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LAWGEM

Master`s Study Program
Law and Gender

LAWGEM



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Report of intellectual output 2 of the LAWGEM project

—

Mapping gender equality at

Belgrade University

Cadiz University

Lumsa University

Saarland University

Örebro University

A comparative report

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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 World War II (data for earlier periods is incomplete), it has educated over 52,000 law graduates, around 1,300 magistri iuris, 3,300 masters of law and around 1100 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) questionnaire¹, 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.

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).

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 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 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

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.

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 University³ 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.

³ 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>	Fq (%)	Fq (%)	Fq (%)	Fq (%)	Fq (%)
<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. ¹	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.

¹n.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%.

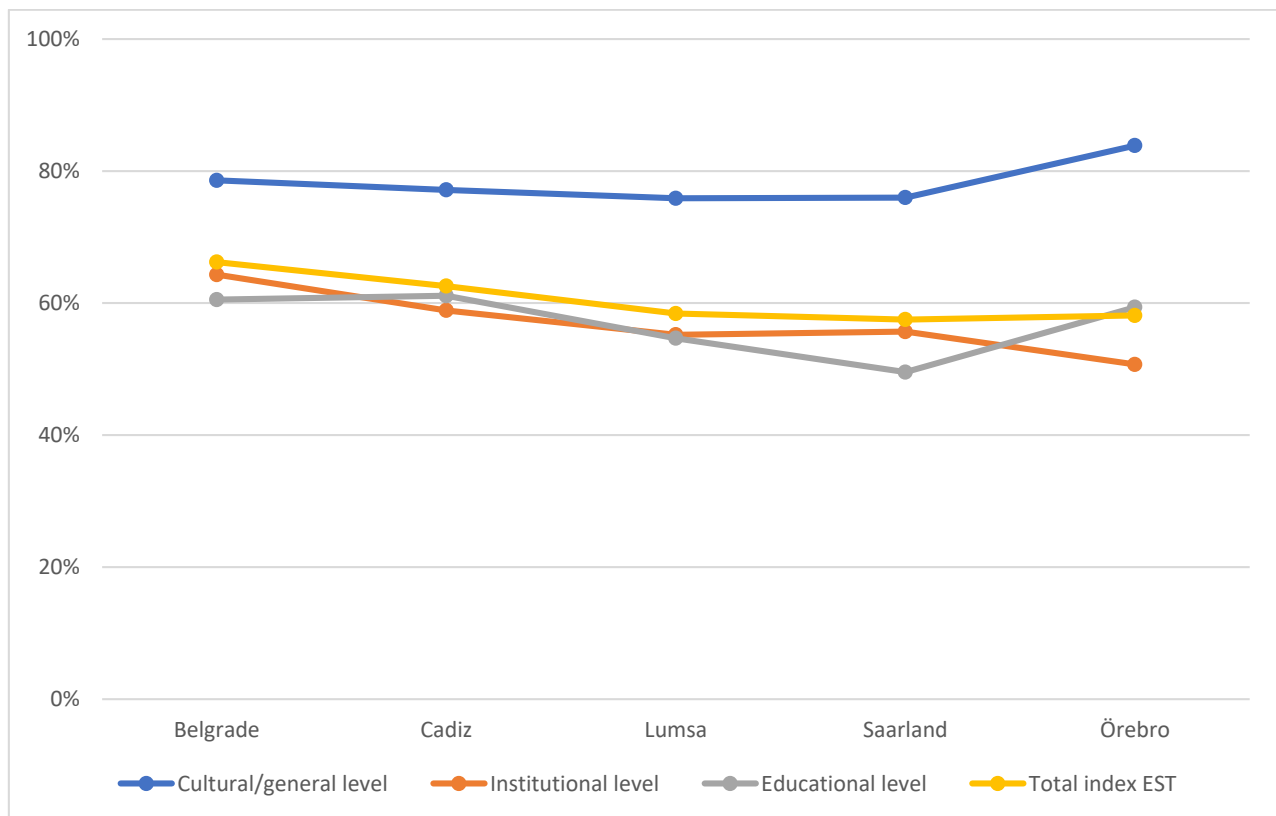


Figure 1. Comparison between universities on level of the index

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 Örerbo 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

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, 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

Report of Intellectual Output 2 of the LAWGEM Project

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Mapping Gender Equality at Belgrade University

Belgrade University

January 28 2021

Dragica Vujadinovic

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1. 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.

1.1 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, also related to support mechanisms for the reintegration of parents after parental leave, etc., as well as to 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 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 - called Empirical Survey Tool (EST) - was to investigate and map conditions and attitudes towards gender equality in academic institutions involved in the project.

1.2 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 neighbouring 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 World War II (data for earlier periods is incomplete), it has educated over 52,000 law graduates, around 1,300 *magistri iuris*, 3,300 masters of law and around 1100 *doctores iuris*, as well as hundreds of specialists in various areas. Many Faculty of 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 post-graduate 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 enrol at Master's program in European Integration, Master's program in Public Procurement, and Master's program in Tax Law, which are 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 7 young assistants, together 21 teaching assistants.

2. Method

2.1 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.

2.2 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.

2.3 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

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).

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 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 sub-questions, 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 sub-questions, 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 sub-questions, 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.

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.

The following research questions were 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 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?

2.3.1 *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 Belgrade 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 0.66.
- The sub-index for institutional level consists of 38 questions. The value ranges from 38 to 214. The Cronbachs alpha value was 0.91.
- The sub-index for Educational level consists of 8 questions. The value ranges from 8 to 48. The Cronbachs alpha value was 0.85.
- The total index consists of all three levels. The value ranges from 60 to 321. The Cronbachs alpha value was 0.90.

2.4 *Sample*

The sample from the University of Belgrade was constructed out from the Faculty of Law's whole academic staff. The number was currently 103 staff; 37 full professors, 20 associate professors, 21 assistant professors/ Ph.D. lecturers plus three lecturers of foreign languages (24), 14 assistants, and 7 young assistants. Of the 103 staff 34 (33%) are involved in the LAWGEM project. 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 60.2 %, ($n= 62$).

2.5 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 15th.

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.

2.6 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.

3. 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.

3.1 Desk analysis

The desk analysis was based on data from the Faculty of Law at Belgrade University. Data were collected from official records at the University, and represents the academic year 2019/2020. In total, 1232 students were enrolled in courses/programs of any level of education during the study year, and 102 members of the staff were employed at the Faculty for the same period.

The results shown in table 1 reveal that overall female students to a higher degree enrolled than male students as well as completed their studies at undergraduate, master and doctoral studies in higher percentage than male students.

There were gender differences concerning the academic staff, where the higher level of academic title, the larger disproportion in favor of men in relation to women was shown. There were also more men than women in Faculty management and leadership positions. Not fully in line with these results more women have slightly less temporary positions than men do.

Table 1. Descriptive data from the Faculty of Law at Belgrade university per academic year for 2019/2020.

Question	Total	Women (Fq, %)	Men (Fq, %)
Students enrolled to all educational programs/courses	1232	728 (59.9%)	504 (41.1%)
Students graduated	919	577 (62.8%)	342 (37.2%)
Students enrolled to master studies	543	320 (58.9%)	223 (41.07%)
Students enrolled to doctoral studies	37	20 (54.0%)	17 (46.0%)
Students with achieved MA – in 2019/2020	283	171 (63.9%)	112 (36.1%)
Students with achieved PhD diplomas – in 2019/2020	8	5 (62.5%)	3 (37.5%)
Faculty management and leadership positions	5	2 (40.0%)	3 (60.0%)
Faculty teaching staff	103	42 (40.8%)	61 (59.2%)
- Teaching assistant	21	14 (66.6%)	7 (33.8%)
- Assistant professor/ PhD Lecturer	24	12 (50.0%)	12 (50.0%)
- Associate Professor	20	8 (40.0%)	12 (60.0%)
- Full Professor	37	12 (32.4%)	25 (67.6%)
Permanent positions – only full professors	37	10 (27.9%)	26 (72.1%)
Temporary positions	66	32 (48.4%)	34 (51.6%)

3.2 Background information of the sample as presented in the survey

In total, 62 (60.2 %) of the staff at the Faculty of Law at Belgrade university performed the EST. They are hereafter named respondents, of which 33 (54.1 %) were female, 28 (45.9 %) were male, and one missing. Their mean age was 37.8 years (sd= 17.7 years). Their marital status was single (15, 25.4 %), married or partnership (35, 59.3 %), divorced (2, 3.4 %), widow or widower (1, 1.7

%), or something else (6, 10.2%). 35 (59.3 %) of the respondents stated that they were parents. There were no missing answers to these questions.

The academic degree presented for the respondents in the EST was having a BA (2, 3.3 %), Master (14, 23.3 %), or a PhD (44, 73.3 %) degree. Respondents stated that they held a part time contract (1, 1.8 %) or a full-time contract (56, 98.2 %), where the duration of the contract was temporary positions (41, 68.3 %), or permanent position (19, 31.7 %). Their professional category where graduate/teaching assistant (13, 22.8 %), Assistant professor/PhD Lecturer (16, 28.1 %), Associate Professor (11, 19.3 %), and Full Professor (17, 29.8 %). Five (8.1%) did not answer.

Regarding the background question 10, overall, about three-fourths (75 %) of respondents answered the question of *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?* Of those who considered the question as relevant, the most frequent answer on the intensity of involvement in the following activities: Hygiene/bathing (23 (47.9 %) of 48, Every day), Feeding, (19 (38.8 %) of 49, Every day), Taking them to school (18 (40.0 %) of 45, Every day), After-school activities (22 (46.8 %) of 47, Several times a week), School tasks (13 (29.5 %) of 44, never), Going to the park (14 (29.2 %) of 48, Several times a week), Other leisure activities (17 (37.0 %) of 46, Several times a week), Cooking and housework (15 (32.6 %) of 46, Several times a week), and Caring for elderly/ disabled relatives (16 (35.6 %) of 45, Never).

Gender differences were found for after-school activities and going to the park, where women were less likely to perform these activities than men.³

3.3 Empirical Survey

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.

Results for each theme is presented separately.

3.3.1 Cultural/general level

The results from the cultural/general level show that a significant level of gender equality has been achieved in the cultural/general mindset, which can be seen in table 2, where the mean values for both genders is close to the highest value of each question. Statements like - it is legitimate that men cry, that gender equality is important for ensuring a fair and democratic society, gender equality is important for companies and economy as well as men should have equal responsibility as women for home and children and that men should not have priority for getting a job when there is a lack of jobs, are all said to be important for the respondents. These responses speak positively about important changes in value statements towards overcoming deeply rooted patriarchal stereotypes and prejudices.

³ See similar results: M. Blagojević Hjuson, *Rodni barometer u Srbiji: Razvoj i svakodnevni život*, Beograd 2013; M. Hughson, *Muškarci u Srbiji druga strana rodne ne/ravnopravnosti*, Institut za kriminološka i sociološka istraživanja, Beograd 2017.

Gender differences were found for 12_1 (Gender equality has been achieved in Serbia in politics), 12_2 (Gender equality has been achieved in Serbia at work), and 12_3 questions (Gender equality has been achieved in Serbia in leadership positions in companies and other organizations), indicating that gender equality is present to a higher degree for men than for women. Namely, men are more of the opinion that gender equality has been achieved in Serbia in politics, at work, and in leadership positions in companies and other organizations. However, these results can also be interpreted and most probably should be interpreted in a way that women have been more critical than men towards the given state of affairs concerning gender equality achievements in politics, at work, and in leadership positions in Serbia.

