achieved more quickly by the suspension of funding to scientists who have

committed harassment, as announced by the National Science Foundation in the United States [Kuo 2018] and by national legislative actions promoting gender equity in science, as the plan introduced by the Canadian Minister of Science Kirsty Duncan forcing universities to improve the diversity of gender, race or heritage at each level of the academic career.

2. CULTURAL AND STRUCTURAL CHANGES ADDRESSED IN *MS. SCIENTIST*

The documentary *Ms. Scientist* was released in September 2018 and is available online.

The documentary represents a powerful tool to think about a contemporary and unfortunately evergreen problem in the most dramatic manner. In fact, one would expect that stereotypes and inequalities be clearly absent in one of the temples of knowledge and culture, that is the academic system, and even more evidently in science, where facts checking and critical thinking represent the quintessential characters permeating all activities. Unfortunately, this is not the case, and therefore we are led to consider that the existence of stereotypes and unequal opportunities in science represents a most dramatic measure of how deeply is the problem rooted in society. Academies are eventually moving their first steps along the path of increasing awareness and the level of action to surpass the problem and recognize the extraordinary value of the many resources that women can bring to the advancement of knowledge, innovation fostered by different routes for creativity, management of the academic system, and to inspire different policies thinking. Thus, this is a perfect timing for an inspiring tool as *Ms. Scientist* is. Also, *Ms. Scientist* brings into the discussion two essential ingredients. First, the pivotal importance of the quality of the story-telling, and in particular of recognizing women's contributions in a specific and robustly grounded – not generic – way, connecting to given scientific results true stories, real faces and names. Second, the need to involve government institutions and policy makers all levels, in a cooperative and coherent manner. These two ingredients are hard-wired by two among the most women-archetypical invisible links: engendering and web weaving. Web weaving and engendering are both practices with a powerful impact in building up a

peaceful and productive leadership, in turn necessary to operate real changes and deep transformations.

3. THE STORY-TELLING: THE SCIENTISTS FEATURED IN *Ms. SCIENTIST*

The filmmaker Brandy Yanchyk profiles ten Canadian women in science. Yanchyk's interviews are conducted in the laboratory or in the fields where each scientist works and talks about her research, the stereotypes, barriers, harassment, unconscious bias she has faced and the personal and professional achievements. *Ms. Scientist* traces their lives and highlights the obstacles that have slowed their success, such as sexism, discrimination, harassment and the balancing of work and family life. Each story traces routes to overcome current obstacles through commitment and passion for science, and each scientist becomes a model capable of inspiring new generations of researchers. The first recipients to benefit from these models are the students and collaborators of the women scientists, who start their careers in a more inclusive environment.

There are ten women in science interviewed by Brandy Yanchyk at their workplace. We will list them in order of appearance, briefly highlighting the challenges of their careers. All of them are now heads of department or research-group leaders and have received important awards.

Anne Salomon is an applied marine ecologist and assistant professor at Simon Fraser University's School of Resource and Environmental Management in British Columbia. With her students, she conducts field-based research to understand the dynamics of coastal ecosystems. She was sexual harassed as a graduate student researcher and she found "the courage to reach out for help". She delayed maternity, having her second child at 43 years old because to manage "a family and a career in science is difficult for women".

Monica Gorassini is Professor in the Department of Biomedical Engineering in the Faculty of Medicine and Dentistry at the University of Alberta and Principal Investigator in the Motor Control Laboratory. She conducts her research on the mechanisms of spasticity after spinal cord injury and after cerebral palsy and on motor training and the recovery of walking. She faced sexism and discrimination: at the beginning of her career the dean offered her a lower position and less money compared to her male colleagues.

Kirsty Duncan before being named Minister of Science, Sport and Persons with Disabilities was a scientist and an associate professor. At that time, she was paid 10% less than her male colleagues. Now, her mission is “to change the course, to address the challenges we need” and to give equal opportunities of academic career to women, indigenous people and other underrepresented groups.

Catherine Field is a professor of Nutrition at the University of Alberta and she is studying on the effect of nutrition on the immune system. She devotes many hours of each day to research, trying to balance her work with family life.

Jaynie Yang is a professor and researcher at the University of Alberta’s Faculty of Rehabilitation Medicine. Born in Taipei, Taiwan, she completed an undergraduate degree in physical therapy at Queen’s University, Ontario. Her research focuses on motor training in children with perinatal brain injury and neural mechanisms underlying the retraining of walking in adults with spinal cord injury. She explains how difficult it is to combine scientific activities with the needs of the family and children: “the time that you can have children is also the time that is really important for your career”.

Lynn Moorman is Professor at Mount Royal University where she teaches physical geography and spatial analysis in the Department of Earth and Environmental Sciences and in the Department of General Education. Her research explores the role of geospatial technologies in the construction of people’s geographic knowledge. Negotiating her maternity leave was complicated and to pursue her career she admit that “you have to bring the baby with you”. When she put her family first she had negative feedback.

Carla Prado is an assistant professor at the University of Alberta in Canada, and a Campus Alberta Innovates Chair in Nutrition, Food and Health. She is the Director of the Human Nutrition Research Unit. Her research is focused on the physiology and causes of nutritional problems assessed through the precise measurement of body composition and energy metabolism. The challenges during her career stemmed from being a woman and Hispanic scientist. To better reconcile scientific work and family life at the beginning of her career she admits “we were creative enough to balance life”. She has fewer challenges to face with current pregnancy. She has also been discriminated for her clothes and make-up, “people telling me I don't look like

a scientist”, as if there is always a need to choose between *being pretty or being smart*.

Lynne-Marie Postovit is an associate professor in the Department of Obstetrics & Gynecology at the University of Alberta. She is an expert in the area of women’s cancers, and her research group program is to determine what types of microenvironments regulate normal and cancer stem cell plasticity and function. Her story tells about the unconscious bias towards women with a family and the difficulties of work and life integration.

Jackie Dawson is the Canada Research Chair in Environment, Society, and Policy and is an Associate Professor in the Department of Geography, Environment, and Geomatics at the University of Ottawa. She is an international expert in Arctic marine transportation, Indigenous community development, and oceans governance. The experiences she tells show how unconscious bias can lead to discrimination at scientific conferences. As a gay woman in science she brings attention to the discrimination LGBT scientists still face in science fields.

Luda Diatchenko is a professor at McGill University, the first woman to hold a Canada Excellence Research Chair (CERC), and the Principal Investigator of the Human Pain Genetics Lab. Her lab investigates the psychological, molecular, cellular, and genetic pathways that mediate both acute and persistent pain states. She express her commitment and life dedication to science and also the learned adaptation for “through my career I usually was the only woman in the room”.

4. INSTITUTIONAL COMMITMENT AND POLICY MAKING IN

MS. SCIENTIST

However, the construction of a more inclusive environment cannot be left only to individuals, it must be coded via competent, integrated, and diffused policy-making, and promoted through institutions addresses acted by their (accountable and credible) representatives. In April 2017, Kirsty Duncan, Canada's Minister of Science, Sport and Persons with Disabilities Canada’s Minister of Science, and former scientist, started asking the right questions, in fact as a trained problem-solver would do. For example, independently of the present number of women in top posts, that is the result of an already sick past, she addressed the question whether women scientists in Canada were

progressing through the ranks at the same rate and at equal pay as their male (or minorities belonging) colleagues. A negative answer to this question, as it in fact emerged, would have clearly led to seriously consider quotas, i.e. a positive action, as a necessary measure to establish gender equilibrium. Thus, she decided to implement equity rules for the Canada Excellence Research Chairs program and, tough enough, threatened to withhold Canada Research-Chairs funding from those universities that were not meeting equity targets within the reasonably pressing period of two years.

CONCLUSIONS

Besides being wrong in terms of principles and rights, gender bias and discriminations demonstrate to be very effective in leaving women's intellectual resources unused and innovation potential unexpressed, via horizontal and vertical segregation. The measure of the innovation potential is quantitative – as it is related to more than half the population – and qualitative – in view of the different routes for creativity, problem solving, and leadership, that a gender diverse environment may foster. In fact, discriminations are the result of (beneficial) differences made stiff by stereotypes, and of mistaking equality of opportunities for absence of differences. Discriminations significantly persist across the most diverse cultures and societies, and live even in scientific environments, leading to infer that they are even more deeply rooted in society as a cultural bug, in general and also when referred to other diversities. Overall, gender bias and discriminations very effectively work as powerful hampers to knowledge advancement, process innovation, and eventually individual and community development.

Mainstreaming and empowerment are the powerful concepts emerging from the 1995 Pechin Worldwide Women Platform, that should inspire decision making addressed to crumble horizontal and vertical segregation away, respectively. Though significant progress is being pursued, especially in selected countries and in scientific environments, communities are generally very far from even fostering these concepts in their governing policies, notwithstanding apply them in everyday life. In fact, we believe that a radical change of perspective is needed, in which women practices like web weaving and engendering play a pivotal role.

The documentary *Ms. Scientist* by Brandy Yanchyk represents an interesting food for thoughts as it inspires, from a true story of real women scientists and government leaders, an accessible and viable path in an otherwise uneven and long route.

REFERENCES

- Chiofalo M.L. (2014, 23 January). Poche donne nella scienza: ecco dove agire. *La Repubblica*. Print.
- Kuo M. (2018, 8 February). NSF requires institutions to report sexual harassment findings. *Science*.
<https://www.sciencemag.org/news/2018/02/nsf-requires-institutions-report-sexual-harassment-findings>.
- Vijayaraghavan R., Duran K.L., Ramirez K., Zelikova J., Lescak E., 500 Women Scientists (2017, 12 December). It's Time for Science and Academia to Address Sexual Misconduct. *Scientific American*.
<https://blogs.scientificamerican.com/voices/its-time-for-science-and-academia-to-address-sexual-misconduct/>.
- Yanchyk B. (2018). *Ms. Scientist*.
<https://vimeo.com/ondemand/msscscientist/279160758>.

BIOGRAPHY

Maria Luisa Chiofalo



Scientific area

Education. Graduation in Physics (University of Pisa, Italy, 1992, 110/110 *magna cum laude*). PhD degree in Physics (Scuola Normale Superiore - SNS, Pisa, Italy, 70/70 *magna cum laude*).

Position Associate Professor (University of Pisa, current position since 2007). She has received the Italian National Qualification as a Full Professor.

Teaching. General Physics. Statistical Physics. Mathematics. Physics of everyday life. Many-body physics, at both Masters

and PhD level. She is active in physics education and development of novel physics education methods. She has been appointed as coordinator of the national team aimed to update the syllabus and assessment physics tests for Pharmacy Faculties (2016 e 2017). She contributes to 15 academic bodies among boards, committees, and councils related to teaching and research activities.

Principal Investigator in the following granted research projects. Two granted by INFN-CINECA (“Simulation of dynamical behaviour of confined quantum fluids”, “Quantum degenerate atomic gases with tunable interactions”). Two granted by Scuola Normale Superiore (“Mesoscopic superfluidity: theoretical advances and novel applications”, “Resonant superfluidity and nature of the normal state in strongly degenerate quantum atomic gases”, “Atomtronics”). Project WP4250 granted by the Italian Space Agency ASI, within the WP4000 on “Fundamental Physics in Space”. MIT-Unipi program “Generation of spin-squeezed states for fundamental physics tests by atom interferometry” (2015-2017). Project MAGIA-Advanced, granted by INFN (national coordinator Professor Guglielmo Tino) aimed to realize a large-momentum transfer atomic interferometer for fundamental physics tests, and in particular Equivalence Principle tests and detection of Gravitational Waves (2015-2018).

Political and Institutional area

Women Associations. Co-founder of the MAMI- Pisa, Italian expression of the UNICEF World Alliance for Breastfeeding Actions, where she has: (i) contributed to conceive projects to promote WHO health-care recommendations; (ii) worked as MAMI representative in the City-Hall Council for Equal Opportunities (CPO) of the Comune di Pisa (1998-2002). Member of the Italian Association of Women and Science and of the network Women for Intelligent and Smart TERritories. Member (elected) in the Board of the Alumni Association of the Scuola Normale Superiore (Pisa, Italy).

Institutional activity as president of the CPO of the Comune di Pisa (2003-2008),

Tiziana Metitieri is a Consultant Neuropsychologist at the Child Neurology Unit of the Pediatric Hospital Anna Meyer-University of Firenze, Italy. Since 1997 she has carried out clinical and research activities in the psychological and neuropsychological fields. She collaborates with an association for gifted children providing assessment, counseling, and training for teachers and clinicians. Through a science communication blog, she writes about neuropsychological cases, psychological issues, and women in science. In 2016, together with two co-authors, she was awarded a grant by the



History Committee of the Federation of European Neuroscience Societies to start the multimedia project Untold Stories: the Women Pioneers of Neuroscience in Europe, aimed at researching and communicating the innovative work and extraordinary lives of the forgotten women pioneers in neuroscience.

IV.

WIDENING THE PERSPECTIVE BETWEEN HISTORY AND DISCRIMINATION

INTRODUCTION

*Monica Zoppè*¹

This chapter includes the collection of works presented as poster, or invited to the meeting. As such, rather than following a specific theme, it proposes the view of young participants and the contributions of more senior members, that for some reasons were not presented during the WeToolnScience meeting.

In the former, we find the work of scientific freelance journalist Mirella Orsi and PhD student Annalisa Somma, reporting specific cases of sexual harassments, as seen from the perspective of the victims. The pair of scholars, both based in the UK, report the experience of some Italian students and researchers, framing them in the general setting of the still sexist academic environment.

A presentation of the situation in Armenia, offered by Sona Grigoryan, shows that in the young republic the road is still very long: not only at the social and cultural level the sexist behaviour is widely diffused, but also from the legal point of view there are very few options for women to report harassment cases, and to request an equal opportunity environment for women, not only in academia.

The reflections of Antonella Nappi propose a deep introspective analysis, elaborating on the personal consequences of harassment (in its broadest sense), and suggesting that sharing the story, a classical feminist and still very valid experience, is a key factor in enabling a collective response, a necessary step to the much needed goal of achieving proper recognition in the research and academic field.

In the article by Federica De Luca we find a discussion on the role that the laws, as established by the EU and implemented in the Italian legislation, can have in the framing of social attitudes relative to sexual harassment.

The contribution by Mariella Paciello, a physicist and founding member of the Donne e Scienza Association, now retired, sheds some light on the dynamics that still hamper the careers of women at the higher levels in academia, and also offers some hope that things might be changing at faster

¹ Scientific Visualization Unit, IFC – CNR, Pisa. Email: monica.zoppe@cnr.it

rate, especially thanks to the MeToo movement that, born in the entertainment environment, finally spread to many other workplaces, and in particular in the academy.

An emblematic story of discrimination in science is that of Lise Meitner, narrated by Pietro Greco, scientific journalist and science writer. It is an extraordinary story of the success of intelligence and determination. It is also an extraordinary story of gender and race discrimination. Throughout her life she was always swimming against some current or other, both in science and in her life.

In conclusion, Monica Zoppè discusses the gender imbalance in the scientific environment which is still strongly in favour of white males, not adequately representing neither white women nor males and females of other minorities. She argues that the problem must be addressed and the solutions found at different levels.

VOICES OF WOMEN: THE ROUGH ROAD TO GENDER EQUALITY IN STEM. DISCRIMINATION AND HARASSMENT IN ACADEMIA*

Mirella Orsi¹, Annalisa Somma²

Abstract

The paper concisely investigates sexual harassment and discrimination against women in Academia, especially in the STEM fields. The work also presents a selection of testimonies (collected by the Authors) by Italian women academicians, victims of sexist behaviours.

Negative attitudes and gender bias towards women scientists have their roots in the past, when they were mostly kept out of the scientific realm for centuries. The #MeToo campaign has had an impact on public awareness of sexual harassment and discrimination, even in Academia, but much remains to be done.

Keywords: Awareness, STEM, Discrimination, Harassment, Academia

Riassunto

L'articolo esamina concisamente il problema delle molestie sessuali e della discriminazione contro le donne in Accademia, specialmente nell'ambito delle STEM. Il lavoro, inoltre, presenta una selezione di testimonianze (raccolte dalle Autrici) di accademiche italiane vittime di comportamenti sessisti.

Atteggiamenti negativi e pregiudizi di genere contro le donne affondano le radici nel passato, dal momento che, per secoli, esse sono state per lo più escluse dall'ambito delle scienze. La campagna #MeToo ha inciso sulla consapevolezza pubblica circa le molestie sessuali e la discriminazione, anche nelle università, ma molto rimane da fare.

Parole chiave: Consapevolezza, STEM, Discriminazione, Molestie sessuali, Università

Diversity and inclusiveness always bring innovation and creativity in any field, but they are particularly relevant to research and development. Nonetheless,

* The authors would like to thank Associazione Internazionale dei Ricercatori Italiani (International Association of Italian Researchers - AIRIcerca) and Atelier Ideas & Research (A.I.R.) associations for their support.

¹ Association of British Science Writers. Email: mirellaorsi.mi@gmail.com.

² University of Birmingham. Email: annalissomma@gmail.com.

the 2018 report of the UNESCO Institute for Statistics (UIS) shows that, in 2015, on the total number of researchers in the world, 28,8% were female [UNESCO n.d.]. In Europe, data show that in 2018 the highest number of female researchers was in the Republic of Latvia (51%), whilst, in Italy, the percentage is 36; the Country with the lowest number of women in R&D is the Netherlands (25,4%) [UIS 2018].

Focussing on the STEM, in 2016, women made up more than a third (40,1%) of scientists and engineers in the EU-28, an increase of more than 20% since 2007 [Catalyst 2018]. It means that women are slowly closing the gender gap. On the other hand, according to the *Sexual Harassment of Women* report published in 2018 by the National Academies of Sciences, Engineering, and Medicine, “more women are in Academia, and in the fields of science, engineering, and medicine and so more women are experiencing sexual harassment as they work and learn”.

