
Report of intellectual output 2 of the LAWGEM project

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Mapping gender equality at Cadiz University

Cadiz University

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Introduction

A consortium led by the University of Belgrade, Faculty of Law and consisting of Örebro University from Sweden, LUMSA University from Italy, the University of Cadiz from Spain, and Saarland University from Germany is working on the Erasmus Plus project *New Quality in Education for Gender Equality – Strategic Partnership for the Development of a Master's Study Program LAW AND GENDER – LAWGEM*. As an integral part of developing the master's program in Law and Gender, the mentioned universities have carried out an empirical study of attitudes towards selected gender issues held by their respective faculty staff, within the proposed LAWGEM intellectual output 2 (IO2) This report presents the results and analysis of this mapping. The results of the conducted empirical surveys at each University, as well as the comparative analysis, will be published within the LAWGEM project and will be available as the completed IO2 at the webpage of the LAWGEM project.

Theoretical framework

There are structural inequalities, in terms of power and other resources, between women and men. The structural differences are visible at the level of organization (Pajvančić & Petrušić, 2014), but also the level of wider communities, grasped by the notion of gender regimes (Hughson, 2015a,b). There are also implicit beliefs and attitudes, not reflected, internalized, that can influence the evaluation of competencies and achievements (Roos & Gatta, 2009). These cultural patterns can be observed at an individual as well as organizational level. The analysis distinguishes between explicit organizational policies and organizational culture, which is more informal and implicit.

Furthermore, surveys often demonstrate that university professionals are aware of gender equality and support it as an organizational principle. However, official statistics, e.g., on leadership positions in faculties, universities, and projects; support mechanisms for the reintegration of parents after parental leave, etc., and in-depth qualitative research show structural inequalities in access to various resources (in Serbian context, cf. Babović, 2010). This is the consequence of the interaction of structural and cultural (implicit) patterns. Having this in mind, we assume that gender (in)equality is reproduced in social and University environments and at three levels: at the level of institutions, at the level of the education process and content, and a broader societal level.

The overall aim of the second output in the LAWGEM project was to investigate and map conditions and attitudes towards gender equality in academic institutions involved in the project.

Cádiz University

The University of Cadiz is located in the extreme southwest of Spain and has four university campuses located in different areas in the province of Cadiz. The university community consists of 24,435 people distributed in a vast territory on four different campuses located in Cadiz's province: the city of Cádiz, in the bay of Cadiz in Puerto Real, in Jerez de la Frontera, and Algeciras, in the Bay of Algeciras. In the academic year 2019-2020, the university community's composition is 21,903 students, of which 11,896 are women, and 10,007 are men. The teaching and research staff

comprises 1,583 people from teaching and research staff (625 women and 958 men); 850 people from administration and services (men and women). It organizes 19 faculties or university schools that offer 44 university degrees, 20 double university degrees, 50 official master's degrees, and 19 doctorate programs.

- School of Naval and Oceanic Engineering
- Higher Polytechnic School of Algeciras
- School of Engineering
- Faculty of Science
- Faculty of Education
- Faculty of Marine and Environmental Sciences
- Faculty of Labour Sciences
- Faculty of Economics and Business
- School of Marine, Nautical and Radioelectronic Engineering
- Faculty of Social Sciences and Communication
- Faculty of Law
- Faculty of Nursing
- Faculty of Nursing and Physiotherapy
- Faculty of Philosophy and Arts
- Faculty of Medicine
- Doctorate School of the University of Cadiz
- International Doctoral School of Marine Studies

The Faculty of Law of the University of Cadiz is located on the Campus of Jerez and where the following Degrees and Master's Degrees are taught:

- Degrees in Law and Criminology and security.
- Double degrees in Law and labor relations, Law and criminology, and Business administration and Law.
- Master Degree: Official Master of Laws, Master's Degree in Legal and Social Protection of Vulnerable Persons and Groups, Bilingual Master in International Relations and Migrations (International and European Studies), Official Master in Criminal System and Criminality (EDUCA's Master).
- Doctoral Programs: Doctorate Program in Social, Criminal and Behavioral Sciences, Doctorate of Law Program.

The Faculty of Labour Sciences also offers a Degree in Labour Relations, positively related to Law, so a large part of the teaching staff of this degree are legal experts. This degree is taught both in the city of Cadiz and in the city of Algeciras, and the faculty has a Master's Degree in Mediation.

Method

Design

This study's design was twofold; first, a desk analysis was performed; second, an online survey was conducted.

Desk analysis. Desk analysis was the first step in the gender assessment of an academic program and organization since it gives basic, factual, and quantitative information (ILO, 2012). In this case, desk analysis was investigating gender issues embedded in the organization. The work followed the ILO Participatory Gender Audit approach, that is, the ILO's proposed methodology to promote organizational learning (ILO, 2012: 14-22)

Online survey. An online questionnaire was constructed that focused on three dimensions; cultural, institutional, and educational. The survey was conducted within each university faculty, where law education was held.

Desk analysis

The desk analysis aims to create a contextualization of the data for the faculty where the survey was conducted. The desk analysis included official data on gender ratio concerning academic staff and students relevant for working towards gender equality.

The Empirical Survey Tool - EST

The Empirical Survey Tool (EST) was developed by the EST team, consisting of members from all five universities. The work was carried out through e-mails, web meetings and physical meetings with each university team. The EST aimed to map the professional positions as well as wider socio-economic positions and opinions of the university staff according to three dimensions of gender (in)equality. It has been developed based on ASSET's (Athena Survey of Science, Engineering, and Technology) questionnaire¹, European Social Survey, European Quality of Survey, Eurobarometer, as well as a pre-test questionnaire carried out at the University of Belgrade. Each part will be further explained. For the full EST see Appendix 1.

For the background questions dichotomous answers were chosen, i.e., yes/no. For the three thematic areas Likert scales ranging from strongly or totally disagree (1) to /Strongly or totally agree (4-6) were used. Two questions had a scale ranging from informally/ not providing information (1-2) to exist and implemented/ provided information (3-4). No answer or missing value was set to (9) for all questions and were excluded from analysis.