Gender differences were also found for 13_1 (Promoting gender equality is important to ensure a fair and democratic society), 13_2 (Promoting gender equality is important for companies and for the economy) and 13_3 (Promoting gender equality is important for your faculty) questions, indicating that gender equality is present to a higher degree for women than men, in a sense that women have been more aware of the mentioned importance.

Table 2. Gender comparative result for the cultural/general level by 62 respondents at Belgrade university for questions 11 to 14.

Question ¹	Missing values	Women (m, sd)	Men (m, sd)	Gender differences ²
Q11_1	0	3.9 (0.3)	3.7 (0.7)	NO
Q11_2	0	2.9 (1.0)	2.7 (1.0)	NO
Q11_3	1	3.1 (1.0)	2.8 (1.0)	NO
Q11_4	0	3.4 (0.8)	3.1 (0.9)	NO
Q12_1	3	2.1 (0.9)	2.9 (0.9)	YES
Q12_2	3	2.3 (0.8)	3.0 (0.8)	YES
Q12_3	1	1.9 (0.8)	2.9 (0.8)	YES
Q13_1	0	3.8 (0.4)	3.4 (0.9)	YES
Q13_2	1	3.7 (0.6)	3.1 (0.8)	YES
Q13_3	0	3.8 (0.4)	3.4 (0.9)	YES
Q13_4	1	3.6 (0.6)	3.4 (0.9)	NO
Q14_1	0	3.7 (1.2)	3.1 (1.3)	NO
Q14_2	0	4.8 (0.7)	4.4 (1.0)	NO
Q14_3	0	4.5 (1.3)	4.3 (1.3)	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 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.

3.3.2 Institutional level

The index for the institutional level was 137 (SD= 27.88). It could be concluded that the institutional framework at the Faculty of Law has reached a certain level of gender equality, since the mean value are relatively high. The results shown in table 3 support this statement, since mean values in general are between 4-6.

Table 3. Gender comparative result for the institutional level by respondents at Belgrade 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	1	4.2 (1.8)	4.8 (1.4)	NO
Q15_2	0	4.1 (1.4)	5.0 (1.3)	YES
Q15_3	2	3.9 (1.3)	5.1 (1.1)	YES
Q15_4	4	3.8 (1.7)	4.6 (1.6)	NO
Q15_5	4	4.7 (1.0)	4.8 (1.2)	NO
Q16_1	3	4.5 (1.3)	4.9 (1.2)	NO
Q16_2	2	4.9 (1.2)	5.1 (1.2)	NO
Q16_3	4	5.0 (1.3)	5.3 (1.0)	NO
Q16_4	6	4.3 (1.4)	4.8 (1.2)	NO
Q16_5	5	4.1 (1.4)	4.7 (1.3)	NO
Q17_1	4	4.2 (1.6)	4.9 (1.1)	NO
Q17_2	7	3.9 (1.8)	4.6 (1.1)	NO
Q17_3	6	5.0 (0.9)	5.1 (1.2)	NO
Q17_4	2	4.5 (1.3)	5.1 (1.1)	NO
Q17_5	4	5.2 (0.8)	5.2 (1.1)	NO
Q18_1	6	5.0 (1.1)	5.3 (1.1)	NO
Q18_2	4	5.0 (1.0)	5.0 (1.2)	NO
Q18_3	4	5.1 (1.1)	5.4 (1.0)	NO
Q18_4	2	5.3 (0.9)	5.4 (1.0)	NO
Q18_5	4	5.0 (1.3)	5.4 (1.0)	NO
Q19_1	11	4.8 (1.5)	5.2 (1.1)	NO
Q19_2	6	4.1 (1.5)	4.8 (1.3)	NO
Q19_3	2	5.0 (0.9)	5.1 (1.1)	NO
Q19_4	2	4.4 (1.3)	5.1 (1.1)	YES
Q19_5	1	4.4 (1.3)	5.0 (1.2)	NO
Q22_1	3	3.9 (1.5)	2.7 (1.3)	YES
Q22_2	6	3.9 (1.2)	3.0 (1.5)	YES
Q22_3	15	4.1 (1.3)	2.8 (1.3)	YES
Q22_4	19	3.9 (1.5)	3.0 (1.4)	YES
Q22_5	13	3.5 (1.6)	2.3 (1.1)	YES
Q22_6	13	3.7 (1.6)	2.9 (1.5)	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

From 62 respondents, there are no missing values only for Q15_2, everywhere else there are missing values and they are rather high for Q19_1, Q22_3, Q22_4, Q22_5, Q22_6.

In table 3 can be seen that Q15 is devoted to the statements about the already achieved gender equality in the institutional framework, and it could be interpreted that the lower responses for women show that women do not think these achievements have been done yet, although men do. Q16 is devoted to the issues of allocation of career opportunities, and responses are very high. However, again lower mean values are present in all responses for women, meaning that they have less enthusiastic opinions based on their experience. A similar situation is with Q17 and Q18, which also are related to different dimensions and aspects of career opportunities. Gender differences are also found for Q19_4, where women are less enthusiastic concerning their ability to set boundaries between life and work.

Table 3 shows that gender equality is less present in Q22, which is related to sexist behavior and sexual harassment. Gender difference relates to the opinion about the scope of sexist behavior and sexual harassment at the Faculty, where women have a more critical approach than men.

In table 4, the results can be seen from the second part of the institutional level (Q20 and Q21), which were filtered questions and only applied to those who were parents (35). Apparent is a high level of missing values for the question 20, related to the parental leave, meaning that all men among 35 parents, besides those who have not been parents did not give response.

Table 4. Gender comparative result for the institutional level by 35 respondents at Belgrade university for questions 20 to 21.

Question ¹	Missing values	Women (m, sd)	Men (m, sd)	Gender differences ²
Q20_1	46	1.9 (0.8)	3.3 (1.2)	YES
Q20_2	47	2.4 (1.2)	3.3 (1.2)	NO
Q20_3	53	1.9 (1.4)	2.0 (0.0)	NO
Q20_4	48	1.8 (1.1)	3.0 (1.4)	NO
Q20_5	49	2.2 (0.9)	2.0 (0.0)	NO
Q20_6	46	1.2 (0.4)	2.7 (1.2)	NO
Q20_7	46	1.3 (0.6)	1.0 (0.0)	NO
Q20_8	54	2.8 (1.5)	1.5 (0.7)	NO
Q20_9	45	1.0 (0.0)	1.0 (0.0)	NO
Q20_10	45	1.0 (0.0)	1.0 (0.0)	NO
Q21_1	0	1.3 (0.7)	1.8 (1.2)	NO
Q21_2	0	1.0 (0.0)	1.3 (0.8)	NO
Q21_3	0	1.2 (0.6)	1.5 (1.1)	NO
Q21_4	0	1.1 (0.3)	1.4 (0.9)	NO
Q21_5	0	1.7 (1.0)	1.4 (1.0)	NO
Q21_6	0	1.2 (0.7)	1.4 (0.9)	NO
Q21_7	0	1.0 (0.0)	1.3 (0.8)	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.

Overall, the results show that mean values are low, indicating that respondents who have exercised the right to parental leave are not of the opinion that there is much at all gender equality in this regard. Responses show low values regarding childcare services and support for mothers to have easier and smoother coming back to work, meaning that there has been a very low level of implemented gender equality in this regard. Gender differences were found for Q20_1 question, where women were much more aware than men about their not keeping in touch with the department during the maternal leave.

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.

3.3.3 Educational level

Overall the results show that respondents are a little bit more positive than negative from a gender-equality perspective. Gender differences were found for Q23_4 (As a rule, classes do not provide a gender perspective when learning about legal institutes), where women express much more critical gender-equality oriented opinions than men. Also, for Q23_6 (Additional education of teaching staff on matters of gender equality is necessary at my faculty) and Q23_7 (Introducing a gender perspective in higher education curricula should be regulated by law) women are much more in favor of this approach than men.

Furthermore, gender differences were found for 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), indicating that women are much more for introducing gender equality into standards of accreditation than men.

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

Question ¹	Missing values	Women (m, sd)	Men (m, sd)	Gender differences ²
Q23_1	13	3.2 (1.2)	3.5 (1.7)	NO
Q23_2	9	3.8 (1.4)	3.4 (1.7)	NO
Q23_3	3	4.7 (1.2)	4.2 (1.5)	NO
Q23_4	5	4.6 (1.0)	3.7 (1.4)	YES
Q23_5	4	4.4 (1.3)	3.9 (1.7)	NO
Q23_6	3	4.5 (0.8)	3.5 (1.7)	YES
Q23_7	7	4.2 (1.3)	3.1 (1.8)	YES
Q23_8	4	4.5 (1.0)	3.5 (2.0)	YES

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= 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.

4. Analysis

4.1 Total index and overall results

The mean index for the overall EST was 213 (SD = 31.97), which is 66.3% of the maximum (321). Relevant for interpreting these results is the comparison with the result of a similar empirical survey, which had been done at the Faculty in December 2018 (first empirical survey – FES 18), i.e. a year and half before starting the LAWGEM project. FES 18 was also anonymous and voluntary, offered online to the whole academic staff and in that case 52 from then 98 members of academic staff took part. In addition, there have been many activities oriented towards gender equality awareness raising at the Faculty since three years ago – conferences, seminars, publishing books. Most important and rather well promoted event within the Faculty was the initiative for establishing gender equality action plan (GAP), which had a few times been also the matter of the public discussion. In the context and process of GAP creation, the mentioned first empirical survey had been constructed and implemented. Results of FES 18 can be compared especially in the case of similar or same questions, which do exist because that questionnaire had served as the germ and the guidelines for creating the EST, and also contained general, cultural, institutional and educational framework.

In short, results of the first empirical survey were to a certain extent worse from the point of academic staff's statements on gender equality.⁴ Better results in the EST case could be understood as the result of the systemic work invested in the mentioned activities and their contribution to rising awareness and improving value statements of the academic staff in regards of gender equality. In addition, the work on preparing LAWGEM project already from the beginning of 2019 and the further ever bigger involvement of 34 members of academic staff in the LAWGEM project development did have an impact on certain changes in their value statements. Besides above mentioned, it is highly probable that most or all of LAWGEM members might have taken part in EST, and if we suppose that they had represented almost half of the sample their opinion certainly contributed significantly to the achieved rather high mean values.

4.1.1. Cultural/general level

Results show that a majority of the respondents refuses patriarchal stereotypes and promotes gender equality as important for the 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. Explanation should be searched for in the above mentioned argumentation. Interestingly enough, comparatively speaking, the results for EST have been the best in the case of cultural/general level, because the index for this level was 46, what is a very high mean value - 77.9 % of the maximum value (59).

