

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

## Scale: 2 Cultural/general level

**Case Processing Summary**

		N	%
Cases	Valid	71	84,5
	Excluded <sup>a</sup>	13	15,5
	Total	84	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,417	14

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q11_1: It is acceptable for man to cry	42,2817	16,948	,056	,419
Q11_2: Women are more likely than men to make decisions based on their emotions	42,9859	14,443	,291	,346

Q11_3: The most important role of a women is to take care of her home and family	42,4507	15,708	,246	,373
Q11_4: The most important role of a man is to earn money	42,3380	16,541	,177	,394
Q12_1: Gender equality has been achieved in _____ (inscribe a particular Consortium university and delete this) in politics	44,1972	18,532	-,206	,493
Q12_2: Gender equality has been achieved in _____ at work	44,3239	17,994	-,135	,472
Q12_3: Gender equality has been achieved in _____ in leadership positions in companies and other organizations	44,5493	18,308	-,178	,465
Q13_1: Promoting gender equality is important to ensure a fair and democratic society	42,0704	16,952	,125	,405
Q13_2: Promoting gender equality is important for companies and for the economy	42,1549	15,990	,263	,375
Q13_3: Promoting gender equality is important for your faculty	42,2676	15,856	,247	,375
Q13_4: Promoting gender equality is important for you personally	42,1549	16,676	,160	,398
Q14_1: A woman should be prepared to cut down on her paid work for the sake of taking care of her family	42,5493	11,880	,387	,279
Q14_2: Men should take as much responsibility as women for the home and children	41,2817	15,720	,298	,365

Q14_3: When jobs are scarce, men should have more right to a job than women	42,0282	12,228	,267	,345
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#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
45,9718	17,742	4,21213	14

### Scale: 3 Institutional level without question 20

#### Case Processing Summary

		N	%
Cases	Valid	27	32,1
	Excluded <sup>a</sup>	57	67,9
	Total	84	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,916	38

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q15_1: In general, men and women are equally well represented (in terms of numbers) in my faculty	136,4815	317,875	,193	,922
Q15_2: In general, men and women are treated equally in my faculty	134,9630	309,191	,629	,912

Q15_3: My faculty is committed to promoting gender equality	135,2963	315,909	,584	,913
Q15_4: If I had any concerns about gender equality in my faculty, I would know who to approach	135,8519	291,746	,744	,910
Q15_5: My faculty is responsive to concerns about gender equality	135,4444	308,026	,699	,911
Q16_1: Allocation of desirable and sought-after tasks or roles are distributed independently from gender	135,1111	309,103	,641	,912
Q16_2: Distribution of office space are done independently from gender	134,8889	314,487	,822	,912
Q16_3 Mentoring and/or other guidance in making career decisions are done independently from gender	135,0000	308,462	,776	,911
Q16_4: Representation in senior positions are done independently from gender	135,3333	304,769	,704	,911
Q16_5: Allocation of administrative tasks are done independently from gender	135,0741	310,379	,809	,911
Q17_1: Attention from senior management are done independently from gender	135,4444	300,795	,726	,910
Q17_2: Access to informal circles of influence are done independently from gender	135,5185	304,259	,662	,911
Q17_3: Receiving positive feedback from management are done independently from gender	135,2222	303,179	,868	,909

Q17_4: Recruitment and selections for academic posts are done independently from gender	135,2963	301,909	,797	,910
Q17_5: Promotion decisions are done independently from gender	135,4444	293,487	,907	,907
Q18_1: Allocation of formal training and career development opportunities are done independently from gender	135,5185	292,875	,856	,908
Q18_2: Allocation of teaching are done independently from gender	134,9630	318,345	,590	,913
Q18_3: Participation in projects are done independently from gender	134,8889	319,333	,674	,913
Q18_4: Invitations to lectures, conferences, etc. are done independently from gender	134,8519	318,439	,648	,913
Q18_5: Appointments to editorships of journals are done independently from gender	135,1852	310,234	,708	,911
Q19_1: My supervisor has understanding for my caring responsibilities (at home, for children and elderly...)	135,4815	306,182	,572	,913
Q19_2: My faculty has policies put in place (effective) for life-work balancing	136,1852	304,157	,561	,913
Q19_3: My work schedule allows me to spend time with my family and friends	135,6296	303,242	,588	,913
Q19_4: I am able to set boundaries between work and life	135,9630	296,268	,690	,911
Q19_5: I am satisfied with my work-life balance	136,2593	292,046	,703	,911