A series of socio-demographic variables were established at the beginning, which will be taken as independent variables, to measure attitudes and perceptions regarding the gender perspective in academia. In this section, structural differences by each university of origin have to be taken into account, so that various categorizations of both contract typology and professional categories are considered. Last question in the background group (Q10) is aimed to detect the involvement of the

¹ The ASSET Survey aims to explore the association between gender and experiences, expectations and perceptions of the workplace among STEMM academics, and to contribute to work improving conditions for STEMM academics across the sector. The validity of ASSET survey is tested in 2016, conducted among STEMM academics in 52 universities that make up the sample. Previous ASSET surveys cumulatively received over 14,500 respondents from more than 70 universities. (Scottish Funding Council, the Higher Education Funding Council for Wales and Universities UK).

respondents in the care tasks of dependent children or relatives², and could be interpreted in connection with Q18, Q19 and Q20 regarding institutional support to work and family life balance.

1. **Cultural/ general level**– This theme consisted of 4 questions (Q11-Q14) with a total of 14 subquestions, where Q11(4), Q12 (3) and Q13(4) had values from 1 – 4, and Q14 (3) had values from 1 to 5. The questions concerned value systems, stereotypes, prejudices of the professors regarding gender issues in academia: personal estimate of the necessity of gender equality, how it should or could be reached, do women have equal capacities and/or equal opportunities, what “fair share of private and professional duties” should mean, what should be a family friendly institutional design.
2. **Institutional framework** – This theme consisted of 8 questions (Q15-Q22) with a total of 48 subquestions, where Q15 (5), Q16 (5), Q17 (5), Q18 (5), Q19 (5) and Q22 (6) had values from 1 – 6, while Q20 (10) had values from 1 to 3 and Q 21 (7) had values from 1 to 4. The questions aimed to identify the perception and/or the level of awareness of the gender gap in the institution, particularly –but not only- related to work and life balance measures. They aim at measuring overall work life balance satisfaction and attitudes about the role of direct supervisors, the institutions and the amount of workload on reaching and maintaining that balance. Hence, we assume that the position of academic staff with regards to the work life balance depends at least on these three levels: direct supervisor, faculty and the amount of workload, that is, the actual level of tasks to be completed by academic staff members. It concerned the quality of rules and regulations regarding recruitment, career promotion, maternity leave and parental leave, family friendly institutional support, and gender allocation gap in the workplace, sexist behaviour and sexual harassment.
3. **Educational framework** – This theme consisted of 1 question Q23 with a total of 8 subquestions, where values ranged from 1 to 6. The questions aimed to detect the perception of the professors of the need to insert gender perspective in law programs and studies, and concerned the perception of quality of gender (in)sensitivity of the study programmes, syllabi and textbooks (Vujadinović & Petrušić, 2017), as well as of the pedagogical approach and “the hidden curriculum”: value statements, prejudices, and stereotypes implied in the communication and relation between academic staff in itself and between professors and students.

The following research question was the basis of the EST:

- Do organizational cultures promote gender equality or maintain patterns of gender segregation, inequality, and do they reproduce gender stereotypes and sexism?

² The justification on the validity of these activities is founded on the Questionnaire on Time Use from National Statistics Institute in Spain (2010-2011) (https://www.ine.es/daco/daco42/empleo/cues_hogar.pdf), related to activities in the households, divided in different ambits as: Meal preparation, House maintenance, Preparation and care of clothing and household items, Construction and repairs, Shopping, Home management and services, child care and care of adults. According to this, the list of activities included related to children and elderly care, are:

8. Child care Physical care, monitoring of children. Reading, playing, talking, helping with homework or studies. School/kindergarten meeting. Accompanying the children to school, to the doctor, ...Transporting the children.

9. Care of adults (except domestic work) Personal services to adults in general, care of disabled, sick or elderly adults. Cleaning, haircutting, massage. Psychological aid, information and advice. Accompanying an adult to the doctor. Hospital visits. Reading, playing, talking.

- Are integrative rituals (e.g., leadership change, member promotion) equally accessible to women and men, or are segregation patterns occurring in this aspect as well?
- Are curricula and textbooks gender sensitive?
- What are attitudes and beliefs of staff with regards to gender equality (as well as what are underlying values)?
- Are organizations aware of the need to monitor gender equality and that specific policies work to promote gender equality?
- Who is or should be the policy holder, or who are the agents of change?

The EST index

An index of gender equality was made for each subscale as well as for the total EST. The index value was created by adding the answers for all questions within all three teams to a separate subtotal value for each thematic part. Then, to create an index value for the entire scale subtotal values were added into a total value. Missing values were treated as 0.

The reliability analysis showed that Q20 had too many missing values and thereby had to be excluded from further analysis of the index. Although, Q20 was analyzed as a separate question in table 4. The overall internal consistency of the EST was found to be acceptable.

For Cadiz university the following analysis where done:

- The sub-index for Cultural/general level consists of 14 questions. The value ranges from 14 to 59. The Cronbachs alpha value was 0.62.
- The sub-index for institutional level consists of 38 questions. The value ranges from 38 to 214. The Cronbachs alpha value was 0.84.
- The sub-index for Educational level consists of 8 questions. The value ranges from 8 to 48. The Cronbachs alpha value was 0.79.
- The total index consists of all three levels, with 60 questions. The value ranges from 64 to 315. The Cronbachs alpha value was 0.69.

Sample

The sample consists of 138 professors belonging to the Faculty of Law and the Faculty of Labour Sciences in the Degree of Labour Relations. The largest sample included all the teaching staff attached to the Faculty of Law and also, given the Law Faculty's significant weight teaching the Degree in Labour Relations, we decided to include this degree in the sample.

Of the 138 staff members who received the EST, the response rate was 39.13 % ($n= 54$).

Procedure

Each partner university translated the EST from English into its language. The Belgrade team constructed the EST technical part. The EST was then created into a web survey tool, one for each University and language. The survey link was sent out to the EST teams who coordinated the data collection but did not store data. Thereby, the survey was anonymous for the universities. Data were collected from June 22nd to July 7th.

When data collection was finished, the Belgrade team transferred the data into SPSS files. The Belgrade team then analysed data, and results were presented for each University as results in word files with analysis from SPSS.