On the other hand, in FES 18, the results in favor of gender equality were the least present in the context of cultural value statements, i.e. stereotypes and prejudices. And more concretely, the results related to cultural value statements in FES 18 were worse than in EST, in a sense that cultural stereotypes and prejudices had been much more present and visible in that survey. Besides above offered explanation linked to awareness raising, additional reason could probably be found in the

⁴ D. Vujadinović, Lj. Kovačević, T. Marinković, I. Krstić, M. Davinić, *Achieving Gender Equality at the University of Belgrade Faculty of Law: Research and Policy Study* (bilingual publication), Belgrade 2020 (57-119).

fact that the questions related to cultural views and value statements in FES 18 were much more direct and diversified and probably provoked more direct and open expressing of biased opinions than in the EST. If there were around 23.7% of unclear and negative notions about whether gender discrimination is any more the problem in Serbia, this percentage was too high for such a notorious question. The extremely stereotypical value statement that women have more rights than they deserve was rejected by more than 85% of respondents, but 9.1% were of unclear opinion, and 5.4% of an agreement with the stereotype. Stereotypical thinking was existent among significant 16.5%, and potentially among those 14.5% with an undefined opinion in regards of the statement that women cannot be successful in 'male' professions (academic work traditionally belonged to males). A great proportion of respondents (76.5%) rejected the stereotype that gender equality is detrimental for Serbian society, however there were 7.4% of those who agreed and 16.4% of those with an unclear opinion. A high proportion of respondents rejected the stereotype that gender equality is an ideological and not civilizational matter (71%), while a significant proportion had no clear opinion (16.4%), and a rather high proportion accepted this stereotype – 12.8%. A rather high proportion of respondents agreed with the stereotype that introducing legal measures and public policies in favor of gender equality represent imposed, artificial and unnecessary interventions (20%), a rather high proportion does not have a clear opinion (14.5%), which has been too high negative indicator from the point of gender equality (65% rejected this stereotype). Stereotypical view that rules against domestic violence are detrimental for men was rejected by only 56.5% of the respondents, and almost 44% had unclear opinion or the statement against. Only 47.3% of the respondents did not agree with the stereotype that female members of academic staff use their 'feminine charms' for purposes of getting university employment or advancing their career.⁵

4.1.1 Institutional level

The mean index value for this level was 137, which is 65.8 % of the maximum (208). Men are much more satisfied with 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 female single women have been over-represented in the sample, and they are more open towards both educational reforms and gender equality and they are more aware of an importance which gender equality has had for higher and legal education. They have also been more aware than their colleagues about the lack of systemic support of the institutional settings for their female career promotion. They are more skeptical and critical towards institutional level since they have experienced institutional and cultural settings` based obstacles, and they believe in an importance of educational level, while being fully aware that their own efforts in educational terms are crucial for overcoming the mentioned obstacles. According to their awareness about the education as the emancipatory engine, they also can more easily envisage the importance of a gender competent quality of educational process.

The majority of the professors are men and they are by default older than the teaching assistants, and as being older they might be more traditional and insofar less sensitive for gender discrimination. Besides, while being on the highest positions they consider the given state of affairs as better than it is. Namely, what they understand as institutionally well designed framework in terms of gender

⁵ Ibid, 115-117.

equality, and what insofar gives more gender equal results, could or should be interpreted as an indicator of their more conformist and insufficiently critical approach.

4.1.2 Educational level

The mean index value for this level was 29, which is 60.4 % of the maximum (48). Mean values are rather lower for men than women, meaning that women have been more aware of the importance of introducing gender mainstreaming in legal education. However, the mean values are rather high, and when compared with the mentioned previous survey, the EST results are better.

Namely, according to the FES 18, there were 60% of respondents who agreed that gender perspective is very important for legal education. However, there were almost 40% of those who considered gender perspective in legal studies irrelevant or have an undefined opinion. For 58% of respondents it was acceptable (useful and necessary) to get additional education about gender equality, but at the same time 22% respondents did not have a clear opinion, and 20% disagreed. There were 64% of respondents with a positive attitude towards the introduction of gender sensitive pedagogy in the legal education.

However, when questions in FES 18 pointed more specifically to the issue of textbooks and learning materials, as well as legal regulation in favor of gender competent higher education and legal education, the resistance increased. Only 41% of the respondents thought that the textbooks should have gender competent content. Introducing legal rules in favor of gender sensitive university education into the Law on Higher Education was acceptable for 49% of respondents, unacceptable for 16.4%, and 34% of respondents had undefined opinion on the issue. Only half of the sample was positive and half was unclear or against it. There were 49% of respondents who agreed that rules for accreditation of faculties and study programs should include requirements of gender sensitization of higher education, while more than 27% disagreed and 23.6% did not have a clear opinion.⁶

4.2 Limitations

As already mentioned, a great number of the Law Faculty academic staff have been participating in the LAWGEM project ($n=34$), and probably most of them also answered the EST. 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 profiling of the LAWGEM project had started and most directly at least six months before answering the EST. Besides that, positive influence of other activities conducted in favor of gender equality at the Faculty since a few previous years might have played a certain role even in a wider scope of the academic staff. In other words, these facts might be the cause of the results being better than could have been expected due to FES 18 surveys' results, which had expressed more traditional/patriarchal affiliations and statements.

Another limitation is the response rate which preferably should have been higher in order to catch the whole Faculty's opinions on gender-equality. There is a risk that those more in favor of gender-equality issues were among the respondents. This has been seen in other studies as well.⁷

⁶ Ibid, 111-119.

⁷ Ibid. See also: P.A. Roos, M.L. Gatta, „Gender (in)equity in the academy: Subtle mechanisms and the production of inequality“, *Research in Social Stratification and Mobility*, 2009, 177–200.

4.3 Conclusion

Better are results of EST than in the case of previous empirical survey. That proves importance of intentions oriented towards gender equality, which do give results even if they have not been systemic top-down policies but have been more based on individual attempts. Results of EST have been still far from optimal standards of gender equality either in institutional, or, educational, or cultural dimension. Both conclusions imply the necessity of introducing systemic gender equality policies in order to boost better and deeper moves forwards towards better gender equality achievements at the Faculty in cultural, institutional, and educational dimensions.

It all indicates that systemic work on gender equality is necessary as a constant, systemic 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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6. 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

Report of intellectual output 2 of the LAWGEM project

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Mapping gender equality at Cadiz University

Cadiz University

January 27 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 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

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).

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 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.

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.

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 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 & 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, 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

Report of intellectual output 2 of the LAWGEM project

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Mapping gender equality at LUMSA University

LUMSA university

January 30, 2020

Antonio Martuscelli

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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, 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 the project of developing the master 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. 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 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 at the level of wider communities, grasped by the notion of gender regimes (Hughson, 2015). There are also implicit beliefs and attitudes, not reflected, internalized, that can influence the evaluation of competences and achievements (Roos & Gatta, 2009). These cultural patterns can be observed at individual as well as organizational level. The analysis distinguish 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 reintegration of parents after parental leave etc., and in-depth qualitative researches show structural inequalities in access to various resources (in Serbian context, cf. Babović, 2010). This is the consequence of interaction of structural and cultural (implicit) patterns. Having this in mind, we assume that gender (in)equality is reproduced in social and university environment and at three levels: at the level of institutions, at the level of education process and content and at wider 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.

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 centre 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 recognised 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 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 maintain a direct and ongoing relationship with their students, and 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 recognised 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.

Method

Design

The design of this study is twofold; first a desk analysis was performed, second an on-line survey was conducted.

Desk analysis. Desk analysis is the first step in the gender assessment of an academic programme and organization, since it gives basic, factual and quantitative information (ILO, 2012). In this case, desk analysis is investigating gender issues embedded in our organization. The work follows the ILO Gender Audit approach, that is, the ILO Participatory Gender Audit Methodology proposed by International Labour Office (ILO, 2012: 14-22)

On-line survey. An on-line questionnaire that focuses on three dimensions of the analysis (cultural, institutional and educational) will be performed. The survey was conducted within each university's faculty where law education was held.

Desk analysis.

The main aim with the desk analysis is 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, that are relevant for working towards gender equality.

The Empirical Survey Tool – EST

The 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 is aimed to map the professional and wider socio-economic positions and opinions of the university staff according to three dimensions of gender (in)equality. 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 from strongly or totally disagree (1) to /Strongly or totally agree (4-6). Two questions had a scale ranging from (1) informally/ not providing information to (3-4) exist and implemented/ provided information. No answer or missing value was set to (9) and excluded from analysis.

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 general gender issues (Q_11), regarding the position of women in politics and academia (Q_12), regarding an importance of gender equality in different aspects (Q_13), and regarding a fair share of private and professional duties and gender-based employment preferences(Q_14).
2. Institutional framework – This theme consisted of 8 questions (Q15-Q22) with a total of 48 sub-questions, 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 concerned quality of rules and regulations regarding general approach towards gender equality (Q_15), career promotion (Q_16, Q_17, Q_18), family friendly institutional support/work-life balance (Q_19), maternity leave and parental leave (Q_20, Q_21), sexist attitudes and sexual harassment (Q_22).
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 concerned quality of gender (in)sensitivity of the study programmes, syllabi and textbooks (Vujadinović & Petrušić, 2017),

importance of gender perspective in legal studies, necessity of additional education of teaching staff as well as necessity legally to introduce issue of gender equality into the Law on Higher education and into accreditation requirements.

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 attitudes and beliefs of staff with regards to the 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 the total EST. The index value was created by adding the answers to a subtotal for each thematic part as well as for the total scale. Missing values were treated as 0.

The reliability analysis showed that Q22 had too many missing values and thereby had to be excluded from further analysis of the index. Further analysis when Q22 was removed showed Cronbachs alpha for the subscales: Cultural/general level Cronbachs alpha 0.417, Institutional level Cronbachs alpha 0.916, and Educational level Cronbachs alpha 0.715. The total Cronbachs alpha was 0.885.

The final sums of sub-index with good internal consistency for each theme were as follows; Cultural/general level sub-index ranged from 14 – 59, Institutional level ranged from 42 – 208, and educational level ranged from 8 – 48. The total index ranged from 64 – 315. The higher the level the higher gender equality.

Sample

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 persons of staff that received the EST 84 (28%) answered.

Procedure

The EST technical part was constructed by the Belgrade team who translated the EST from English into the five languages used for each university. The EST was then created into a web survey tool, one for each university and language. The links to the survey were sent out to the EST teams who coordinated the data collection but did not store data. Thereby, the survey was totally anonymous for the universities. Data was collected from June 22nd – July 15.

When data collection was finished the Belgrade team transferred the data into SPSS files. Data were then analysed by Belgrade team and results were presented for each university as results 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 were independent samples t-test analysis were done. For comparisons between universities, based on data structure, first one-way anova's were completed and then post hoc test for multiple comparisons for observed means. All statistical analyses were done by using SPSS version 25.

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

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

Results

The results part is divided into three parts; the desk analysis, background information from the survey and the results from the survey regarding the three teams.

Desk analysis

The desk analysis was based on data from the The Department of Law in Palermo from the LUMSA university. Data was collected from official records at the university. Data represents the study year 2019/2020 and was collected in July 2020. In total 1200 students were enrolled in courses/programs of any level of education during the study year, and 79 staff were employed at the Department for the same period.

The results shown in table 1 reveal that there were gender differences concerning enrollment at undergraduate studies, master and doctoral studies, where female students were more likely to enter studying process.

There are large gender differences concerning the management and leadership positions, the head of department has been always a man during the 20 years of the history of the Department of Law.

There are also important gender differences within the academic staff, meaning that for all academic titles there is a striking majority of men. Only 19% of the overall teaching staff is composed of women. Moreover, the presence of women is almost completely concentrated in the lowest level of the teaching staff, the teaching assistant position.