In STEM, harassment and discrimination against women have their roots in the past. For centuries, women were mostly kept out of the scientific realm. It was a place only for men, protected by an impregnable wall made of established rules, stereotypes and old beliefs that helped to ban women from that particular area. For instance, for a long time, it was believed that women were mentally inferior because of the size of their skull. In fact, following an accepted theory in craniology, skull capacity was a measure of mental ability. Thus, since men generally have larger heads than women, the former were considered smarter than the latter. Only at the beginning of the 20th century, a study conducted by mathematician Alice Lee demonstrated that there was no correlation between skull size and intelligence [Lee, Pearson 1901], as a result giving her contribution to the demolition of the above-mentioned wall.

Another great way to breach it to do something never done before. If still today being “the first woman” is headline news, let us not forget the impact of women pioneers in science such as Italian Elena Lucrezia Cornaro Piscopia and Laura Bassi Veratti (respectively the first woman in the world to receive an academic degree in 1678 and the first woman to become a physics professor at a European university in 1732) in an age in which women were required to be virtuous mothers, wives and daughters. Moreover, almost in the same period, due to Carl Linnaeus’s system of plant classification based on sexual characteristics, women were discouraged from learning about plant reproduction and their (alleged) licentiousness [Watts 2007, p. 63]. Also, it is

worth remembering that the Royal Society, the oldest national scientific institution in the world, officially accepted as fellows two female scientists only in 1945, Kathleen Lonsdale and Marjory Stephenson. Nevertheless, the first woman to attend a meeting of the Royal Society was Margaret Cavendish, Duchess of Newcastle, in 1667. This event caused protests from the all-male fellows, so the dangerous experiment was not repeated for another couple of centuries [English Heritage n.d.]. However, as it is not widely known, from 1880 to 1914 more than sixty papers were published on the *Philosophical Transactions of the Royal Society* by female scientists. This means that women's contributions to Academia have begun decades before the first official fellowships.

Nowadays, the situation is dramatically improved, but it is still a work in progress. A study conducted by the United Nation among fourteen countries shows that “the probability for female students of graduating with a Bachelor's degree, Master's degree and Doctor's degree in science-related field are 18%, 8% and 2% respectively, while the percentages for male students are 37%, 18%, and 6%” [United Nations n.d.]. Undoubtedly, the situation is better than before, but there is still a long way to go.

Nonetheless, women in STEM often have to face still persistent prejudices and discrimination,³ as well as sexual harassment. Indeed, although the term was coined only in 1975, sexual harassment in the workplace has a very long history [Cohen 2016]⁴. Until the late 1970s, it was broadly considered an

³ In this respect, a recent case took place during the World Conference of Science Journalists in Seoul, South Korea, in June 2015. In that occasion, English biochemist and Nobel Prize Laureate Sir Richard Timothy Hunt said: “Let me tell you about my trouble with girls ... three things happen when they are in the lab ... You fall in love with them, they fall in love with you and when you criticise them, they cry.” He also declared that he was in favour of single-sex labs, adding that he did not want to “stand in the way of women” [Ratcliffe and agencies 2015]. His comments were tweeted by Connie St Louis, the director of the Science Journalism MA at City University in London, who was attending the conference. After this story appeared in newspapers, Hunt was sacked by UCL for sexism. The European Research Council (ERC) decided to force him to stand down given his resignation from UCL. On June 9th, Royal Society – of which Hunt is a fellow – distanced itself from the remarks by publishing the statement “Science needs women” on the Royal Society website [Royal Society 2015].

⁴ The phrase has its roots in Carmita Wood's case. A former employee of Cornell University, after receiving unwanted touching from her supervisor, she quit her job. Together with some activists from the university Wood gave birth to the Working Women United group.

“interpersonal problem” to be solved privately. Nowadays, it is apparent that sexual harassment is “a gendered expression of power”, as Christopher Uggen and Amy Blackstone [2004] defined it. Common forms of sexual harassment in a workplace include: “this for that” (in Latin, “quid pro quo”), where the harasser implies or demands sexual activities in exchange for something, and the “hostile work environment”, which affects individual’s work performance.

These kinds of offensive behaviours and other forms of sexism can also take place in Academia, but, for several reasons, it is hard to quantify how much they are widespread. First, victims often experience shame and loneliness and are rarely eager to talk about what they are going through. Secondly, accepting certain sexist behaviours and acts is frequently seen as the price or a side-effect of making a career in a male-dominated world. Thirdly, in order not to have their reputation ruined, the research groups and universities themselves prefer to silence or discourage the voices of the victims. Consequently, so far, a limited number of people have found the strength to speak out against sexism and discrimination.

As far as science, engineering, and medicine are concerned, there are at least four characteristics that create high levels of risk for sexual harassment to occur: male-dominated environment, organisational tolerance, hierarchical and dependent relationships between faculty, and isolating environments (e.g. labs, field sites and hospitals) in which faculty and trainees spend considerable time. Finally, women students in academic medicine experience more frequent gender harassment perpetrated by faculty/staff than women students in science and engineering [National Academies of Sciences 2018, p. 65].

As both Italian and women, in order to understand what is going on in the universities of the country, the Authors have collected testimonies of women victims of sexist behaviours in Italian Academia in last few years as students or researchers. Owing to lack of space, the Authors have selected only four, here reported anonymously⁵:

When this group organised a Speak Out event, several people (including secretaries, factory workers and filmmakers) told their stories, thus showing that the issues related to power and sex were widespread. Thus, on August 19th, 1975, Enid Nemy entitled her article for the *New York Times* “Women Begin to Speak Out Against Sexual Harassment at Work”.

⁵ The Authors collected the data through emails and telephonic interviews between August and September 2018.

My supervisors told me I would have had my scholarship renewed. But everything changed when I told them I was pregnant. After the conclusion of my scholarship, I couldn't come back to work.

An influential person from my department called me in his office to talk about the funding for my research. He didn't show his intentions in words; rather, he put his hands on my waistline and then down below. I refused his indecent proposal, and my career finished.

When I organized a talk on sexism with a same-age male colleague, several speakers (women included) called him "professor" and treated me like his secretary, ignored my e-mails and sent messages only to him, and so on.

When I was a student, I met a new visiting professor at the university coffee shop. After a short conversation, a very normal one, he asked me if I was from his city and I replied that I was from a town very close to it. Suddenly, the tone of the conversation changed. Although his female teaching assistant was there, he asked me to go to his office, so he could explain me the "physiological" difference between a person from my town and one from his city. Because of this fact, I avoided going to that coffee shop especially when he was there.

Although every experience is different and (painfully) meaningful, all these voices testify that not only were these women treated disrespectfully no matter how much they were skilled or trained, but also that they were considered as easily replaceable subjects and always subaltern to men. As some women interviewed have declared, these attitudes can have a huge, negative impact on the victims, who, for this reason, sometimes prefer not to talk about what they had been passing through or even attempt to remove those bad experiences from their minds. In some cases, those feelings can be amplified by the forced isolation and the job loss caused by women's reactions to colleagues' misconduct. Regarding the above-mentioned testimonies, it is also worth underlining the bias against research on gender bias that the Authors came across during the collection of data [Cislak et al. 2018]. Relevantly, some Italian men working in different branches of *Accademia* who knew about this project complained about too much attention paid to 'alleged' bias towards women or sexist experiences.

In the light of the above, communication is one of the keys to go beyond sexual harassment and promote awareness. In this respect, the #MeToo campaign has been crucial to breaking the silence, as a recent survey shows.

According to the research published in October 2018 by the Fawcett Society and supported by the law firm Hogan Lovells, young people are more likely to speak out about inappropriate behaviour in the wake of the #MeToo movement. The biggest change has taken place in the 18-34 age group with over half of young people saying they are now more likely to speak up against sexual harassment. In addition, the research reveals a substantial change among all age groups; more than one in three people in Britain said they are now more likely to challenge inappropriate conduct such as lecherous remarks or unwanted advances. Also, the survey shows that 69% of the people who are aware of #MeToo agree that the limits of acceptable behaviour have changed, compared to 46% of those who were unaware of #MeToo campaign [Fawcett 2018].

Luckily, the #MeToo movement has also had a positive impact on Academia, encouraging women students and scholars to tell their stories using specific hashtags such as #MeTooAcademia, #MeTooSTEM, and #MeTooPhD. Nonetheless, as far as the Authors are aware, only one survey on sexism in Italian Academia is available, organised by clinical neuropsychologist Tiziana Metitieri in 2016. Metitieri asked women to anonymously fill out a survey on harassment and sexist behaviours experienced in Italian Academia. One hundred and sixteen women (with an average age of 35,8 years) working in all fields of research took part in it; almost half of them were PhD students or post-doc researchers. More than half of 116 women experienced some forms of sexist behaviour. In discussing the results of the survey, Metitieri underlines three main facts. First, harassment against women in Academia can take several forms, from sexist comments to unwelcome sexual advances. Secondly, in most cases, the harassers are men who take advantage of their position. Finally, only a few women find the proper conditions to speak out and, sometimes, they also have to face negative consequences [Metitieri 2016].

Despite that, the glass ceiling of Italian Academia seems to have started cracking. For instance, in recent times, two influential Italian figures in science, Vincenzo Barone, full professor of Theoretical and Computational Chemistry, and Annalisa Pastore, professor of Molecular Basis of Neurodegeneration at the King's College London, publicly spoke against sexism in universities. As the director of the prestigious Scuola Normale Superiore of Pisa, in 2016 Barone complained about the massive difference between the number of men

and women professors at his institute (31 vs 4) [Strambi 2016]. Two years later, Barone revealed he had received some anonymous letters against women in Academia; he also complained about the diffusion of fake news as well as sexist or vulgar contents involving female academicians [Vezzosi 2018]. As for Pastore, in 2018, she was appointed first woman full professor in Science at the Scuola Normale in 208 years. Regarding it, she stated that she was happy being a role model for women students. In an interview, she also admitted having received sexist offences, especially when she was young, “unfortunately, like all the women do” [Tebano 2018].

In conclusion, at present, gender bias, sexual harassment and sexist discriminations are finally seen as real issues, but much needs to be done. In this respect, during the World Economic Forum 2017, experts said that it would take 217 years for disparities in the pay and employment opportunities of men and women to end. This period is significantly longer than the 170 years that they calculated in 2016. Discrimination and harassment affect people’s lives as well as nations’ economy and society. Preventing sexist attitudes is, therefore, also critical to avoid further loss of talent in Academia and, thus, create the best conditions for the progress of a Country.

REFERENCES⁶

- Catalyst (2018). Quick Take: Women in Science, Technology, Engineering, and Mathematics (STEM). January 3rd. <http://www.catalyst.org/knowledge/women-science-technology-engineering-and-mathematics-stem>.
- Cislak A., Formanowicz M., Saguy T. (2018). Bias against research on gender bias. *Scientometrics*, 115(1), 189-200. <http://doi.org/10.1007/s11192-018-2667-0>.
- Cohen S. (2016, 11 April). A Brief History of Sexual Harassment in America Before Anita Hill. *Time*. <http://time.com/4286575/sexual-harassment-before-anita-hill/>.
- English Heritage (n.d.). *Margaret Cavendish. Women in History*. <http://www.english-heritage.org.uk/learn/histories/women-in-history/margaret-cavendish/>.
- Fawcett (2018). *#MeToo One Year On - What’s Changed?* October 2nd. <http://www.fawcettsociety.org.uk/metoo-one-year>.

⁶ All the web pages cited in this work were accessed on December 8th, 2018.

- Lee A., Pearson K.V. (1901). Data for the problem of evolution in man. –VI. A first study of the correlation of the human skull. *Philosophical Transactions of the Royal Society of London. Series A, Containing Papers of a Mathematical or Physical Character*, 196: 225-264. <http://doi.org/10.1098/rsta.1901.0005>.
- Metitieri T. (2016). Le molestie nella Vita da scienziate. I risultati dell'indagine. June 13th. <http://neuropsicolab.blogspot.com/2016/06/vita-da-scienziate-i-risultati.html>.
- National Academies of Sciences Engineering, and Medicine (2018). *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <http://www.nap.edu/catalog/24994/sexual-harassment-of-women-climate-culture-and-consequences-in-academic>.
- Nemy E. (1975, 19 August). Women Begin to Speak Out Against Sexual Harassment at Work." *New York Times*.
- Ratcliffe R. and agencies (2015, 10 June). Nobel scientist Tim Hunt: female scientists cause trouble for men in labs. *The Guardian*. <http://www.theguardian.com/uk-news/2015/jun/10/nobel-scientist-tim-hunt-female-scientists-cause-trouble-for-men-in-labs>.
- Royal Society (2015). Science needs women. June 9th. <http://royalsociety.org/news/2015/06/tim-hunt-comments/>.
- Strambi V. (2016, 28 November). Scuola Normale di Pisa, il direttore: 'Troppi uomini in cattedra, è una situazione imbarazzante. *Repubblica*, Florence edition. http://firenze.repubblica.it/cronaca/2016/11/28/news/scuola_normale_di_pisa_il_direttore_troppi_uomini_in_cattedra_e_una_situazione_imbarazzante_-153023283/.
- Tebano E. (2018, 17 October). Scuola Normale, Annalisa Pastore è la prima ordinaria di scienze: 'Il sessismo? Esiste. *Corriere della sera*. http://27esimaora.corriere.it/18_ottobre_17/sugli-atenei-rettore-ha-ragione-cancora-molto-sessismo-1cdc4db4-d24d-11e8-9cd8-6bfe110c1f0.shtml.
- Uggen C., Blackstone A. (2004). Sexual Harassment as a Gendered Expression of Power. *American Sociological Review*, 69(1): 64-92. <http://www.jstor.org/stable/3593075>.
- UNESCO (n.d.). *Women in Science - Explore the Data.*" *Gender and Science*. <http://www.unesco.org/new/en/natural-sciences/priority-areas/gender-and-science/improving-measurement-of-gender-equality-in-stem/women-in-science-explore-the-data/>.
- UNESCO Institute for Statistics (UIS) (2018). *Women in Science*. (Fact Sheet no. 51). http://unesdoc.unesco.org/ark:/48223/pf0000265402_eng.
- United Nations (n.d.). *International Day of Women and Girls in Science*. 11 February. <http://www.un.org/en/events/women-and-girls-in-science-day/>.

Vezzosi G. (2018, 18 October). Il rettore della Normale: 'Impossibile promuovere le donne, su di loro insulti e calunnie.' *Quotidiano.Net*.

<http://www.quotidiano.net/cronaca/normale-di-pisa-1.4244738>.

Watts R. (2007). *Women in Science: A Social and Cultural History*. London and New York: Routledge.

BIOGRAPHY

Mirella Orsi is a London based freelance Science Writer and Science Communicator with a background in Pharmaceutical Chemistry. Her work focuses on the communication of science-related topics and on Education and Public Outreach (EPO) with a wide expertise in the history of women in Science. Her writings on science for the popular press have covered a range of topics in medicine, chemistry and physics, ranging from the history of science to the latest STEM discoveries. She has written for a variety of outlets and interviewed some of most influential scientists



including two Nobel Science laureates. As a broadcast journalist, she covered conferences and lectures at the Italian Cultural Institute and most of the editions of the "Italy Made Me" award ceremony at the Italian Embassy in London. She has been a guest speaker and a moderator at different science festivals including the Science & Philosophy Festival in Foligno and the Futuro Remoto Festival in Naples. She moderated and co-hosted a panel discussion at the National Research Council in Rome. She has been a coordinator and tutor in a number of EU journalism internship projects. She has a master's degree in Chemistry and Pharmaceutical Technology from University of Naples Federico II.

Anna Lisa Somma (B.A., M.A.) is a PhD student in Italian Studies at the University of Birmingham (UK). Her interests include literature, linguistics, history of women, gender and queer studies. She is actively involved in supporting gender equality in education, society, and culture. In 2017, she co-organised a conference on sexism in Italian culture. At present, she is a member of the International Association of Italian Researchers (A.I.R.I.) working group on gender equality in academia and Atelier Ideas & Research Association (A.I.R.), responsible for gender studies.



SEXUAL HARASSMENT IN ARMENIAN LABOUR MARKET

Sona Grigoryan¹

Abstract

In Armenia sexual harassment issues are scarcely studied. Due to the stereotypes, victim blaming practices and many other reasons women are ashamed to speak out about sexual harassment at the workplace and they neither apply to the relevant authorities, nor speak about it to their relatives and friends.

The first part of this paper will present a definition and the prevalence of sexual harassment. This will be followed by the explanation of the phenomenon from the gender analysis perspective. Next the Armenian legislation framework on sexual harassment will be displayed. Finally, before the conclusion, the research data on sexual harassment will be represented.

Keywords: Sexual harassment, Unwelcome behaviour, Armenian labour market

Riassunto

In Armenia le questioni relative alle molestie sessuali sono scarsamente studiate. A causa degli stereotipi, delle pratiche che incolpano le vittime e di molte altre ragioni, le donne si vergognano di parlare di molestie sessuali sul posto di lavoro e né si rivolgono alle autorità competenti né ne parlano ai loro parenti e amici.

Nella prima parte di questo articolo vengono presentate definizione e prevalenza delle molestie sessuali. Segue la spiegazione del fenomeno dal punto di vista dell'analisi di genere. Successivamente viene mostrato il quadro legislativo armeno sulle molestie sessuali. Infine, prima della conclusione, vengono presentati i dati di ricerca sulle molestie sessuali.