Analysis

The descriptive statistics were done by using frequency, percentage, arithmetic mean, and standard deviation. Based on data structure for gender comparisons, chi-square analyses were used to analyse data on the categorical level, and independent sample t-test analyses were used for interval/ratio level. For comparisons between universities, based on data structure, chi-square analyses were used to analyse data on a categorical level. First, one-way ANOVA's were completed, and post hoc tests for multiple comparisons for observed means were done. All statistical analyses were done using SPSS version 25.

Missing values and no answers were excluded from all comparative analyses.

The SPSS analysis will be presented with the overall results. For specific results of statistical analysis, data can be provided upon request.

Results

The results part is divided into three sections: the desk analysis, background information from the survey, and the survey results regarding the three themes.

Desk analysis

The desk analysis was based on data from the Faculty of Law, and part of Faculty of Labour Relations in Cadiz university in two different campuses. Data was collected from official records at the university. Data represents the study year 2019/2020 and was collected in June 2020.

The general data of students and staff for the area of interest (Faculty of Law and partially Faculty of Labour Relations³) is: in total 2542 students were enrolled in courses/programs of any level of education during the study year, 1602 (63%) women and 940 (37%) men, and 122 staff were employed at the faculties for the same period, where women accounted to 60 (49%) and man to 62 (51%).

The results shown in Table 1 reveal that there were gender differences concerning students' enrollment, where women were more likely to enroll in grades and master (both feminised) and less likely to access doctorate studies comparatively. Women also tend to be in a temporary position more than men, and they are less represented in the category of full professor.

Gender ratios concerning full professor, and temporary positions, and students' enrollment showed few gender differences. As indicated in Table 1, the Faculty of Law and Labor Sciences is feminized, both in terms of students enrolled and faculty. There are 63% of women and 37% of men among the total number of students enrolled. The gender difference is more evident in graduate students, who are 71% female versus 29% male. Likewise, 68% of women obtain a master's degree compared to 32% of men.

However, it is remarkable that students enrolled in doctoral studies are equally represented, with 51% women and 49% men, and these data do not reflect the initial feminization of studies. In other words, despite the feminization of undergraduate studies, there is a comparatively higher percentage of men who access doctoral studies.

Regarding the teaching staff, we observe that in general there is an equal distribution between women and men (49% and 51% respectively). Nevertheless, as far as academic categories are concerned, we found that temporary positions correspond to women in 60% of the cases as opposed to 40% of men, so women are more likely to hold a temporary position. Permanent positions are

³ The Faculty of Law academic and research staff is 104, according to the census published on the university website for the academic year 2019-2020. Of these, 47 are women (45.2%), and 57 are men (54.8%). The students enrolled are 1733, and are distributed in 1098 women (63.36%), and 635 men (36.64%). The Faculty of Law located in Algeciras has 327 students in 2019/2020 academic course, 204 are women (62.4%) and 123 are men (37.6%).

The law teaching staff that forms part of Faculty of Labour Sciences is composed of 18 people, of which 14 are women (78%) and 4 are men (22%). The number of students enrolled amounts to 482, of which 300 are women (62%) and 182 are men (38%).

distributed among 55% of women and 45% of men. There are also gender differences in the category of full professor where women have 20% less representation (60% men, 40% women).

The distribution is relatively equal for the categories of associate professor (55% women, 45% men), assistant professor (45% women, 55% men) and, teaching assistant (43% women, 57% man), slightly unequal distribution.

Table 1. Descriptive data from the Faculty of Law and Labour Relations (Law teaching) university per academic year for 2020.

Question	Women (Fq, %)	Men (Fq, %)
Students enrolled to all educational programs/courses	1602, 63%	940, 37%
Students graduated	170, 71%	69, 29%
Students enrolled to master studies	115, 67%	56, 33%
Students enrolled to doctoral studies	60, 51%	58, 49%
Students with achieved MA	66, 68%	31, 32%
Students with achieved PhD diplomas	not available	not available
Faculty management and leadership positions	13, 62%	8, 38%
Faculty teaching staff	60, 49 %	49, 51%
Teaching assistant	3, 43%	4, 57%
Assistant professor/ PhD Lecturer	20, 45%	24, 55%
Associate Professor	23, 55%	19, 55%
Full Professor	8, 40%	12, 60%
Permanent positions	38, 55%	31, 45%
Temporary positions	32, 60%	21, 40%

Background information of the sample as presented in the survey

The average age for all respondents was 48.8 years, with the age range between 25 and 72 years. However, there are certain differences by gender, since the average age is lower among women (46.5 years) than among men (51.4 years). Respondents are 41.5% women, and 58.5% men. The majority of marital status is married or living with a partner, accounting for 59% of cases. Single people account for 31.4% of cases, and 5.9% of cases are divorced, and widowhood is marginal. Almost 60% of respondents have children compared to 40.2% of respondents without children. Most of the respondents hold a doctorate (74.5%) about the academic degree. 16.4% have an official master's degree and, with a university degree alone, 9% of the cases. Concerning the type of contract, 88.7% have a full-time contract instead of 11.3% with a part-time contract. As for their contractual position, 66% are in a permanent position, compared to 34% in a temporary position. Concerning the contract's duration, 40% of people are in a temporary position compared to 30% in a permanent position and in the same proportion, 30%, are civil servants. Among the non-public servants, the professional category with the highest value is substitute **positions (32%)**, followed by tenured teachers (18.9%).

For the question "How often you are or have been involved in any of the following activities, outside of paid work, related to children or family members", the answers were as follows (for those who considered the question relevant, in terms of the intensity of their involvement (around 70% of the total):

- Regarding their involvement in hygiene and bathing: 46% several times a week, 25% several times a week, 10% once or twice a week compared to 13%, never.
- Concerning their involvement in meals, specifically feeding: 50% say that every day, 25% say several times a week, and 15% who never do.
- As for their role in bringing them to school, 42% (17) say every day; 25% (10) do it several times a week, compared to 15% (6) only once a week or 15% who never do it.
- As far as extracurricular activities are concerned, 34% (13) state that they are involved several times a week compared to 10.5% (4) who are involved once or not at all, and 18% (7) never.
- On involvement in school work: 42% (16) are involved every day, while 21% (8) are involved several times a week. 32% (12) are involved less than once a week or never.
- As regards taking the children to the park, 61% (22) take them several times a week while 14% (5) take them once or twice a week, compared to 17% (6) who never take their children to the park.
- As for other leisure activities, 54% (19) say they do so several times a week, while 17% (6) say they do so only once a week, or 14% (5) say they do so less than once a week.
- Concerning housework and cooking, 53% (25) state that it is a daily activity, while 36% (17) acknowledge that they do it several times a week. However, 11% (5) admit that they never do it, or less than once a week.