Among Assistant professors, Associate professors and Full professors there is only one woman.

Gender ratios concerning enrolled students showed few gender differences: there are more enrolled female students at all levels of studies (undergraduate, master, doctoral students) and there are proportionally more graduated female students.

Table 1. Descriptive data from the faculty of Department of Law of the LUMSA university for the academic year 2019-2020.

Question	Women (Fq, %)	Men (Fq, %)
Students enrolled to all educational programs/courses	500, 41,7%	700, 58,3%
Students graduated	93, 53%	82, 47%
Students enrolled to master studies	43, 58.9%	30, 41.1%
Students enrolled to doctoral studies	13, 52%	12, 48%
Students with achieved MA	0, 0%	0, 0%
Students with achieved PhD diplomas	0, 0%	0, 0%
Faculty management and leadership positions	0, 0%	5, 100%
Faculty teaching staff	15, 19%	64, 81%
- Teaching assistant	14, 25,9%	40 74,1%
- Assitant professor/ PhD Lecturer	0, 0%	8, 100%
- Associate Professor	1, 16,7%	5, 83,3%
- Full Professor	0, 0%	11, 100%
Permanent positions	1, 5,5%	17, 94.5%
Temporary positions	14, 22,9%	47, 77,1%

Background information of the sample as presented in the survey

In total 84 (28%) of the staff at the department of Law in the LUMSA university performed the EST. They are hereafter named respondents, of which 40 (47.6%) were female, 44 (52.4%) were male, and 0 (0%) other gender. Their mean age was 46.4 years (sd= 12.2 years). Their marital status was single (13, 15.5%), married or partnership (64, 76.2 %), divorced (3.5 %), widow or widower (1, 1.2 %), or something else (1, 1.2%). 55 (65.5 %) of the respondents stated that they were parents. There were only one or two missing answers for these questions.

The academic degree presented for the respondents in the EST was having a BA (19, 22, 6 %), Master (1, 1.2%), Magister of Science (5, 6%), or a PhD (59, 70.2%) degree. Respondents stated that they held a part time contract (32, 38.1%) or a full time contract (44, 52.4%), where the duration of the contract was temporary positions (47, 56 %), permanent position (36, 42.9 %), or civil servant (1, 1.2 %). Their professional category were teaching assistant (41, 48.8 %), Assistant professor/PhD Lecturer (10, 11.9 %), Associate Professor (14, 16.7 %), and Professor (14, 16.7 %).

Overall about two thirds of respondents (79, 94%) answered the question of *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?* Of those who considered the question as relevant the most frequent answer on intensity of involvement in the following activities were : Hygiene/bathing (44 (52 %) of 84, Every day), Feeding, (29 (34.5 %), Once or twice a week), Taking them to school (25 (29.8 %) , Never), After-school activities (27 (32 %), Several times a week), School tasks (27 (32.1 %), Never), Going to the park (22 (26.2 %), less than once a week), Other leisure activities (20 (23.8 %), Several times a week), Cooking and housework (33 (39.3%), Every day), and Caring for elderly/ disabled relatives (34 (40.4 %), Never).

Gender differences were found for cooking and housework, where women were more likely to perform daily these activities than men.

Empirical Survey

The index for the overall EST was 184.58 and ranged from 64 to 315. There were not statistically significant gender differences on the index level. Overall the results show that mean values above the mid points indicating that a certain degree of gender equality is present, but not sufficiently and the process of improving gender equality is of an utmost importance.

Results for each theme is presented separately.

Cultural/general level

The index for this level was 44.77 in a possible range going from 14 to 59. There were not statistically significant gender differences on the index level. Overall the results show that mean values are rather high, indicating that a gender equality is present to a certain extent, but that the process of improving gender equality is of an utmost importance.

The results from the cultural/general level show that a certain level of gender equality has been achieved in cultural/general mindset, which can be seen in table 2. Namely, the scaling for these questions (except Q 14) go from 1 to 4, and mean values for both gender go close to 4 for the statements that it is legitimate that men cry, that women are more likely than men to make decisions based on emotions, that the most important role of a man is to earn money, that promoting gender equality is important for the society, the economy the faculty and personally.

In the case of Q 14 mean values are close to 5 (the highest level in the scale) regarding the statements that men should have equal responsibility as women for home and children.

No gender differences were found.

Table 2. Gender comparative result for the cultural/general level by 84 respondents at LUMSA university for questions 11 to 14.

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q11_1	2	3.6 (0.8)	3.8 (0.5)	NO
Q11_2	1	2.9 (1.0)	3.0 (1.0)	NO
Q11_3	2	3.6 (0.7)	3.5 (0.8)	NO
Q11_4	1	3.7 (0.7)	3.6 (0.6)	NO
Q12_1	3	1.7 (0.8)	1.8 (0.9)	NO
Q12_2	0	1.5 (0.7)	1.8 (1.0)	NO
Q12_3	2	1.4 (0.6)	1.5 (0.7)	NO
Q13_1	2	4.0 (0.2)	3.9 (0.6)	NO
Q13_2	0	3.8 (0.6)	3.8 (0.7)	NO
Q13_3	2	3.6 (0.7)	3.7 (0.7)	NO
Q13_4	2	3.8 (0.4)	3.7 (0.8)	NO
Q14_1	2	3.4 (1.4)	3.3 (1.4)	NO
Q14_2	2	4.7 (0.6)	4.6 (0.8)	NO
Q14_3	2	3.9 (1.6)	3.7 (1.7)	NO

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

²Differences are calculated with the XX analysis. Significant differences are set at $p < .05$ and labelled YES, if no significance is found it is labelled NO

Institutional level

The index for this level was 119.14 in a range of scores from 42 to 208. It could be concluded that institutional framework at the department of Law in the LUMSA University has reached a certain level of gender equality, which however has been still far from satisfactory. Overall the results show that mean values are relatively high, indicating a gender equality is present to a certain extent.

Q 15 is devoted to the statements about the already achieved gender equality in the institutional framework and responses prevail between 4 (partly agree) and 5 (agree) in the 6 level scale.

The question on whether men and women are equally well represented in the faculty obtains a higher score among women than among men and this difference is statistically significant. Female responses have generally a lower score than men's for women being treated equally in the faculty and for the faculty being committed to promoting gender equality indicating that their perception about gender equality is less firm than that of men. However, these differences are statistically significant only in the first case.

Q16 is devoted to the issues of allocation of career opportunities and responses are situated between over 4 to over 5 with maximum score 6, which is very high. However, again lower mean values are present in all responses of women, meaning that they have less enthusiastic opinion based on their experience. Similar situation is with Q17 and Q18, which are also related to different dimensions and aspects of career opportunities.

Q22 are about sexist behavior and attitudes. The low values indicate that answers are all between disagree and strongly disagree. No big differences are found between men and women.

Gender difference is also founded for 17_4 question, indicating that gender equality is present for women to a lower degree than men, i.e. that women are less enthusiastic about the way recruitment and selections for academic posts are done.

Table 3. Gender comparative result for the cultural/general level by 84 respondents at LUMSA 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	9	4.4 (1.4)	3.6 (1.7)	YES
Q15_2	7	4.6 (1.5)	5.4 (1.1)	YES
Q15_3	14	4.5 (1.5)	5.1 (1.3)	NO
Q15_4	18	3.8 (1.8)	4.4 (1.7)	NO
Q15_5	15	4.5 (1.5)	4.6 (1.6)	NO
Q16_1	7	4.8 (1.5)	5.2 (1.4)	NO
Q16_2	8	5.2 (1.0)	5.5 (1.0)	NO
Q16_3	10	5.0 (0.9)	5.3 (1.3)	NO
Q16_4	9	4.5 (1.3)	5.0 (1.3)	NO
Q16_5	9	4.9 (1.1)	5.3 (1.0)	NO
Q17_1	12	4.8 (1.4)	5.2 (1.3)	NO
Q17_2	16	4.7 (1.2)	5.1 (1.2)	NO
Q17_3	10	4.9 (1.2)	5.4 (1.1)	NO
Q17_4	6	4.8 (1.3)	5.3 (1.1)	YES

Q17_5	8	4.7 (1.4)	5.2 (1.1)	NO
Q18_1	6	4.8 (1.3)	5.1 (1.2)	NO
Q18_2	5	5.3 (0.9)	5.4 (1.0)	NO
Q18_3	9	5.3 (0.8)	5.5 (0.9)	NO
Q18_4	8	5.2 (0.8)	5.6 (0.9)	YES
Q18_5	18	5.0 (0.9)	5.2 (1.1)	NO
Q19_1	27	5.0 (1.0)	5.0 (1.4)	NO
Q19_2	23	4.3 (1.3)	4.0 (1.6)	NO
Q19_3	10	4.6 (1.2)	4.7 (1.6)	NO
Q19_4	8	4.7 (1.3)	4.5 (1.5)	NO
Q19_5	8	4.3 (1.3)	4.2 (1.6)	NO
Q22_1	13	1.7 (1.0)	1.4 (0.9)	NO
Q22_2	15	1.5 (0.8)	1.4 (1.1)	NO
Q22_3	13	1.2 (0.4)	1.2 (0.9)	NO
Q22_4	15	1.1 (0.3)	1.2 (0.9)	NO
Q22_5	15	1.1 (0.3)	1.2 (0.9)	NO
Q22_6	18	1.2 (0.5)	1.4 (0.8)	NO

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

²Significant differences are set at $p < .05$ and labelled YES, if no significance is found it is labelled NO

The results from the second part of the institutional level (Q20 and Q21), which were filtered questions and only apply to those who are parents, show that there are very high numbers of missing values for Q20, which can be seen in table 4. Overall the results show that mean values are low, indicating that women who have exercised the right to maternity leave are not of opinion that there is much at all gender equality in this regard. Responses on questions covered by Q21 show very low mean values regarding childcare services and support for mothers to have easier and smoother coming back to work, meaning that there has been a very low level of implemented gender equality in this regard.

No gender differences were found.

Table 4. Gender comparative result for the cultural/general level by 13 respondents at LUMSA university for questions 15 to 22 ranging from 1 to 6.

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q20_1	81	2.3 (1.5)	0.0 (0.0)	NO
Q20_2	81	2.5 (2.1)	4.0 (0.0)	NO
Q20_3	81	1.0 (0.0)	4.0 (0.0)	NO
Q20_4	80	1.0 (0.0)	4.0 (0.0)	NO
Q20_5	82	1.0 (0.0)	4.0 (0.0)	NO
Q20_6	82	1.0 (0.0)	0.0 (0.0)	NO
Q20_7	83	1.0 (0.0)	0.0 (0.0)	NO
Q20_8	82	1.0 (0.0)	0.0 (0.0)	NO
Q20_9	80	1.0 (0.0)	0.0 (0.0)	NO
Q20_10	79	1.0 (0.0)	1.0 (0.0)	NO
Q21_1	0	1.1 (0.3)	1.0 (0.0)	NO
Q21_2	0	1.0 (0.0)	1.0 (0.0)	NO
Q21_3	0	1.1 (0.3)	1.0 (0.0)	NO
Q21_4	0	1.0 (0.0)	1.0 (0.0)	NO
Q21_5	0	1.1 (0.3)	1.0 (0.0)	NO
Q21_6	0	1.0 (0.0)	1.0 (0.0)	NO
Q21_7	0	1.0 (0.0)	1.0 (0.0)	NO

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

²Significant differences are set at $p < .05$ and labelled YES, if no significance is found it is labelled NO

Educational level

The index for this level was 23.78, what should be placed in the frame of scores from 8 to 48. There were not statistically significant gender differences on the index level.

