



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA
SP4-CAPACITIES
COORDINATION AND SUPPORT ACTION, SUPPORTING ACTION
FP7-SCIENCE-IN-SOCIETY-2013-1

DELIVERABLE NUMBER: D.3.2

Report on the Pilot study on gender culture in the academia and guidelines for gender equality

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Dissemination Level: Public

Deliverable Status: Report

Due date of deliverable:	31/12/2014
Actual date of delivery:	31/12/2014
Start date of project:	01/01/2014
Duration:	48 months
Deliverable lead beneficiary:	UA



This project has received funding from the European Union's Seventh Framework Program for research, technological development and demonstration under grant agreement no 612413

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1. Introduction

Building gender friendly work environments is the core message of work package 3 wherein the gender equality culture surveys will take on a prominent role (Description of Work, EGERA). When we aim for individuals of both sexes to freely develop and enhance themselves in their work environments, it is essential to map this work environment, not only through more formal expressions (WP2), but also through more informal cultural elements. Even if important formal policies are in place, it is still possible that informal cultural aspects hamper an equal development and enhancement at the level of individuals.

The surveys want to study gender equality beyond formal policies as organizational culture consists of values, beliefs, assumptions, daily practices, ... which are often more visible in an informal way than formally. The surveys will try to capture the organizational culture and work climate within the EGERA partner institutions. They offer a diagnostic insight in the institutions for EGERA researchers and institutional policy makers:

- Which work climates and organizational cultures do exist on work unit level, where university staff works on daily basis?
- How does the wellbeing of university staff fare, regarding discrimination, aggression and violence?
- How do university staff members think of equal opportunities and diversity?
- How do they think of specific policies and initiatives?

Within EGERA, specifically, two surveys are planned, one in Spring 2015 (D3.3 M18), where this pilot study is working towards, and another one in Fall 2016 (D3.5 M36):

“Drawing upon previous works and experimentations in addressing gender equality through the broader concept of gender culture, the pilot study will elaborate on the major obstacles/challenges for the promotion of a gender equality culture and its combination with scientific excellence.”

“Following the conclusions of the pilot study carried out under this WP and of the workshop held under WP2, these surveys will be conducted annually in each implementing institution from M17, following specific guidelines issued on M14, in order to measure potential improvements as results of actions undertaken through GEAPs.”

As deliverables 3.3 and 3.5 foresee in a comparative analytical report, we, at Antwerp, decided to design and implement one survey through online software. This will enable partner institutions to distribute the same survey and enable us to collect comparable data in one single dataset, which will limit possible mistakes in later phases of the project (data cleaning, analysis, and reporting). We asked our partners' contributions for the university specific questions and for their feedback during the Ankara project meeting in November 2014. Further contribution by the partner institutions will be outlined towards the end of the report.

Consecutively we will discuss in this report the design and implementation of the pilot survey, the discussion and subsequent changes within the survey, and we will end with the presentation of guidelines for the implementation of the first survey by our EGERA partners.

2. Design of the pilot survey

The Free University of Brussels (VUB) designed, tested, executed and validated a personnel development and organizational culture survey during the research period of fall 2005 to fall 2007. This survey was developed and conducted within the framework of the development of the Equality Guide of the Flemish Interuniversity Council (VLIR). The Free University of Brussels team validated the survey in Belgium but also in the UK and Spain¹, their partners in the EQUAL project (VLIR, 2008, 13-15 and 53-54). The VLIR Equality Guide furthermore offers HR instruments for Equal Opportunities at Universities.

In 2009 the University of Antwerp adapted the survey to its own institutional needs. Given their extensive study, validated survey and research questions similar to ours, we decided to take the VUB survey as the gender equality culture survey for the EGERA project. An adaptation staying close to the survey run at the University of Antwerp also allows to run this survey once more within the University of Antwerp, which might help us gain extra insights into the Antwerp case.

The survey developed by the Free University of Brussels contained the following research questions:

- *“What are the characteristics of an organizational climate that is receptive to diversity?”*
- *What dimensions can measure the amount of diversity in an organization?*
- *How open is the organizational climate to equal opportunities and diversity?*
- *What do people think about equal opportunities and diversity?*
- *What are people’s needs concerning equal opportunities and diversity?”*
(Van wesemael & De Metsenaere, 2008, 33)

The version of the University of Antwerp (Stuurgroep Gelijke Kansen, 2010) differed from the initial version developed by the Free University of Brussels, mainly regarding section order and direction of some items. After feedback from the Steering Committee, we choose the original section order because this would place the demographics at the end, as this is too sensitive information to start the survey.

Both Universitat Autònoma de Barcelona and Czech Globe shared surveys they had already run previously to EGERA. While there was some overlap of variables, we rather stuck to the wording and order of the questionnaire developed by the Free University of Brussels.

¹ UK Resource Centre for Women in SET, Generalidad Valenciane, Conselleria de Economia, Hacienda y empleo–direccion GE

We will now discuss the design of the survey respecting the order of the questions. Please see the annex for the final pilot design. Partner specific questions will be added once we have received them all.