Finally, for the care of the elderly or dependent relatives, 20% (7) say that they are involved several times a week. Also 20% (7) of respondents, say that they are involved less than once a week, and 18% are involved in care every day. There is a percentage of 38% (13) that never gets involved in the care of older people or dependent relatives.

Differences by sex

In general, care work in terms of hygiene and food for dependents is carried out daily to a greater extent by women than by men. Thus, 55% of women take care of their hygiene daily, compared to 33% of men; likewise, 57.1% of women than 38.9% of men take care of their food daily.

Likewise, there are gender differences concerning the performance of household tasks and the care of the elderly or people with disabilities. A slightly higher percentage of women than men carry out daily household tasks (56% women versus 50% men), and 45% of men carry out these tasks several times a week versus 28% of women. It is striking that a significant 12% of women indicate that they never carry out this activity type. It seems that trying to balance domestic life with professional life has a differential gender cost to the detriment of women, which leads them to give up the former if they want to succeed in the latter.

Gender differences were found regarding women's involvement in bringing children to school and extracurricular activities, with men participating at a slightly higher rate. 27% of men bring their

children several times a week to extracurricular activities, and 23% daily. **Women Similarly**, men are more involved in taking their children to the park, 50% several times a week, compared to 35% of women. In the same vein, men are involved in other leisure activities with their children several times a week in 45% of cases, compared to 26% of women.

Similarly, the care of elderly or disabled people is carried out daily to a greater extent by women than by men (21.1% of women as opposed to 13.3% of men). However, in this case, the notably higher percentage of women (47.4%), as opposed to men (26.7%) who never take care of elderly or disabled relatives, is also striking. There seems to be a gender differential cost in family and professional life to a greater extent for women than men, leading women to give up specific family responsibilities because they are difficult to reconcile with working life.

Empirical Survey

The index for the overall EST was 201 (SD = 27.14). There were no gender differences on the index level where women (202, SD= 21.33) had equal index values to men (202, SD= 30.84), $t(51) = -0.04$, n.s.

Results for each theme are presented separately.

Cultural/general level

For the Spanish case, the cultural/general level results show that the values are generally high, indicating that gender equality is present, as we can see in Table 2. None of the 14 items that make up the cultural dimension of equality have any significant gender differences.

Table 2. Gender comparative result for the cultural/general level by 55 respondents at Cadiz University for questions 11 to 14.

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q11_1	2	4.0 (0.0)	3.8 (0.5)	NO
Q11_2	9	2.9 (0.8)	3.3 (0.8)	NO
Q11_3	4	3.8 (0.5)	3.7 (0.6)	NO
Q11_4	4	3.9 (0.3)	3.6 (0.7)	NO
Q12_1	6	2.1 (1.0)	2.3 (0.8)	NO
Q12_2	3	2.0 (0.8)	2.0 (0.9)	NO
Q12_3	5	1.5 (0.7)	1.7 (0.8)	NO
Q13_1	5	3.7 (0.8)	3.9 (0.4)	NO
Q13_2	6	3.6 (0.7)	3.5 (0.9)	NO
Q13_3	6	3.6 (0.8)	3.6 (0.8)	NO
Q13_4	7	3.7 (0.7)	3.7 (0.5)	NO
Q14_1	2	3.9 (1.7)	3.5 (1.6)	NO
Q14_2	2	4.8 (0.6)	4.8 (0.9)	NO
Q14_3	3	4.3 (1.5)	4.0 (1.6)	NO

¹For full text on questions, please see EST appendix 1.

²Differences are calculated with the t-test analysis. Significant differences are set at $p < .05$ and labeled YES. If no significance is found, it is labeled NO

The index for the cultural/general level was 45 (SD= 6.72). There were no gender differences on the index level where women (47, SD= 5.92) had equal index values to men (45, SD= 6.46), $t(51) = -1.01$, n.s.

Institutional level

The results of the first part of the institutional level (Q15-Q19 and Q22) focus on attitudes and work experiences in the university environment and their impact on the academic career and work and family balance, as can be seen in Table 3. The overall results show that the average values are high, indicating that gender equality is present.

Generally, there are slight differences in men's and women's perceptions in the 31 items that make up questions Q15 to Q19 and Q22, which compounds the institutional dimension of gender equality (Institutional level). Gender differences were statistically significant in a total of 16 of the 31 questions (see table 3).

Table 3. Gender comparative result for the institutional level by 55 respondents at Cadiz University for questions 15 to 19 and 22 ranging from 1 to 6.