Q21_1: Childcare related policies, including payments and benefits	139,4444	333,564	,000	,917
Q21_2: Facilities for continued baby feeding on return to work	139,4444	333,564	,000	,917
Q21_3: Contacts for supporting services (e.g. HR, occupational health)	139,3704	335,011	-,113	,918
Q21_4: Time off for antenatal appointments	139,4444	333,564	,000	,917
Q21_5: How and when to notify your institution of your intentions regarding return to work	139,4444	333,564	,000	,917
Q21_6: Options for phased return, or other forms of workload adjustment on return	139,4444	333,564	,000	,917
Q21_7: Rest facilities are available during pregnancy	139,4444	333,564	,000	,917
Q22_1 Sexist behavior is tolerated at my faculty	139,0000	350,692	-,629	,924
Q22_2 During lectures and extracurricular communication with students the teachers at our Faculty sometimes express sexist attitudes	139,0370	349,960	-,542	,924
Q22_3 Sexual harassment occurs at my faculty	139,3333	338,077	-,392	,919
Q22_4 Sexual harassment of students by the teaching staff occurs at my faculty	139,4074	334,174	-,092	,917
Q22_5 Sexual harassment by senior position academics to lower positioned academic personnel occurs at my faculty.	139,3333	336,692	-,275	,918

Q22_6 Cases of sexual harassment in my faculty are treated as something to cover and hide.	139,0000	343,538	-,326	,923
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#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
140,4444	333,564	18,26374	38

### Scale: 4 Educational level

#### Case Processing Summary

		N	%
Cases	Valid	34	40,5
	Excluded <sup>a</sup>	50	59,5
	Total	84	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,715	8

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q23_1: Curricula at my faculty are gender sensitive	26,7647	47,216	-,003	,778

Q23_2: It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at my faculty.	27,7353	36,746	,626	,640
Q23_3: Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and members of other legal professions.	25,8235	34,574	,687	,621
Q23_4: As a rule, classes do not provide a gender perspective when learning about legal institutes.	27,1765	43,241	,263	,715
Q23_5: Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	25,8235	44,877	,182	,729
Q23_6: Additional education of teaching staff on matters of gender equality is necessary at my faculty.	27,1765	36,635	,630	,639
Q23_7: Introducing gender perspective in higher education curricula should be regulated by law.	26,6471	35,932	,629	,637
Q23_8: Standards for accreditation of study programs should have as a compulsory requirement the ability to understand and apply the principles of gender equality.	26,1471	40,735	,372	,694

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
30,4706	50,196	7,08492	8



**Scale: Total EST (level 2, 3 and 4) without question 20**

**Case Processing Summary**

		N	%
Cases	Valid	9	10,7
	Excluded <sup>a</sup>	75	89,3
	Total	84	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,885	60

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q11_1: It is acceptable for man to cry	206,3333	583,500	-,456	,892
Q11_2: Women are more likely than men to make decisions based on their emotions	206,6667	564,000	-,057	,888
Q11_3: The most important role of a women is to take care of her home and family	206,2222	538,194	,568	,881
Q11_4: The most important role of a man is to earn money	206,2222	551,444	,300	,884

Q12_1: Gender equality has been achieved in _____ (inscribe a particular Consortium university and delete this) in politics	208,1111	564,611	-,087	,887
Q12_2: Gender equality has been achieved in _____ at work	208,2222	552,444	,270	,884
Q12_3: Gender equality has been achieved in _____ in leadership positions in companies and other organizations	208,4444	556,278	,240	,885
Q13_1: Promoting gender equality is important to ensure a fair and democratic society	205,7778	562,194	,000	,885
Q13_2: Promoting gender equality is important for companies and for the economy	205,7778	562,194	,000	,885
Q13_3: Promoting gender equality is important for your faculty	205,7778	562,194	,000	,885
Q13_4: Promoting gender equality is important for you personally	205,7778	562,194	,000	,885
Q14_1: A woman should be prepared to cut down on her paid work for the sake of taking care of her family	207,2222	544,944	,249	,885
Q14_2: Men should take as much responsibility as women for the home and children	205,3333	549,000	,300	,884
Q14_3: When jobs are scarce, men should have more right to a job than women	206,4444	511,028	,564	,879

