

# Report of intellectual output 2 of the LAWGEM project

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## Mapping gender equality at

Belgrade University

Cadiz University

Lumsa University

Saarland University

Örebro University

## A comparative report

January 31, 2021

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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 have worked 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 and the comparative analysis will be published within the LAWGEM project and will be available as the completed IO2 on 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 related to leadership positions in faculties, universities, and projects, then related to support mechanisms for the reintegration of parents after parental leave, etc., as well as the 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 – Empirical Survey Tool, EST - in the LAWGEM project was to investigate and map conditions and attitudes towards gender equality in academic institutions involved in the project.

## The LAWGEM universities

The five universities Belgrade University, Cadiz University, Lumsa University, Saarland University, and Örebro University, are part of the LAWGEM project.

## Belgrade University

The University of Belgrade is one of the oldest university centers in the region. It was established in the first half of the XIX century and thereby has a long tradition as a leading educational institution. The University played the role of Alma mater of all universities in Serbia, Montenegro, and Macedonia, and a large part of Bosnia and Herzegovina. Presently, the University of Belgrade comprises 31 faculties, eight research institutes, and a University library. It conjugates approximately 2,500 professors and about 78,000 students, a significant number from neighboring countries.

The Faculty of Law, established in 1808 as part of the University of Belgrade, is one of the largest law faculties in the region, with a long tradition of being at the forefront of the country's legal education. Since its founding, it has educated almost 50,000 law graduates, around 1,200 magistri iuris and 830 doctores iuris, as well as hundreds of specialists in various areas. Many Law alumni have become recognized experts and scholars in all branches of law, law professors, and high-ranking government officials. At present, there are about 8,000 students enrolled in undergraduate studies and hundreds more at various levels of postgraduate studies (23 master programs and 16 doctoral programs). Faculty of Law attracts students from different countries through the Erasmus+ program and other international exchange programs. International students often enroll in a Master's program in European Integration, a Master's program in Public Procurement, and a Master's program in Tax Law, which is entirely taught in English. The number of academic staff varies. The number is currently 103, among whom 37 full professors, 20 associate professors, 21 assistant professors/Ph.D. lecturers plus three lecturers of foreign languages (24), 14 assistants and seven young assistants, together 21 teaching assistants.

## 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. 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) and 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 is 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.

## LUMSA University

LUMSA (Libera Università degli Studi Maria Ss. Assunta di Roma) is a public non-state Italian university formed on Catholic principles. It is the second oldest university in Rome after Sapienza and was founded by Luigia Tincani in 1939. LUMSA is accountable to the state university system and awards qualifications equivalent to those issued by state universities. University teaching is distributed across three departments: Law, Economics, Politics, and Modern languages campus; Law - Palermo campus; Social Sciences - Communication, Education and Psychology. The Department of Law, Economics, Politics and Modern languages in Rome was born in October 2017 following the union between the Department of Law and that of Economics, Politics and Modern Languages. The Department inherits strong experiences, knowledge, and traditions, collected in a teaching offer that, despite the variety of the disciplines proposed, finds a decisive element of homogeneity in the analysis of the increasingly complex contemporary reality. The Department of Law in Palermo is founded on the traditions of the Faculty of Law and also offers new opportunities for educational and professional training. The department engages in both aspects of university activity - teaching and scientific research. The Department of Human Studies - Communication, Education and Psychology is a pioneering center for study and scientific research, a lively intellectual environment where experienced, nationally renowned teaching staff prepare students for the world of work. With around 300 internationally recognized members of teaching staff, the University provides both qualified education for young people and supports lifelong learning programs.

LUMSA University achieved outstanding results in the last Assessment of Research Quality (VQR). The areas of Business, Economics, Law, and Social Sciences ranked Q1 (upper quartile of the distribution). Psychology and Political Science ranked Q2 (second quartile). The proportion of publications with excellent/very good rank is higher than the national average in the areas of Economics, Law, Languages, and Literature, Pedagogy, Psychology, and Social Sciences. In Law, LUMSA ranks fourth in Italy among the small-sized universities and fifth overall. The Department of Economics, Politics and Modern Languages, Department of Law (Rome), and Department of Law (Palermo) rank Q1 in Italy. In the Social Sciences, LUMSA University ranks third in Italy among the small-sized universities for the Department of Human Sciences - Communication, Education and Psychology, and fourth overall.

Professionalism, growth, and development are the University's fundamental principles, along with teaching, employment, research, and the student experience. Students are the lifeblood of the university. The teaching staff maintains a direct and ongoing relationship with their students. Programs are designed to deliver specific high-level technical and cultural skills. With around 7,200 students, LUMSA is not just a high profile internationally recognized academic institution. It is also a place for personal development. University life provides many opportunities for debate and participation, so the close links between humanistic tradition, technological innovation, and our Catholic roots are at the very heart of the university. Particular care is taken in the Erasmus project, to the point that LUMSA is awarded by the European Union for being among the best Italian universities in the implementation of the European program.

## Saarland University

Founded in November 1948, Saarland University was originally established as a bilingual university that combined French and German educational traditions while offering a unique European perspective. The university, which was established with the support of the French Government and the University of Nancy, was the first to be founded west of the River Rhine after the Second World War. At the time, Saarland found itself in the special situation of being partly autonomous and linked to France by economic and monetary union.

The university teaches various disciplines and has six faculties: Human and Business Sciences, Medicine, Mathematics and Computer Science, Natural Sciences and Technology, Humanities and Law. 16.700 students study at the Saarland University, 20% of whom are international students.

The Faculty of Law is one of the original faculties of Saarland University. Law is among the most popular subjects, and the Saarbrücken Law Faculty has one of the lowest dropout rates in Germany. The so-called "Saarbrücken Model" of legal education is unique in Germany and is characterized by a number of specifics, including a considerable number of exams to be passed in each term and a strong focus on international and European law. The study program has not been adapted to the Bachelor's/Master's system pursuant to the Bologna process. Instead, it culminates in two-state examinations. The first one takes place after four years of study and consists of the compulsory state part and an area of specialization selected by the students, which is conducted by the law faculty. This is followed by the second state examination after two years of postgraduate legal apprenticeship outside the university. Whoever passes the second state examination is a fully qualified for the legal professions inside and outside public service. Another characteristic of the Law Faculty (unique in Germany) is the possibility of obtaining the French law degree "licence en droit" through the integrated "Centre Juridique Franco-Allemand", which is offered in cooperation with the French Ministry of National Education and the Universities of Metz, Strasbourg and Paris 2. Moreover, the Faculty offers a postgraduate master program (LL.M) in German law and one in "Information Technology and Law". The Europa-Institut offers domestic and foreign students a master program in "European and International Law".