Parole chiave: Molestie sessuali, Comportamento indesiderato, Mercato del lavoro in Armenia

Armenia is a traditional Country with patriarchal approaches practised in all levels of the society. Formerly part of the Soviet Union, it has inherited general statements on the gender equality policy from the Soviet time. Though adopted vertically (top-down), egalitarianism offered by Soviet Union gradually stepped back after its collapse, bringing forefront the package of traditions with patriarchal dominance as milestones of the values. Alas, gender equality and equity are missing there. And despite greatly influenced by the

¹ “Association of Women Scientists” of Armenia. Email: sonagris@gmail.com

current positive political, social and economic transitions, still gender-based violence continues to be practised in Armenia. Among all types of existing violence, sexual harassment is one of the least spoken, discussed, investigated and explored topics.

I. SEXUAL HARASSMENT: DEFINITION AND PREVALENCE

The U.S. Equal Employment Opportunity Commission (hereinafter: EEOC) defined sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature compose sexual harassment. That conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment ².

There are two forms of sexual harassment, which sometimes can be intertwined. One of them is called quid pro quo harassment, which is described with the offer of employment benefit in exchange for a sexual favour or other sexual behaviour. The second one – hostile environment – occurs when a co-worker's or supervisor's behaviour creates a hostile, intimidating, or offensive environment at work [Sargsyan 2007]. The main distinction of those forms is that the first one occurs in one-on-one relationship, whereas in the second form of sexual harassment co-workers or supervisors often exhibit a pattern of hostile sexist behaviour toward multiple targets over an extended period of time [Holland, Cortina 2013].

Despite measures taken by state entities and NGOs of many Countries, sexual harassment prevails in most of them. Among other reasons, unemployment rate, migration, desire of economic independence and career advancement of women mostly promote the existence of sexual harassment in the workplace.

Men on the workplace can harass women over and over again by imposing their desire of sex without any respect for women's own goals and desires, without their consent. Here "Unwelcome Behaviour" should be emphasized as the critical word. Unwelcome does not mean "involuntary". Despite

² UN definition of Sexual harassment: <http://www.un.org/womenwatch/osagi/pdf/whatisssh.pdf>

offensive and objectionable nature, a victim may consent or agree to certain conduct and actively participate in it. But sexual conduct is unwelcome whenever the person subjected to it considers it unwelcome.

In the frame of the #MeToo movement a survey was conducted revealing that many of survey participants had experienced sexual harassment. Seventy seven percent of them had faced verbal sexual harassment; 51% had been subjected to unwanted sexually natured touches without their consent. The cases of online harassment were reported by 41% of surveyed, and 27% said they had survived sexual assault. The same survey shows that 38% of women said they had faced sexual harassment in the workplace³.

However men also can be the victims of sexual harassment. Sexual harassment is not limited to the opposite sex. Men can sexually harass men, as well as women may harass women. Here it comes the term “Gender harassment” to explain the situation. It refers to “a broad range of verbal and nonverbal behaviours not aimed at sexual cooperation, but that convey insulting, hostile, and degrading attitudes about” members of one gender. This, in turn, can be subdivided in sexist hostility and crude harassment. Demeaning jokes or comments about women, comments that women do not belong in leadership positions or are not smart enough to succeed in a specific scientific career are the examples of the sexist hostility form of gender harassment for women. The crude harassment form of gender harassment is defined by usage of terms degrading people based on their gender (e.g., using insults such as “slut” to refer to a female co-worker or “pussy” to refer to a male co-worker [Fitzgerald 1995]).

Armenian labour market is characterised by the vertical segregation for women, who hardly can or more often cannot reach top managerial positions. Overall the managerial positions are only 9.4% of all occupational roles, and 67.8% of them are held by men [Armenia country gender assessment 2015]. Other statistics show that only 28.7% of Armenian women were on managerial positions by 2017⁴.

Perceptions about women lacking management skills are also strong. In one survey, 60.4% of men and 39.6% of women agreed with the statement

³ <https://www.npr.org/sections/thetwo-way/2018/02/21/587671849/a-new-survey-finds-eighty-percent-of-women-have-experienced-sexual-harassment>

⁴ <https://goo.gl/yYKeaI>

“women cannot be good managers”. Another survey of 350 men and women in Yerevan revealed that both sexes hold stereotypical beliefs about women’s limited leadership abilities (ibid.). This is a pure form of sexist hostility, which prevents women to even think about the leadership roles.

Considering the fact that sexual harassment mostly relies on the subordination, and the figures above that demonstrate the number of men in the managerial positions in Armenia, it can be seen how the prevalence of misbehaviour is facilitated.

2. SEXUAL HARASSMENT AS A FORM OF GENDER-BASED VIOLENCE

At first sight, in Armenia discrimination against women is hidden in nature. The society has just a tolerant attitude towards certain types of gender-based violence. But a deeper look shows that society promotes behaviours that are damaging, violent, and disruptive, equating violence with masculinity. Despite many warnings of various researchers this model of masculinity is circulated through media forming and constructing gender roles in the Armenian society^{5,6}. Therefore, this toxic masculinity in turn creates an environment for gender-based violence and sexual harassment in it to be viewed as normal [O’Connell 2005].

Oppression and violence against women has a systemic nature. In this patriarchal society it is expected that women are squeezed within the norms of “obedience”, “modesty” and “silenced reticence”. Setting social constructions of expectations and behaviours the system prescribes particular roles to men and women, which reinforce the interdependence and gender hierarchy. Due to the system relative to men, women are positioned in subordinate and disadvantaged level. That system objectifies women for serving men. And sexual objectification is not an exception - women are available for sexual consumption as well.

The system does not need women who do not wish to reproduce and maintain the existing social structure and values. All those who endeavour to change the system structure are subjected to various sorts of gender-based discrimination and violence. Attempt of any action – be it within private

⁵ <http://eph.am/files/Summary%20CGLS%20research.%20final.pdf>.

⁶ https://armenia.unfpa.org/sites/default/files/pub-pdf/MEN%20AND%20GENDER%20EQUALITY_Final_0.pdf.

sphere in their families, or in public one in institutions, or wider social circles – which threatens those norms and the foundations of the patriarchal system, puts the committer at risk.

Yet, gender-based discrimination is espoused not only from males, but also from females, who internalizing the gender hierarchy effectively keep the order in the system. In June 2017, when members of oppositional party were raising several political questions at the council session, Republican female politician interrupted them: “It’s embarrassing; you are women, mothers!”. This is a clear message from the representative of the patriarchal system – women should know their place and limits, otherwise they will be punished⁷.

The worst is that the society refuses to believe the person who was subjected to violence. They prefer to believe in the myth that the society they live in is a safe place. Besides, they do not want to believe the objectified subordinate and silenced person. Those brave women who voice the sexual harassment issues often face victim blaming practices from policemen and later also others in the investigation process, such as doctors, examiners, lawyers, judges and others. They claim the victims provoked the abuser by gestures, looking, clothing, even the time they were outdoors and other means. Many other women live in that swamp of humiliation and grievance for long periods of time unable to report anywhere and unable to change anything.

Thus, sexual harassment is a form of discrimination and is about an abuse of power.

3. ARMENIAN LEGAL FRAMEWORK ON SEXUAL HARASSMENT

Realizing the extent of the damage caused by sexual harassment, many Countries and their forward looking organizations put efforts adopting sexual harassment policies to defend the rights of their employees in the workplace and prevent such misbehaviour. But this is not the case for Armenia. There are no specific regulations in the Armenian legislation for prosecution of those committing prohibited acts such as sexual harassment.

⁷ <https://www.balcanicaucaso.org/eng/Areas/Armenia/Armenia-s-female-councillors-were-abused-for-challenging-the-patriarchal-political-system-186834>.

In many other Countries, sexual harassment is defined as a distinct form of offence punishable by Criminal, Civil or Labour law. The Labour Code of Armenia has a provision banning sexual harassment. It is defined as a gross violation of labour discipline and it is the employers' obligation and responsibility to take measures and prevent it (Labour Code of the Republic of Armenia). However, that Labour Code provision does not include serious disciplinary sanctions, reprimands and severe reprimands are not enough to prevent such misconduct. Thus, it can be stated that in Armenia the sexual harassment in the workplace is not considered a criminal offence.

On May 20, 2013, Armenia adopted a law “On Ensuring Equal Rights and Opportunities for Women and Men”. It gives a definition of sexual harassment, states its ban, however, it is purely declaratory in nature, and not enough to punish already committed or prevent future cases of sexual harassment [Melkonyan, Melkumyan 2014]. In Armenia, only the act of forcing a person to sexual intercourse or other sexual actions, by means of black mail, threats to destroy, damage or seize property, or using the financial or other dependence of the sufferer, is subject to criminal punishment (Criminal Code of the Republic Of Armenia). Thus, only the first form of the harassment (quid pro quo) can be processed in case the victim decides to report about the misconduct and if there are enough proofs for it.

Nevertheless, not only the absence of law on sexual harassment makes it hard for the victims to break the silence, but also the absence of trust towards the Armenian legal system. Subjecting women to violence with no consequence is a normalized practice. Ubiquitous atmosphere of impunity unleashes the perpetrators and fosters maintenance of such misconduct. This itself builds the walls of distrust around the legal system and avoidance to deal with it. Hence, people lack or possess low level of awareness on laws and rights, since it is unlikely that those laws would serve them⁸. Though sexual harassment in the workplace is punished under the Labour Code, in practice this provision is neither well known nor frequently used by Armenian women [Duban 2010].

⁸ This information is relevant for the realities before the revolution in March-April 2018. After it the new Government takes care about many issues, including the elimination of corruption in the legal system.

As the victims are silenced there is no need to take measures such as adoption of a law and installation of institutionalised approaches for addressing this issue. Unlike EEOC there is no state institution rely on for Armenian women subjected to sexual harassment.

4. RESEARCH ON SEXUAL HARASSMENT IN ARMENIA

Since the victims of sexual harassment do not report nor reveal the cases for multiple reasons, it is very hard to explore this phenomenon. Thus, to study this issue in Armenia, only few researches were conducted. They covered qualitative research, legislation analysis, online Armenian media monitoring.

The study conducted by N. Melkonyan and Y. Melkumyan revealed the widespread pattern of victims of sexual harassment. Due to the victim-blaming practices, many of them avoid reporting the cases of sexual harassment in the workplace, do not apply to the relevant authorities. Being embarrassed of publicizing the issue because of a widespread stereotype in the society that the harassment is largely due to the woman's behaviour, therefore it is the woman's fault that these incidents occur, they remain silent [Melkonyan, Melkumyan 2014], which itself, promotes the prolongation of such practices.

During the study, the researchers conducted interviews with women of various ages, who are engaged in jobs with a high-risk for sexual harassment. Eighteen women participated in the survey; 6 women from the 18-30 age group, 6 women – 31-45 age group; and 6 women – 46 and above age group. Half of the surveyed 18 women had received a higher education.

Myriads of intertwined negative emotions of shame, fear, guilt, possible and real threats of losing their jobs, the risk of being labelled as immoral – all these possible consequences force those women keep silent about cases of sexual harassment.

The research exposed the possibility of finding data on women who have lost their jobs due to the sexual harassment (Nationwide survey on domestic violence against women in Armenia, 2011). As they do not have any dependency from their employers, they are more keen to report about their experience, while it is difficult to gather statistics about those who continue working in the same conditions. Either they are afraid of losing their jobs, or are afraid of labels [Melkonyan, Melkumyan 2014]

According to the interviews of the experts involved in the same research, in Armenian labour market the most vulnerable women are over the age of 40. The risk is also high among young, new entrants and among experienced employees with secondary education who realize less or lack options for new job offer. The risk of sexual harassment in labour market is higher in areas in which unregistered workers are engaged, because registered workers are protected by the law (ibid.).

The cultural context makes it harder to clearly distinguish the cases of sexual harassment from compliments. Due to the lack of any material proofs it is hard to prove the occurrence of coercion. With no financial implications, neither evidences, nor witnesses, with a lack of legal awareness it is really hard to detect the problem.

According to experts, the current labour market of the Republic of Armenia is characterised with gender stereotypes and prejudices referring to the role of women in society, which includes:

- Men's role in Armenian society is more valuable than women's.
- Expressions of male sexual favours are encouraged by gender socialization.
- In Armenian society the most important roles of a woman are marriage and motherhood.
- A successful career of a professional woman is usually explained with some man's sponsorship as prerequisite of the success.
- For the sexual harassment incidents victim blaming practice is common, it was the woman's responsibility to prevent it (ibid.).

Other findings of the research are cases of sexual harassment, which were described by:

- Too much/unwanted attention shown by men
- Verbal conduct with sexual content including comments, jokes and anecdotes
- Unwelcome sexual advances and demands of sexual favours
- Sexual acts (ibid.).

Summarizing the results of the study, the following reasons of sexual harassment were figured out: legislative gaps, the lack of quick response mechanisms and women's protection mechanisms, gender stereotypes, masculine model of gender socialization in society, society's permissive attitude toward the sexual harassment, low level of women's and employer's

awareness of their rights and the existing protection mechanisms, high rate of unemployment and lack of jobs, unregistered workers.

The findings of another study dealing with sexual harassment of women in workplace, conducted between 2002 and 2003, indicate that sexual harassment of women in the workplace is not an isolated phenomenon and 78% of the surveyed women believe that women “remain oppressed, subjected to violence and sexual harassment” (Nationwide survey on domestic violence against women in Armenia).

Some data from local NGOs reveal that every third woman faces hardships with finding a job, and every fifth cannot have career advancement because of sexual harassment [Sargsyan 2007].

CONCLUSIONS

Thus, sexual harassment is unwanted sexual attention that intrudes on a person’s integrity. This includes requests for sexual favours, unwelcome or demeaning remarks, or touching.

In many societies it has already been established that the media influence people’s beliefs as well as behaviours, and that the violence present in media normalizes the gendered violence. It feeds the social system of women’s oppression and their objectification. In terms of sexual harassment they become the objects of sexual consumption. All the women, who contrast the system values, become a challenge to the system itself, but because they are women, it is easy to discredit their actions or silence them.

Being aware of harmful impact of sexual harassment on the society and its growth and taking it enough seriously, many Countries adopted laws on sexual harassment. Unfortunately, Armenia is not among them. Only Labour Code has a provision for application in case of sexual harassment. Besides, there is a lack of legal culture and trust towards the legal system in Armenia.

Due to the stigmatization, risk of losing the job and other reasons it is hard to survey the women who are subjected to sexual harassment. However several researches are conducted. All of them aimed to explore the issue of the sexual harassment at workplace.

It is unlikely that women will recognise hostile environment as a form of sexual harassment, as very often it can be merged with compliments.

Among the reasons of such degrading and humiliating practices can be counted legislative gaps, the lack of protection mechanisms, gender stereotypes, society's permissive attitude towards the sexual harassment, low level of awareness of the rights, high rate of unemployment.

Socio-economic situation in Armenia, mass unemployment, illegal migration, women's socio-economic dependency, unsolved domestic problems, women's endeavour in the professional sphere, imperfect legal framework, as well as uncoordinated actions of the governmental agencies and civil society are the preconditions of sexual harassment [Melkonyan, Melkumyan 2014].

REFERENCES

- Asian Development Bank (2015). *Armenia country gender assessment*. Mandaluyong City, Metro Manila, Philippines: Asian Development Bank.
- Criminal code of the Republic of Armenia Chapter 18: Crimes against sexual immunity and sexual freedom.
- Duban E. (2010). *Gender Assessment*. USAID Armenia.
- Holland K.J., Cortina, L.M. (2013). When sexism and feminism collide: The sexual harassment of feminist working women. *Psychology of Women Quarterly*, 37(2), 192-208.
- Labour code of the Republic of Armenia. Article 221. Gross Violation of Labour Discipline.
- O'Connell R.W. (2005). *Masculinities*. University of California Press.
- Fitzgerald L.F., Gelfand M.J., Drasgow F. (1995). *Measuring Sexual Harassment: Theoretical and Psychometric Advances*. Department of Psychology, University of Illinois at Urbana-Champaign.
- National Statistical Service of Armenia (2011). *Nationwide survey on domestic violence against women in Armenia*. Yerevan: UNFPA.
- Sargsyan I. (2007). *Sexual Harassment in the Workplace*. Yerevan: American University of Armenia.
- Melkonyan N., Melkumyan Y. (2014). *Sexual Harassment of Women as a Main Factor Impending on Women's Career*. Yerevan: YSU Center for Gender and Leadership.

Links:

<https://goo.gl/yYKeaI>

<http://eph.am/files/Summary%20CGLS%20research.%20final.pdf>

https://armenia.unfpa.org/sites/default/files/pub-pdf/MEN%20AND%20GENDER%20EQUALITY_Final_0.pdf
<https://www.balcanicaucaso.org/eng/Areas/Armenia/Armenia-s-female-councillors-were-abused-for-challenging-the-patriarchal-political-system-186834>
<https://www.npr.org/sections/thetwo-way/2018/02/21/587671849/a-new-survey-finds-eighty-percent-of-women-have-experienced-sexual-harassment>

BIOGRAPHY

Sona Grigoryan is one of the rare Gender scientists who graduated Yerevan State



University (MA Women, Leadership, Development, 2015-2017). In 2016 attended an International Summer School in Oslo University for studying the Gender issues in Nordic Countries. During her student years initiated a conference entitled: *Cultural Context of Institutionalization of Gender Researches in the XXI Century*, which aimed at supporting the academic knowledge of the Gender Studies and giving the space to be presented for the researchers in this field. Now she intends a gender research on the kindergarten educational tools and hopefully will get enough quality

material to propose changes in that sphere. Besides being a part of the working group of the policy-making body developing the law on the equality of women and men in Armenia, she simultaneously is a member of the “Association of Women Scientists” of Armenia, YSU Center of Gender and Leadership Studies. Her initiation of a MOVIE CLUB at the Yerevan State University aims at breaking the gender stereotypes among the youth. Her scientific interests include: Gender in the domestic relations, Gender in the primary education system, Gender and Religion. Before her academic route in this sphere her 4-year efforts were addressed to the psychological support to the victims of domestic violence in Armenia.

