

## Code of conduct

Department of Geosciences, ENS

- Adopted by the Council of the Geology Lab on October 18th, 2021 -

The present charter provides guidelines for better respect of people, regardless of their gender, socio-economic status, sexual orientation, race, religion, pregnancy or disability (non-exhaustive list). It concerns both the individual behavior and actions of each member of the department, and the commitments and actions to be carried out at the level of the team, laboratory and department management.

The need for this initiative comes from recognizing situations of discrimination and harassment within the department's teaching and research activities. These were highlighted in particular during the Diversity & Equality survey conducted in February 2021 within the department.

### 0- Definitions

#### 0.1 Harassment

Sexual harassment is characterized by repeatedly addressing someone with comments, or behaving, with sexual or sexist connotation, which either violate their dignity because of its degrading or humiliating nature, or which creates an intimidating, hostile or offensive situation.

Sexual harassment (Quid Pro Quo Sexual Harassment) is also associated to the use, even if not repeated, of any form of serious pressure with the real or apparent aim of obtaining an act of a sexual nature, whether this is sought for the benefit of the perpetrator or for a third party.

Resources: <https://information.defenseurdesdroits.fr/unefemmesurcing/>

Moral harassment involves repeated acts that are likely to lead to a deterioration of a person's working conditions, which may result in an infringement of his or her rights, dignity and/or in deterioration of his/her physical or mental health, or a threat to his/her professional development.

Resources: <https://www.service-public.fr/particuliers/vosdroits/F2354>

#### 0.2 Discrimination

Treating a person differently because of a prohibited criterion (gender, age, origin, state of health, etc.) is considered discrimination.

Resources: <https://www.service-public.fr/particuliers/vosdroits/F1642>

### 0.3 Sexism

Sexist conduct is defined as "any conduct related to a person's gender, the purpose or effect of which is to undermine the dignity of that person and/or to create an intimidating, hostile, degrading, humiliating or offensive environment."

Resources: <https://travail-emploi.gouv.fr/IMG/pdf/kit-sexisme.pdf>

### 0.4 Stereotypes

Stereotypes refer to the way we unconsciously categorize people based solely on their membership in a group (age, gender, skin color, etc.).

### 0.5 Biases

The effect of seemingly neutral measures or criteria that primarily favor one category of people. In particular, stereotypes can induce significant biases in decision making.

Resources:

<https://implicit.harvard.edu/implicit/france/background/index.jsp>

<https://www.unil.ch/egalite/home/menuinst/egalite-femmes-hommes/recrutement-egalitaire/gender-bias.html>

### 0.6 Minorities

This term refers to people who are in a minority because of their gender expression, sexual orientation, disability, origin or religion.

Acts of sexual harassment, moral harassment and discrimination are covered by criminal law, and sexist behaviour by labour law.

The purpose of this charter is more specifically to fight against sexist behavior, stereotypes and bias within the department.

## 1- On a daily basis, everyone is committed to:

### 1.1- Working conditions

- b. *Planning and organization of formal meetings (team meetings, project meetings, seminars, departmental meetings, etc.)*

As much as possible, plan meetings a few days in advance; respect the part-time schedule for team members, time slots for holding meetings (not before 9:30 a.m. and not after 5:00 p.m.), and lunch breaks and finish meetings within a reasonable timeframe of about 2 hours maximum; encourage prior organization, with an agenda to be sent in advance.

For recurring meetings, schedule a time slot during the week and stick to it.

The choice of language used in meetings should be agreed upon at the beginning of each meeting and, as much as possible, allow everyone to participate.

All meeting reports and resources should be made available in both English and French.

- c. *Disseminating information:*

Widely disseminate the information that may be of interest to a range of people, avoiding responding only to someone who has directly sought advice when it may be useful to others. For example, avoid the "boys club" effect, whereby men, or people with a shared background, would be better informed, due to informal connections, and ensure that the flow of information is not limited to a sub-group sharing social proximities.

## 1.2- Fight against stereotypes and biases

In general, encouraging and promoting a better representation of minorities and women must not become a source of "benevolent discrimination" or of further stigmatization: people must not be chosen for their status as a minority but also for their skills that will help further the educational and scientific missions of the department.

- a. *Career development:* Encourage women and minorities to apply for competitive exams (internal, professional selection, DR, Pr...) and support them in preparing for the exam.

- b. *Administrative responsibilities:* Encourage women and minorities to take on responsibilities within the management, boards, teams, etc., paying particular attention not to fall into a form of "benevolent discrimination", and ensure a rotating distribution of low-value tasks.

- c. *Independence:* Encourage women and minorities to submit projects, conference abstracts, funding applications and mobility grants.

d. *Training*: Encourage women and minorities to take specific training courses, such as Springboard; facilitate access to French as a foreign language training for newcomers from abroad.

e. *Encourage students and early career scientists*: Promote the integration of trainees, doctoral students, post-doctoral students, women and minorities in research and encourage/help them with their career development.