The results from the educational level show that mean values are below or around 4, between “partly disagree” and “partly agree” which can be seen in table 5. Overall, the results show that mean values are a little bit more positive than negative from gender equality perspective. The results show that mean values are rather lower for men than women, meaning that women have been more oriented in favor of gender equality in educational dimension than men.

Gender differences were found only for 23_7 (Introducing gender perspective in higher education curricula should be regulated by law), in a sense that women are much more in favor of this approach than men.

Table 5. Gender comparative result for the cultural/general level by 84 respondents at LUMSA university for question 23 ranging from 1 to 6.

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q23_1	18	3.7 (1.6)	3.6 (1.7)	NO
Q23_2	20	2.5 (1.3)	2.6 (1.6)	NO
Q23_3	21	4.6 (1.6)	4.4 (1.7)	NO
Q23_4	45	3.1 (1.3)	3.8 (1.6)	NO
Q23_5	33	4.7 (1.2)	3.8 (1.9)	NO
Q23_6	21	3.3 (1.4)	3.4 (1.6)	NO
Q23_7	24	4.2 (1.4)	3.1 (1.7)	YES
Q23_8	20	4.6 (1.2)	3.8 (1.8)	NO

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

²Significant differences are set at $p < .05$ and labelled YES, if no significance is found it is labelled NO

Analysis

Total index and overall results

With an overall index of 184.6 on a possible range between 64 to 315, the Department of Law at the LUMSA University seems to have a medium to high performance in term of gender equality. It indicates that systemic work on gender equality issue through cultural, institutional and educational level is necessary, especially regarding additional education of academic staff for improving gender perspective in their professional life, through trainings, 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.

Cultural/general level

When having in mind that total index for cultural/general level ranges from 14 to 59, the index 44.77 is rather positive from the gender equality perspective. It corresponds to the scaled as 4 responds (partly agree) and 5 (agree) in the six-range-scale, meaning that a certain majority refuses patriarchal stereotypes and considers that men can also cry without shame, women do not make decisions in an irrational way, that women should equally care for their job and career as well as for home and family, that it is not true that men have the most important role in earning money, that women should be equal in politics, work and leading positions, that promoting gender equality is important for the society, all institutions and each person.

The results from the cultural/general level show that patriarchal stereotypes and prejudices, which are given in Q 11 and Q 14 are refused by majority of respondents independently of their gender, which can be seen in table 2. Concerning the stereotype that men should not cry, 77.4% refuse it. Similar situation is with the response to Q11_3, which expresses stereotyped statement that the most important role of a woman is to take care of her home and family.

However, concerning Q 11_2, that women are more likely than men to make decisions based on their emotions, both gender are close to the response scaled in the overall results with 3 - "tend to agree", which indicates a high level of stereotyped way of thinking.

Concerning Q 12, which refers to the statements of respondents about whether gender equality is achieved in politics, at work and in leadership positions the majority "tends to disagree" and proportionally more men than women.

In addition, table 2 shows that in the case of Q 13, which is related to value statements of respondents about an importance of gender equality for fair and democratic society, for companies and for the economy, for the Faculty and for the person her/himself, the majority of respondents agrees and generally proportionally more women than men. Overall the results show that mean values are rather high, indicating that gender equality is present to a certain extent. Concerning Q 14, which is related to the questions and stereotyped attitudes about whether women should be prepared or not to cut their paid work for the sake of taking care of her family (14_1), whether men should not equally take care for home and children (14_2), and whether men have more right to job when jobs are scarce (14_3), responses are different from the gender perspective. In the case of 14_1, respondents are between the stated attitudes, what indicates existence and persistence of patriarchal matrix, while in the case 14_2 and 14_3 respondents are closer to the attitudes that men should take as much responsibility as women for the home and children, and that men should not have more right to job than women in the situation of scarce jobs.

Institutional level

When having in mind that total index for institutional level ranges from 42 to 208, the index 119,14, it could be said that institutional framework at the LUMSA university has reached a certain level of gender equality but still far from enough.

The results from the first part of questions for the institutional level (Q15-Q19 and Q22) show that gender equality is present to a significant extent. In the case of Q15, which is related to a general attitudes about how the Faculty government treat gender equality (men and women are equally well represented, men and women are treated equally, Faculty is committed to promoting gender equality, if I had any concerns about gender equality in my Faculty, I would know who to approach, my Faculty is responsive to concerns about gender equality), results range around 4 and 5. Gender equality is also rather much present in Q16, which is related to academic and administrative support for career advancement, with results around 4 and 5 (allocation of desirable and sought-after tasks or roles are distributed independently from gender, distribution of office space are done independently from gender, mentoring and/or other guidance in making career decisions are done independently from gender, representation in senior positions are done independently from gender, allocation of administrative tasks are done independently from gender). Q17, which is related also to career promotion, with results around 4 and 5 shows a rather high level of gender equality through responses to the questions related to the statements that attention from senior management, access to informal circles of influence, receiving positive feedback from management, recruitment and selections for academic posts, and promotion decisions are done independently from gender. However, women have slightly lower scores in this sections although only in case of Q17_4 the difference is statistically significant.

Results for Q18 around 5 show that gender equality is present in statements related also to career promotion, which say that allocation of formal training and career development opportunities, allocation of teaching, participation in projects, invitations to lectures, conferences, and appointments to editorships of journals are done independently from gender.

Q22 is related to the issues of sexist behavior and sexual harassment (sexist behavior is tolerated at my faculty, during lectures and extracurricular communication with students the teachers at our Faculty sometimes express sexist attitudes, sexual harassment occurs at my faculty, sexual harassment of students by the teaching staff occurs at my faculty, sexual harassment by senior position academics to lower positioned academic personnel occurs at my faculty, cases of sexual harassment in my faculty are treated as something to cover and hide). No gender differences are found in all questions covered by Q22, indicate that women and men have similar perspectives concerning sexist behavior and sexual harassment, i.e. higher mean values in this case refer to less present gender equality, or better articulated – it expresses implications about an existence of sexist behavior and sexual harassment.

Results for Q20 and Q21 show an extraordinary high number of missing values because of the small number of those who have been using maternity leave. However, the responses indicate that women are more critical than men towards the lack of support for mothers in different aspects on their coming back to work and towards the lack of policy measures for supporting in financial and organizational ways the child care for academic staff.

Educational level

When having in mind that total index for educational level ranges from 8 to 48, the index 23.78 indicates a poor achievement in terms of gender equality in the educational aspect.

There are high numbers of missing values for all questions, especially for Q23_4 (45) – As a rule, classes do not provide a gender perspective when learning about legal institutes and Q23_5 (33) – Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge. These missing values are indicative for a demonstrative ignoring of the mentioned essential issues, what implies the potential obstruction and refusal of introducing educational policies oriented towards reconsidering textbooks and Curricula from gender perspective.

As already said, the results show that mean values are rather lower for men than women, meaning that women have been more aware of an importance of introducing gender mainstreaming in legal education, i.e. women have been more open for educational policy changing in this regard.

Limitations

The limitations, common to these types of surveys, are related to the ad-hoc sampling design that can influence in unknown ways the distributional properties of the sample and the inference that derives. A bigger sample would allow for a more detailed analysis and further breakdowns by demographic characteristics and employment status. Lack of administrative data on the LUMSA faculty and teaching staff has reduced the scope of the desk analysis to the Palermo department of Law only.

Conclusion

Total index for department of Law at the LUMSA university – is 184.58 (placed in the frame from 64 to 315) points towards the positive side viewed from gender perspective. The index is however low compared to the other universities that took part to the empirical survey tool. This shows gender inequality is indeed an issue that deserves further analysis and attention.

Index for Cultural/general level is 44.77 (placed in the frame from 14 to 59), which is rather high – 76%, the most on positive side viewed from gender perspective and gives the best scores when compared with all other fields of investigation.

Index for Institutional level is 119,14 (placed in the frame from 42 to 208), which is rather high - 57%, much more on positive than negative side viewed from gender perspective.

Index for Educational level is 23.78 (placed in the frame from 8 to 48), which is around 49.5%. This index is by far the lowest when compared with all other fields of investigation. In particular, participants do not fully agree on the need to reconsider textbooks used from a gender sensitive point of view, on the fact that classes do not provide a gender perspective and that additional education of teaching staff on gender issues is needed.

Overall, the sample at the LUMSA university shows a good degree of awareness and consideration for gender equality issues. 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 in order to reach a better gender equality balance at the Faculty in cultural, institutional and educational dimension.

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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

Report of intellectual output 2 of the LAWGEM project

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Mapping gender equality at Saarland University

Saarland University
January 27 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 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.

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 6 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 characterised 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 programme 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 specialisation selected by the students which is conducted by the law faculty. This is followed by the second state examination after two years of post-graduate 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 programme (LL.M) in German law and one in "Information Technology and Law". The Europa-Institut offers domestic and foreign students a master programme 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 programme in "European and international Law" with students enrolled from over 30 countries. The programme is characterised 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 programme 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).

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.

¹ 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. Last question in the background group (Q10) is aimed to detect the involvement of the 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

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.

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 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 Saarland 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 0.65.
- The sub-index for institutional level consists of 38 questions. The value ranges from 38 to 214. The Cronbachs alpha value was 0.90
- The sub-index for Educational level consists of 8 questions. The value ranges from 8 to 48. The Cronbachs alpha value was 0.65.
- The total index consists of all three levels, with 60 questions. The value ranges from 64 to 315. The Cronbachs alpha value was 0.86.

Sample

The EST was sent to all professors and all research and teaching associates of the faculty and the Europa-Institut. We only excluded student assistants without graduation and administrative staff since they do not have any teaching obligation.

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

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 15th.

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 at Saarland university. Data was collected from official records of the university. Data represents the study year 2019/2020 and was collected in June 2020. In total 2024 students were enrolled in courses/programs of any level of education during the study year, and 269 staff were employed at the faculty for the same period.

The results shown in table 1 reveal that there were gender differences concerning the faculty staff, where women are less likely to be represented in teaching staff positions (20.0%). Also, proportionally speaking, more men achieve an PhD diploma (81.82 %). Women are more likely to be enrolled in master studies (57.94%).

Gender ratios concerning the number of graduates and enrolled students showed no noticeable difference. Deans are appointed by an automatic rotation principle and are not chosen according to their suitability or ability, so the gender balance is not decisive.

Table 1. Descriptive data from the faculty of law at Saarland university per academic year for 2019.

Question	Women (Fq, %)	Men (Fq, %)
Students enrolled to all educational programs/courses	55.43%	44.57%
Students graduated	50.33%	49.77 %
Students enrolled to master studies	57.94%	42.06%
Students enrolled to doctoral studies	43.14%	56.86%
Students with achieved MA	0%	0%
Students with achieved PhD diplomas	18.18%	81.82%
Faculty management and leadership positions	50.00%	50.00%
Faculty teaching staff	44.16%	55.84%
- Teaching assistant	50.00%	50.00%
- Assistant professor/ PhD Lecturer	00.00%	00.00%
- Associate Professor	00.00 %	00.00%
- Full Professor	20.00%	80.00%
Permanent positions	not available	not available
Temporary positions	not available	not available

Background information of the sample as presented in the survey

In total 31 (30%) of the staff at the faculty of law at Saarland university performed the EST. They are hereafter named respondents, of which 20 (64.5%) were female, 11 (35.5%) were male, and 0 (0%) other gender. Their mean age was 33.41 years ($SD= 9.22$ years). Their marital status was single (60.0 %) married or partnership (40.0%) or something else (0%). 6 (20.0%) of the respondents stated that they were parents. There was one missing answer for these questions.