The Europa-Institut of Saarland University (USAAR), as part of the Faculty of Law, is the second oldest institution of its kind in Europe. As already mentioned above, the Europa-Institut successfully conducts the one-year postgraduate master program in "European and International Law" with students enrolled from over 30 countries. The program is characterized by five special study units – European Integration, European Economic Law, Foreign Trade and Investment, International Dispute Resolution, and European Protection of Human Rights. Successful participants are awarded the title Master of Laws (LL.M.). In addition to professors teaching at Saarland University, the teaching staff of the Europa-Institut includes international guest professors and lecturers from many countries. The Europa-Institut of Saarland University has been certified by the international accreditation agency ACQUIN in line with the system accreditation of Saarland University. The program accreditation officially certifies that the Europa-Institut of Saarland University represents excellent research as well as high-quality education. In addition, the Europa-Institut has been awarded the Certificate for Quality of Internationalisation (CeQuInt).

## Örebro University

Örebro University (ORU) is in Örebro, Sweden. Previously a University College, the university was founded in 1999. The university has 15,000 students, 470 doctoral students, and 1,600 staff. ORU offers 80 undergraduate and masters level programs, including professional degree programs, such as medicine, psychology, law, and engineering. In terms of organization, ORU hosts three faculties and eight schools on three campuses.

The EST was performed for staff members at two Schools of the Faculty of Humanities and Social Sciences: the School of Humanities, Education and Social Sciences, and the School of Law, Psychology and Social Work. Approximately 4,700 students attend programs in this Faculty. Given the broad range of subjects encompassed in the Faculty, the field of study for students varies but includes public planning and administration programs, social analysis, law, criminology, psychology, social work, and various teacher education programs. Research is conducted in 17 subjects in the Faculty, and prominent research environments include, among others, the Centre for Violence Studies (CVS). ORU has a diverse portfolio of H2020 projects that cut across multiple areas connected to ICT, medicine, health, social sciences, and gender studies. To date, there are 22 approved projects, of which ORU coordinates six.



## 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 and 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) questionnaire<sup>1</sup>, European Social Survey, European Quality of Survey, Eurobarometer, and 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 the analysis.

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<sup>1</sup> The ASSET Survey aims to explore the association between gender and experiences, expectations and perceptions of the workplace among STEM academics, and to contribute to work improving conditions for STEM academics across the sector. The validity of ASSET survey is tested in 2016, conducted among STEM 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).



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. The last question in the background group (Q10) is aimed to detect the involvement of the respondents in the care tasks of dependent children or relatives<sup>2</sup> 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 concerning value systems, stereotypes, prejudices of the professors regarding gender issues in academia: a 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 behavior, 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 the quality of gender (in)sensitivity of the study programs, syllabi, and textbooks (Vujadinović & Petrušić, 2017), as well as of the pedagogical approach and "the hidden curriculum": value statements, prejudices, and stereotypes implied

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<sup>2</sup> 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](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.

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?
- 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 the 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 policyholder, 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 all universities, the following analysis where done, where the range of values is presented below:

- The sub-index for the Cultural/general level consists of 14 questions. The index value ranges from 14 to 59. The Cronbach's alpha values ranged from 0.42 – 0.66.
- The sub-index for the Institutional level consists of 38 questions. The index value ranges from 38 to 214. The Cronbach's alpha values ranged from 0.84 – 0.92.
- The sub-index for Educational level consists of 8 questions. The index value ranges from 8 to 48. The Cronbach's alpha values ranged from 0.65 - 0.85.
- The total index consists of all three levels, with 60 questions. The index value ranges from 64 to 321. The Cronbach's alpha values ranged from 0.69 – 0.90.

Missing values were found for Cultural/general level ( $r=1.1\%$  -  $5.1\%$ ), Institutional level ( $r=0\%$  -  $27.6\%$ ), and Educational level ( $r=9.9\%$  -  $33.5\%$ ).

## Sample

Based on the purpose of this mapping exercise (to investigate and map conditions and attitudes towards gender equality in the respective academic institutions involved in the project), the EST-team, after thorough deliberations, decided that the sample should consist of the teaching staff at the

respective universities since they have the durable influence on design and implementation of the curricula vis-à-vis the students. Given the variations of employment types across the participating universities, it was further decided that the respondents should be asked to self-identify as to academic degrees and type of contracts.

In total, 920 staff members received the EST, and the response rate was 29 % ( $n= 271$ ).

#### Belgrade University

The University of Belgrade sample was constructed out from the Faculty of Law's whole academic staff. The number was 103 staff; 37 full professors, 20 associate professors, 21 assistant professors/Ph.D. lecturers plus three lecturers of foreign languages (24), 14 assistants, and seven young assistants. All colleagues received the questionnaire online and also responded online and anonymously.

Of the 103 staff members who received the EST, the response rate was 60 % ( $n= 62$ ). According to the fact that 34 members of the academic staff (33%) have been involved in the LAWGEM project, it could be supposed that all or most of them had been among the respondents.

#### Cadiz University

The sample consists of 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. Also, given the Law Faculty's significant weight teaching the Degree in Labour Relations, it was decided to include this degree in the sample.

Of the 138 staff members who received the EST, the response rate was 39 % ( $n= 54$ ).

#### Lumsa University

The survey questionnaire was sent by email to all permanent faculty and teaching staff of the LUMSA university in both the Palermo and Roma campuses.

Of the 300 staff members who received the EST, the response rate was 28 % ( $n= 84$ ).

#### Saarland University

The EST was sent to all professors and all research and teaching associates of the Faculty and the Europa-Institut.

Of the 102 staff members who received the EST, the response rate was 30 % ( $n= 31$ ).

Örebro University

At Örebro University, the teaching staff at the School of Law, Psychology and Social Work and the School of Humanities, Education and Social Sciences of the Faculty of Humanities and Social Sciences at Örebro University<sup>3</sup> were asked to participate.

Of the 277 staff members who received the EST, the response rate was 14 % ( $n= 40$ ).

### 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 22 to July 15.

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

### 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 analyze 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 analyze 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.

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<sup>3</sup> The faculty further consists of the School of Music, which however was not deemed relevant for the purposes of this mapping exercise, and hence was excluded from the survey.