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q15_1	4	4.2 (1.3)	4.5 (1.7)	NO
Q15_2	3	4.5 (1.5)	5.3 (1.0)	YES
Q15_3	11	4.8 (1.5)	5.4 (0.7)	NO
Q15_4	9	4.4 (1.7)	4.6 (1.5)	NO
Q15_5	9	4.9 (1.1)	5.3 (1.0)	NO
Q16_1	8	5.2 (1.3)	5.4 (1.0)	NO
Q16_2	3	5.4 (0.9)	5.5 (1.0)	NO
Q16_3	5	5.1 (1.2)	5.9 (0.4)	YES
Q16_4	5	4.7 (1.7)	5.5 (1.3)	YES
Q16_5	7	5.1 (1.2)	5.7 (0.7)	YES
Q17_1	9	5.1 (1.2)	5.7 (0.8)	NO
Q17_2	8	4.2 (1.8)	5.0 (1.4)	NO
Q17_3	13	5.0 (1.3)	5.3 (1.0)	NO
Q17_4	4	4.7 (1.4)	5.6 (0.8)	YES
Q17_5	6	4.7 (1.4)	5.6 (0.8)	YES
Q18_1	6	4.7(1.3)	5.7 (0.7)	YES
Q18_2	3	5.3 (0.9)	5.6 (1.0)	NO
Q18_3	4	5.1(1.0)	5.7 (0.7)	YES
Q18_4	4	4.9 (1.2)	5.9 (0.4)	YES
Q18_5	17	5.0 (1.3)	5.8 (0.6)	YES
Q19_1	22	3.7 (1.9)	4.8 (1.9)	NO
Q19_2	22	2.6 (1.5)	4.4 (1.5)	YES
Q19_3	3	3.5 (1.7)	4.9 (1.3)	YES
Q19_4	5	2.9 (1.6)	4.0 (1.5)	YES
Q19_5	4	3.1 (1.7)	4.5 (1.8)	YES
Q22_1	7	2.5 (1.7)	2.0 (1.2)	NO
Q22_2	15	3.2 (1.8)	1.8 (1.2)	YES
Q22_3	17	2.5 (1.7)	1.7 (0.9)	NO
Q22_4	23	2.7 (1.8)	1.5 (0.6)	YES
Q22_5	21	2.5 (1.7)	1.6 (1.0)	NO
Q22_6	23	2.9 (1.9)	1.9 (1.4)	NO

¹For full text on questions, please see EST appendix 1.

²Differences are calculated with the t-test analysis. Significant differences are set at $p < .05$ and labeled YES. If no significance is found, it is labeled NO

Women perceive less than men receiving equal treatment in their faculty (see Q15_2). Women are less likely than men to believe that mentoring, representation in senior positions, or administrative work is done independently of gender (see Q16_3, Q16_4, Q16_5). Furthermore, the same is valid for recruitment and selection processes for academic positions or career advancement decisions (see Q17_4, Q17_5). Similarly, women consider to a lesser extent than men that the assignment of training and professional development opportunities, participation in projects, invitations to classes, conferences, or appointments with publishers are made independently of gender (see Q18_1, Q18_3, Q18_4, Q18:5). Likewise, to a lesser extent than men, women consider that their faculty has

effective policies in place to reconcile family and work-life; and also consider lesser that their work schedule allows them to spend time with family and friends. This may be behind women's lesser ability than men to establish the boundaries between work and family and their lesser degree of satisfaction with men concerning their work-life balance level (see Q19_2, Q19_3, Q19_4, Q19_5). Finally, women are more likely than men to perceive that faculty in their school sometimes express sexist attitudes during classes and extracurricular communication; they are also more likely than men to perceive the existence of teacher sexual harassment toward students (see Q22_2, Q22_4).

The results of the second part of the institutional level (Q20 and Q21), which are filtered questions and only apply to those who are parents, show that, in general, the measures they are asked for addressing institutional policies for the reconciliation of family and work-life are practically non-existent or unknown for both men and women. In general, except for one question (Q20_4), no statistically significant gender differences are detected; even though it is remarkable for all the questions, the rating is always lower for women than men.

Table 4. Gender comparative result for the institutional level by 12 respondents at Cadiz university for question 20 (ranging from 1 to 3) and question 21 (ranging from 1 to 4).

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q20_1	46	2.4 (1.0)	2.5 (0.7)	NO
Q20_2	46	1.7 (1.3)	3.5 (0.7)	NO
Q20_3	46	1.4 (1.0)	3.0 (1.4)	NO
Q20_4	44	1.3 (0.9)	3.0 (1.4)	YES
Q20_5	45	1.3 (0.9)	3.0 (1.4)	NO
Q20_6	47	1.3 (1.0)	3.0 (0.0)	NO
Q20_7	46	1.3 (0.9)	2.0 (0.0)	NO
Q20_8	48	1.0 (0.0)	4.0 (0.0)	NO
Q20_9	45	1.6 (1.2)	4.0 (0.0)	NO
Q20_10	46	1.3 (0.9)	0.0 (0.0)	NO
Q21_1	2	1.1 (0.4)	1.3 (0.8)	NO
Q21_2	2	1.1 (0.5)	1.2 (0.8)	NO
Q21_3	2	1.0 (0.0)	1.1 (0.4)	NO
Q21_4	2	1.1 (0.5)	1.1 (0.4)	NO
Q21_5	2	1.2 (0.6)	1.1 (0.6)	NO
Q21_6	2	1.1 (0.4)	1.1 (0.6)	NO
Q21_7	2	1.0 (0.2)	1.1 (0.6)	NO

¹For full text on questions, please see EST appendix 1.

²Differences are calculated with the t-test analysis. Significant differences are set at $p < .05$ and labeled YES. If no significance is found, it is labeled NO

The index for the institutional level was 126 (SD= 21.87). There were no gender differences on the index level where women (123, SD= 15.94) had equal index values to men (132, SD= 25.98), $t(51) = 1.63$, n.s.

Educational level

The results from the educational level showed that general values are higher for women than men, which can be seen in table 5. Overall the results show gender equality is more present in women than in men for educational level.

Overall, gender differences are observed in men's and women's perceptions concerning the 8 items that integrate the educational dimension of gender equality. As we can see in Table 5 All items show a higher score by women than by men. These gender differences are statistically significant in 3 of the 8 items mentioned (Q23_2, Q23_6, and Q23_7) and refer to the need to critically reconsider from a gender perspective the textbooks used in the faculty (this is remarkably more considered by women (3.9) than men (2.6)). In the same vein, the need for additional training on gender equality for teaching staff results more considered by women (4.2) than men (2.6). Finally, the consideration that the introduction of gender mainstreaming in higher education training programs should be regulated by law (4.3 women, and 3.2 men)).

Table 5. Gender comparative result for the educational level by 55 respondents at Cadiz university for question 23 ranging from 1 to 6.

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q23_1	12	3.9 (1.5)	3.9 (1.7)	NO
Q23_2	9	3.9 (1.7)	2.6 (1.5)	YES
Q23_3	3	4.9 (1.5)	4.6 (1.5)	NO
Q23_4	10	4.3 (1.5)	4.1 (1.6)	NO
Q23_5	4	4.6 (1.7)	4.0 (1.7)	NO
Q23_6	6	4.2 (1.7)	2.6 (1.7)	YES
Q23_7	5	4.3 (1.8)	3.2 (1.9)	YES
Q23_8	3	4.3 (1.8)	3.8 (1.9)	NO

¹For full text on questions, please see EST appendix 1.