RICONOSCERE L'UMILIAZIONE CREA LA FORZA DI CONDANNARLA

RECOGNISING HUMILIATION CREATES THE POWER TO CONDEMN IT

*Antonella Nappi*¹

Riassunto

L'esplosione della rivolta contro le molestie sessuali è avvenuta inaspettata e inaspettata è stata la sua enorme estensione geografica. Questo ci dice come avvertiamo le molestie e che cosa comportano per noi; come possiamo elaborarle; l'importanza di raccontarle ad altri.

L'abitudine degli uomini a rapportarsi solo tra loro nel mondo pubblico e quella di immaginare le donne in altri ambiti e in altri legami, proprio quelli che sono utili a loro stessi per disporsi all'investimento lavorativo libero da altre remore, sono una grande violenza operata sul sesso femminile.

L'università e il mondo della ricerca hanno una struttura gerarchica che rende particolarmente ricattabili e inermi tutti gli appartenenti, le molestie sono una lunga serie. L'abitudine femminile al mondo pubblico di soli uomini ci ha rese timide: non ci fidiamo del nostro modo di vedere le cose; neppure abbiamo fatto sentire la nostra voce nell'organizzazione del lavoro per metterlo in rapporto a quello di cura e relazionale che noi conduciamo nel privato per tutti.

Parole chiave: Vergogna, Raccontare, Inermità, Maternità, Valore

Abstract

The explosion of the uprising against sexual harassment arrived unexpectedly; equally unexpected was the sheer size of its geographical scope. This tells us just how used we were to coping alone with abuse and humiliation; the extent to which we had forced ourselves to suppress and hide our rage and distress, and accept that our rough path through life was to be considered normal.

Universities and the research community have a hierarchical structure, making all of those within it particularly vulnerable and exposed to coercion, there is a wide range of types of harassment.

Men's habit of only dealing with each other, and of imagining women in other spheres and in other type of relationship – namely those that help men be available to invest

¹ Ricercatrice di sociologia, Università degli Studi di Milano. Email: antonella.nappi@unimi.it.

in their work, without the burden of other concerns – have been a huge act of violence committed on womankind.

Women have become used to living in a public world made up of men only. This has rendered us weak: we don't trust our own way of seeing things; nor have we allowed our voices to be heard in the organisation of labour, so as to connect it with the relational work that we have carried out in the private sphere.

Keywords: Shame, To tell, Vulnerability, Motherhood, Value

L'esplosione della rivolta contro le molestie sessuali è giunta inaspettata e inaspettata è stata la sua enorme estensione geografica. La distanza temporale dei fatti denunciati è la più disparata e accomuna donne di diverse generazioni.

Questo ci dice quanto fossimo abituate a destreggiarci da sole tra offese e umiliazioni, tra pericoli; quanto ci siamo forzate di soffocare e nascondere il dispiacere e la rabbia, di accettare che il nostro percorso accidentato fosse da considerarsi normale. Ma ci mostra anche che non finisce mai la ribellione quando ciò che si è subito è stato così doloroso; a ondate ci sono giunte negli anni le proteste delle donne assieme alla forza che ogni volta ci hanno regalata.

Oggi donne coraggiose, come Asia Argento, si mettono pubblicamente in discussione mostrando l'umiliazione subita e affrontando il pericolo di ritorsioni e di nuove mortificazioni; aprono una potente denuncia sociale e scoprchiano il pozzo senza fondo del ricordo anche per noi più anziane; quante molestie e violenze ci hanno mal-formate!

È stato orribile vivere sotto la pretesa maschile di dominare la donna e nell'ombra dell'incombere di desideri lascivi che la prendono a pretesto. È stata la norma della mia crescita infantile e giovanile negli anni 50 e 60: vedevamo le donne difendersi dal divenire zimbello senza riuscirci e imparavamo noi stesse a destreggiarci in questo gioco maschile celando il disagio; ci si abituava ad accettare di non avere autorità e a riconoscerla nei molestatori. Abbiamo sminuito e dimenticato le umiliazioni adattandoci ai prepotenti e perdendo così l'occasione che ci dava la forza originaria della nostra giovinezza.

La morale sessuale che esaltava il desiderio maschile e responsabilizzava le donne degli esiti di ogni violenza ha reso aguzzini anche molti genitori: assillati dal dover assoggettare le figlie alle pretese della società, hanno contrastato le loro volontà rendendole confuse e deboli, fino alle violenze più gravi: come la colpevolizzazione del desiderio erotico; i matrimoni imposti e le gravidanze

impedite dall'obbligo di abortire nel segreto, che hanno devastato la vita di molte adolescenti.

Non basta dimenticare, guardare avanti, emanciparsi, le esperienze agiscono sulla chimica e la fisica del corpo, ci fanno e creano anche il nostro modo di pensare; non sempre abbiamo ripulito i vecchi danni con azioni e pensieri così diversi da esserne state risanate.

È impossibile liberarci da sole se nessuno ci ha abituate a parlare, se non si ha un riferimento giuridico incoraggiante, né un riferimento politico sedimentato nelle altre donne.

Noi femministe abbiamo dovuto esercitarci in gruppo a riconoscere le umiliazioni, a parlare in prima persona, a valorizzare il nostro punto di vista; questo esercizio dovrebbe essere continuamente condotto perché per molti aspetti siamo ancora all'inizio di una presa di consapevolezza.

Anche quando ci sentiamo libere rimane un mondo condiviso che ci pesa addosso, un contesto costringente la libertà, servono ancora tante parole per mutare la relazione tra i sessi e tra le persone, molte voci; il discorso deve continuare su ogni cosa che ci offende e ci nuoce, anche la reazione soggettiva al dolore può impedirci di comprendere quello che desideriamo.

Le violenze subite le facciamo nostre, inconsciamente divengono una nostra responsabilità perché qualche cosa che non avremmo voluto eppure è successa, ci rendono incerte riguardo alla nostra volontà e sfiduciate nella capacità di condurci e preservarci. Sono traumi che vanno visualizzati, raccontare l'accaduto aiuta a disgiungere noi dall'aguzzino - aguzzina - , a distinguere le nostre motivazioni dalle sue, a districarci dalla dipendenza che si è instaurata o che già c'era; ritroviamo nella nostra compromissione quale è stato il desiderio legittimo, la nostra volontà, oppure constatiamo la nostra inermità: il suo valore tanto deriso.

È necessario denunciare la molestia e il molestatore per riprenderci la nostra forza, lo si deve fare per la propria salute mentale; in seguito la ricaduta culturale e politica può essere enorme.

Il coraggio di denunciare chi vive di rendita della inermità altrui, affrontando la possibilità di nuove umiliazioni nel mostrare la propria implicazione, è una comunicazione potente ma ha potuto aggregare così tante persone perché era maturata nel mondo l'autorità delle donne e quella del singolo individuo. Ed anche perché un paese intransigente ha mostrato di attuare immediate gravi punizioni.

La punizione da parte delle istituzioni è decisiva nel creare consenso culturale. In Italia la molestia sessuale è rimasta un gioco, un divertimento, tanto più quanto più è fatta dal potente, questi storicamente ne è sempre stato legittimato; la molestia all'inverso è sempre stata la gogna delle donne, tanto più quanto hanno osato lamentarsene.

Il femminismo italiano è avvezzo a sapere che approfittarsi dell'inerte è una gara nella cultura patriarcale, soltanto la conta delle morte ammazzate è riuscita ad aprire un varco esile di solidarietà; ma proprio per questo lo sforzo di pretendere che il proporsi indebito di chi è in situazione di maggior potere sia sanzionato è uno sforzo politico importante.

Ci serve a costruire il disprezzo per chi si approfitta, ad erodere la prosterazione verso il potente e la vergogna di non esserlo. Ci serve per riconoscere il valore in chi ha rispetto della debolezza, in chi conosce il bisogno di integrità di ogni essere e lo apprezza per questo. Possiamo investire sulla osservazione e sulla costruzione di queste differenze.

Non è necessario che chi denuncia molestie sessuali o molestie di altro tipo sia senza macchia, l'umanità è confusa nei suoi rapporti e proprio per imparare a migliorarli è importante poterli leggere, dunque raccontarli e ragionarli, farne consapevolezza comune. Riguarda l'esistenza di tutti il potersi dire e cercare se stessi, non c'è niente di scontato, tutto può essere modificato; diventiamo nel relazionarci sociale e se diventiamo sincere/i è più facile comprenderci.

I. LA DISCRIMINAZIONE SESSUALE E IL PENSIERO DELLE DONNE

Non solo il sesso ci ha coinvolte in molestie ma la discriminazione sessuale.

Altre violenze ci hanno umiliate a causa della difesa della carriera e dello stipendio, della paura di distinguerci dal potere e divenire il suo bersaglio; in quella di rimanere emarginate dal gruppo: che sia amicale o politico, familiare o di lavoro.

Il materiale psichico è enorme, nascosto dalla vergogna; partire da questa e raccontarne il disagio, accettare il sentimento della connivenza, dove c'è, è un coraggio che ci ridà la forza di sapere che cosa desideriamo, la sua legittimità o la ragione di un errore; impariamo a pretendere di poterci esprimere e a pretendere rispetto preventivo.

L'università e il mondo della ricerca hanno una struttura gerarchica che rende particolarmente ricattabili e inermi tutti gli appartenenti. Se il potere ha sempre ragione le molestie sono una lunga serie: dagli argomenti di ricerca suggeriti o imposti, ai limiti invalicabili della trattazione critica; dal carico di lavoro che monopolizza l'esistenza di chi vuole essere stimato impedendo qualsiasi altra azione, alle strategie di carriera che non sono di facile e trasparente attuazione.

Denunciamo ciò che in quei contesti ci fa soffrire: lo strapotere accademico.

Dal basso si dovrebbe riconoscere il merito, onestà inclusa; dal basso premiare i talenti perché anche chi ha meno esperienza, in un ambito di studi, sa comprendere dove c'è abilità e cultura e dove una opaca compilazione, soprattutto se se ne fa dibattito, ragione di libero confronto.

Dovremmo essere garantite/i con voti segreti su ogni scelta invece di subire le unanimità anche su fatti molto discutibili; non è impossibile slacciare i vincoli che legano tra loro i potenti e tutti quanti gli altri a sottostarvi.

Nei laboratori di ricerca lo strapotere dell'economia e il suo riflesso nella politica promuovono progetti e implementazioni che vorremmo, come esseri umani, subissero la verifica dei costi e dei benefici che ricadranno su tutti noi, sulla nostra salute e quella delle future generazioni.

Non siamo avulsi dalla responsabilità sociale in quanto ricercatori e ricercatrici, nessuno è esonerato dalla verifica critica delle scoperte e delle attuazioni per l'indirizzo che queste danno al futuro benessere o malessere umano.

Questo è tanto più importante in quanto l'autorità della scienza si estende illusoriamente ai compiti di responsabilità che l'umanità si aspetta dal suo consenso e che invece non sono previsti dagli interessi economici che prevalentemente la muovono.

La divisione storica dei compiti tra i generi ha fatto delle donne *le invisibili* nel mondo pubblico, e specialmente nelle università e nel mondo scientifico, fino a pochi anni fa.

L'abitudine degli uomini a rapportarsi solo tra loro e quella di immaginare le donne in altri ambiti e in altri legami, proprio quelli che sono utili a loro stessi per disporsi all'investimento lavorativo libero da altre remore, sono state una grande violenza operata sul sesso femminile ed altre ne hanno permesse: come affidare alle donne anche per se stessi, ogni altra necessità di cura dei corpi, degli affetti, delle cose, e la relazione tra i sessi.

Attività poco remunerate e soprattutto sconosciute di valore politico, sono così rimaste estranee allo sviluppo culturale ed economico: uno scarto che si riversa come violenza su tutta l'umanità.

2. TUTTO IL LAVORO NECESSARIO ALLA VITA

Oggi le nuove generazioni di donne hanno un poco più di visibilità ma ancora va creata la consapevolezza che manca nella storia pubblica e in quella scientifica del valore che ha il lavoro familiare fatto dalle donne; vi si deve inscrivere il segno delle esperienze femminili con il pensiero e gli intendimenti che queste comportano. Così anche nelle pratiche e negli obiettivi del lavoro di ricerca.

La divisione dei compiti tra i sessi va ancora testimoniata ed illustrata: è il contrario del tacere il lavoro domestico, quello relazionale e di cura, il tempo che richiedono, il denaro che costano, l'investimento emotivo e la distrazione che comportano al lavoro pubblico e a quello di ricerca.

Questo conflitto deve trovare elaborazioni decisive nelle norme che regolano i tempi e i titoli della carriera per tutti.

L'abitudine delle donne a vivere in un mondo pubblico di soli uomini ci ha rese timide, ci fa sentire inferiori: non ci fidiamo del nostro modo di vedere le cose, delle pratiche e delle priorità che ci corrispondono; neppure abbiamo fatto sentire la nostra voce nell'organizzazione del lavoro per metterlo in rapporto al lavoro privato che a tutti necessita.

Non è uno stereotipo la debolezza delle donne nella carriera, è una causa vera: è la doppia presenza in famiglia e sul lavoro a carico delle sole donne. Una fatica sovrumana per loro, che spaventa le giovani per la probabile perdita della maternità o della vita amorosa, oppure per la delusione di non riuscire a lavorare come richiesto dalla carriera ed essere emarginate.

La molestia sessuale è questa soprattutto: non riconoscere il lavoro della affettività e della maternità, quello della relazionalità, la manutenzione dell'esistente, come lavori che vanno compresi nel lavoro pubblico perché ne sono parte, e non devono impedire una uguale disponibilità di sé alle donne e agli uomini ma soprattutto devono smettere di disumanizzare i lavoratori e le popolazioni.

Ci vuole un sovvertimento dell'organizzazione, degli orari e dei valori, rispetto a tutto il lavoro necessario per vivere.

L'organizzazione del lavoro pubblico e quello intellettuale e di ricerca deve strutturarsi nel riconoscimento del lavoro privato necessario, umanizzando la vita e i tempi della giornata di ciascuno e ciascuna.

Vanno contratte le pretese di tempo di lavoro e titoli che danno adito alle carriere e al riconoscimento del lavoro scientifico per tutti. Le sociologhe ed i sociologi hanno ottenuto per cominciare che i figli siano nominati nei titoli della carriera.

3. LA LINGUA MATERNA

La lingua della scienza si vuole sia quella inglese, altri allertano sul potere della lingua di connettere popolazioni e ceti sociali e di escluderne altre e altri, di condizionare scelte e carriere in relazione ad economie e culture emarginandone altre.

La cultura si costruisce sulla lingua, la struttura della lingua ha una storia ed una esperienza, un rapporto con l'economia, il lavoro, il sentimento, l'arte; è il pensiero dell'esperienza che si fa.

Bene lo fanno le donne che hanno avuto vergogna delle loro parole e dei loro pensieri nel confronto con gli uomini che si erano affermati ed esercitati abitualmente nella comunicazione pubblica.

La grande conquista delle donne è stata la presa di parola nella comunicazione tra loro e comincia ad esserlo in quella politica perché siamo state rincuorate dall'interesse che desta in noi ciò che le altre dicono. Ascoltarsi e dirci dà valore all'esperienza che facciamo della vita.

La lingua materna dunque deve essere salvaguardata in ogni scambio politico e culturale per non perdere l'esperienza e l'azione delle donne. Ma anche di ogni altro individuo. L'arricchimento che danno tutte le lingue al discorso sociale non può essere perduto, a maggior ragione nel campo della scienza che deve misurarsi con le domande di diversi contesti e con le diverse ricadute sugli stessi.

Le università e i laboratori scientifici esprimono la domanda di una veloce comunicazione tra addetti ai lavori ma non può divenire la preoccupazione vincente perché queste istituzioni sono mantenute con il denaro che a vario titolo è stato raccolto nelle popolazioni e hanno una funzione politica che su tutti grava e a tutti sarebbe bene potesse rispondere.

Il bene pubblico domanderebbe molta informazione e molto ascolto; non poter comprendere quello che si dice ai vertici delle istituzioni e risultare ignorati da questi è una molestia.

I traduttori e le traduttrici, le traduzioni, sono il cuore della comunicazione tra popoli e paesi. L'investimento nel lavoro di traduzione è alla base dello sviluppo democratico, un lavoro imperdibile che proprio il mondo scientifico e politico può salvaguardare.

Le donne scienziate che lottano con le altre per distruggere gli autoritarismi del sistema patriarcale e accedere alla discussione degli indirizzi scientifici si faranno carico anche di questo?

RIFERIMENTI BIBLIOGRAFICI

- Nappi A. (1992). Identità femminile e ricerca sociologica. In *Donne all'Università*, quaderno dell'Istituto Gramsci delle Marche, Ancona, pp. 97-106.
- Nappi A. (1993). Inquinamento dell'aria, trasporti e amministrazione pubblica. *Archivio di studi urbani e regionali*, 47, 155-169.
- Nappi A. (2000). Sviluppo contro salute. *Inchiesta*, 129, 74-80.
- Nappi A. (2006). Anziani, disoccupati o integrati? In *Isig Quarterly of International Sociology*, Gorizia, Anno XV-XVI, N. 4 dicembre 2006 / N.1 febbraio 2007 ISSN 1826-3003, 13-15.
- Nappi A. (2008). La responsabilità di sé nel pianeta. In Angelini A. (a cura di), *Il battito d'ali di una farfalla. Beni comuni e cambiamenti climatici*. Palermo: Edizioni Fotografi. pp. 617-644.
- Nappi A. (2011). Pratiche quotidiane delle donne e nuovi modelli sociali. In Struffi L. (a cura di), *Crisi economica, crisi ambientale, nuovi modelli sociali. Atti del 7° convegno dei sociologi italiani, Trento, 25-26 settembre 2009*. Trento: Università degli studi di Trento.
- Nappi A. (2015). Le prospettive delle donne nella scienza possono essere politiche: la difesa della salute. In Avveduto S., Paciello M., L. Arrigoni., Mangia C., Martinelli L. (a cura di), *Scienza, genere e società. Prospettive di genere in una società che si evolve*. Roma: CNR-IRPPS e-Publishing. doi 10.14600-1/43/978-88-98822-08-9.