## 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 all five LAWGEM universities. Data were collected from official records and represents the academic year 2019/2020. It was collected from May - July 2020.

**Table 1. Descriptive data of women in academia from the five LAWGEM universities per academic year for 2019/2020.**

	<i>Belgrade</i>	<i>Cadiz</i>	<i>Lumsa</i>	<i>Saarland</i>	<i>Örebro</i>
<i>Questions</i>	<b>Fq (%)</b>	<b>Fq (%)</b>	<b>Fq (%)</b>	<b>Fq (%)</b>	<b>Fq (%)</b>
<i>Students enrolled to all educational programs/courses</i>	728 (60%)	1602 (63%)	500 (42%)	(55%)	4289 (69 %)
<i>Students graduated</i>	577 (63%)	170 (71%)	93 (53%)	(50%)	282 (77 %)
<i>Students enrolled to master studies</i>	320 (59%)	115 (67%)	43 (59%)	(58%)	533 (73 %)
<i>Students enrolled to doctoral studies</i>	20 (54%)	60 (51%)	13 (52%)	(43%)	50 (62 %)
<i>Students with achieved MA</i>	171 (64%)	66 (68%)	0	0	132 (59 %)
<i>Students with achieved PhD</i>	5 (63%)	n.a. <sup>1</sup>	0	(18%)	7 (64 %)
<i>Faculty management and leadership positions</i>	2 (40%)	13 (62%)	0	(50%)	n.a.
<i>Faculty teaching staff</i>	42 (41%)	60 (49%)	15 (19%)	(44%)	162 (58 %)
<i>*Teaching assistant/ junior lecturer</i>	14 (67%)	3 (43%)	14 (26%)	(50%)	47 (70 %)
<i>*Assistant Professor/ PhD Lecturer</i>	12 (50%)	20 (45%)	0	0	99 (60 %)
<i>*Associate Professor</i>	8 (40%)	23 (55%)	1 (17%)	0	n.a.
<i>*Full Professor</i>	12 (32%)	8 (40%)	0	(20%)	16 (37 %)
<i>Permanent positions</i>	10 (28%)	38 (55%)	1 (6%)	n.a.	n.a.
<i>Temporary positions</i>	32 (48%)	32 (60%)	14 (23%)	n.a.	n.a.

<sup>1</sup>n.a. Not available

The results shown in table 1 reveal that, in general, for all five universities, the gender proportions are similar. Although, Lumsa university has fewer female students enrolled in their education, which will affect the lower proportion of female students graduating and reaching master as well as Ph.D. level. The opposite is true for Örebro, who has more female students enrolled in their education and therefore a higher proportion who graduate. Interesting is that all five universities have a higher proportion of female students graduating than being enrolled, which indicates that male students to a higher degree drop out and don't finish their university studies, i.e., that female students have been more diligent and successful.

The results shown in table 1 reveal that there were gender differences concerning staff, although similar across universities. When it comes to faculty management and leadership positions, it seems to be gender equal, i.e., within the 40/60 ratio. Gender ratios concerning faculty teaching staff

showed differences, where assistant professor/ junior lecturers consisting of more women than men. As the increase of the academic degree, the gender ratio starts to shift. At the level of Professor, it has changed so that there are more men than women. It is difficult to draw any conclusion on temporary and permanent positions due to a lack of data.

### Background information of the sample as presented in the survey

The comparison of background data between universities will be descriptive and can be seen in table 2. The gender ratio was 40/60 for all universities indicating that it was gender-equal. The mean age differed from 33 years to 49 years, ranging from 24 years to 72 years. Cadiz had the oldest respondents (m=49 years), followed by Örebro (m=47 years), Lumsa (m=46 years), Belgrade (m=38 years), and Saarland had the youngest respondents (m=33 years). The relationship status was for all was married or partnership, while Saarland was single. Furthermore, for Belgrade, Cadiz, and Lumsa, 60 % were parents, in contrast with Örebro (8=%) and Saarland (20%). This might be a reflection of the age distribution.

The most common academic degree was a Ph.D. degree, held by three of four staff members for all universities but Saarland where 20 % held a Ph.D. This also reflects the distribution of staff position, which differs between universities. This is much due to different academic system where the only comparable position would be full professor, where all but Belgrade had 13 % - 17 % of respondents being professors. Belgrade had twice as many (30 %).

**Table 2. Background data for the five LAWGEM universities per academic year for 2019/2020.**

	<i>Belgrade</i> <i>n=103</i>	<i>Cadiz</i> <i>n=54</i>	<i>Lumsa</i> <i>n=84</i>	<i>Saarland</i> <i>n=31</i>	<i>Örebro</i> <i>n=40</i>
<i>Female respondents</i>	54 %	42 %	48 %	64 %	60 %
<i>Single</i>	25 %	31 %	16 %	60 %	15 %
<i>Married or partnership</i>	59 %	59 %	76 %	40 %	78 %
<i>Divorced</i>	3 %	6 %	4 %	0	5 %
<i>Widow/widower</i>	2 %	2 %	1 %	0	2 %
<i>Other relation status</i>	10 %	2 %	1 %	0	0
<i>Parents</i>	59 %	60 %	66 %	20 %	80 %
<i>B.A. degree</i>	3 %	9 %	23 %	3 %	5 %
<i>Master/Magister degree</i>	23 %	16 %	7 %	77 %	21 %
<i>Ph.D degree</i>	73 %	75 %	70 %	20 %	75 %
<i>Teaching assistant/ junior lecturer</i>	23 %	n.a.	49 %	78 %	32 %
<i>Assistant Professor</i>	28 %	n.a.	32 %	4 %	32 %
<i>Associate Professor</i>	19 %	n.a.	12 %	4 %	21 %
<i>Full Professor</i>	30 %	13 %.	17 %	14 %	16 %
<i>Permanent positions</i>	32 %	66 %	17 %	7 %	85 %
<i>Temporary positions</i>	68 %	34 %	56 %	77 %	15 %
<i>Civil servant</i>	0	30 %	1 %	16 %	2 %



## Empirical Survey Tool - EST

The index of the EST is divided into three sub-indexes and one total index. In figure 1, the percentage of each university sub-index is being shown for each sub-index. The results show that the total index for all universities is about 60 percent of the maximum value. This indicates that gender equality is present to some extent. Looking into specific subscales, the Cultural/general level, about 80 %, have much higher values than the educational and institutional level, which is about 60%.