Q15_1: In general, men and women are equally well represented (in terms of numbers) in my faculty	206,1111	519,111	,446	,882
Q15_2: In general, men and women are treated equally in my faculty	204,6667	534,250	,414	,882
Q15_3: My faculty is committed to promoting gender equality	205,0000	549,000	,320	,884
Q15_4: If I had any concerns about gender equality in my faculty, I would know who to approach	205,5556	510,778	,549	,880
Q15_5: My faculty is responsive to concerns about gender equality	205,3333	532,500	,545	,881
Q16_1: Allocation of desirable and sought-after tasks or roles are distributed independently from gender	204,7778	529,194	,696	,879
Q16_2: Distribution of office space are done independently from gender	204,4444	533,778	,854	,879
Q16_3: Mentoring and/or other guidance in making career decisions are done independently from gender	204,5556	526,528	,779	,878
Q16_4: Representation in senior positions are done independently from gender	204,6667	521,000	,683	,878
Q16_5: Allocation of administrative tasks are done independently from gender	204,4444	533,778	,854	,879
Q17_1: Attention from senior management are done independently from gender	204,6667	526,000	,651	,879
Q17_2: Access to informal circles of influence are done independently from gender	205,0000	507,000	,848	,875

Q17_3: Receiving positive feedback from management are done independently from gender	204,8889	514,111	,883	,876
Q17_4: Recruitment and selections for academic posts are done independently from gender	204,8889	524,861	,673	,879
Q17_5: Promotion decisions are done independently from gender	205,1111	512,611	,867	,876
Q18_1: Allocation of formal training and career development opportunities are done independently from gender	205,2222	505,444	,855	,875
Q18_2: Allocation of teaching are done independently from gender	204,4444	536,528	,621	,881
Q18_3: Participation in projects are done independently from gender	204,4444	545,028	,505	,882
Q18_4: Invitations to lectures, conferences, etc. are done independently from gender	204,5556	546,278	,391	,883
Q18_5: Appointments to editorships of journals are done independently from gender	205,0000	519,500	,833	,877
Q19_1: My supervisor has understanding for my caring responsibilities (at home, for children and elderly...)	205,1111	514,611	,628	,878
Q19_2: My faculty has policies put in place (effective) for life-work balancing	205,5556	502,028	,932	,874
Q19_3: My work schedule allows me to spend time with my family and friends	205,3333	508,500	,863	,875

Q19_4: I am able to set boundaries between work and life	205,3333	518,750	,638	,878
Q19_5: I am satisfied with my work-life balance	206,1111	512,111	,631	,878
Q21_1: Childcare related policies, including payments and benefits	208,7778	562,194	,000	,885
Q21_2: Facilities for continued baby feeding on return to work	208,7778	562,194	,000	,885
Q21_3: Contacts for supporting services (e.g. HR, occupational health)	208,5556	560,528	,039	,886
Q21_4: Time off for antenatal appointments	208,7778	562,194	,000	,885
Q21_5: How and when to notify your institution of your intentions regarding return to work	208,7778	562,194	,000	,885
Q21_6: Options for phased return, or other forms of workload adjustment on return	208,7778	562,194	,000	,885
Q21_7: Rest facilities are available during pregnancy	208,7778	562,194	,000	,885
Q22_1 Sexist behavior is tolerated at my faculty	208,2222	575,694	-,402	,889
Q22_2 During lectures and extracurricular communication with students the teachers at our Faculty sometimes express sexist attitudes	208,2222	589,944	-,584	,893
Q22_3 Sexual harassment occurs at my faculty	208,6667	570,000	-,497	,887
Q22_4 Sexual harassment of students by the teaching staff occurs at my faculty	208,7778	562,194	,000	,885

Q22_5 Sexual harassment by senior position academics to lower positioned academic personnel occurs at my faculty.	208,6667	565,000	-,184	,886
Q22_6 Cases of sexual harassment in my faculty are treated as something to cover and hide.	208,3333	570,250	-,188	,889
Q23_1: Curricula at my faculty are gender sensitive	205,7778	560,444	-,010	,890
Q23_2: It is necessary to perform a critical reconsideration from the gender sensitive point of view of all the textbooks used at my faculty.	207,1111	525,861	,442	,882
Q23_3: Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and members of other legal professions.	204,7778	573,444	-,176	,893
Q23_4: As a rule, classes do not provide a gender perspective when learning about legal institutes.	207,0000	586,250	-,385	,894
Q23_5: Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	205,1111	516,611	,541	,880
Q23_6: Additional education of teaching staff on matters of gender equality is necessary at my faculty.	206,2222	583,944	-,305	,895
Q23_7: Introducing gender perspective in higher education curricula should be regulated by law.	205,6667	565,250	-,099	,887

Q23_8: Standards for accreditation of study programs should have as a compulsory requirement the ability to understand and apply the principles of gender equality.	205,5556	554,028	,071	,888
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**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
209,7778	562,194	23,71064	60