BIOGRAPHY

Antonella Nappi è Ricercatrice confermata presso la Facoltà di Scienze Politiche della Università degli studi di Milano, insegna dal 1973 al 2011 metodologia della ricerca sociale, sociologia della famiglia, sociologia dell'educazione; sociologia del territorio e dell'ambiente.



Researcher at the Faculty of Political Science of the University of Milan. From 1973 to 2011 she has been teaching social research methodology, sociology of the family, sociology of education; sociology of the territory and the environment.

THE EU LEGAL FRAMEWORK OF PROTECTION AGAINST SEXUAL HARASSMENT IN THE WORKPLACE AND REMEDIES IN ITALY

Federica De Luca¹

Abstract

Legal means of protection against sexual harassment in the workplace are extremely important due to their prescriptive scope and their deterrent and preventive function, with particular regard to the academic and research context in order to contrast both unlawful conducts and horizontal segregation in the workplace. The definition of sexual harassment has been subject to the legislative evolution starting with article 13 of the Amsterdam Treaty and leading to the so-called “2000 European Directives”, which levelled harassment to the concept of discrimination. This had a significant impact on national legislation systems too: in Italy, the Equal Opportunities Code (d. lgs. 198/2006) arose as an articulated and complex implementation of EU norms.

Keywords: Harassment, Protection, Work, Sanctions, Gender

Riassunto

L'apparato sanzionatorio relativo alle molestie sul luogo di lavoro riveste una peculiare importanza dovuta alla valenza prescrittiva dei rimedi processuali forniti, nonché alla funzione deterrente e preventiva degli stessi rispetto al fenomeno. Quest'ultima appare fondamentale nel contesto accademico e della ricerca scientifica, in quanto volta ad impedire sia l'effetto illecito della condotta che fenomeni di segregazione orizzontale. La definizione di molestie è stata oggetto di un lungo e tortuoso cammino legislativo: l'articolo 13 del Trattato di Amsterdam ha dato avvio al processo di proliferazione normativa culminato con l'emanazione delle direttive europee di seconda generazione, con le quali il concetto è stato equiparato a quello di discriminazione. Ciò ha avuto cadute significative anche sul regime processuale di tutela a livello nazionale: in Italia, la sistematizzazione normativa è approdata al d. lgs. 198/2006, espressione di un articolato e complesso apparato processuale.

Parole chiave: Molestie, Tutele, Lavoro, Sanzioni, Genere

¹ University of Bergamo in collaboration with ADAPT (Association for International and Comparative Studies and Research in the Field of Labour Law and Industrial Relations). PhD Candidate in Human Capital Formation and Labour Relations, PhD intern Fondazione Bruno Kessler (TN, Italy). Email: fdeluca@fbk.eu - f.deluca3@studenti.unibg.it

I. IMPORTANCE OF A LEGAL FRAMEWORK OF PROTECTION AGAINST SEXUAL HARASSMENT FROM A SOCIOLOGICAL PERSPECTIVE

First of all, what is important to understand about the role of legal means of protection is the way they affect sociological processes and dynamics. In fact, law has been defined as one of the main variables influencing society, specifically a “quantitative variable” measured on frequency of regulations, sanctions and disciplines of *status* in a given social asset. This variable can also be described as dependent or independent, respectively when it is influenced by other factors (demography, industry, science, technology) and when it is itself sufficient in producing change. The second case is particularly important in the field of sexual harassment and non-discrimination. As shown below (paragraph 2) even if the topic is, out of doubt, one of the main issues in social politics, public opinion was not aware of its importance at the national level, since the related social legislation came mainly from EU. The only legal base that could be connected to the topic was the equality principle contained in many national constitutions, which is still not exemplifying the prohibition of discrimination.

For these reasons, law and social policies represent one of the main instruments for society to defeat gender discrimination. Law has multiple functions which can be identified in three main points:

- 1) Social control, which consists in maintaining or reinforcing previous norms and is characterized by explicit rules of conduct, programmed use of sanctions and judiciary means of protection.
- 2) Litigation resolution and prevention;
- 3) Social change: law is a creative instrument of social evolution; nevertheless, beside legislation and social policies, a cultural revolution is needed, since social consciousness and ethic orientation depend on a change in the perception of the problem [Vago 2011].

1.1 Law as an independent variable

Law can “programme” social change, constructing new forms of legitimacy and social interaction; but it can also act “destroying” previous social forms and relations in order to stop or improve them [Friedman 1998]. To allow

legality overcome social problems it's important to understand the concept of legitimacy. To produce social change, law has to be known and perceived as fair by the population. Social consciousness is based on legitimacy, while legality is related to the formal respect of rules.

Using law to create social change has many advantages. The first one is that law comes from a legislative authority which is usually taken into great consideration. Legal orders are seen as the expression of a higher will (specifically a natural, divine, or social one) and they are mostly valued because of social acceptance and ethics. Institutions are considered the source and the limit to human rights within social democracy. This also means that rights are not only established by social institutions, but also preserved when threatened or weakened: the second reason why legal respect is so strong is the fear of sanctions aimed to realize what is called a "fair world" in western societies, according to the definition of social psychologist M. Lerner. Lerner also says that there is a deep connection between justice and discriminatory practices. It can be observed that, since law is imposed by a higher authority, it can be perceived as something different from individuals who find themselves bound by norms. Ethically speaking, this leads to skip from an autonomous ethic system to an heteronymous one, which means sticking to non-established rules rising from the direct recipients in a cooperative approach which takes into account social dynamics and therefore different points of view: interaction is, in fact, fundamental talking about social evolution. This phenomenon is described as normative social representations, meaning models allowing an evaluation and organization of human relations in society. Human rights and fundamental rights can be depicted as social representations and studied verifying the presence of three fundamental hypothesis: the first one which is given by common references; the second one consisting in the differentiation of individual perceptions in comparison with a common reference model; the third one, based on the ways individual positions face collective realities. This analytical approach helps to identify organizational principles of society in form of social representations [Doise 2002].

1.2 Law as a dependent variable

Last but not least, law is influenced by social, psychological, cultural and economical factors.

Social factors include, for example, social class division which puts an obstacle against the change of *status quo*. Other influences may come from religion (e.g. Catholic Church).

Psychological factors are much more linked to people's habits, motivational forces, selective perception of events and ethical evolution. These elements are kind of complicated and difficult to schematize in a sociological perspective.

Culture hugely affects the gender discrimination problem, since this first of all relates to an ideological matter which should be treated, as such, firstly at a social level. A collective consciousness on this point would be particularly important in this perspective, also taking into account that law will be much more effective when oriented to modify people's behaviour.

Finally, also economic factors can intervene: costs and limited economic and social resources (and their distribution) push towards social change or, *vice versa*, to its stop. This is maybe the main obstacle to social evolution. No matter how strong the will of change is: if economic factors can't help, the goal won't be reached due to material needs. Let's think, for example, about access to work, salary discrimination and unfair dismissals, which can be listed among the main grounds of gender discrimination in the workplace [Vago 2011].

1.3 Law and non-discrimination policies, which results?

Given the information above, the sociological perspective can be useful to understand mechanisms of influence between law and social change. In the EU, social policies were much more successful when legal bases were provided by EU Treaties. National legal systems also played a major role even if there were differences in a cultural and sociological perspective; for example, in France, submitting the national interest to protection of its companies led to the creation of the principle of equal pay for men and women [Bell 2002].

The legal approach according to which law established the limits of labour law and social policies in the EU emphasizes the role of law as a “dominant variable”, which means that from law comes political influence in the member States. This depends on the discrimination field taken into account, but it is nonetheless applicable to gender discrimination [Vago 2011].

2. SEXUAL HARASSMENT AS GENDER DISCRIMINATION, REASONS FOR A LEGISLATIVE EVOLUTION

Directive 2006/54/EC defines sexual harassment as «any form of unwanted verbal, non-verbal or physical conduct of a sexual nature (...), with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment». The definition is included in article 2, which also gives a description of the concept of direct and indirect discrimination. This is particularly significant relative to the interpretation given to the phenomenon of sexual harassment.

The inclusion of harassment and sexual harassment in the notion of discrimination has been read, on one hand, as the attempt to expand means of protection, on the other hand, some Authors said that both concepts are two sides of the same medal. The aim of law in this case was, without any doubt, to protect workers' dignity, which is perfectly embodied by non-discrimination means of protection; at the same time, specific measures to contrast sexual harassment were created, since the phenomenon can be particularly sensitive and requires attention. But when comparing sexual harassment to discrimination, what comes out easily is the importance of distinguishing between direct and indirect discrimination. Law doesn't specify which category sexual harassment belongs to. The reason for this comes from the fact that direct discrimination requires a difference of treatment on grounds of sex, so that a comparison between two groups of people can be put in place; harassment is nonetheless something which is negatively valued itself, not being required a comparison with a *tertium comparationis* [Barbera 2002]. A similar reasoning can be done regarding gender indirect discrimination: this kind of discrimination requires that an apparently neutral treatment in fact negatively affects more members of one group; reasons for justification can be given in this case, since the employer will have to prove

that factors originating the disparity aren't related to sex, but come from other objective and reasonable cases. Sexual harassment is such an unwanted event that it's not possible to think about neutrality or justifications. In the end, what can be said is that sexual harassment is levelled to discrimination, but still not conceptually included in its definition, both of direct and indirect forms [Candidi Tommasi 2009].

Sexual harassment can also be a component of the wider phenomenon of mobbing. Mobbing can be put in place in a variety of ways (e.g. bossing, horizontal mobbing). It is therefore difficult to codify exhaustive norms related to mobbing conducts: case-law is fundamental to detect them case by case. Remedies mostly concern compensation for the so-called existential damage or damage to relational life. When unlawful conduct affects psychological and physical health, also biological damage can be evaluated [Sanlorenzo 2002].

2.1 Sexual harassment in the EU and Italian legislation between substantial law and procedural remedies

It is not easy to objectively describe sexual harassment in terms of characteristic conducts: this depends on the fact that the perception of the victim plays a fundamental role. It's not clear which interpretative criteria can be used to filter this perception, taken into account that models of social behaviour can be non-exhaustive. Sexual harassment can be physical, verbal or non-verbal; the conduct is characterized by the emphasis of sexual sphere. What is important in order to identify sexual harassment is the result of the conduct and not the author's intention, which is hard or impossible to prove.

Directive 2006/54/EC provides some means of protection against gender discrimination. The first one is compensation for damages, which has to be effective, proportionate and dissuasive. This provision is intentionally general and undefined: it depends on member States to implement the norm and to calculate the due amount of money. This can be done in different ways according to the legal system of the Country involved: in some cases, compensation takes into account the damage descending from loss of chances, typically in those situations where gender discrimination leads to the impossibility of access to work [Minale Costa 1997]. In some Countries (e.g. UK) damages include a punitive component which is more consistent than the

loss suffered or the unfair treatment received. The aim is to enforce the remedy, since compensation represents the main and most used form of protection.

In Italy, European provisions were implemented by the Code of Equal Opportunities (d. lgs. 198/2006), recently modified by law 205/2017 (“Finanziaria”).

First of all, law prescribes that dismissals and acts aiming at changing or transferring the work position as a consequence of the victim’s denunciation of sexual harassment will be invalid; in these cases, the employee will be reinstated in the workplace (article 26 subsection 3-bis d. lgs. 198/2006).

The employer has the duty of taking care of workers’ psychological and physical integrity (article 26 subsection 3-ter d. lgs. 198/2006)². In case of proved sexual harassment, he will refund his employee both for biological and moral damage (in case, in addition to criminal liability). When the violation is committed by other employees, civil responsibility still belongs to the employer.

The Code of Equal Opportunities provides protection against discriminatory acts by the institution of Equality Bodies at a national and regional level, so-called Equality Counsellors. Equality Counsellors are authoritative and independent, since there is a strict connection with the administrative public system, which puts Italy at risk of getting a sanction through an infringement procedure [Guarriello 2009]. These bodies can act freely in front of the Labour tribunal or the Administrative regional tribunal on delegation by the interested person, but also in case of collective actions, even when the victims are not directly identified [Casadonte, Guariso 2010].

What Equality Counsellors do is to evaluate discrimination and propose a plan to remove it by a private agreement or a conciliation; a procedure of conciliation is compulsory when it results in litigation concerning discriminatory issues.

The role of equality bodies in Italy is very important, because it relates to protection of interests characterized by “super individual” relevance: that’s why, even if the interest in protection belongs to individuals, active legitimation is given to Counsellors [Candidi Tommasi 2009].

² This general principle is also established by the Italian Civil Code, article 2087.

Article 38 of d. lgs. 198/2006 establishes compensation of moral and economic damage in addition to reintegration in the workplace. This is the expression of the will of the Italian system to give a form of protection which is specific and not only compensatory.

2.2 Can you prove it?

Finally, to prove the existence of the violation, law provides a facilitated regime: the victim will only have to show the evidence of facts, pacts or behaviors and the employer will have to prove there was no discrimination, but an essential and necessary reason justifying unequal treatment (article 40 d. lgs. 198/2006); statistical data can be used too in order to achieve the proof and witness is admitted: Italian case-law on the theme is wide and detailed. The proved circumstance must be objective or at least subjectively different from sex-based circumstances [Candidi Tommasi 2009].

Since the employer's conduct can be defended and proved as good faith-oriented, a technical anomaly arises. In the Italian legal system clues have to be precise, serious and compliant, while in the non-discrimination field "seriousness" is not required. This leads to a *probatio inferior*, which means less need of proof than the normal required standard (articles 2727 and 2729 Italian Civil Code); this kind of *onus probandi* aims to facilitate victims of discrimination. What is still hard to prove is the intention of the employer to discriminate or commit sexual harassment, which is sometimes essential for the case [Bruni 2011].

CONCLUSIONS

EU norms cover all dimensions linked to gender equality, as one of the main objectives of the social dimension in European Union. This legislation is a huge contributions to the enhancement of a European consciousness on the discrimination problem and to the necessity of a strong action by national institutions. Even if EU non-discrimination law allowed social change and represents a supplementary multidisciplinary approach to the gender equality issue, in which European choices were influenced by a constitutional spirit [Hervey 2005], EU has limited competence due to minimal standards of protection.

Although law is one of the main instruments to influence the social evolution process and cultural maturation, it is still not enough if not supported by the ability and the sensitiveness needed to make it effective [Confalonieri, Avesani 2011]: in fact there is a cultural problem that has to be faced.

Non-discrimination law is nowadays still not well-known among the Italian legal operators, so that information and training seem to be the only ways out of a situation characterized by deep inequality, which needs structural actions able to contrast these phenomena at a social politics level [Favilli 2008].

On the procedural side, EU norms do not provide a unitary and detailed framework of protection, mostly implemented by national legislations. Harassment and gender discrimination is a dynamic problem and a challenge requiring a deep reflection by both judges and doctrine. This seems the only possible solution to obtain qualitative results, as shown by case-law, which in some instances codified law principles and gave useful interpretations in order to achieve gender equality in the workplace. *Vice versa*, if case law reduces its propulsive function, it will leave place to interpretations which could easily lead to exploitations and conditions worsening the level of protection.

Moreover, individual appeals should be substituted or enforced by a proactive model intended to prevent discriminatory phenomena, since conceptualizing discrimination as an individual fault doesn't emphasize structures and schemes incorporated at an institutional level [Hervey 2005].

Procedural remedies are particularly important in the field of university and academic research, due to the fact that these workplaces have always been characterized by a predominant male component, so that they need to implement legal measures of protection in order to both strengthen gender equality within the academic institutions and guarantee a pluralistic approach, which seems essential for scientific development. Defeating sexual harassment in higher education institutions and research performing organization is therefore fundamental, not only from an ethical point of view, but also in terms of productivity. Legal perspectives for the future need to encourage the introduction of a European legal framework, so that protection standards against gender discrimination can be levelled and achieve their highest potential.