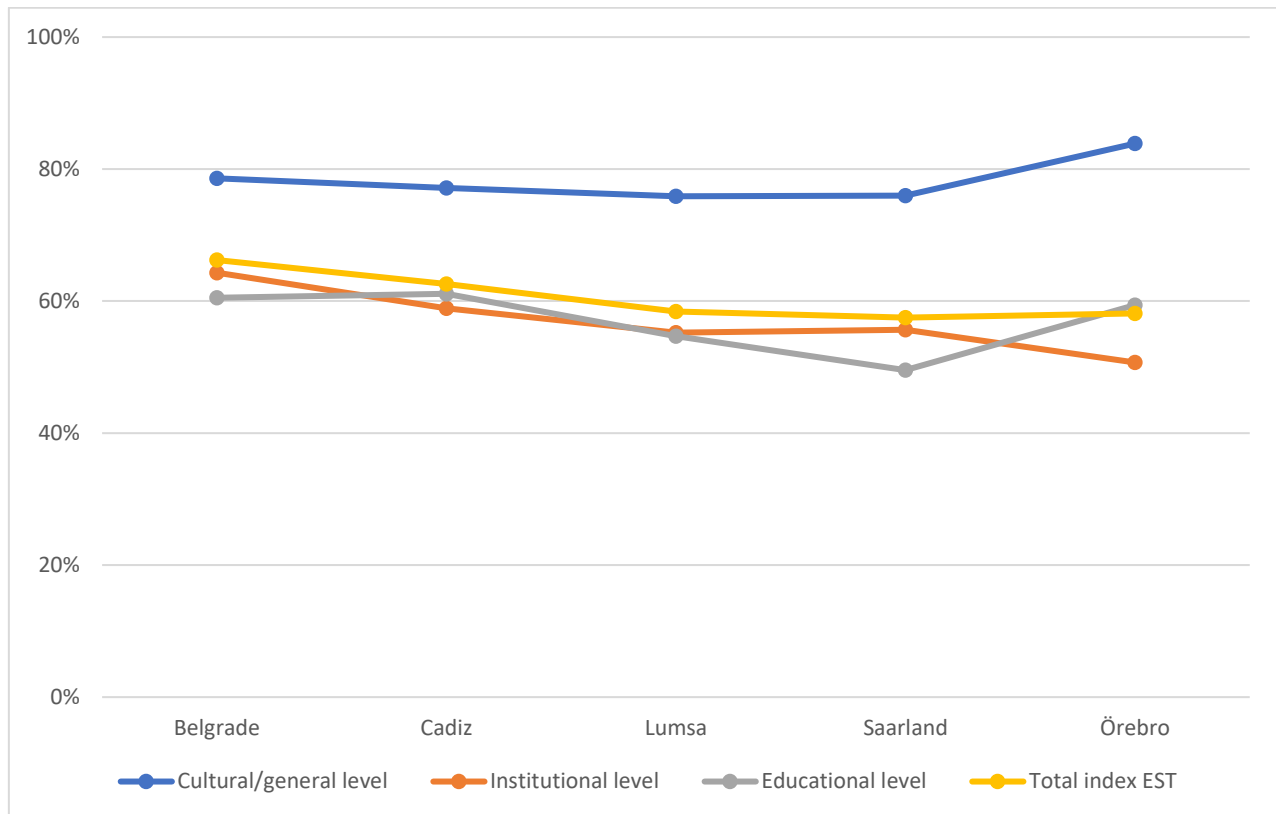


Figure 1. Comparison between universities on level of the index

The mean index for each university's overall EST values will be presented together with within-group analyses on gender differences. Furthermore, differences between universities will be presented.

Belgrade: The mean index for the overall EST was 213 (SD = 31.97). There were no gender differences on the index level where women (211, SD= 35.15) had equal index values to men (214, SD= 28.99),  $t(59)= 0.33$ , n.s.

Cadiz: 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.



Lumsa: The index for the overall EST was 185 (SD = 41.91). There were no gender differences on the index level where women (189, SD= 33.25) had equal index values to men (180, SD= 48.43),  $t(82) = -1.02$ , n.s.

Saarland: The index for the overall EST was 188 (SD = 35.87). There were no gender differences on the index level where women (184, SD= 31.83) had equal index values to men (194, SD= 43.26),  $t(29) = 0.69$ , n.s.

Örebro: The index for the overall EST was 187 (SD = 36.93). There were no gender differences on the index level where women (190, SD= 42.01) had equal index values to men (182, SD= 28.35),  $t(38) = -0.64$ , n.s.

A one-way between-groups analysis of variance was conducted to explore the differences in universities' overall EST index. There was a statistically significant difference in EST values for the five universities:  $F(4, 267) = 6.82$ ,  $P < 0.001$ . Post-hoc comparisons indicate that Belgrade's mean values differed significantly from Cadiz, Saarland, and Örebro, but not Cadiz. Cadiz differed significantly from Lumsa, but not Belgrade, Saarland, or Örebro. Lumsa differed significantly from Cadiz and Örebro, but not Belgrade or Saarland. Saarland differed significantly from Belgrade, but not Cadiz, Lumsa, or Örebro. Örebro differed significantly from Belgrade, but not Cadiz, Lumsa, or Saarland.

## Conclusion

The EST index from Belgrade was the highest (213), followed by Cadiz (201), while Lumsa (185), Saarland (188), and Örebro (187) had very similar indexes. Accordingly, differences were found, indicating that Belgrade stands out as the most gender-equal university of the overall EST index of the five universities.

## Cultural/general level

The mean index for each university's cultural/general level values will be presented together with within-group analyses on gender differences. Furthermore, differences between universities will be presented.

Belgrade: The index for the cultural/general level was 46 (SD= 5.64). There were no gender differences on the index level where women (47, SD= 5.26) had equal index values to men (45, SD= 6.10),  $t(59) = -1.14$ , n.s.

Cadiz: 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.

Lumsa: The index for the cultural/general level was 45 (SD= 5.27). There were no gender differences on the index level where women (46, SD= 5.00) had equal index values to men (45, SD= 5.55),  $t(82) = -0.29$ , n.s.

Saarland: The index for the cultural/general level was 45 (SD= 9.60). There were no gender differences on the index level where women (46, SD= 7.25) had equal index values to men (42, SD= 12.77),  $t(29) = -1.19$ , n.s.

Örebro: The index for the cultural/general level was 49 (SD= 4.89). There were gender differences on the index level where women (51, SD= 4.37) had a higher index values than men (47, SD= 4.92),  $t(38) = -2.50$ ,  $p < .05$ .