²Differences are calculated with the t-test analysis. Significant differences are set at $p < .05$ and labeled YES. If no significance is found, it is labeled NO

The index for the educational level was 29 (SD= 10.28). There were gender differences on the index level where women (33, SD= 9.23) had a higher index values than men (25, SD= 10.39), $t(51) = -2.94, p < .05$.

Analysis

The empirical study of attitudes towards selected gender issues held by the Faculty of Law and partially Labour Relations Faculty at Cádiz University presents the results and analysis, answering the research questions we posed initially in the first approach for the questionnaire. We summarize hereafter the main conclusions for the Spanish survey.

Overall index results show similar index for men and women; 201.68 for men and 202.00 for women. Concerning the background features of the faculty, the data have shown that women tend to hold more temporal positions. Women are also less represented in the higher professional categories, especially when it comes to moving up the ladder to professor. Men and women live in couples, but the percentage of women who do not have children is higher than men, as are single women. This shows that there is an additional cost for women who wish to have a successful academic career. There are gender differences concerning the performance of household tasks and the care of the elderly or people with disabilities to a greater extent by women than by men. In this sense, women tend to be more involved in care tasks (direct reproductive care for children and elderly dependents) than men, except for the slight difference that men carry more children to the park or are more involved in transport, which is related to the public sphere. There seems to be a gender differential cost in family and professional life to a greater extent for women than men, leading women to give up specific family responsibilities, as they are difficult to reconcile with working life. It seems balancing domestic and professional life has a differential gender cost to the detriment of women. (Heijstra, Bjarnason, & Rafnsdóttir, 2015; Rafnsdóttir & Heijstra, 2013; C. Solomon, 2011)

Cultural/general level

The attitudes and beliefs of staff concerning gender equality and their underlying values, have shown as equal, primarily. Both men and women perceive in the same extent that gender equality is far from being achieved at work; they similarly perceive that men should assume the same responsibility as women in the home and care for children, and that promoting gender equality is important for their faculty, or even, that is equally essential for both of man and woman on a personal level. However, women tend to perceive to a lesser extent equality hasn't been achieved in politics, and neither in leadership positions in companies and other organizations. In this same sense, women tend to disagree more than men in attitudes as that women should have to give up their paid work for the sake of their family, when employment is scarce, men should have more right to work than women. Both sexes totally agree it is acceptable for men to cry, for their part, men are more likely to think that women tend to make decisions based on their emotions. Overall, in the cultural level results show **the analysed attitudes has not been** achieved at work or politically, despite differences in the perception of women and men in some aspects.

Institutional level

The institutional level is focused on attitudes and work experiences in the university environment and their impact on the academic career and work and family balance. The overall results of the indicator show that the average values are high. However, there are significant differences in gender perceptions: women are less likely than men to believe that mentoring, representation in senior positions, or administrative work, is done independently of gender. Concerning recruitment and

selection processes for academic positions or career advancement decisions. Women consider to a lesser extent than men that the assignment of training and professional development opportunities, participation in projects, invitations to classes, conferences, or appointments with publishers are made independently of gender. Similarly, women perceive that their faculty lacks effective policies in place to reconcile family and work-life. In the same vein, women consider to a greater extent that their work schedule doesn't allow them to spend time with family and friends (C. R. Solomon, 2011). This may be behind women's lesser ability than men to establish the boundaries between work and family, together with their lesser degree of satisfaction concerning their work-life balance level (Aguado Bloise & Benloch, 2020; Montes López, 2017; Reyes & Álvarez, 2019). Finally, women are more likely than men to perceive that academics sometimes express sexist attitudes during classes and extracurricular communication. Additionally, they tend to perceive the existence of teacher sexual harassment toward students, in a higher extent than man (Aguilar & Baek, 2020; Clancy, Nelson, Rutherford, & Hinde, 2014; Howlett, 2019).

Given these conclusions, and answering one of the research questions posed initially, we can state that organizational cultures, in formal aspects promote gender equality, but to certain extent, they are perceived as maintainers of the patterns of gender segregation, inequality, and contribute to reproduce gender stereotypes and sexism. This manifests in the perception of unequal access to leadership positions, member's promotion, and the influence of the burden of family care and the lack of effective reconciliation measures by the institution.

Educational level

The results from the educational level showed that general values are higher for women than men. Overall, the results show men perceive higher gender equality in the educational level. The main differences refer to the need to critically reconsider from a gender perspective the textbooks used in the faculty, which is remarkably more considered by women. They perceive to a greater extent the need for additional training on gender equality for teaching staff, and finally, women highly consider the need for regulation by law the gender mainstreaming in higher education training programs. We can interpret from these statements, that women are more sensitive to gender issues related to the lack of monitoring equality in teaching programs in the institution, and women appear as more concerned about specific policies promoting gender equality.

Limitations

The most significant limitation in the desk analysis we should highlight is the sometimes tricky comparability of data between countries given the differentiating features of the universities themselves, with particular attention to the high diversity in terms of the teachers' professional categories. It was very challenging to adapt to standard terms to establish a comparison with the other universities, the only similarities we could find were in temporary or permanent positions, together with professor, but no more coincidences.

Concerning the specific nature of the University of Cadiz, there were some obstacles for the respondents regarding its articulation in four campuses. The Faculty of Law is based on two of them (Jerez and Algeciras) and has several degrees and master's degrees with legal contents, so the same professor can teach subjects related to law in different degrees on more than one campus. Therefore, it was necessary to avoid duplication of responses by the same teacher, who could receive the questionnaire through various institutional channels.

The response rate, although acceptable, would have been desirable to reach a higher percentage, but it was determined by the time when the fieldwork was carried out. It was defined both by the pandemic context and by the time of most significant burden and responsibility on teachers at the end of the academic year.

The high rate of non-response to some of the questionnaire questions leads to conclusions that should be taken with caution. Future research may lead to a possible reconsideration of its formulation or even an elimination of the questionnaire design itself.