REFERENCES

- Barbera M.G. (2002). Not The Same? The judicial role in the New Anti-discrimination. *Law Context. Industrial Law Journal*, 31(1).
- Bell M. (2002). *Anti-discrimination Law and the European Union*. Oxford: Oxford University Press.
- Bruni M. (2011). Molestie e molestie G. sessuali sotto l'ombrello della tutela del diritto antidiscriminatorio. In De Marzo G, Capponi. M. (a cura di), *Contrastare le discriminazioni*, Quaderno n. 52 Consiglio Regionale della Toscana – Commissione regionale per le pari opportunità, Firenze.
- Candidi Tommasi V. (2009). La Consigliera ed il Consigliere di parità e l'azione collettiva. In Calvanelli C., Candidi Tommasi V. (a cura di), *La Consigliera di Parità e il giudizio antidiscriminatorio – Il quadro nazionale e cenni comunitari*, [Milano]: FrancoAngeli.
- Casadonte A., Guariso A. (2010). L'azione civile contro la discriminazione: rassegna giurisprudenziale dei primi dieci anni. *Diritto, immigrazione e cittadinanza*, 2.
- Confalonieri A., Avesani A. (2011). Le forme di discriminazione e di violenza nei confronti delle donne: possiamo ancora cambiare il mondo? *I diritti dell'uomo, cronache e battaglie*, 2.
- Doise W. (2002). *La forza delle idee – rappresentazioni sociali e diritti umani*. Bologna: Il Mulino.
- Favilli C. (2008). *La non discriminazione nell'Unione Europea*. Bologna: Il Mulino.
- Friedman L.M. (1998). *American Law: An Introduction*, 2nd edition, New York: W.W. Norton & Company.
- Guarriello A. (2009). Le istituzioni di parità. In Calafà L., Gottardi D. (a cura di), *Il diritto antidiscriminatorio*. Roma: Ediesse, pp. 263 ss.
- Hervey T.K. (2005). Thirty Years of EU Sex Equality Law: Looking Backwards, Looking Forwards. *Maastricht Journal of European and Comparative Law*.
- Minale Costa E. (1997). Discriminazione nell'accesso al lavoro e tutela risarcitoria nel diritto comunitario. *Massimario di giurisprudenza del lavoro*.
- Sanlorenzo R. (2019). *Il mobbing e il diritto del lavoratore alla prestazione lavorativa*, accessed February 19, 2019.
http://dirittolavoro.altervista.org/saggio_mobbing_sanlorenzo.html.
- Vago S. (2011). *Law and Society*. Prentice Hall.

BIOGRAPHY

Federica De Luca. Born in 1991, in October 2016 she graduated in Law with a thesis in labour law entitled: “Gender discrimination in the workplace in the perspective of the European Union”, at the University of Firenze. From October 2017 she is a PhD student in “Personal training and the labour market” at the University of Bergamo, in collaboration with ADAPT (Association for International and Comparative Studies and Research in the Field of Labour Law and Industrial Relations).

Since May 2018, she has carried out the doctoral internship in the HR Administration unit of Fondazione Bruno Kessler (Trento, Italy), dealing with the legal aspects of HR processes also according to the logic of resource management planning.

From April 2017 to April 2018 she worked, still as an intern, in the HR Co-worker Relations area of IKEA Italia Retail S.r.l. at Carugate (Milano, Italy), where she mainly dealt with the management of labour disputes and disciplinary and contractual aspects, providing her own contribution also in the sphere of trade union relations.

NOMINA SUNT RES.

THOUGHTS, JUDGEMENTS AND WORDS ARE FACTS

Mariella Paciello¹

Abstract

Gender harassment is based on inequality and power exerted by someone on someone else, and in this perspective the problem is more related to struggle for power than to sexual coercion; in this struggle, a variety of tools are used to place cards in everyone's mental maps in order to stereotype judgements on roles, evaluations, values, of women.

Keywords: Gender harassment, Sexual coercion, Equal opportunity, Stereotype, Sexist Scientific Institution

Riassunto

Alla radice delle molestie sessuali c'è qualcosa che riguarda la disuguaglianza, il potere che qualcuno esercita su qualcun altro e da questa prospettiva il fenomeno ha molto più a che fare con la lotta per il potere che con la prevaricazione sessuale: e in questa lotta molti sono i mezzi usati per proporre tessere alle mappe mentali responsabili di giudicare le donne per stereotipi ruoli, valutazioni, valori.

Parole chiave: Molestie di genere, Ricatti sessuali, Pari opportunità, Stereotipi, Istituzioni Scientifiche sessiste

The 'Sexual Harassment of Women – Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine' brief (SHW 2018 in the following), which presented some months ago in Washington DC, assembled by National Academies of Sciences, Engineering, and Medicine, has been launched with the hashtag #ScienceToo mimicking last year's #MeToo from the cinematographic system, gathering the results of last 30 years' research on sexual conditions in USA universities, including a recent survey on more than 150 institutes and campuses. The brief reports the U. S. Equal

¹ Physics at INFN, now retired. Email: mariella.paciello@roma1.infn.it

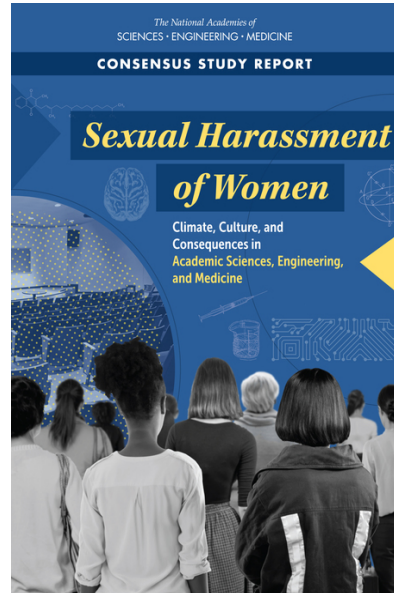
Employment Opportunity Commission guidelines defining sexual harassment² as the following:

There are three categories of sexually harassing behaviour:

- i. gender harassment (verbal and nonverbal behaviours that convey hostility, objectification, exclusion, or second-class status about members of one gender),
- ii. unwanted sexual attention (verbal or physical unwelcome sexual advances, which can include assault),
- iii. sexual coercion (when favourable professional or educational treatment is conditioned on sexual activity).

Harassing behaviour can be either direct (targeted at an individual) or ambient (a general level of sexual harassment in an environment).

The distinctions between the types of harassment are important, particularly because many people do not realize that gender harassment is a form of sexual harassment.



I. LET'S START ANALYSING THE FIRST CATEGORY

Gender harassment is based on inequality and power exerted by someone on someone else, and in this perspective the problem has much more to deal with struggle for power than with sexual coercion; in this struggle, a variety of tools are used to place cards in everyone's mental maps in order to stereotype judgements on roles, evaluations, values, men and women. At the end of the 1930s, Sartre [Sartre 2004] wrote "In the imaginary there's always

² U. S. Equal Employment Opportunity Commission: Policy Guidance on Current Issues of Sexual Harassment, <https://www.eeoc.gov/policy/docs/currentissues.html>

and above all the capacity of deleting reality”. As such, it is a trench warfare of men against women for maintaining power supremacy, especially in some areas: scientific world is certainly one of them. Also by European Union law, harassment is an «undesired behaviour with sexual implication, expressed in verbal, non-verbal or physical form, aimed to or causing the violation of the personal dignity, in particular by an intimidating, hostile, degrading, humiliating and offensive mood»³.

In Italy, the Act n. 198 of 11 April 2006, entitled “Code of equal opportunities between men and women” defines, in article n. 26, sexual harassment as «undesired behaviour acted for sexual reasons, aimed to or causing the violation of the dignity of a male or female worker and the onset of an intimidatory, hostile, degrading or offensive environment». Hence, the following have to be considered sexual harassment: allusions, ambiguous remarks on exterior appearance; statements and jokes on features, behaviours and sexual orientations; undesired physical contacts; exhibition of pornographic material; sexual threats and proposals in exchange for career advancements or advantages; improper invitations with a clear scope.

Obviously, the more the “verbal harassment” comes from an outstanding person in the international scientific community, the more it contributes to the onset of a “intimidatory, hostile... environment”, which has wide resonance in the society, discouraging women willing to enter STEM studies.

About this issue, a paradigmatic statement was said by Lawrence Summers, former minister in Clinton’s administration and president of Harvard University: in 2005, at a press conference on the limited number of women in the scientific and engineering careers, he quietly stated, kindly smiling with compassion, that the reason is simply biological: women are basically not endowed and well-versed enough as men for those activities. Aren’t these words a tough intimidation, a discouragement towards women and young female students to enter scientific studies and careers?

Significant words also come from Vincenzo Barone, former Director of the Scuola Normale Superiore of Pisa, about university selections; in an

³ Council Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services, which defines and condemns harassment and sexual harassment.
http://www.europarl.europa.eu/doceo/document/TA-8-2017-0417_EN.pdf?redirect.

interview⁴ published on the Italian journal La Nazione he directly reports method for discrediting potential women professors: «in every university selection, the hell brake lose. Anonymous letters, offensive lies, false accusations occur. And when there are women candidates, sexual slanders are plentiful».

Surprisingly, this happens in one of the sanctuaries of culture and research: the Scuola Normale Superiore of Pisa. Is this institution sexist? The statement by the Director himself, who in the past already lamented the limited presence of women in his institution, seems to confirm so. The anonymous letters, according to Barone, «speak about everything but skills, quality and competence, which should be the only criteria to evaluate an academic». He further explains: «It is pure calumny, joined by anonymous letters, fake news purposely delivered, offensive letters with explicit sexual content, trivial and slanderous».

This causes most indignation: the factual and documented observations on qualities of women are rebutted with offenses, anonymous letters and slanderous gossip, frequently with sexual implications, against them. Men candidates are also insulted by anonymous letters, but women are almost always hit by sexual slander.

Barone goes on: «For men, the practiced custom is to insult teachers defending their pupils, while women are also hit by trivial implications and allusions to their private life, which are unacceptable and even false ».

Is it the will to preserve gender power a good reason for the behavior of selection commissions, frequently composed entirely by men?

What happened at Scuola Normale Superiore of Pisa cannot be defined other than sexual harassment, even without actual physical offense!

About the selections for Scuola Normale Superiore of Pisa, the Director underlines:

The selection can be won by ingeniousness; the application requires a bit of bravery (this year, 70% applications came from males, 30% from females), and a good deal of daring, I would say a lot of nerve, during the examination, not to be scared and be able to dare: to create links among the discussed issues, to compare data, to hypothesize solutions. I think

⁴ <https://www.quotidiano.net/cronaca/normale-di-pisa-1.4244738>. Quotes translated by the author.

that these characteristics, which are more social than intellectual traits, depend on the cultural history encouraging bravery and self-consciousness in men, but not in women. I also think that our society still has a long way, since pre-school education, for developing the children's imagination and the expectations of our sons and daughters. Maybe something is slowly changing, maybe in some years' time families, schools, entertainment will offer the same freedom to imagine oneself as an adult for male and female children.

Here we can identify one of the main solutions against the discrimination of women in scientific studies and research in the so-called STEM disciplines: the qualified education since primary school, and the support of families to daughters for entering scientific studies.

I will cite SHW again about the complexity of sexually harassing behaviour:

When students experience sexual harassment, the educational outcomes include declines in motivation to attend class, greater truancy, dropping classes, paying less attention in class, receiving lower grades, changing advisors, changing majors, transferring to another educational institution, and dropping out. Decades of research demonstrate how quality and innovation in business and science benefit from having a diverse workforce. Thus, the cumulative effect of sexual harassment is a significant and costly loss of talent in academic science, engineering, and medicine, which has consequences for advancing the nation's economic and social well-being and its overall public health.

Four aspects of the science, engineering, and medicine academic workplace tend to silence targets of harassment as well as limit career opportunities for both targets and bystanders: (i) the dependence on advisors and mentors for career advancement; (ii) the system of meritocracy that does not account for the declines in productivity and morale as a result of sexual harassment; (iii) the "macho" culture in some fields; and (iv) the informal communications network, through which rumours and accusations are spread within and across specialized programs and fields. In particular, sexually harassing behaviour violates at least three key values of research, sexual harassment is damaging not just to targets and bystanders, but also to the integrity of science.

The Fostering Integrity in Research report (FIR 2017) states: "there are three categories of behaviours that affect research integrity: research

misconduct, detrimental research practices, and other misconduct - and sexual harassment is included under other misconduct”.

Maybe the most innovative element of SHW brief is the consideration of sexual harassment as a bad scientific practice; in other words, as an element that can imply low quality of research or of candidate selections. The brief encourages research institutions and universities to consider sexual harassment in the academia at the same level of plagiarism and data falsification.

Sheila Widnall, professor of astronautics at Massachusetts Institute of Technology in Cambridge, MA, co-author of the SHW brief, declared: “If you mind science, engineering and medicine, you should also mind sexual harassment in academia”.

I would also like to cite, as an example, the ‘manifesto’ by Barbara Bass, who was the 39th woman surgery professor in U.S. history, the second woman to be president of the American Board of Surgeons and, to date, the third woman president of the American College of Surgeons: «Yesterday, they did not believe in me because I am a woman. Now, I am president of American surgeons»⁵.

Her outstanding career started 40 years ago, as those of few other women colleagues. In her exclusive interview at the Joint Congress of the Italian scientific surgery societies in 2018, Barbara Bass delivered a clear message: «Give women the same opportunities as men, and they will become leading actresses of this discipline, as men did for many years».

She further tells:

They actually did not know how to deal with me: they asked themselves “Should we train her? Will she succeed in accomplishing the training? And what if she has children? How will she manage to be a surgeon and a wife and a mother?”. Well, it is possible. It is not easy, but it’s possible. I had to rely on men who simply wanted to treat me as a man colleague, and I was very lucky. It can be very difficult for those who have never met a woman with such ambition.

⁵ <https://www.sanitainformazione.it/salute/chirurgia-in-rosa-il-manifesto-di-barbara-bass-ieri-non-credevano-in-me-perche-donna-oggi-sono-presidente-dei-chirurghi-americani/>

Finally, «Do not treat women in a different way, offer them the same opportunities and the same education, expect from them what you expect from men, and promote their careers».

For accomplishing such a purpose, men play a key role, because they are the teachers, mentors and models for young female surgeons. Hence it is mandatory to set up a common work on words, images, behaviour and sexuality of men and women. In my opinion, the citation by Gloria Jean Watkins⁶ is a correct definition of this common work to be performed in cooperation by men and women:

The most visionary task remains that of re-define masculinity, so that in culture, in everyday life, we'll have transformation models to allow boys and men to build their self-consciousness and new identities⁷.

And now, something very nice. Jonathan Eisen⁸, Professor at the University of California, Davis, turned out an endowed lectureship in 2014 because the meeting gender ratio was too skewed towards males. He reported the letter on his blog, removing some of the identifying factors, as follows:

Thank you so much for the invitation and the respect it shows to me that I would be considered for this. However, when I looked into past lectures in this series I saw something that was disappointing. From the site where past lectures are listed I see that the ratio of male to female speakers is 14:3. [...] As someone who is working actively on multiple issues relating to gender bias in science, I find this very disappointing. I realize there are many issues that contribute to who comes to give a talk in a meeting or seminar series or such. But I simply cannot personally contribute to a series which has such an imbalance and I would suggest that you consider

⁶ Gloria Watkins is an American author, feminist, and social activist for humans rights; the name "bell hooks" is derived from that of her maternal great-grandmother, Bell Blair Hooks better known by her *pen name* bell hooks. (https://en.wikipedia.org/wiki/Bell_hooks).

⁷ Bell Hooks: *We Real Cool: Black men and masculinity*, New York, Routledge, 2004.

⁸ Turning down an endowed lectureship because their gender ratio is too skewed towards males #WomenInSTEM <https://phylogenomics.me/2014/07/21/turning-down-an-endowed-lectureship-because-their-gender-ratio-is-too-skewed-towards-males-womeninstem/>.

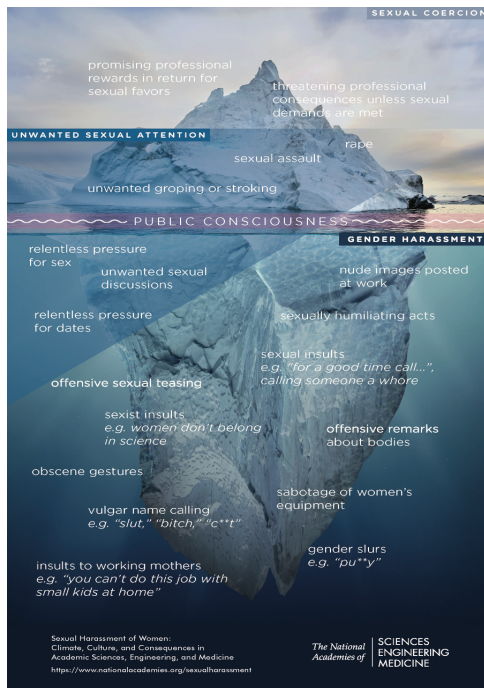
whether anything in your process is biased in some way. Sincerely, Jonathan Eisen.

2. AND LAST BUT NOT LEAST: "NOBEL PRIZE TO A YOUNG GIRL?"

In 1974 Antony Hewish and Martin Ryle won the Nobel Prize for their work on radio astronomy. Hewish was awarded for discovering pulsars (Jocelyn Bell e Antony Hewish were the first to understand they were the unpredicted manifestation of a neutron star) but the Stockholm Academy of Sciences 'forgot' to mention Jocelyn Bell. Plenty of prizes were then awarded for studies and discoveries on neutron stars: Hulse and Taylor in 1993, Riccardo Giacconi in 2002, Ray Weiss, Kip Thorne, Barry Barish in 2017. But Jocelyn, not surprised by being forgotten, apparently' jokes on it:

A Nobel Prize to a young girl? Come on, this was impossible at those times! And even nowadays, unfortunately. Anyway, if I won the Nobel Prize, I would be "frozen" as a monument, I would have not so many requests for conferences and science events, as it's being occurred in the last 50 years of my academic career. Every year I win a prize and a party is dedicated to me.

The most important of these prizes is the Special Breakthrough Prize in 2018: this prize recognizes to her the breakthrough of pulsar discovery. Jocelyn decided to donate the money prize to support young female scientists in order to increase their precious presence in research world.



The public consciousness of sexual harassment and specific sexually harassing behaviors according to the National Academies of Sciences Engineering and Medicine [2018]

The #WeTooInScience meeting, in 2018, is part of a road that women are walking all over the world to actually make gender equality real, when it is often obtained only in theory, and to abolish all kind of discrimination, harassment and violence towards women.