A one-way between-groups analysis of variance was conducted to explore the differences in universities' cultural/general level index. There was a statistically significant difference in EST values for the five universities:  $F(4, 267) = 4.32$ ,  $P < 0.01$ . Post-hoc comparisons indicate that Belgrade's mean values differed significantly from Örebro but not with Cadiz, Lumsa, or Saarland. Cadiz differed significantly from Örebro, but not Belgrade, Lumsa, or Saarland. Lumsa differed significantly from Örebro, but not Belgrade, Cadiz, or Saarland. Saarland differed significantly from none. Örebro differed significantly from Belgrade, Cadiz, and Lumsa, but not Saarland.

## Conclusion

The cultural/general level index from Örebro (49) was the highest, followed by the other universities that had very similar indexes; Belgrade (46), Cadiz (45), Lumsa (45), Saarland (45). Accordingly, differences were found, indicating that Örebro stands out as the most gender-equal university on the cultural/general level index of the five universities.

## Institutional level

The mean index for each university's institutional level values will be presented together with within-group analyses on gender differences. Furthermore, differences between universities will be presented.

Belgrade: The index for the institutional level was 137 (SD= 27.88). There were no gender differences on the index level where women (133, SD= 29.01) had equal index values to men (143, SD= 26.44),  $t(59) = 1.43$ , n.s.

Cadiz: 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.

Lumsa: The index for the institutional level was 119 (SD= 35.35). There were no gender differences on the index level where women (121, SD= 29.10) had equal index values to men (117, SD= 40.46),  $t(82) = -0.48$ , n.s.

Saarland: The index for the institutional level was 118 (SD= 29.52). There were no gender differences on the index level where women (111, SD= 29.10) had equal index values to men (131, SD= 27.15),  $t(29) = 1.82$ , n.s.

Örebro: The index for the institutional level was 109 (SD= 32.11). There were no gender differences on the index level where women (108, SD= 35.64) had equal index values to men (109, SD= 27.06),  $t(38)= 0.04$ , n.s.

A one-way between-groups analysis of variance was conducted to explore the differences in universities' institutional level index. There was a statistically significant difference in EST values for the five universities:  $F(4, 267) = 6.62$ ,  $P < 0.001$ . Post-hoc comparisons indicate that the mean values for Belgrade differed significantly from all universities. Cadiz differed significantly from Belgrade and Örebro, but not Lumsa or Saarland. Lumsa differed significantly from Belgrade and Örebro, but not Cadiz or Saarland. Saarland did not differ significantly from Belgrade, but not Cadiz, Lumsa, or Örebro. Örebro differed significantly from Belgrade and Cadiz, but not Lumsa or Saarland.

## Conclusion

The institutional level index from Belgrade (137) was the highest index, followed by Cadiz (126), Lumsa (119), and Saarland (118), where Örebro (109) had the lowest index. Accordingly, differences were found that Belgrade stands out as the most gender-equal university and Örebro as the least gender-equal university on the institutional level index of the five universities.

## Educational level

The mean index for each university's institutional level values will be presented together with within-group analyses on gender differences. Furthermore, differences between universities will be presented.

Belgrade: The index for the educational level was 29 (SD= 9.98). There were no gender differences on the index level where women (31, SD= 9.06) had equal index values to men (26, SD= 10.73),  $t(58)= -1.91$ , n.s.

Cadiz: 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),  $t(51)= -2.94$ ,  $p < .05$ .

Lumsa: The index for the educational level was 24 (SD= 10.14). There were no gender differences on the index level where women (26, SD= 8.07) had equal index values to men (22, SD= 11.49),  $t(64.7)= -1.94$ , n.s.

Saarland: The index for the educational level was 26 (SD= 8.48). There were no gender differences on the index level where women (28, SD= 9.16) had equal index values to men (23, SD= 6.06),  $t(29)= -1.58$ , n.s.

Örebro: The index for the educational level was 29 (SD= 7.07). There were no gender differences on the index level where women (30, SD= 7.35) had equal index values to men (26, SD= 5.93),  $t(38)= -1.97$ , n.s.

A one-way between-groups analysis of variance was conducted to explore the differences in universities' educational level index. There was a statistically significant difference in EST values for the five universities:  $F(4, 253) = 3.89, P < 0.01$ . Post-hoc comparisons indicate that Belgrade's mean values differed significantly from Lumsa, but not Cadiz, Saarland, or Örebro. Cadiz differed significantly from Lumsa, but not Belgrade, Saarland, or Örebro. Lumsa differed significantly from Belgrade, Cadiz, and Örebro, but not Saarland. Saarland did not differ significantly from any university. Örebro differed significantly from Lumsa, but not Belgrade, Cadiz, or Saarland.

## Conclusion

The educational level index from Belgrade (29), Cadiz (29), and Örebro (29) were the highest index values. Followed by Saarland (26) and Lumsa (24). Accordingly, differences were found, indicating that Belgrade, Cadiz, and Örebro all were similar with high values. Lumsa had the least gender-equal university on the educational level index of the five universities.

## Analysis

The overall results show an existing awareness of gender equality among men and women who have been working at the LAWGEM universities. However, the total EST index was about 60% of the maximum value, leaving room for improvements. There were differences between universities where Belgrade had the highest index (213), followed by Cadiz (201), while Lumsa (185), Saarland (188), and Örebro (187) had lower but very similar indexes. Accordingly, differences were found, indicating that Belgrade stands out as the most gender-equal university for the overall EST index of the five universities. This could be due to several reasons, where one is that half of their respondents are working with the LAWGEM project and thereby have high awareness. Another is that a few systemic and influential projects with a gender equality focus have been conducted at the Belgrade faculty during the last few years. This also indicates that the LAWGEM project might contribute to raising awareness of gender equality and increasing gender equality during the working time and further on. The other four universities do not have the same amount of staff working on the project (though Cadiz university has a larger team than Lumsa, Saarland, and Örebro), indicating a lower degree of potential influencing the academic institutions through the LAWGEM project in the same way as Belgrade.