The academic degree presented for the respondents in the EST was having a BA (3.3%), Master/State Examination (76.7%) and PhD (20.0%) degree. Respondents stated that they held a part time contract (58.1%), or a full-time contract (41.9%). Concerning the duration of the contracts, there were temporary positions (77.4%), permanent positions (6.5%) and civil servants (16.1%). Their professional category was teaching assistant (71.4%), graduate teaching assistant (7.1%), associate professor (3.6%), and professor (14.3%). Three (9.7%) did not answer.

Overall, all of the respondents, 31 (100%) answered the question of 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? Of those who considered the question as relevant the most frequent answer on intensity of involvement in the following activities were: Hygiene/bathing 5 (71.4%) of 7 Every day, Feeding 4 (57.1%) of 7 Every day, Taking them to school 2 (50.0%) of 4 Every day, After-school activities 3 (42.9%) of 7 for both every day or several times a week, School tasks 2 (40.0%) of 5 Every day, Going to the park 3 (37.5%) of 8 Once or twice a week, Other leisure activities 3 (33.3%) of 9 for both Several times a week and Every day, Cooking and housework 6 (75.0%) of 8 Every day, and Caring for elderly/ disabled relative 3 (60.0%) of 5 Several times a week.

It is difficult to make a conclusive statement, since more than 70 to 80 % of the respondents did not consider the questions to be relevant and therefore most of the questions were answered by less than 5 persons. However, gender differences were found for Q10_3, where women were more likely to taking children to school. Q10_4 and 5 show, that women are more likely to do after-school activities and school tasks. A gender difference is also evident in cooking and the household, as more women take on this task every day.

Empirical Survey

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.

Results for each theme is presented separately.

Cultural/general level

The results from the cultural/general level show that a certain level of gender equality has been achieved in the cultural/general mindset, which can be seen in table 2. Namely, the scaling for these questions (except Q 14) go from 1 to 4, and mean values for both genders go close to 4 for the statements that it is legitimate that men cry, that it is not the most important role of a women to take care of her home and family (Q 11_3) and that it is not the most important role of a man to earn money (Q 11_4). In the case of Q 14 mean values are close to 5 (the highest level in the scale) regarding the statements that men should have equal responsibility as women for home and children, and that men should not have priority for getting job when there is a lack of jobs.

Overall, the results show that mean values are high, indicating gender equality is not present.

Table 2. Gender comparative result for the cultural/general level by 31 respondents at Saarland university for questions 11 to 14.

Question1	Missing values	Women (m. sd)	Men (m. sd)	Gender differences2
Q11_1	2	4.0 (0.0)	3.9 (0.3)	NO
Q11_2	3	2.9 (0.9)	2.7 (1.1)	NO
Q11_3	2	3.9 (0.3)	4.0 (0.0)	NO
Q11_4	2	3.9 (0.4)	3.6 (0.5)	NO
Q12_1	3	2.3 (1.0)	2.4 (0.9)	NO
Q12_2	3	2.0 (0.9)	2.4 (0.9)	NO
Q12_3	2	1.7 (0.8)	2.1 (0.8)	NO
Q13_1	1	3.7 (0.9)	3.3 (0.9)	NO
Q13_2	1	3.5 (1.0)	3.5 (0.7)	NO
Q13_3	3	3.5 (1.0)	3.4 (1.0)	NO
Q13_4	2	3.5 (0.9)	3.4 (0.5)	NO
Q14_1	1	4.3 (0.8)	4.0 (1.1)	NO
Q14_2	2	4.6 (1.0)	4.5 (0.8)	NO
Q14_3	3	4.8 (0.7)	4.5 (0.8)	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= 9,6). 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.

Institutional level

The results from the first part of the institutional level (Q15-Q19 and Q22) concerning attitudes and experiences showed that institutional framework at the Faculty of Law (Saarland) has reached a certain level of gender equality, which however is still far from satisfactory. Overall, the results show that mean values are relatively high, indicating a gender equality is present to a certain extent.

Table 3. Gender comparative result for the institutional level by 31 respondents at Saarland university for questions 15 to 19 and 22 ranging from 1 to 6.

Question1	Missing values	Women (m. sd)	Men (m. sd)	Gender differences2
Q15_1	1	3.5 (1.7)	3.7 (1.7)	NO
Q15_2	0	4.4 (1.1)	4.9 (0.8)	NO
Q15_3	4	4.8 (1.2)	5.1 (1.0)	NO
Q15_4	2	3.7 (1.7)	4.6 (1.8)	NO
Q15_5	5	4.3 (1.2)	4.6 (1.6)	NO
Q16_1	2	4.4 (1.3)	4.8 (1.8)	NO
Q16_2	2	5.3 (1.0)	5.5 (0.5)	NO
Q16_3	7	4.4 (1.4)	4.9 (1.3)	NO
Q16_4	2	4.0 (1.4)	5.2 (0.9)	YES
Q16_5	5	4.2 (1.3)	5.4 (0.7)	YES
Q17_1	9	4.5 (1.4)	5.3 (0.8)	NO
Q17_2	9	4.4 (1.0)	5.4 (0.7)	YES
Q17_3	6	4.7 (1.0)	5.3 (0.9)	NO
Q17_4	2	4.6 (1.2)	5.4 (0.9)	NO
Q17_5	5	4.4 (1.2)	5.3 (1.0)	NO
Q18_1	4	5.0 (1.0)	5.0 (1.2)	NO
Q18_2	5	4.8 (1.3)	5.5 (0.5)	NO
Q18_3	5	5.6 (0.6)	5.4 (0.7)	NO
Q18_4	4	5.3 (0.9)	5.5 (0.7)	NO
Q18_5	6	5.5 (0.7)	5.5 (0.8)	NO
Q19_1	9	4.9 (1.2)	4.8 (1.7)	NO
Q19_2	16	3.8 (1.8)	2.4 (1.1)	NO
Q19_3	2	4.9 (1.4)	5.3 (0.7)	NO
Q19_4	3	3.9 (1.4)	4.2 (1.6)	NO
Q19_5	2	4.2 (1.5)	4.5 (1.6)	NO
Q22_1	1	1.6 (0.8)	1.9 (1.2)	NO
Q22_2	2	2.8 (1.4)	2.4 (1.6)	NO
Q22_3	8	2.4 (1.1)	2.3 (1.3)	NO
Q22_4	8	2.2 (1.0)	2.7 (1.7)	NO
Q22_5	7	1.9 (1.1)	2.4 (1.7)	NO
Q22_6	9	2.1 (1.2)	2.1 (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

Gender differences were found in relation to representation in leading positions, or whether this is independent of the respective gender (16_4). The distribution of administrative tasks is also classified by women as clearly gender-dependent on women, whereas men do not perceive this in

the same way (16_5). Gender differences were also found for question 17_2 which refers to access to informal groups with influence. That shows that gender equality is present more for men than women, in the sense that women are more critical towards statements that men and women are treated equally, and that the Faculty has been devoted to promoting gender equality.

As mentioned above, the index for this level was 118.13, which should be placed in the frame of scores from 42 to 208. There were no statistically significant gender differences on the index level. The results from the second part of the institutional level (Q20 and Q21), which were filtered questions and only apply to those who are parents, show that there are very high numbers of missing values for Q20, which can be seen in table 4. Overall, the results show that mean values are low, indicating that women who have exercised the right to maternity leave are not of the opinion that there is much gender equality in this regard. Responses on questions covered by Q21 show very low mean values regarding childcare services and support for mothers to have easier and smoother coming back to work, meaning that there has been a very low level of implemented gender equality in this regard. Gender differences were not found for any questions, indicating that gender equality is present for women to a higher or lower degree than men.

Table 4. Gender comparative result for the institutional level by 31 respondents at Saarland university for questions 15 to 22 ranging from 1 to 6.

Question1	Missing values	Women (m. sd)	Men (m. sd)	Gender differences2
Q20_1	30	3.0 (0.0)	0.0 (0.0)	NO
Q20_2	27	2.0 (0.0)	3.0 (1.4)	NO
Q20_3	30	1.0 (0.0)	0.0 (0.0)	NO
Q20_4	30	0.0 (0.0)	2.0 (0.0)	NO
Q20_5	29	2.0 (0.0)	4.0 (0.0)	NO
Q20_6	30	0.0 (0.0)	2.0 (0.0)	NO
Q20_7	29	1.0 (0.0)	4.0 (0.0)	NO
Q20_8	30	0.0 (0.0)	2.0 (0.0)	NO
Q20_9	30	0.0 (0.0)	4.0 (0.0)	NO
Q20_10	28	2.5 (2.1)	4.0 (0.0)	NO
Q21_1	0	1.0 (0.0)	1.0 (0.0)	NO
Q21_2	0	1.2 (0.7)	1.0 (0.0)	NO
Q21_3	0	1.3 (0.9)	1.0 (0.0)	NO
Q21_4	0	1.0 (0.0)	1.0 (0.0)	NO
Q21_5	0	1.2 (0.6)	1.0 (0.0)	NO
Q21_6	0	1.1 (0.4)	1.0 (0.0)	NO
Q21_7	0	1.2 (0.7)	1.0 (0.0)	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 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.

Educational level

The index for this level was 26.24, which should be placed in the frame of scores from 8 to 48. There were no statistically significant gender differences on the index level. The results from the educational level show that mean values are below or around 4, between “partly disagree” and “partly agree” which can be seen in table 5. Overall, the results show that mean values are rather lower for men than women, meaning that women have been more oriented in favor of gender equality in the educational dimension than men.

Gender differences were found for 23_4 (As a rule, classes do not provide a gender perspective when learning about legal institutes), where women express much more critical (towards gender equality-oriented opinion) than men.

Gender differences were also found for 23_6 (Additional education of teaching staff on matters of gender equality is necessary at my Faculty), in a sense that women are much more in favor of this approach than men.

Gender differences were also found for 23_7 (Introducing gender perspective in higher education curricula should be regulated by law), in a sense that again women are much more in favor of this approach than men.

Table 5. Gender comparative result for the educational level by 31 respondents at Saarland university for question 23 ranging from 1 to 6.

Question1	Missing values	Women (m. sd)	Men (m. sd)	Gender differences2
Q23_1	6	3.4 (1.8)	4.1 (1.2)	NO
Q23_2	3	2.9 (1.6)	1.7 (1.1)	YES
Q23_3	2	4.1 (1.8)	3.2 (1.4)	NO
Q23_4	5	5.1 (0.7)	4.0 (1.1)	YES
Q23_5	4	3.8 (1.6)	4.2 (1.2)	NO
Q23_6	3	3.6 (1.6)	2.4 (1.3)	YES
Q23_7	3	3.1 (1.7)	2.1 (0.9)	YES
Q23_8	2	3.7 (1.8)	2.8 (1.2)	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 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.