Conclusion

We have found few gender differences in the overall perceptions of equality concerning general and cultural level, but not in the institutional one. It seems the faculty is aware of gender equality regarding general attitudes towards gender. Normative principles related to equality are hardly ever questioned as they are directly related to democratic fair play. However, as demonstrated in analysis of the background attitudes towards equality, it is in the practical realm of gender relations that differences between the cultural and institutional or educational levels are highlighted. However, despite formal equality in the institutional level, most of the gender differences are detected here. It is demonstrated that organizational culture in universities produce, and reproduce inequalities of patriarchal society, as a reflection of the same dynamics of segregation, glass ceiling or undervaluation of women's work.

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Appendix 1. Empirical Survey Tool – EST

A QUESTIONNAIRE FOR GATHERING INFORMATION ON THE ATTITUDES OF EMPLOYEES OF THE CONSORTIUM MEMBERS` ACADEMICS ABOUT GENDER EQUALITY ISSUES

This questionnaire has been created within the Erasmus Plus project titled “New Quality in Education for Gender Equality – Strategic Partnership for the Development of a Master's Study Program LAW AND GENDER – *LAWGEM*“. The University of Belgrade Faculty of Law is the coordinator of the *LAWGEM* project, and the members of the Consortium are the Örebro University from Sweden, the LUMSA University from Italy, the University of Cadiz from Spain, and the Saarland University from Germany.

This questionnaire represents one of the proposed intellectual outputs of the *LAWGEM* project, the so-called Empirical Survey Tool, and all Consortium members will be using it as the instrument for exploring the attitudes of teachers at their own university. After collecting data analysis will be conducted for each university. The experts from all Consortium members will then undertake a comparative analysis. The results of the conducted empirical surveys at each university as well as the comparative analysis will be published within the *LAWGEM* project.

The results of this research will be available at the webpage of the *LAWGEM* project - lawgem.ius.bg.ac.rs

You receive this questionnaire as a co-worker at the faculty of which the *LAWGEM* project is being conducted at your university. We kindly ask you to fill out this questionnaire. Filling out this questionnaire is voluntary, and you will be anonymous. By answering the questionnaire, you consent to be part of the study. All of the questions are of the closed-ended variety and it will take about 20 minutes to do.

Please return the questionnaire before June 22th. Reminders will be sent out to everyone, if you have answered the questionnaire please disregard for the reminder.

If you have any questions regarding the questionnaire please contact IT Petar Pavlovic ppetar@ius.bg.ac.rs, from the Faculty of Law University of Belgrade, which is in charge of the distribution of the questionnaire.

We would like to thank you upfront for your time, good will and cooperation!

Background questions

Q1) Age: _____

	YES	NO	No answer
Q2) What is your gender			
Q2_1. Male	1	0	9
Q2_2 Female	1	0	9
Q2_3 Other gender	1	0	9
Q3) What is your marital status			
Q3_1 Single	1	0	9
Q3_2 Married or partnership	1	0	9
Q3_3 Divorced	1	0	9
Q3_4 Widow or widower	1	0	9
Q3_5 Something else	1	0	9
Q4) Are you a parent?			
	1	0	9
Q5) Academic degree			
Q5_1 BA	1	0	9
Q5_2 Master	1	0	9
Q5_3 Magister of science	1	0	9
Q5_4 PhD	1	0	9
Q6) Type of contract:			
Q6_1 Part time	1	0	9
Q6_2 Full time	1	0	9
Q7) Are you on a substitute position?			
	1	0	9
Q8) Duration of contract			
Q8_1 Temporary position	1	0	9
Q8_2 Permanent position	1	0	9
Q8_3 Civil servant	1	0	9

Q9) Professional category: _____

Q10) How often are you or have you been involved in any of the following activities, outside of paid work, related to your dependent children or relatives?

	Every day	Several times a week	Once or twice a week	Less often than once a week	Never	Not relevant
Q10_1: Hygiene, bathing	5	4	3	2	1	9
Q10_2: Feeding	5	4	3	2	1	9
Q10_3: Taking them to school	5	4	3	2	1	9
Q10_4: After-school activities	5	4	3	2	1	9
Q10_5: School tasks	5	4	3	2	1	9
Q10_6: Going to the park	5	4	3	2	1	9
Q10_7: Other leisure activities	5	4	3	2	1	9
Q10_8: Cooking and housework	5	4	3	2	1	9
Q15_0: Caring for elderly/ disabled relatives	5	4	3	2	1	9

Cultural/general level

Please mark whether you agree or disagree with each of the following statements

	Totally agree	Tend to agree	Tend to disagree	Totally disagree	No answer
Q11_1: It is acceptable for man to cry	4	3	2	1	9
Q11_2: Women are more likely than men to make decisions based on their emotions	1	2	3	4	9
Q11_3: The most important role of a women is to take care of her home and family	1	2	3	4	9
Q11_4: The most important role of a man is to earn money	1	2	3	4	9
Q12_1: Gender equality has been achieved in _____ (<i>inscribe a particular Consortium university and delete this</i>) in politics	4	3	2	1	9
Q12_2: Gender equality has been achieved in _____ at work	4	3	2	1	9
Q12_3: Gender equality has been achieved in _____ in leadership positions in companies and other organizations	4	3	2	1	9
Q13_1: Promoting gender equality is important to ensure a fair and democratic society	4	3	2	1	9
Q13_2: Promoting gender equality is important for companies and for the economy	4	3	2	1	9
Q13_3: Promoting gender equality is important for your faculty	4	3	2	1	9
Q13_4: Promoting gender equality is important for you personally	4	3	2	1	9

Q14) If you had to choose between the following options which would you prefer? Please show how close your opinion is to the statements by choosing a number between 1 and 5

Q14_1: A woman should be prepared to cut down on her paid work for the sake of taking care of her family	1	2	3	4	5	A woman should not have to cut down on her paid work for the sake of taking care of her family
Q14_2: Men should take as much responsibility as women for the home and children	5	4	3	2	1	Men should not take as much responsibility as women for the home and children
Q14_3: When jobs are scarce, men should have more right to a job than women	1	2	3	4	5	When jobs are scarce, men should not have more right to a job than women

Institutional level

Please mark the extent to which you agree or disagree with the following statements at your faculty:

	Strongly disagree	Disagree	Partly disagree	Partly agree	Agree	Strongly agree	No answer
Q15_1: In general, men and women are equally well represented (in terms of numbers) in my faculty	1	2	3	4	5	6	9
Q15_2: In general, men and women are treated equally in my faculty	1	2	3	4	5	6	9
Q15_3: My faculty is committed to promoting gender equality	1	2	3	4	5	6	9
Q15_4: If I had any concerns about gender equality in my faculty, I would know who to approach	1	2	3	4	5	6	9
Q15_5: My faculty is responsive to concerns about gender equality	1	2	3	4	5	6	9
Q16_1: Allocation of desirable and sought-after tasks or roles are distributed independently from gender	1	2	3	4	5	6	9
Q16_2: Distribution of office space are done independently from gender	1	2	3	4	5	6	9
Q16_3: Mentoring and/or other guidance in making career decisions are done independently from gender	1	2	3	4	5	6	9
Q16_4: Representation in senior positions are done independently from gender	1	2	3	4	5	6	9
Q16_5: Allocation of administrative tasks are done independently from gender	1	2	3	4	5	6	9
Q17_1: Attention from senior management are done independently from gender	1	2	3	4	5	6	9
Q17_2: Access to informal circles of influence are done independently from gender	1	2	3	4	5	6	9
Q17_3: Receiving positive feedback from management are done independently from gender	1	2	3	4	5	6	9
Q17_4: Recruitment and selections for academic posts are done independently from gender	1	2	3	4	5	6	9

Q17_5: Promotion decisions are done independently from gender	1	2	3	4	5	6	9
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Please mark the extent to which you agree or disagree with the following statements at your faculty:

	Strongly disagree	Disagree	Partly disagree	Partly agree	Agree	Strongly agree	No answer
Q18_1: Allocation of formal training and career development opportunities are done independently from gender	1	2	3	4	5	6	9
Q18_2: Allocation of teaching are done independently from gender	1	2	3	4	5	6	9
Q18_3: Participation in projects are done independently from gender	1	2	3	4	5	6	9
Q18_4: Invitations to lectures, conferences, etc. are done independently from gender	1	2	3	4	5	6	9
Q18_5: Appointments to editorships of journals are done independently from gender	1	2	3	4	5	6	9
Q19_1: My supervisor has understanding for my caring responsibilities (at home, for children and elderly...)	1	2	3	4	5	6	9
Q19_2: My faculty has policies put in place (effective) for life-work balancing	1	2	3	4	5	6	9
Q19_3: My work schedule allows me to spend time with my family and friends	1	2	3	4	5	6	9
Q19_4: I am able to set boundaries between work and life	1	2	3	4	5	6	9
Q19_5: I am satisfied with my work-life balance	1	2	3	4	5	6	9

Q20) (FILTER) In my institution, during or after my parental leave, the following policies were in place:

	Exist and are implemented	Exist, but not implemented	Informally	Don't know
Q20_1: Keeping in touch with the department while away	3	2	1	9
Q20_2: Flexible working hours	3	2	1	9
Q20_3: Initial part-time working building up to full time	3	2	1	9
Q20_4: Lower initial teaching load	3	2	1	9
Q20_5: Lower initial administrative load	3	2	1	9
Q20_6: Lower initial research supervision	3	2	1	9
Q20_7: Parent's network, support group at work	3	2	1	9
Q20_8: Additional block of shared parental leave	3	2	1	9
Q20_9: Facilities for continued baby care	3	2	1	9
D20_10: Childcare services at workplace	3	2	1	9

Q21) (FILTER) Please indicate whether your institution provided you with information on the following when preparing you for your most recent or current period of maternity, paternity, adoption, or other type of parental leave

	They did not provide information and I did not ask	I asked for information, but received none	I asked for and received information	Information was provided without asking
Q21_1: Childcare related policies, including payments and benefits	1	2	3	4
Q21_2: Facilities for continued baby feeding on return to work	1	2	3	4
Q21_3: Contacts for supporting services (e.g. HR, occupational health)	1	2	3	4
Q21_4: Time off for antenatal appointments	1	2	3	4
Q21_5: How and when to notify your institution of your intentions regarding return to work	1	2	3	4
Q21_6: Options for phased return, or other forms of workload adjustment on return	1	2	3	4
Q21_7: Rest facilities are available during pregnancy	1	2	3	4

According to your personal impressions or knowledge, please mark the extent to which you agree or disagree with the following statements at your faculty:

	Strongly disagree	Disagree	Partly disagree	Partly agree	Agree	Strongly agree	No answer
Q22_1 Sexist behavior is tolerated at my faculty	1	2	3	4	5	6	9
Q22_2 During lectures and extracurricular communication with students the teachers at our Faculty sometimes express sexist attitudes	1	2	3	4	5	6	9
Q22_3 Sexual harassment occurs at my faculty	1	2	3	4	5	6	9
Q22_4 Sexual harassment of students by the teaching staff occurs at my faculty	1	2	3	4	5	6	9
Q22_5 Sexual harassment by senior position academics to lower positioned academic personnel occurs at my faculty.	1	2	3	4	5	6	9
Q22_6 Cases of sexual harassment in my faculty are treated as something to cover and hide.	1	2	3	4	5	6	9

Educational level

Please mark the extent to which you agree or disagree with the following statements on higher education:

	Strongly disagree	Disagree	Partly disagree	Partly agree	Agree	Strongly agree	No answer
Q23_1: Curricula at my faculty are gender sensitive	1	2	3	4	5	6	9
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.	1	2	3	4	5	6	9
Q23_3: Gender sensitive legal studies are important to the professional competences of the future lawyers, judges and members of other legal professions.	1	2	3	4	5	6	9
Q23_4: As a rule, classes do not provide a gender perspective when learning about legal institutes.	1	2	3	4	5	6	9
Q23_5: Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge.	6	5	4	3	2	1	9
Q23_6: Additional education of teaching staff on matters of gender equality is necessary at my faculty.	1	2	3	4	5	6	9
Q23_7: Introducing gender perspective in higher education curricula should be regulated by law.	1	2	3	4	5	6	9
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.	1	2	3	4	5	6	9