Concerning the background features, data show that women tend to be less represented in higher professional categories, especially when moving up the ladder to full professor. However, more female than male students graduate from the university studies they enrolled in. This seems to be equal for all five universities. "Being a parent" shows different proportions for these universities and indicates that the results follow the academic career reversed. For instance, in Belgrade, 59 % were parents, and 30 % were professors. In comparison, in Örebro, 80 % were parents, but only 16 % were professors. This cannot be generalized since both Cadiz and Lumsa had 60 % parents and 17 % full professors. However, there could be an indication of the difficulties specifically for women being both parents and making an academic career. Also, it should be kept in mind that the diverse organizational structure of academic careers at European universities might contribute to the difference. Nevertheless, this shows that there might be an additional cost for women who wish to have a successful academic career. 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, on the one hand, or resulting in women's slower career promotion, on another. It seems that 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

Based on the respondents' answers to questions regarding the theme, overall gender equality is present at the respective institution's cultural level. Results show that the index is 80 % or above for this part, where the cultural/general level index from Örebro (49) was the highest, followed by the other universities that had very similar indexes; Belgrade (46), Cadiz (45), Lumsa (45), Saarland (45). Accordingly, differences were found, indicating that Örebro stands out as the most gender-equal university on the cultural/general level index of the five universities. At Örebro, there was also a gender difference, where women had a higher index (51) than men (47). Furthermore, at Örebro University, more women than men believe that promoting gender equality is important for

companies and the economy, and women show more agreement than men with the importance of promoting gender equality for the faculty, which the gender differences for the index also support. This difference shows that organizational culture is embedded with cultural stereotypes, gender bias, and prejudice against women, ultimately affecting the companies, economy, and faculty. Thus, promoting gender equality is sought at the cultural level.

Even though differences could be seen between universities, the values are still high for all universities and remain about the same, around 80 % of the maximum. For all universities, results show that most of the respondents refuse patriarchal stereotypes and promote gender equality as important for society, all institutions, and each person. It also shows that patriarchal stereotypes and prejudices are refused by the majority of respondents independently of their gender. The high indexes indicate that staff's attitudes and beliefs concerning gender equality and their underlying values have shown to be equal. Both men and women perceive to 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 men and women on a personal level. Overall, at the cultural/general level, results show that the attitudes have not been fully achieved at work or politically, despite shown differences, in some aspects, in the perception of women and men.

### 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. For the institutional level, gender equality is not present in the same amount as for the cultural level. Results show that the index for institutional level is around 50 % to 60 % for this part, where the index from Belgrade (137) was the highest—followed by Cadiz (126), Lumsa (119), and Saarland (118), where Örebro (109) had the lowest index. Accordingly, differences were found, indicating that Belgrade stands out as the most gender-equal university and Örebro as the least gender-equal university on the institutional level index of the five universities.

For Belgrade University, which stands out to have the highest value, results show that men were much more satisfied with the institutional framework as fair and just towards women. Male respondents consider it as sufficiently oriented towards gender equality, while women have been more suspicious and critically oriented. Young women have been over-represented in the sample, and they are more open to educational reforms and gender equality. They are more aware of the importance of gender equality for higher and legal education. Furthermore, they have also been more aware than their colleagues about the lack of systemic support of the institutional settings for their female career promotion, being more skeptical and critical towards institutional level since they have experienced institutional and cultural settings' based obstacles.

On the other hand, most professors are men, and they are by default older than the teaching assistants. As being older, they might be more traditional and insofar less sensitive to gender discrimination. Besides, while being in the highest positions, they consider the given state of affairs better than it is. Namely, what they understand as an institutionally well-designed framework in terms of gender equality, and what insofar gives more gender-equal results in the EST could or



should be interpreted as an indicator of their more conformist and insufficiently critical approach. That is why the highest values for Belgrade University should be understood conditionally.

Moreover, for Örebro University, which stands out with the lowest value, results show that both men and women indicate that they have received equal parental and childcare supports from their institutions, and anti-discrimination policies and equal employment opportunity policies are enforced at the institutional level at the institution. However, satisfaction with family and work-life balance is shown low for both genders. Furthermore, there is a high awareness of gender equality, which can be seen by the respondents agreeing that the cases of sexual harassment exist but remain hidden. This manifests the need for more robust gender equality policies to reduce sexual harassment at the institutional level, which can also be linked to the cultural patterns of genderism and sexism at the individual level. Moreover, Örebro has established an institutional framework on gender-equality and have worked systematically with such question. Still, they had the lowest results concerning institutional framework, most probably because the male respondents have not been apologetic and conformist in that regard, as might have been the case for the other universities. With a high awareness within the institution, more work can be done to actively change the informal structures as well.

Overall, 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 & Benlloch, 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 to a greater extent than men (Aguilar & Baek, 2020; Clancy, Nelson, Rutherford, & Hinde, 2014; Howlett, 2019).

Organizational cultures, informal aspects promote gender equality. Still, to a certain extent, they are perceived as maintainers of the patterns of gender segregation, inequality and contribute to reproducing gender stereotypes and sexism. This manifests in the perception of unequal access to leadership positions, member's promotion, the influence of family care, and the lack of effective reconciliation measures by the institution. Moreover, it manifests the need for more robust gender equality policies to reduce sexual harassment at the institutional level, which can also be linked to the cultural patterns of genderism and sexism at the individual level.

## Educational level

For the educational level, gender equality is not present in the same amount as for the cultural level, although similar to the institutional level. Results show that the index for educational level is around 50 % to 60 % for this part, where the index from Belgrade (29), Cadiz (29), and Örebro (29) were the highest index values. Followed by Saarland (26) and Lumsa (24). Differences were found



accordingly, indicating that Belgrade, Cadiz, and Örebro all were similar. Lumsa had the least gender-equal university on the educational level index of the five universities.

Furthermore, gender differences were found at Cadiz University, where women have higher values (33) than men (25). Cadiz's results refer to the need to critically reconsider from a gender perspective the textbooks used in the faculty, which is remarkably more considered by women. Women perceive to a greater extent the need for additional training on gender equality for teaching staff. 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. Women appear more concerned about specific policies promoting gender equality.

Lumsa university, which had the lowest index, explains their low index because classes, in general, do not provide a gender perspective when learning about legal institutes. Moreover, there were missing values to a large extent. These missing values indicate the potential problems of introducing educational policies oriented towards reconsidering textbooks and curricula with a gender perspective.

In general, there is a certain level of gender-sensitivity in legal education at the faculty level for all universities. The gender perspective is found relevant by respondents regarding the quality of legal education and the following professional life. Results show that students should have the ability to understand and apply the principles of gender equality and such an informal approach reflects the assumption that gender perspective is relevant for better quality in legal education and professional life. In sum, results show that gender equality in higher education teaching exists, but additional education for teachers is deemed necessary to apply a gender perspective in their teaching.