Analysis

If one places the index score of the Faculty of Law of Saarland University at 188, one comes to the conclusion that although it is in the upper midfield, it is definitely still too low. This shows the necessity of systematic work to counteract this existing gender distinction. Although the number of students enrolled differentiated by gender demonstrate a majority of females (55.43% female and 44.57% male), that majority is less with regard to the number of graduated students (50.33% female and 49.77 % male). There thus is a loss of female students during the course of studies, but the number do not show if they quit studying at all or changed the subject or university. While both genders are equally represented at the level of teaching assistants (50% female and 50% male) and females are almost equally represented at the level of the teaching staff (44.16% female and 55.84% men), the ratio changes drastically when it comes to the position of full professors (20% female and 80% male).

Cultural/general level

The index for this level was 45 which shows that a certain level of gender equality has been achieved in cultural/general mindset. The answers to questions Q11-14 show that the mindset of the respondents is in favour of gender equality and promoting gender equality is important for more than 75.0% of all respondents for ensuring a fair and democratic society, companies and economy, faculty and personally. This demonstrates that gender equality is accepted as a common value but the majority does not see it achieved in politics, professional life or in leadership positions in companies and organisations. Interestingly, it is precisely in the latter that gender equality is rejected by 77.4% whereas for politics and work a bit more than the half of the respondents reject equality (51.7% and 58.1%).

By analysing the results it has to be kept in mind that 64.5% of the respondents are female which could have an influence on Q12 and 13. Moreover, regarding Q11 and 14 represents the mainstream understanding in well-educated levels of societies.

Institutional level

The institutional level index was 118 and shows that a certain gender equality exists at the faculty but needs some improvement. First of all, it has to be noted that the Q20 and 21 are not representative since only 4 out of 31 respondents have been on parental leave. The questions do not reflect when the parental leave took place so that it is difficult to analyze which regulations have been in place at the faculty and in Germany. Since 2007 there has been a big change in the law and since then all parents who stay home for parental leave get a transfer payment instead of their salary. More meaningful information would be available when asking the administrative staff. Academic staff usually leave the university before starting to build up a family.

In general, Q15 shows that the faculty has reached some level of gender equality and is aware of the topic. Moreover, Q16-19 concerning attitudes and experiences show that gender equality is present to a certain extent. But also the results have shown that gender equality is present more for men than women due to the fact that women are more critical when it comes to questions about gender equality than men. This applies especially to the representation in leading positions (Q16_4), the distribution of administrative tasks (Q16_5) and the access to informal groups (Q17_2). Here, women answered that this is still a gender-dependent decision. Although legal regulations ask for equality, in these three areas it is hard to prove that discrimination took place. Furthermore, it should be noted that

often teams at the faculty are either men- or women-heavy, so that the experiences regarding their career or tasks are mostly not gender-based. Finally, the majority of academic staff are not confronted with situations regarding their career or promotion by superiors, as most leave the faculty after completing their doctorate.

Educational level

The index was 26 and the results show that that women have been more oriented in favor of gender equality in the educational dimension than men (especially Q4, 6 and 7).

In general, there is a certain level of gender-sensitivity in legal education at the faculty and the gender perspective is found relevant by the majority of the respondents when it comes to the quality of legal education and the following professional life. However, this did not lead to the agreement that textbooks should be revised (58.1% against) or that the consideration of gender aspects in curricula should be regulated by law (61.4% against). Such an approach allegedly contradicts the self-determination of the universities and the constitutionally guaranteed freedom of science, so that any legal regulation is met with scepticism. In this context, a revision of textbooks is also seen as an interference in academic freedom or freedom of opinion and is viewed critically. But only 42.0% of the respondents disagree that students should have the ability to understand and apply the principles of gender equality. Such an informal approach reflects the assumption that the gender perspective is relevant for better quality in legal education and professional life.

Limitations

While conducting the desk analysis and EST, we were faced with different data protection regulations so that some data was not approachable for us. Moreover, the division of the final graduation examination (first legal examination) in a state-regulated part and a university part created problems by generating the different datasets. Additionally, the results concerning the situation of parents was only answered by 7 out of 31 participants. Finally, it has to be mentioned that most of the respondents were research fellows/assistants with a limited contract.

Conclusion

The analysis shows that a certain level of gender equality has been reached but this is not satisfactory. Interestingly, the attitude towards gender equality is mostly positive and supporting but the experiences in personal life, at the faculty and in life in general differ from this, especially mainly women have a different perception. In case of parental obligations and reconciliation of work and family life the figures are not representative since only few respondents answered and the temporal classification is not possible and prevents a detailed analysis. The part on attitudes and experiences in the area of work, career and professional development must be seen in the context that a large proportion of employees only stay at the faculty for a short time to complete a doctorate. The faculty itself has 15 professors, of which only 3 are female, who are employed on a permanent basis. Their appointment, in turn, is a special process. There is no provision for qualification as a professor (assistant and associate professor) at one's own faculty, but rather candidates apply to other faculties after successful habilitation (around 500 pages monograph about own research) and are appointed there. This process disadvantages women, as such an appointment is made at the age of about 40. By this time, families have already been established and a support system has been created that makes it difficult to leave one's own faculty and apply to another, all the more since the appointing faculty expects new professors to move their household to the vicinity. A change in the system would

enable more women to become professors and would probably change the way of teaching to a more gender-sensitive approach.

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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	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	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

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

Report of intellectual output 2 of the LAWGEM project

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Mapping gender equality at Örebro University

Örebro University

January 28 2021

Susanne Strand

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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 and the comparative analysis will be published within the LAWGEM project. They 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, 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 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.

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) questionnaire¹, 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.

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

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).

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 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 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 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:

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.

- 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 Örebro university, the following analysis where done:

- The sub-index for the Cultural/general level consists of 14 questions. The value ranges from 14 to 59. The Cronbach's alpha value was 0.58.
- The sub-index for the institutional level consists of 38 questions. The value ranges from 38 to 214. The Cronbach's alpha value was 0.87
- The sub-index for Educational level consists of 8 questions. The value ranges from 8 to 48. The Cronbach's alpha value was 0.80.
- The total index consists of all three levels, with 60 questions. The value ranges from 64 to 321. The Cronbach's alpha value was 0.71.

Missing values were found for Cultural/general level ($r=0\%$ - 7.5%), Institutional level ($r=0\%$ - 55.0%), and Educational level ($r=0\%$ - 70.0%).

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. 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 University³ 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, 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 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.

³ 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 the School of Law, Psychology and Social Work and the School of Humanities, Education and Social Sciences part of the Faculty of Humanities and Social Sciences at Örebro University⁴. Data were collected from official records at the university. Data represented the academic year 2019/2020 and was collected in June 2020. In total, 6,235 students were enrolled in courses/programs of any level of education during the study year. 174 staff were employed at the School of Law, Psychology, and Social Work and 257 were employed at the School of Humanities, Education, and Social Sciences. Together a total of 431 staff were employed at the time of the data collection in June 2020. The EST was sent to all teaching staff, which was 277.

The results shown in table 1 reveal that there were gender differences concerning staff as well as students. The subjects were more likely to be dominated by female students (69 %) and teachers (58 %) and have lesser numbers of male students (31 %) and teachers (42 %).

Gender ratios concerning faculty staff showed gender differences, with junior lecturers consisting of more women (70 %) than men (30 %). As the increase of the academic degree, the gender ratio starts to shift. For Assistant Professor/Ph.D. Lecturer the ratio of women (60 %) over men (40 %) declines. At the level of Professor, it has changed so that there are more men (63 %) than women (37 %).

Table 1. Descriptive data from the School of law, Psychology and Social work and the School of Humanities, Education and Social Sciences at the Faculty of Humanities and Social Sciences at Örebro University per academic year for 2019/2020.

Question	Total	Women (Fq, %)	Men (Fq, %)
Students enrolled in all educational programs/courses	6235	4289 (69 %)	1946 (31 %)
Students graduated	368	282 (77 %)	86 (23 %)
Students enrolled to master studies	734	533 (73 %)	201 (27 %)
Students enrolled in doctoral studies	81	50 (62 %)	31 (38 %)
Students with achieved MA	222	132 (59 %)	90 (41 %)
Students with achieved Ph.D. diplomas	11	7 (64 %)	4 (36 %)
Faculty management and leadership positions		not available	not available
Faculty teaching staff	277	162 (58 %)	115 (42 %)
- Junior Lecturer (adjunct)	67	47 (70 %)	20 (30 %)
- Assistant Professor/Ph.D. Lecturer	166	99 (60 %)	67 (40 %)
- Associate Professor		not available	not available
- Full Professor	44	16 (37 %)	28 (63 %)
Permanent positions		not available	not available
Temporary positions		not available	not available

⁴ 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.

Background information of the sample as presented in the survey

In total, 40 (14%) of the staff at the Faculty of Humanities and Social Sciences at Örebro University performed the EST. They are hereafter named respondents, of which 24 (60%) were female, 16 (40%) were male, and 0 (0%) another gender. Their mean age was 46.85 (range 27 to 72 years). Their marital status was single (6, 15.0%), married or partnership (31, 77.5 %), divorced (2, 5 %), widow or widower (1, 2.5 %), or something else (0, 0%). 32 (80 %) of the respondents stated that they were parents. There were no missing answers to these questions.

The academic degree presented for the respondents in the EST was having a BA (2, 5 %), Master (3, 7.5%), Magister of Science (5, 12.5%), or a Ph.D. (30, 75 %) degree. Respondents stated that they held a part-time contract (6, 15 %) or a full-time contract (34, 85 %), where the duration of the contract was temporary positions (10, 25.6 %), permanent position (28, 71.8 %), or civil servant (1, 2.6 %). Their professional category was teaching assistant (12, 31.6 %), Assistant professor/Ph.D. Lecturer (12, 31.6 %), Associate Professor (8, 21.1 %), and Professor (6, 15.8 %). Two (5%) did not answer.

Overall, about two-thirds of respondents (67.5%) answered the question *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?* Of those who considered the question as relevant, the most frequent answer on the intensity of involvement in the following activities was: Hygiene/bathing (10 (37 %) of 27, Every day), Feeding, (13 (59 %) of 22, Every day), Taking them to school (11 (44 %) of 25, Every day), After-school activities (10 (35 %) of 28, for both Once or twice a week or Several times a week), School tasks (13 (48 %) of 27, Several times a week), Going to the park (8 (35 %) of 23, Once or twice a week), Other leisure activities (15 (54 %) of 28, Several times a week), Cooking and housework (23 (70 %) of 33, Every day), and Caring for elderly/ disabled relatives (11 (41 %) of 27, Never).

Gender differences were found, where women were more likely to do cooking and housework activities and less likely to engage in other leisure activities than men on a more frequent basis.

Empirical Survey

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.

Results for each theme is presented separately.

Cultural/general level

The cultural/general level results showed that mean values for questions Q11- Q13 ranged from tend to disagree (2.0) to totally agree (4.0), which can be seen in table 2. Overall, the results show that mean values are moderate to high, indicating that gender equality is present among respondents.

Gender differences were found for two of fourteen questions, indicating that overall gender equality is present for both men and women. Results on question *Q13_2 Promoting gender equality is important for companies and for the economy*, and *Q13_3 Promoting gender equality is important for your faculty* showed that women to a higher degree than men totally agreed with these statements.