This road, first by raising awareness and then by the courage of reporting, is beginning to be taken in many different work places: in these days, a strike is ongoing also at Google⁹. Its employees left their offices all over the world to demonstrate against sexist policies in the company, particularly against the method used to manage accusations of abuses inside the company. The #MeToo trend is not stopping and is involving one of the biggest international companies of the world: thousands of its employees have demonstrated in the venues of Dublin, London, Zurich and Singapore. The participants gathered under a Twitter account called Google Walkout For Real Change, and all workers and contractors were invited to the strike by leaving their workplaces at 11:10 am local time all over the world.

REFERENCES

- Sartre J.P. (2004). *The Imaginary: A Phenomenological Psychology of the Imagination*. Translated by Jonathan Webber. London and New York: Routledge.
- Evtusenko (1961). Evgheni Evushenko: “ New soviet poets”. Nuovi poeti sovietici Ripellino A.M. (a cura di) ed., Torino: Einaudi, pp.185-86.
- FIR (2017) National Academies of Sciences, Engineering, and Medicine. 2017. *Fostering Integrity in Research*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21896>.
- SHW (2018) National Academies of Sciences, Engineering, and Medicine. 2018. *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24994>.

⁹ <https://twitter.com/googlewalkout?lang=en>

BIOGRAPHY

Maria Paciello, Physicist, permanent staff researcher at National Institute of Nuclear Physics (INFN) in Rome, now retired. She graduated in physics at “La Sapienza” University of Rome.



Research field in high energy theoretical physics: gauge lattice theories (QCD) computer simulations: efficient numerical algorithms and theoretical subtleties related with lattice gauge field definitions and the relative gauge fixing, lattice definition of the gauge potential, Gribov copies, quark and gluon propagators numerical studies;

SU(2) glueballs, diquarks and mesons in dense matter with staggered fermions. She is author of about 50 scientific papers in peer reviewed international journals.

Gender studies and analysis: she is author of leaflets, articles in journals and reports, has organized conferences and workshops on specific topics, sustained contacts with other organizations and external bodies, training courses for INFN personnel, contributed to national working groups. She has contributed to national and international conferences and EU projects (GENISLAB).

LISE MEITNER

Pietro Greco¹

Abstract

Lise Meitner was one of the greatest physicists of the 20th century. But, as a woman and a Jewish, she had to overcome an enormous series of obstacles and suffer a series of injustices that were no less lengthy. She was able to access the university at a late age. She had to perform her research, among the most advanced in the nascent field of radioactivity, in a basement. She designed and interpreted the experiment that demonstrated for the first time the fission of the atomic nucleus. Yet she was denied the Nobel Prize. As a Jewish she was forced to flee, in a daring manner, from Germany, landing in Sweden where she was once again a victim of injustice. In the aftermath of Hiroshima, she was unjustly defined as the "Jewish mother of the bomb". Few remember that Lise Meitner was one of the few physicists who explicitly refused to participate in the construction of the nuclear weapon. She said that physics could not be at the service of war. Lise Meitner has lived through the most tragic period in European history. And she came out with her head held high.

Keywords: Radioactivity, Obstacles, Injustices, War

Riassunto

Lise Meitner è stata una dei più grandi fisici del XX secolo. Ma, in quanto donna ed ebrea, ha dovuto superare una serie enorme di ostacoli e subire una serie non meno lunga di ingiustizie. Ha potuto accedere tardi all'Università. Ha dovuto fare ricerca, tra le più avanzate nel settore nascente della radioattività, in uno scantinato. Ha progettato e interpretato l'esperimento che ha dimostrato per la prima volta la fissione del nucleo atomico. Eppure le è stato negato il premio Nobel. In quanto ebrea è stata costretta a fuggire, in maniera rocambolesca, dalla Germania, approdando in Svezia dove è stata ancora una volta vittima di ingiustizie. All'indomani di Hiroshima è stata definita, ingiustamente, la «madre ebrea della bomba». Pochi ricordano che Lise Meitner è stata una tra i pochi fisici che hanno esplicitamente rifiutato di partecipare alla costruzione dell'arma nucleare. La fisica – diceva – non può essere a servizio della guerra. Lise Meitner ha attraversato per intero il periodo più tragico della storia europea. E ne è uscita a testa alta.

¹ Giornalista e scrittore. Fondazione Idis-Città della Scienza.
Email: pietrogreco011@gmail.com.

Parole chiave: Radioattività, Ostacoli, Ingiustizie, Guerra

«Signora Meitner – le annuncia trafelato il reporter – una bomba all’uranio è scoppiata sulla città giapponese di Hiroshima. Dicono che ha avuto una forza esplosiva equivalente a 20.000 tonnellate di petrolio. Lei ne sa qualcosa?».

È la mattina presto del 7 agosto 1945 quando Lise Meitner viene svegliata da questa telefonata davvero insolita. Dall’altro capo del filo c’è un giornalista dell’*Expressen* di Stoccolma, come le dicono dalla *reception* del piccolo albergo della minuscola cittadina, Dalecarlia, al centro della Svezia dove la signora Meitner sta trascorrendo le vacanze estive.

Lise avverte immediatamente che il giornalista, come spesso capita, ha commesso un errore materiale. La capacità esplosiva della bomba all’uranio che ha distrutto Hiroshima è pari a 20.000 tonnellate di tritolo, non di petrolio. Ma intanto prende tempo. «Richiami».

No, non sa nulla di Hiroshima e dell’esplosione. Cosa è successo? Come è potuto succedere? Io che c’entro? Le domande e i ricordi si affastellano nella mente di Lise senza trovare risposta. È turbata. In qualche modo quella notizia la riguarda. Meglio uscire, prendere aria, fare una passeggiata. Così la signora esce dall’albergo, respira a pieni polmoni l’aria già fresca dell’estate che ormai volge al termine (siamo in Svezia) e cammina per ore, senza venirne a capo. Quando rientra, trova ad attenderla solo il redattore di un giornale locale. Ma il portiere dell’alberghetto le allunga una lunga lista con i nomi e i riferimenti delle persone che l’hanno cercata al telefono. Tutti vogliono sapere.

Cosa è accaduto a Hiroshima? E cosa è accaduto a Nagasaki tre giorni dopo, il 9 agosto?

Il numero dei richiedenti cresce nei giorni successivi, fino a diventare una valanga. Una valanga che frana il giorno in cui l’*Expressen* pubblica in prima pagina un articolo intitolato *Flyende Judinna: l’ebrea fuggitiva*. Per Lise Meitner è colpo durissimo: c’è scritto, né più e né meno che lei, una signora ebrea, è fuggita dalla Germania di Hitler per portare nell’occidente libero il segreto della “bomba”. È lei, scrive il giornalista, la *madre della bomba* esplosa a Hiroshima e anche di quell’altra che ha distrutto Nagasaki.

L’*Expressen* non è certo nella mazzetta dei giornali che fanno opinione nel pianeta. Ma la notizia che diffonde è davvero grossa e così, immediatamente, diventa virale. In poche ore dalla lontana Svezia si diffonde in tutto il mondo.

Per mesi sarà un mantra globale. In quei minuti, in quelle settimane, in quei mesi dopo la mattina del 7 agosto, Lise Meitner scopre sulla sua pelle quanto strane possano essere le logiche del giornalismo e quanto infernali i meccanismi della comunicazione di massa.

«Vogliono farmi passare per la madre della bomba», si lamenta con se stessa e, inutilmente, in pubblico.

Amara ironia. Doppia, amara ironia. Visto che molti suoi colleghi scienziati, tutti maschi, non vogliono riconoscerle il ruolo decisivo che ha avuto, meno di sette anni prima, nella scoperta della “fissione dell’atomo”, il fenomeno che è alla base della costruzione della bomba all’uranio (quella esplosa a Hiroshima) e al plutonio (quella esplosa a Nagasaki). E visto che pochi sanno che, su esplicito invito del nipote, Otto Frisch, lei ha detto un secco “no alla bomba”: Lise Meitner è stata tra i pochissimi che, richiesti, hanno saputo dire “no alla bomba”, rifiutandosi di partecipare al progetto Manhattan che ha portato alle esplosioni di Hiroshima e Nagasaki.

«Guarda cosa mi doveva capitar – pensa – i miei colleghi rifiutano di riconoscermi per quella che sono, “la madre della fissione”, e i giornali di tutto il mondo vogliono farmi passare per quella che ho esplicitamente rifiutato di essere, la “madre della bomba”».

Lo avrete intuito, Lise Meitner è una scienziata. È di origine ebrea, ma di fede protestante, ed è nata a Vienna il 7 novembre 1878. Ha dunque 67 anni, una quarantina dei quali dedicati alla fisica. È, con Marie Curie e con la figlia Irène Curie, una delle pochissime donne ammesse nel “collegio invisibile” dei grandi della fisica mondiale. È stata proposta dieci volte per il Nobel. È tra i maggiori esperti al mondo di fisica del nucleo atomico. Ha diretto per anni la Sezione di Fisica di quell’Istituto di Chimica di Berlino Dahlem dove, nel dicembre 1938, è stata ottenuta e riconosciuta la fissione dell’atomo di uranio.

La sua è una storia, straordinaria, di successo dell’intelligenza e della determinazione. Ma anche una straordinaria storia di discriminazione di genere e di “razza”. Nella sua vita ha navigato sempre contro corrente. E che correnti!

La storia di successo e di lotta alla discriminazione inizia nell’autunno 1901, quando Lise Meitner, a 23 anni, riesce finalmente a inseguire la sua passione per la matematica e la fisica e, con la benedizione del padre, un avvocato che si batte per i diritti civili, a iscriversi alla Facoltà di Scienze dell’Università di Vienna. È la prima donna a riuscirci, nella storia semi millenaria dell’ateneo

austriaco. Tra i suoi maestri c'è un grande della fisica di tutti i tempi: Ludwig Boltzmann.

Lise è anche la prima donna a laurearsi in fisica a Vienna e la prima a interessarsi dei nuovi fenomeni della radioattività. Ma per lei nella capitale dell'impero non ci sono grandi prospettive. Chiede così a Marie Curie – che merita il titolo di “madre della radioattività” – se può andare a Parigi a lavorare con lei. Non c'è posto, è la risposta. A Vienna la ragazza ha avuto modo di conoscere un altro dei titani della fisica del tempo, Max Planck, l'uomo che ha scoperto il quanto elementare d'azione. La ragazza chiede di poter seguire i suoi corsi, a Berlino. Ma a Berlino le donne non possono iscriversi all'università. Tutto quello che possono fare, se il docente lo consente, è poter ascoltare le lezioni.

«Ma a te a cosa serve frequentare l'università – le risponde gentile Planck – sei già laureata». La risposta a bassa voce ma decisa di Lise: *«Mi serve per approfondire e tenermi aggiornata».* Planck acconsente. L'ha in simpatia. Anche se lui non crede che una donna possa fare grande fisica. Certo non quella teorica. Al massimo può fare una onesta fisica sperimentale.

E così nel 1907 Lise, ancora una volta con il consenso e i soldi del padre, lascia Vienna per Berlino. Studia e continua a occuparsi di radioattività. Entra a far parte del “giro di Planck”. Non che il grande fisico abbia cambiato idea sull'attitudine delle donne, ma la prende a ben volere e ammira la sua determinazione. Così Lise è ammessa, unica donna, ai seminari che si tengono all'Istituto di Fisica dell'università. Ma non ha alcuna prospettiva: per lei non c'è e non può esserci una posizione.

Le cose cambiano quando le presentano un giovane chimico, Otto Hahn, che ha i suoi stessi interessi: la radioattività.

I due iniziano a lavorare insieme, presso l'Istituto di Chimica. Ma con un piccolo particolare. Le donne non possono fisicamente mettere piede nell'istituto di chimica. Se proprio vuole lavorare con una donna, Otto Hahn può accomodarsi in uno scantinato che ha un ingresso indipendente. Per andare in bagno, lui, Otto, può entrare in istituto, ma lei, quella strana ragazza, deve chiedere gentilmente a un bar vicino.

Passerà del tempo e occorrerà una nuova legge sul diritto di accesso all'università per le donne, prima che Lise possa entrare e lavorare nell'Istituto di Chimica. Ma sempre considerata come una figura subalterna a Otto Hahn, anche se nel sodalizio la mente è più lei che lui. Ma non facciamola tanto lunga,

nel corso di trent'anni la coppia si afferma come uno dei gruppi più esperti al mondo prima di radioattività, poi nello studio del nucleo atomico, tanto da essere candidati entrambi svariate volte al Nobel.

L'impresa maggiore prende corpo intorno alla metà del 1938, quando Lise Meitner progetta un esperimento per cercare di capire cosa succede davvero ai nuclei di uranio quando vengono bombardati con i "neutroni lenti" di Enrico Fermi. Ma, mentre si accingono a effettuarlo, Hitler si annette l'Austria e Lise, che non aveva mai cambiato nazionalità, si ritrova tedesca, soggetta alle leggi tedesche e alle pratiche naziste. Insomma, è nemica in patria e, quindi, deve riparare all'estero. Riesce a fuggire, in maniera piuttosto rocambolesca, prima in Olanda e poi in Svezia.

Tralasciamo anche il fatto che molti paesi rifiutano di accettarla e che solo a Stoccolma trova un lavoro e la salvezza. Veniamo al nocciolo scientifico.

Mentre lei supera il confine, scappa al lager e ripara in Svezia, a Berlino Otto Hahn, con l'aiuto dell'assistente di Lise, Fritz Strassmann, porta a termine l'esperimento progettato. Nel mese di dicembre 1938 i due ottengono dei risultati davvero strani. Uno dei prodotti della reazione, verifica Hahn, chimico di eccezionale talento, è il bario. Com'è possibile che l'uranio, numero atomico 92, si sia trasformato in bario, numero atomico 56?

È anche per chiedere lumi alla partner che sa di fisica, che Otto Hahn da Berlino scrive a Lise Meitner, a Stoccolma. La donna sta passando le vacanze di Natale a Kungälv, un paesino sulla costa occidentale, dove è stata raggiunta dal nipote Otto Fischer, un fisico che ha riparato in Danimarca dove lavora con Niels Bohr, il grande teorico protagonista della rivoluzione quantistica. I due si mettono insieme e forniscono la spiegazione dei risultati rilevati da Hahn e Strassmann: l'atomo di uranio si è spaccato in due grossi frammenti (bario e kripton), liberando un bel po' di energia.

Ricapitoliamo: Lise ha progettato l'esperimento per vedere cosa succede davvero bombardando l'uranio con neutroni lenti. Non può eseguire il test perché costretta a fuggire. Hahn effettua l'esperimento progettato da Lise e, da bravo chimico, rileva una presenza inattesa. Chiede a Lise come sia possibile. E Lise dimostra che è stata ottenuta la fissione del nucleo di uranio.

La storia poi procede rapida. La comunità dei fisici in occidente scopre che con la fissione dell'uranio è possibile innescare una reazione nucleare a catena che produce una quantità così alta di energia da poter mettere a punto una bomba migliaia di volte più potente di quelle chimiche. La domanda è: e se

Hitler si dota di una simile arma di distruzione di massa? La risposta, pressoché unanime dei fisici in occidente: occorre dotare le nazioni libere della “bomba atomica” affinché la usino come deterrente contro un eventuale analoga arma in mano ai nazisti. Moltissimi i fisici che dicono concretamente sì al progetto, compreso Otto Frisch che intanto è andato in Gran Bretagna. Il nipote chiede alla zia se vuole essere della partita. Ma Lise Meitner risponde di no. Non posso partecipare alla realizzazione di un’arma di distruzione di massa. Anche se fungerà solo da deterrente contro i nemici degli ebrei e della civiltà.

Tra i grandi fisici, solo il tedesco Max Born e l’italiano Franco Rasetti, fanno altrettanto. Ma il no, etico, dei primi due verrà spesso ricordato. Quello di Lise viene troppo spesso dimenticato.

L’esito del progetto lo abbiamo ricordato. Prima Hiroshima, poi Nagasaki.

Lise non si pentirà mai per la scelta di non aver partecipato al progetto Manhattan. La rattrista invece il fatto che la comunità scientifica attribuisca solo ad Hahn la scoperta della fissione e abbia premiato solo lui con il Nobel per la chimica 1944, che viene annunciato e assegnato nel dicembre 1945. La rattrista ancor di più il fatto che l’amico Hahn giustifichi quella scelta: sono io che ho rilevato con la mia bravura da chimico il bario, scoprendo la fissione.

Eh, sì. L’amico Otto Hahn, antinazista convinto, dimentica troppo facilmente che l’esperimento è stato progettato da Lise, che è stato realizzato senza di lei solo perché Lise è dovuta scappare dalla Germania per evitare di finire in un lager, che è stata Lise, insieme al nipote, a spiegare cosa fisicamente era successo.

Quel Nobel, Lise lo meritava come e, forse, più dello stesso Otto Hahn.

E ora l’*Expressen* di Stoccolma e mezzo mondo la definiscono la “madre della bomba” che ha distrutto Hiroshima e Nagasaki. È un po’ come se i fratelli Wright, che hanno messo a punto il primo aereo, fossero considerati i “padri del bombardamento di Dresda”. No, non sarebbe giusto.

Ma i fratelli Wright sono maschi. E lei, Lise Meitner, è solo una donna.

P.S. Sono un giornalista. Racconto storie. E questa di Lise Meitner è la storia di una persona di grande valore discriminata perché donna e perché ebrea.

BIOGRAFIA

Pietro Greco, giornalista scientifico e scrittore, fondatore di IDIS-Città della Scienza di Napoli. Ha diretto master in Comunicazione scientifica della Scuola Internazionale Superiore di Studi Avanzati (SISSA) di Trieste. Dal 2018 è caporedattore del magazine online *Il Bo Live*, di proprietà dell'Università degli Studi di Padova. Autore di numerosi volumi tra i quali la quadrilogia *La scienza e l'Europa*.