## Limitations

### *Response rate*

One major limitation of this study was the low response rate (29%). This means that we have to be cautious on how to generalize results into larger populations. The results might be biased. Also, missing values for separate questions varies up to 33.5 %, indicating a low response rate of specific questions.

For Belgrade university, 33% of the Law faculty academic staff have been participating in the LAWGEM project, and probably most of them also answered the EST, which would be almost half of the respondents. This might have influenced the Belgrade results since they had developed or enriched their pro-gender-equality mindset already since two years ago when the LAWGEM project's profiling had started and most directly at least six months before answering the EST. This might cause the results to be better than expected due to prior surveys' (FES 18) results, which had expressed more traditional/patriarchal affiliations and statements.

For Cadiz university, although acceptable, the response rate 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 the time of most significant burden and responsibility on teachers at the end of the academic year. 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. 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 survey through various institutional channels.

Lumsa university finds limitations related to the ad-hoc sampling design that can influence the distributional properties of the sample and the inference that derives in unknown ways. A bigger sample would allow for a more detailed analysis and further breakdowns by demographic characteristics and employment status.

For Örebro university, the time at which EST was sent to respondents took place at the beginning of the summer holiday period, which is likely to negatively impact the number of respondents.

### *EST*

The high rate of non-response to some of the survey questions leads to conclusions that they should be taken with caution. Future research may lead to a possible reconsideration of its formulation or even elimination from the questionnaire design itself. One suggestion is to continue to work with the questions that worked well according to the Cronbachs alpha analyses and revise questions to strive for higher alpha values. The index for the themes is important since they can be seen as guidelines on gender equality, despite differences on specific questions.

The EST was translated from English into the native language at each university, which may have impacted some of the questions and made them more difficult to understand.

A further limitation in the EST analysis is that the survey does not enable an intersectional analysis, as the designed questions do not include age, disability, race/ethnicity, nationality, or sexuality as variables for analysis.

### *Desktop analyses*

Cadiz university found the most significant limitation in the desk analysis. They highlight 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 while attempting to enable a comparison with the other universities. The only similarities they could find were temporary or permanent positions, together with a professor, but no other comparisons were possible.

Lack of administrative data on the LUMSA faculty and teaching staff has reduced the desk analysis scope to the Palermo department of Law only.

While conducting the desk analysis and EST in Saarland university, they were faced with different data protection regulations, so that some data was not approachable. Moreover, the final graduation examination (first legal examination) in a state-regulated part and a university part created problems by generating the different datasets.

Data for the desk analysis at Örebro university was drawn from existing documents, which may not entirely well reflect the realities. One must assume a slight delay in updating all documentation concerning staff composition and post holders. It is possible that someone still noted as a junior lecturer may have defended their Ph.D. at the time of the survey and thus self-identify as a senior lecturer in the EST.

## Conclusion

The overall conclusion is that the five universities show similar gender equality for the overall EST index and the sub-indexes. Furthermore, higher gender equality was found for the cultural/general level. Gender differences were only found for Örebro at the cultural/general level and for Cadiz at the educational level, where women had higher values at both universities. To increase the index, more systemic work needs to be invested in gender equality activities, which will raise awareness and improve value statements of the academic staff regarding gender equality. However, some aspects of gender relationships in the institutional, cultural and educational contexts show that further improvements are possible and indeed desirable. This implies the necessity to introduce more systemic gender equality policies to reach a better gender equality balance in cultural, institutional, and educational dimensions at each of these faculties and, even more, generally in higher education elsewhere.

Interestingly, the attitude towards gender equality in EST is mostly positive and supportive. Still, the experiences in personal life, in academia, and life in general, differ from this, especially mainly women have a different perception. A change in the system would enable more women to become professors and probably change teaching to a more gender-sensitive approach.

The analysis shows that a certain level of gender equality has been reached, but this is not satisfactory. Although university policies and organizational culture, consisting of the teaching staff's attitudes towards gender, are shown to be promoting gender equality, there is more room for the development of organizational policies and organizational culture on sexism and sexual harassment perpetrated in the context of deviant and misused power relations, for example by senior academics towards those on lower positions (and students). Although gender equality policies on family and parental leave are implemented at the institutional level, organizational culture could be advanced to help teaching staff to balance family and work-life.

It seems the universities are 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 the 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 at the institutional level, most of the gender differences are detected here. It is demonstrated that universities' organizational culture produces and reproduces inequalities of patriarchal society as a reflection of the same dynamics of segregation, glass ceiling, or undervaluation of women's work.

Given these conclusions, we can state that both informal and formal aspects promote gender equality in organizational cultures. Still, to a certain extent, informal aspects are perceived as maintainers of the patterns of gender segregation, inequality and contribute to reproducing gender stereotypes and sexism. This comes out from differences and controversies within mindsets of academic staff,

according to which the informal aspects, cultural settings, systems of values, “hidden curriculum” either promote more gender equality or give priority to patriarchy. This manifests in the perception of unequal access to leadership positions, member's promotion, the influence of family care, and the lack of effective family-work reconciliation measures by the institution. More robust and structural work needs to be done on several different university levels to make the formal aspects of the academic career path more gender-equal to promote both men and women to achieve high academic positions.

It all indicates that long-lasting work on gender equality is necessary as a constant, systematic, persistent endeavor, especially regarding additional education of academic staff for improving gender perspective in their professional life, through training, through developing new study programs which are gender-sensitive, through stimulating by means of new regulation and cultural settings the gender-sensitive approach in writing textbooks, gender-sensitive pedagogical approach, accreditation procedures, scientific research projects application procedures.

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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](http://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 22<sup>th</sup>. 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, 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!