Table 2. Gender comparative result for the cultural/general level by 40 respondents at Örebro University for questions 11 to 13 (R=1-4) and 14 (R=1-5).

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q11_1	0	3.9 (0.6)	3.9 (0.3)	NO
Q11_2	1	3.5 (0.9)	3.5 (0.6)	NO
Q11_3	0	3.6 (0.7)	3.7 (0.7)	NO
Q11_4	0	3.8 (0.7)	3.8 (0.6)	NO
Q12_1	1	2.6 (0.8)	2.1 (1.0)	NO
Q12_2	1	2.4 (0.9)	2.1 (0.9)	NO
Q12_3	3	2.0 (1.0)	1.7 (0.9)	NO
Q13_1	1	4.0 (0.0)	3.8 (0.6)	NO
Q13_2	2	4.0 (0.2)	3.4 (0.6)	YES
Q13_3	1	4.0 (0.2)	3.7 (0.5)	YES
Q13_4	0	3.9 (0.3)	3.8 (0.6)	NO
Q14_1	0	4.4 (1.1)	3.6 (1.4)	NO
Q14_2	0	4.9 (0.4)	4.4 (1.3)	NO
Q14_3	0	4.9 (0.4)	4.4 (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

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), $t(38) = -2.50$, $p < .05$.

Institutional level

Table 3. Gender comparative result for the institutional level by 40 respondents at Örebro university for questions 15 to 19 and 22 (R=1-6).

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q15_1	1	3.3 (1.6)	3.0 (1.5)	NO
Q15_2	2	3.5 (1.6)	4.0 (1.2)	NO
Q15_3	1	4.3 (1.3)	4.3 (0.8)	NO
Q15_4	1	4.1 (1.8)	4.6 (1.1)	NO
Q15_5	5	3.8 (1.5)	4.3 (0.9)	NO
Q16_1	2	3.5 (1.4)	3.9 (1.2)	NO
Q16_2	5	4.8 (1.5)	5.1 (1.2)	NO
Q16_3	8	4.1 (1.6)	4.6 (1.3)	NO
Q16_4	3	3.8 (1.7)	3.9 (1.5)	NO
Q16_5	3	3.6 (1.4)	4.1 (1.4)	NO
Q17_1	3	4.0 (1.8)	4.6 (1.1)	NO
Q17_2	0	3.5 (1.7)	3.9 (1.6)	NO
Q17_3	7	4.4 (1.5)	4.3 (1.3)	NO
Q17_4	0	4.0 (1.5)	4.3 (1.5)	NO
Q17_5	9	4.5 (1.2)	4.7 (1.4)	NO
Q18_1	8	4.2 (1.4)	5.0 (1.0)	NO
Q18_2	3	4.1 (1.6)	4.7 (1.1)	NO
Q18_3	6	4.1 (1.7)	4.1 (1.5)	NO
Q18_4	6	4.4 (1.5)	4.6 (1.2)	NO
Q18_5	22	4.1 (1.7)	4.4 (1.3)	NO
Q19_1	7	4.4 (1.7)	4.6 (1.2)	NO
Q19_2	9	3.4 (1.9)	3.3 (1.4)	NO
Q19_3	3	4.5 (1.0)	4.2 (0.9)	NO
Q19_4	0	3.7 (1.3)	3.6 (1.0)	NO
Q19_5	0	3.7 (1.5)	3.9 (1.1)	NO
Q22_1	2	2.3 (1.4)	1.7 (1.0)	NO
Q22_2	5	2.4 (1.6)	1.9 (1.0)	NO
Q22_3	10	2.7 (1.7)	2.2 (1.5)	NO
Q22_4	12	2.1 (1.5)	1.6 (0.8)	NO
Q22_5	10	2.1 (1.3)	1.8 (1.5)	NO
Q22_6	7	1.8 (1.2)	1.8 (1.2)	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

In table 3, results from the first part of the institutional level (Q15-Q19 and Q22) concerning attitudes and experiences can be seen. The results showed that mean values varied across questions and ranged from disagree (1.8) to agree (4.7), which can be seen in table 3. Overall, the results show

that mean values for Q15-Q18 regarding equal representation and equal treatment in the institution and the institution's willingness to promote gender equality, be concerned, and responsive to gender equality were high. In contrast, mean values for Q19 regarding individual work-life balance were low. No gender differences were found for questions Q15-Q19 and Q22 at the institutional level, indicating that gender equality was present equally for women and men. Missing values of 55 % were reported for *Q18_5. Appointments to editorships of journals are done independently from gender*, which could be due to the university's lack of these assignments.

The results from the second part of the institutional level (Q20 and Q21), which were filtered questions and only applied to parents, showed that women and men have equal parental support from the institution, which can be seen in table 4. Overall, the results show that mean values were high, indicating gender-equality is present.

No gender differences were found for questions Q20 and Q21 at the institutional level, indicating that gender equality was present equally for women and men.

Table 4. Gender comparative result for the institutional level by 13 respondents at Örebro university for Q20 (R= 1 – 3) and Q21 (R= 1 - 4).

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q20_1	28	1.4 (0.5)	2.0 (1.2)	NO
Q20_2	27	2.4 (1.1)	4.0 (0.0)	YES
Q20_3	31	2.8 (1.5)	2.6 (1.5)	NO
Q20_4	28	1.0 (0.0)	1.8 (1.5)	NO
Q20_5	28	1.0 (0.0)	1.8 (1.5)	NO
Q20_6	31	1.0 (0.0)	2.0 (1.7)	NO
Q20_7	30	1.0 (0.0)	1.0 (0.0)	NO
Q20_8	35	3.3 (1.5)	4.0 (0.0)	NO
Q20_9	26	2.5 (1.6)	2.2 (1.5)	NO
Q20_10	25	1.3 (1.0)	1.0 (0.0)	NO
Q21_1	0	1.2 (0.6)	1.2 (0.8)	NO
Q21_2	0	1.1 (0.4)	1.2 (0.8)	NO
Q21_3	0	1.1 (0.4)	1.2 (0.8)	NO
Q21_4	0	1.3 (0.8)	1.2 (0.8)	NO
Q21_5	0	1.4 (0.8)	1.3 (0.9)	NO
Q21_6	0	1.2 (0.6)	1.2 (0.8)	NO
Q21_7	0	1.1 (0.6)	1.2 (0.8)	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 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.

Educational level

The educational level results showed that mean values ranged from disagree (2.0) to agree (4.9), which can be seen in table 5. Overall, the results show that mean values were high, indicating gender equality is present. Although, for *Q23_4 As a rule, classes do not provide a gender perspective when learning about legal institutes*, and *Q23_5 Gender perspective in legal studies is utterly irrelevant to the quality of content and the meaning of acquired legal knowledge* missing values were 70 % and 35 % respectively. This is probably due to the sample's composition, where the majority of the respondents do not teach these specific subjects.

Gender differences were found for one question *Q23_6 Additional education of teaching staff on matters of gender equality is necessary at my faculty*, where results showed that women to a higher degree than men agreed to this statement.

Table 5. Gender comparative result for the educational level by 40 respondents at Örebro university for question 23 (R= 1 - 6).

Question ¹	Missing values	Women (m. sd)	Men (m. sd)	Gender differences ²
Q23_1	4	4.4 (1.4)	4.4 (0.9)	NO
Q23_2	2	3.8 (1.6)	3.4 (1.1)	NO
Q23_3	2	5.7 (0.6)	5.1 (1.2)	NO
Q23_4	28	2.8 (1.5)	2.0 (0.0)	NO
Q23_5	14	5.4 (1.3)	5.6 (0.9)	NO
Q23_6	4	4.7 (1.2)	3.7 (1.4)	YES
Q23_7	4	3.8 (1.7)	2.9 (1.5)	NO
Q23_8	0	4.9 (1.3)	4.6 (1.0)	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= 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.

Analysis

The overall results show an existing awareness of gender equality among men and women who work as teaching staff at the School of Law, Psychology and Social Work (JPS) and the School of Humanities, Education and Social Sciences (HumUS) at the Faculty of Humanities and Social Sciences at ORU. More women than men participated in the survey, although the total index results show no significance in mean difference, meaning respondents' gender does not affect the outcome.

The desktop analysis shows that female students are the majority of students enrolled at the university. Furthermore, female students tend to graduate to a higher degree than male students as well. For doctoral-level studies, female students are still more, although male students are increasing proportionally. The same can be seen with teaching staff. More women are employed as adjunct/junior lecturers, and the more advanced academic positions, the fewer women can be seen. More women study at the university, but at the top of the academic positions, there are still more men, i.e., most full professors are still men. These results indicate that something along the academic career path makes it more difficult for women than men to achieve the highest academic positions.

Cultural/general level

Based on the respondents' answers to questions 11-14, overall gender equality is present at the cultural/general level, where the index (49) was 85 % of the maximum. However, more women than men believe that promoting gender equality in companies and the economy is important, as well as promoting gender equality for the faculty. The high index value for this level reflects this as well. It indicates 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/general level.

Institutional level

Based on the responses to questions 15-18, almost all respondents agree or tend to agree that men and women are equally represented and treated equally at their institution. They also agree that their institutions are committed to promoting gender equality. Overall, the responses to questions 19-21 show that organizational policies regarding family and parental leave based on gender equality principles are in place. Thus, both men and women indicate that they have received equal parental and childcare supports from their institutions. However, satisfaction with family and work-life balance is shown low for both men and women. The main analysis here, however, is that anti-discrimination policies and equal employment opportunity policies are enforced at the institutional level at ORU.

As for the question on sexual harassment at the faculty level, both men and women either agree or strongly agree that sexual harassment occurs in their institutions and is tolerated and expressed by senior academics to those with lower positions. Moreover, the results show that the respondents agree that the cases of sexual harassment are 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.

The above analysis of the results is supported by the relatively low index (109), 59 % of the maximum. There is a high awareness of gender equality at ORU, which could explain that even

though the staff is aware of the inequalities that exist, there is still more active work that needs to be done towards gender equality in everyday work-life.

Educational level

The index for the educational level was (29), 67 % of the maximum. According to the responses, both men and women agree or tend to agree that curricula at their institutions are sensitive to gender equality and that gender equality perspective in legal studies is important. Moreover, the number of women is higher than men who think that additional education of teaching staff on matters of gender equality is necessary at their institutions. For the two questions Q23_4 and Q23_5, there are high numbers of missing values, probably due to many of the respondents not teaching classes in law. Therefore the results for the educational level from ORU might reflect studies in social sciences and humanities overall and not only law studies. In sum, the 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

Data for the desk analysis was drawn from existing documents, which may not reflect the realities entirely. 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.

One further limitation that needs to be mentioned was the time at which EST was sent to respondents. This took place at the beginning of the summer holiday period, which is likely to have had a negative impact on the number of respondents.

Lastly, mention should be made about the questionnaire being translated, which may have impacted some of the questions and made them more difficult to understand.

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

Conclusion

ORU's organizational culture, consisting of the teaching staff's attitudes towards gender, promotes gender equality. However, there is more room for developing organizational policies and organizational culture on sexism and sexual harassment perpetrated by senior academics towards junior staff/those in lower positions. Although gender equality policies on family and parental leave are implemented at the institutional level, organizational culture could help teach staff to balance family and work-life. More robust and structural work needs to be done on several different university levels to make the academic career path more gender-equal to promote both men and women to achieve high academic positions.

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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, 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