### 1.3- Recruitment

a. *Writing advertisements and offers*: Particular attention must be given when writing job offers and their communication to avoid stereotypes and bias.

b. *Diversity*: At all levels, candidates must be recruited solely on the basis of their professional skills and their suitability for the position. Where possible, preference should be given to candidates who enhance the diversity of the team being recruited.

c. *Criteria*: Be careful not to question the independence and competence of candidates on the basis of their gender (unconscious bias); Examine all career paths, even those that are non-linear or interrupted for family and/or medical reasons (count career breaks). The richness of the profiles and backgrounds must also be considered as an asset.

### 1.4- Internships or field assignments

*As these work environments generally lead to different relationships between participants than those in the laboratory, it must be reminded that the same rules of conduct apply as in the laboratory: no form of discrimination, abuse, aggression or harassment can be tolerated.*

a. *Logistics*: Leaders/organizers are committed to informing the participants about the practical conditions of the mission (including schedule, presence or not of bathrooms, sleeping arrangements, material and weather conditions, etc.), so that each participant can prepare himself/herself properly and make arrangements.

b. *Respect for privacy*: For travels and field trips, all team members are entitled to a private space (i.e. room or tent). Each team member is expected to respect the privacy of other team members (for example, not to enter without permission). When arrangement of private accommodations may not be possible one must ensure that all participants must be comfortable with their respective arrangements. In the case of field trips, accommodations will be necessarily collective. All team members have the right to privacy when using the bathroom. In some field situations, the use of indoor toilets is not possible and care must be taken to respect the privacy of team members outside.

b. *Safety*: All team members must have access to, and be trained in the use of, safety equipment.

2- **The team, the laboratory and the department are committed to:**

2.1- Working Conditions

a. *Facilitate the return after a long break (for maternity, paternity, illness...)*: no redistribution of offices/equipment should be made without the agreement of the person concerned; to set up a protocol for the return at the level of the directions and teams of the laboratories; to ensure support/reintegration within projects; to have a professional interview with the direction of the department/laboratory direction upon the return to work of the person in order to evoke in particular the envisaged professional orientations; to facilitate access to training, scientific conferences...

b. Make all resources accessible to all (laboratory reports, various scientific or administrative information) in both French and English.

c. *Disseminate information (job offers, thesis prizes, conferences, etc.) to everyone*: avoid answering only to a person who has directly asked for advice, when this could be useful to others.

d. *Supervise and plan the reception of newcomers (at least a desk and computer, welcome booklet, etc.)*: Organize a meeting to welcome new members of the Department/Laboratories at the beginning of each academic year (during October).

e. Propose an informal annual progress report for non-permanent staff if requested. Set up a sponsorship/mentoring system with a permanent staff member who is not their manager in order to advise or help with career development at different stages of their professional life.

2.2- Fighting against stereotypes and biases

*Encouraging and promoting better representation of minorities and women must not become a source of further stigmatization: people should not be chosen for their gender or minority status, but for their skills.*

a. *Gender balance in collective bodies*: the department and laboratories are committed to ensuring gender balance in collective bodies, by actively supporting the participation of women and men, of all minorities, or by appointing women to these bodies if necessary. They also undertake to ensure a rotating distribution of low-value tasks.

b. *Mixed membership of various committees:* laboratories and the department ensure that committees (recruitment, evaluation, organization of conferences, etc.) are constituted in such a way as to reflect the proportion of women in the discipline. They undertake not to finance meetings of these committees if they do not respect these rules.

c. *Stereotyping and Bias Training:* Encourage all staff, and especially team leaders, to be trained to deal with unconscious stereotypes and cognitive biases in workplaces. Laboratories and departments are committed to organizing regular seminars and discussions on these topics, particularly at the GA.

### 2.3- Recruitment

*All recruitment must be based on the candidate's skills and suitability for the position.*

a. *stereotypes and biases:* laboratories shall ensure that no stereotypes or biases are conveyed by offers of internships, theses, post-doctoral fellowships and jobs.

b. *recruitment committees:* the laboratories and the department will ensure that the recruitment committees are constituted in agreement with the gender mix and representation of the Department. They will also ensure that these committees respect the recommendations in terms of gender mix and equality, for example by ensuring the examination of all career paths, including non-linear paths or those interrupted for family and/or medical reasons.

c. *applications:* Encourage a variety of profiles (origins, gender, background, etc.) to apply for permanent positions.

d. *Student recruitment:* In the teaching section of the department, encourage students with diverse profiles (origins, gender, background, ...) to join the teaching program offered in the department and help them with their career development.

### 2.4- Career advancement/Bonuses

Absence for maternity/paternity/illness leave should not be a handicap in the awarding of bonuses, nor with career advancement.

These periods of absence must, in terms of experience acquired, be counted as hours worked. They must be considered as hours worked for the contractual or permanent employees concerned in the context of the attribution of a recurring or one-off bonus.