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## Background questions

Q1) Age: \_\_\_\_\_

	YES	NO	No answer
<b>Q2) What is your gender</b>			
Q2_1. Male	1	0	9
Q2_2 Female	1	0	9
Q2_3 Other gender	1	0	9
<b>Q3) What is your marital status</b>			
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
<b>Q4) Are you a parent?</b>			
	1	0	9
<b>Q5) Academic degree</b>			
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
<b>Q6) Type of contract:</b>			
Q6_1 Part time	1	0	9
Q6_2 Full time	1	0	9
<b>Q7) Are you on a substitute position?</b>			
	1	0	9
<b>Q8) Duration of contract</b>			
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
<b>Q11_1:</b> It is acceptable for man to cry	4	3	2	1	9
<b>Q11_2:</b> Women are more likely than men to make decisions based on their emotions	1	2	3	4	9
<b>Q11_3:</b> The most important role of a women is to take care of her home and family	1	2	3	4	9
<b>Q11_4:</b> The most important role of a man is to earn money	1	2	3	4	9
<b>Q12_1:</b> Gender equality has been achieved in _____ ( <i>inscribe a particular Consortium university and delete this</i> ) in politics	4	3	2	1	9
<b>Q12_2:</b> Gender equality has been achieved in _____ at work	4	3	2	1	9
<b>Q12_3:</b> Gender equality has been achieved in _____ in leadership positions in companies and other organizations	4	3	2	1	9
<b>Q13_1:</b> Promoting gender equality is important to ensure a fair and democratic society	4	3	2	1	9
<b>Q13_2:</b> Promoting gender equality is important for companies and for the economy	4	3	2	1	9
<b>Q13_3:</b> Promoting gender equality is important for your faculty	4	3	2	1	9
<b>Q13_4:</b> 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

<b>Q14_1:</b> 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
<b>Q14_2:</b> 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
<b>Q14_3:</b> 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
<b>Q15_1:</b> In general, men and women are equally well represented (in terms of numbers) in my faculty	1	2	3	4	5	6	9
<b>Q15_2:</b> In general, men and women are treated equally in my faculty	1	2	3	4	5	6	9
<b>Q15_3:</b> My faculty is committed to promoting gender equality	1	2	3	4	5	6	9
<b>Q15_4:</b> If I had any concerns about gender equality in my faculty, I would know who to approach	1	2	3	4	5	6	9
<b>Q15_5:</b> My faculty is responsive to concerns about gender equality	1	2	3	4	5	6	9
<b>Q16_1:</b> Allocation of desirable and sought-after tasks or roles are distributed independently from gender	1	2	3	4	5	6	9
<b>Q16_2:</b> Distribution of office space are done independently from gender	1	2	3	4	5	6	9
<b>Q16_3:</b> Mentoring and/or other guidance in making career decisions are done independently from gender	1	2	3	4	5	6	9
<b>Q16_4:</b> Representation in senior positions are done independently from gender	1	2	3	4	5	6	9
<b>Q16_5:</b> Allocation of administrative tasks are done independently from gender	1	2	3	4	5	6	9
<b>Q17_1:</b> Attention from senior management are done independently from gender	1	2	3	4	5	6	9
<b>Q17_2:</b> Access to informal circles of influence are done independently from gender	1	2	3	4	5	6	9
<b>Q17_3:</b> Receiving positive feedback from management are done independently from gender	1	2	3	4	5	6	9
<b>Q17_4:</b> Recruitment and selections for academic posts are done independently from gender	1	2	3	4	5	6	9

<b>Q17_5:</b> 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
<b>Q18_1:</b> Allocation of formal training and career development opportunities are done independently from gender	1	2	3	4	5	6	9
<b>Q18_2:</b> Allocation of teaching are done independently from gender	1	2	3	4	5	6	9
<b>Q18_3:</b> Participation in projects are done independently from gender	1	2	3	4	5	6	9
<b>Q18_4:</b> Invitations to lectures, conferences, etc. are done independently from gender	1	2	3	4	5	6	9
<b>Q18_5:</b> Appointments to editorships of journals are done independently from gender	1	2	3	4	5	6	9
<b>Q19_1:</b> My supervisor has understanding for my caring responsibilities (at home, for children and elderly...)	1	2	3	4	5	6	9
<b>Q19_2:</b> My faculty has policies put in place (effective) for life-work balancing	1	2	3	4	5	6	9
<b>Q19_3:</b> My work schedule allows me to spend time with my family and friends	1	2	3	4	5	6	9
<b>Q19_4:</b> I am able to set boundaries between work and life	1	2	3	4	5	6	9
<b>Q19_5:</b> 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
<b>Q20_1:</b> Keeping in touch with the department while away	3	2	1	9
<b>Q20_2:</b> Flexible working hours	3	2	1	9
<b>Q20_3:</b> Initial part-time working building up to full time	3	2	1	9
<b>Q20_4:</b> Lower initial teaching load	3	2	1	9
<b>Q20_5:</b> Lower initial administrative load	3	2	1	9
<b>Q20_6:</b> Lower initial research supervision	3	2	1	9
<b>Q20_7:</b> Parent's network, support group at work	3	2	1	9
<b>Q20_8:</b> Additional block of shared parental leave	3	2	1	9
<b>Q20_9:</b> Facilities for continued baby care	3	2	1	9
<b>D20_10:</b> 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
<b>Q21_1:</b> Childcare related policies, including payments and benefits	1	2	3	4
<b>Q21_2:</b> Facilities for continued baby feeding on return to work	1	2	3	4
<b>Q21_3:</b> Contacts for supporting services (e.g. HR, occupational health)	1	2	3	4
<b>Q21_4:</b> Time off for antenatal appointments	1	2	3	4
<b>Q21_5:</b> How and when to notify your institution of your intentions regarding return to work	1	2	3	4
<b>Q21_6:</b> Options for phased return, or other forms of workload adjustment on return	1	2	3	4
<b>Q21_7:</b> 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
<b>Q22_1</b> Sexist behavior is tolerated at my faculty	1	2	3	4	5	6	9
<b>Q22_2</b> During lectures and extracurricular communication with students the teachers at our Faculty sometimes express sexist attitudes	1	2	3	4	5	6	9
<b>Q22_3</b> Sexual harassment occurs at my faculty	1	2	3	4	5	6	9
<b>Q22_4</b> Sexual harassment of students by the teaching staff occurs at my faculty	1	2	3	4	5	6	9
<b>Q22_5</b> Sexual harassment by senior position academics to lower positioned academic personnel occurs at my faculty.	1	2	3	4	5	6	9
<b>Q22_6</b> 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
<b>Q23_1:</b> Curricula at my faculty are gender sensitive	1	2	3	4	5	6	9
<b>Q23_2:</b> 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
<b>Q23_3:</b> 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
<b>Q23_4:</b> As a rule, classes do not provide a gender perspective when learning about legal institutes.	1	2	3	4	5	6	9
<b>Q23_5:</b> 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
<b>Q23_6:</b> Additional education of teaching staff on matters of gender equality is necessary at my faculty.	1	2	3	4	5	6	9
<b>Q23_7:</b> Introducing gender perspective in higher education curricula should be regulated by law.	1	2	3	4	5	6	9
<b>Q23_8:</b> 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