Scientific journalist and writer, founder of IDIS-Città della Scienza of Naples. He has a master's degree in scientific communication from the International School for Advanced Studies (SISSA) in Trieste. From 2018 he is editor-in-chief of the online magazine *Il Bo Live*, owned by the University of Padua. Author of numerous volumes including the quadrilogy *Science and Europe*.

IMPROVING GENDER DIVERSITY IN SCIENCE

Monica Zoppè¹

Abstract

The scientific and academic environment is still strongly imbalanced, with a majority of white men, and the under-representation of white women, and of men and women from other minorities. In this article, focusing only on the gender imbalance, I argue that this problem can be addressed, but it is necessary to dissect the problem (and the solutions) at several different levels.

Keywords: Gender, Discrimination, Society, Stereotypes, Competition

Riassunto

L'ambiente scientifico e accademico è ancora fortemente squilibrato, con una maggioranza di uomini bianchi e la sottorappresentazione di donne bianche e di uomini e donne di altre minoranze. In questo articolo, incentrato solo sullo squilibrio di genere, sostengo che la questione può essere affrontata, ma è necessario analizzare il problema (e le soluzioni) a diversi livelli.

Parole chiave: Genere, Discriminazione, Società, Stereotipi, Competizione

INTRODUCTION

Gender diversity is but one aspect of diversity in general, that refers to culture, nationality, 'skin colour', social extraction and more. In this article, I will focus on gender issues, and restrict the issue to the scientific environment as an effort towards a step, hopefully followed by more, related to other diversity contexts.

The imbalance in the science career of women relative to men contains several reasons:

1. A societal stereotype that keeps proposing women in 'feminine' roles, such as nurse, hairdresser, secretary etc.. This makes girls feel that science do not really belong to them, on one side, and also induce others (teachers, parents etc.) not to accept easily their interest in science, if they are brave enough to show it. (so this point

¹ Scientific Visualization Unit, IFC – CNR, Pisa. Email: monica.zoppe@cnr.it

contains two issues, see later).

2. The perception that (or the construction of) science is very competitive, a feature that is more appealing to young men than to women.
3. The objective discrimination (conscious or not) that is consistently applied to girls and women along all steps in the career (salary, space, invitations, selections...).
4. The problem of sexual harassment: once a professor, boss, supervisor has placed his eyes on you, you have already lost.

The 4 aspects are slightly different but are, of course, related and they all point towards the same result. However, it is easier to treat them separately, also because in order to face them, different sectors of society must be addressed and with different tools.

I. STEREOTYPES

Stereotypes are among the strongest, unconscious and deeply sedimented ideas in our minds; there are probably good evolutionary reasons for things to be so, and most of the times they serve us well. However, they are a social construct, and can occasionally take a drift towards unwanted directions (or wanted only by a fraction of society). They form from the youngest age, and are the result of what children and young people witness and experience. Families, school, TV and other media (from toys to twitter) all contribute to form such stereotypes, and are among the determinants of the desires and choices that we make at young age. For this reason, it is important that examples of female scientists (just like engineers, pilots, doctors etc.) are presented to all girls and boys: the girls for a role model, and the boys, because they must learn that women can be in a hierarchical position superior to men (something that many still find difficult to accept).

This is not an issue limited to the sciences, and should be taken care at the highest level (e.g. state guidelines over elementary school textbooks, or TV programs) as well as at all other levels: families, teachers, sport and cultural situations... I would dare to suggest that, at least once, each person could take an item of culture of their choice (book, film, painting, game...) and make the exercise of reversing the gender roles: can you imagine *Gone with the wind*, *Madama Butterfly*, or *The matrix* with reversed gender roles? Or,

why not, the Sistine Chapel?

But let's return to our main issue: stereotypes must be tackled at all levels of society, and it will probably take more than one generation. The work was started by our grandmothers, and we still have a long way to go. I'm afraid that in the latest years we have made some steps backwards, however this is not a reason to give up, but to work harder.

At the highest, governmental level, at least in Italy we do have an office for Equal Opportunities, but it has no money, and does about nothing: this could be a good place to start placing some pressure.

2. COMPETITION

Competition is one of the big drivers in science: competition to get admission to grad school, to get research grants, to be the first in a race to something, to get a prize or a tenured position.

A friend of mine, science and math teacher in high school, relates that when she knows about the math Olympics, if she walks into the class and says 'There's the math Olympics: who wants to go?' the immediate reaction is that several boys raise their hands, while the best students in the class, who are typically girls, are unlikely to do so. She must encourage each of them personally. They are aware of their math superiority, and they may volunteer to go, and hope to get the medal, after thinking it over. It is the spontaneous and unconscious drive for competition that usually does not appeal to women. It could be interesting to evaluate the roles of nature and nurture in this aspect, a discussion that should/could be made in other context.

Further on along the career path, many women, if they know that chances of getting a position or a grant is very low (as normally is), they prefer to spend time doing other things, perhaps getting better prepared, in order to increase their chances at the next round. For this reason (I think) rejection is also more hurting to women than to men, which in turn makes it more likely for women to give up at some point.

It might be interesting to explore the origin of this different attitude (which is not, of course, black and white: rather we can imagine two normal distributions that largely overlap). Nature or nurture? And then, what? Education can suppress violence, and hunger can suppress education.

It does not help the fact that nepotism, comraderies, (we will talk further

on about discrimination) and other factors make the competition frequently unfair. Many women prefer to give up: they may have other resources and other interests in which they feel less stressed, despite ending being less satisfied; they may have not enough strength to take up the battle, especially if they are (or feel) alone and not supported. Or, they may fight, and lose. Very rarely women get to travel along the scientific career path with the same ease as most men do, and they are frequently those who chose or accept to play according to rules designed by men for men, i.e. they take up (by nature or nurture) a 'more masculine' attitude.

I do not deny that a friendly competition, played on level field, can be stimulating and fun: yet when the stakes are high, competition can become very hard, and the fun is transformed into strong drive to win, competitors are seen as enemies, and fair play is often forgot, to leave place to practices that should not belong to the (scientific) field, such as personal attack (so easy with women), cheating, creating alliances to the exclusion of some and so on. The very concept of competition and prizes is the basis for a culture of winner and losers, a culture detrimental for people and that should be extraneous to the scientific endeavour, in which, in theory, with each small step everybody wins.

Should we make science less competitive? In my opinion the answer is a sound YES. A more even distribution of funds could allow for less competitive people to play in the science game, and contribute with new insights and ideas, on one side. On the other side, a reduction in inequality (of grant money, lab size, salary) would become less appealing to people whose interest is fame and wealth more than science, and more attractive to those who do not like to fight, but have a genuine interest and love for science. (The issue of inequalities is also a major societal issue, among people, institutions, and nations). So, please, change the rules: put limit to the amount of space, money and power a person can have, and therefore i. automatically increase the number of people that have access to these resources, and ii. reduce the power inequality associated with wealth inequalities.

3. DISCRIMINATION

As argued before, it is the result of stereotypical education: for this reason it can be changed, but it is difficult. Discrimination belongs both to women and

men, and it is often unconscious; for this reason, it is sometimes possible to simply reveal the unconscious bias to make people aware, and consequently more fair. In this respect, any tools that help revealing the sexist attitude of people can be useful, for example: posters in the labs and corridors describing situations that may be considered normal or even funny, but are sexist and diminutive for women; mandatory sessions of education for real gender equality, even through theatre or other activities in which people learn by being personally and emotionally involved; periodic test to reveal if (and how much) biased everyone still is (in gender and other aspects). Exposing existing biases (in hiring, recommendation letters, salary, grant and paper reviewing, promotion, teaching loads etc.) has some effects, especially if done in a public format, and encourage discussion about it.

These activities work at the personal level, but institutions (universities, research organizations, public and private) also have their part to play: the presence of a child care facility within or very close to the workplace; equal salary; paid days of leave to parents of both sexes; policy of promotion of women (if one seems to be as good as a man colleague, it means she is three times as good); discouraging work extra time; and a serious policy about sexual harassment.

Institutions can deploy a number of very powerful instruments to combat discrimination. The strongest and most effective of which are public exposure (which also stimulates discussion) and loss of money or job.

4. SEXUAL HARASSMENT

Thanks to the movement #MeToo it has become very clear that this is indeed a major problem and a strong force against women in science and academy. The Conference #WeTooInScience, organized by our association Donne e Scienza, together with the European Platform of Women in Science (EPWS), in Pisa last September, produced the Pisa Declaration (at the end of this volume), which is a request to the EU that the problem is considered widely in Europe and in a coordinated way. Things are a little different in EU and USA, yet many aspects are very similar, and an exchange of experiences and programs might be useful.

5. SO WHAT? MEN ARE THE PROBLEM, IT IS MEN WHO MUST CHANGE.

Most people (at least in this environment) would consider it offensive to be called racists. The battle to end slavery and racism was mostly on the shoulders of black and minority people, and only after their struggle the whites (many, but not all) took up their reasons and started to help. This contribution has been and still is important, even if the burden of the leftover racism is still born by the minorities. Similarly, we women are the leading force in the struggle for real equality (using a simplified term), but the many men that in theory would agree, where are they?

Why is it that when sexist behaviour is performed in front of other men, very rarely (if ever) one of the male witnesses raises a concern? Why do they not speak out clearly to the offenders and make it clear that sexist behaviour is not acceptable?

Some studies (see, for example the report by Badaloni and Perini) suggest that men do not perceive the problem: we must make sure that it is spelled clearly to them, using examples and other easy tools (role reversals are often effective, but sometimes backfire), and forcing them to face the issue.

6. INSTRUMENTS FOR WOMEN

The one most important resource that women need, and that is still lacking, is, in my opinion, a safe way to report discrimination and harassment. Most of the times such behaviours are subtle, and difficult to face directly. It is not infrequent that women need some time to recognize the underlying thought which can be masked by apparently 'occasional' or casual details in 'normal' situations. Until now only the most egregious forms are reported, and even then, probably only a fraction of the times.

The presence of a serious and dedicated office, which should ideally be independent of the work institution (which often have more interest in protecting the powerful rather than the 'lower' people), will lead many to talk. These offices should have the authority to intervene along appropriate guidelines whenever it is necessary, both in protecting the speakers and in facing the perpetrators. A clear and well displayed definition of improper behaviour, spelled along the various situations (from interview to paper writing) besides being a deterrent, can be useful also to some who, coming

form different cultures, may have different standards of ‘appropriateness’.

We still have a long way to go, but the road is clear and many women are well determined to lead the march. For ourselves, for our sisters, daughters and granddaughters in the year to come.

BIOGRAPHY

Monica Zoppè. After completing my studies in Milan (Biology and Molecular Biology), I continued my research career in several laboratories in Italy and abroad, including the University of Birmingham (UK), the Salk Institute (La Jolla, CA, USA) and the International Center for Genetic Engineering and Biotechnology (ICGEB) in Trieste.



Since 2001 I am a tenured research scientist at the CNR of Italy. Since 2007 I have changed the direction of my studies, and started a new project aimed at the visualization of the processes that I

was studying as an experimental scientists before. To this aim, I have started the BioBlender project, which makes use of the most sophisticated instruments of modern Computer Graphics to represent structural and dynamics data in a visual form. This is based on the assumption that we, as humans, have a special ability at grasping information that is presented visually, and can easily recognize patterns and identify exceptions after only a few sights of a new phenomenon. This, however, requires that the representations follow a consistent scheme, such as a stable color or texture code to show single features. The results and more information can be found on the group website at www.scivis.it

In parallel, I have been active in some associations, notably Legambiente, the major environmental association in Italy, the Pugwash, dedicated to global peace and weapon control, and Donne e Scienza, trying to make the academic and research environment less discriminating.

PISA DECLARATION ON SEXUAL HARASSMENT
IN HIGHER EDUCATION AND RESEARCH

PISA DECLARATION ON SEXUAL HARASSMENT IN HIGHER EDUCATION AND RESEARCH

STATEMENT from the participants to the international conference #WeToolnScience – Sexual Harassment in Higher Education Institutions and Research Performing Organizations¹

The international conference #WeToolnScience took place in Pisa on 20 and 21 September 2018, organized by the Italian Association Donne&Scienza and the European Platform of Women in Science EPWS, and it saw the participation of representatives from 11 countries. After two intense days of talks and exchanges, the assembly agreed on the present document.

The discrimination of women and minorities in science has many facets, from bias, conscious or not, to explicit discouragement and exclusion from informal situations in which decisions are made.

Sexual harassment and violence are two of the many factors that contribute to the difficulties that women researchers face during their career, possibly the most hidden, but certainly not the least important ones.

The problem of sexual harassment in the academic and research environment is present in every country, and at every level, from students to full professors, as demonstrated by the studies that have investigated this issue [1-3]. This situation is not acceptable, and we consider it necessary and urgent to take action, at the European Union (EU) level and in a coordinated way, in order to address the issue and make this behaviour stop once for all.

In many Member States, some activities have been developed, also in the framework of EU projects (EGERA, TRIGGER, GENERA, GenderTIME, GenisLab, Garcia and others), mostly aimed at gathering data on the situation of women scientists and experimenting local solutions that could lead to structural changes. Most of the research activities of the projects were dedicated to issues related to the careers of women in science and in STEM (Science, Technology, Engineering, Mathematics), while the issue of well-being, safety and protection of personnel directly linked to gendered harassment, although a crucial part of almost all the action plans of the institutions involved in the EU FP7 projects, has been tackled directly only by some of them (for example by GenderTIME and GENOVATE). While the available data point to a worrying situation and reveal the urgent need for action, a complete assessment is still lacking, making it necessary to gather better, wider and more homogeneous data across all EU.

¹ <http://www.donnescienza.it/2018-wetooincienze/>.

This data collection effort must be developed in a coordinated fashion, as in different countries the relevance, perception and even definition of harassment might be different. In this respect, the existing studies can serve as a useful guideline, and also as a basis on which to build historical trends and to monitor and assess progress in the future.

The gathering of data, while extremely important, is not by itself sufficient to solve the problem, and we do have already enough information to start developing solutions and actions. In this respect too, several institutions in different countries have already developed important experiences, as reported at the Pisa meeting (see website #WeTooInScience). The number and breadth of these many experiences are a valid basis on which to build the necessary coordinated action. In fact, as the European Research Area (ERA) becomes a reality, increasing the researchers' geographical mobility, it becomes progressively more important that women are not going to face different rules and codes in different countries.

In line with the recent European Parliament 'Report on measures to prevent and combat mobbing and sexual harassment at workplace...' [4] which, in its Recommendations, points to most of the actions proposed here, we call for a comprehensive, EU wide initiative aimed at addressing this grave problem, in which:

- A common definition is adopted, so that all persons (women and men) in all countries are aware of what it is meant by sexual harassment, independently of the local prevailing use and attitudes.
- A common framework is provided for assessing the dimension of the problem, which is most likely underestimated due to a false sense of 'politeness', in which issues related to sex are acted, but not spoken, and are frequently considered 'private' matters.
- A set of common instruments is prepared, aimed at victims, harassers, institutions and society.
- - **Victims** must be given the possibility of reporting all cases in a safe, protected and, if necessary, anonymous way. They must also be encouraged to report cases urgently, and must be fully respected as victims, also, if not especially, in the cases in which they fell in the trap set up by the perpetrators.
 - **Harassers** need to face the consequences of the damage they have done to the victims, to the universities (or research institutions) they work in, and to science in general. A system of measures, from compulsory education to disciplinary and economic sanctions, and up to removal from their position should be set in place inside their institution, and enforced, according to the gravity of the offence. This must be independent of criminal prosecution, which is a measure that can always be considered independently by victims or institutions, if they want so.
 - **Institutions**, universities and other research performing organizations (public and private), must set up codes of conduct, a venue for victims to report incidents, and a clear procedure for dealing with any occasion of gendered harassment and violence. They are responsible for creating a safe and respectful environment for all workers: students, early and late career researchers, technical and administrative staff. They must be held accountable if they fail in keeping a good environment and in addressing any problems in a timely way.
 - **Society** has learnt, in the last year or so, thanks to the #MeToo and the #NiUnaMenos movements, that women are to be respected as persons in all their aspects. Societal changes do not happen in one or two years, but, with the right instruments, they can occur and make human society a better place for all. Most people agree with the need for a change in the way women are considered, and a change in this direction can take hold in a relatively short time. This effort, however,

must be embraced by all levels of society, and need the active involvement of all players, from politicians and policy makers, to managers and administrators, professors, researchers, teachers and the general population. Universities and research institutions can have a leading role in bringing about such change, which ultimately will go beyond codes and specific actions, and will imply a wider change in the relations among societal components, whether they are defined by sex and gender, or by any other feature, such as nationality, skin colour, religion or else.

The participants to the conference #WeToolnScience recommend that the EU institutions not only support the above described indications, but also ensure that they are effective and that their effect is measured and quantified, so that any adjustment that might be necessary can be rapidly set out.

EPWS is willing to help and provide expertise, starting from the collection of the existing activities which have been deployed in many European and neighbouring countries. Donne e Scienza, together with other Women and science associations, may provide a first analysis of the above mentioned collection and, possibly, of the data collected.

EPWS and Donne e Scienza are indeed looking forward to collaborate with any EU body, in primis DG Research, that can work towards the goal of liberating research from harassment.

Pisa and Bruxelles, 14 November 2018

Sveva Avveduto, President, Associazione Donne&Scienza
Claudine Hermann, President, European Platform of Women in Science EPWS



Concluding remarks at the end of the congress by, from the left, Claudine Hermann, EPWS President, Monica Zoppè and Sveva Avveduto, respectively Treasurer and President of Associazione Donne e Scienza (photo by Giuliana Rubbia, Vice-President).