To accommodate distribution by several partners, the survey starts with a forced answer variable for the partner university (PU). Based on this question we could add specific display logics to the survey to direct respondents to university specific questions whenever necessary (for instance on the services existing within a specific partner institution).

For the first three sections, there was a function warning respondents when their answers were not complete. However, we choose not to force respondents to answer as to keep the survey user-friendly. The last section concerns demographic and more sensitive, private information. We explained the need for answers to such question but didn't request them later on.

2.1 Organizational climate (Q3)

The first section is merely unchanged and consists of the following six scales/variables:

- Relationships with colleagues
- Competition atmosphere
- Welcoming and integration
- Communication openness
- Openness of the supervisor to equal opportunities
- Influence of informal networks

The scaled statements question the respondents' opinions and experiences with respect to their own work unit. Organizational climate is the tangible form of organizational culture, it is the employees' image of values, expected behavior. Organizational culture affects equal opportunities and diversity due to its prescriptive aspect: will it highlight similarities or differences and how does an organization look upon differences? While section three measures the more individual aspects, this section targets the relational circumstances which can influence equal opportunities and diversity (policies) (Van wesemael & De Metsenaere, 2008, 27-31).

2.2 Wellbeing (Q4-10)

The second section studies the wellbeing of respondents and starts with the validated 11-item scale of the Equality Guide, based on the climate survey of the University of Colorado at Boulder (Van wesemael & De Metsenaere, 2008, 36). Wellbeing, violence and harassment are part of the core issues of work package 3 (task 5) as they influence the individual work experience of staff members (and students) and by doing so hinder the equal development and enhancement of all staff members.

Subsequently, to guard the user-friendly flow of the survey we included another forced answer question. If the respondent didn't experience discrimination, bullying and/or

aggression, he/she proceeded to the following survey section. To guide respondents through this question, we provided for definitions of what to understand by discrimination, bullying and aggression (EU-OSHA; Eurofound).

We reorganized the question regarding discrimination, bullying and aggression at work as to gain basic insights in the nature of the discrimination and aggression. Extensive scales and surveys exist on wellbeing and violence, however, considering the overall length and generic purpose of the survey, we decided to limit the question to why respondents think they experienced violence (Van wesemael & De Metsenaere, 2008; Eurofound, 2010), in which form and by whom. More explanation is provided in the hover over text boxes, for which we draw the information from literature and specific surveys (Garcia, 2003, 12-13).

2.3 Equal Opportunities & Diversity (Q11-20)

The third section studies individual positions on equal opportunities and diversity, initiatives and policies:

- Attitude towards diversity (12 items)
- Assessment of 16 (potential) initiatives
- Assessment and use of partner specific services

We decided to add an extra scale to measure what is called modern sexism. This scale correlates to traditional sexism scales but differs sufficiently to measure another dimension of sexism. Modern sexism measures more the hidden, subtle attitudes which preserve gender inequality. The scale questions the lack of awareness and understanding of the still prevalent gender inequality, while the aim of gender equality is often formally supported (Dierckx et al., 2014, 17). Personal attitudes are measured by this scale, which are not directly related to the work environment but can possibly relate to their attitude towards diversity and certain policies/initiatives.

2.4 Demographics (Q21-45)

The final section of the survey gathers anonymously and consolidated demographic information of the respondents. Hereby it will be possible to run comparative analyses between and within groups. The demographic variables are:

- gender;
- age;
- household composition;

This variable (Dierckx et al., 2014) was added to the existing versions because work life balance is one of the core themes in work package 3.

- staff category;
- education level;
- department/faculty (PU);
- nationality (PU);

In the existing versions there were also questions regarding birth country of respondent and of respondent's parents and language. As this is very sensitive information and to keep it as simple as possible we only kept the nationality variable, with the multiple answers option.

- form of impairment;
- sexuality;
- religion.

Following the feedback moment with the Steering Committee of Equal Opportunities and Diversity it was asked to add this variable (Dierckx et al., 2014), especially since multiculturalism is also an important policy issue within the University of Antwerp.

3. Implementation of the pilot survey

The University of Antwerp holds a license for the online software program Qualtrics, which accommodates the possibility to share one survey with all partners, collecting the data in an overall dataset through different language versions. Next to user-friendly support, the program also allows for exporting data, reports etc. The survey was developed in Dutch and English, and corrected by a professional translator. It was activated through an anonymous link.

For the distribution of the pilot survey at the University of Antwerp we could rely on the HR department. We drafted an e-mail in the name of the rector, which was proof-read by the Steering Committee of Equal Opportunities and Diversity and agreed upon by the rector himself, and then sent to the respondents through the University of Antwerp mailing lists. We named the survey *Equality @ University* as we tried to catch people's attention by the mail subject and we added an incentive in the form of a diner for two. Two mails were sent, one on the 18th of November, and a reminder on the 2nd of December. After 4 weeks we closed the survey on the 15th of December.

All staff members of the university were invited to participate in the survey, therefore the HR department mailed all staff categorical mailing lists: tenured lectures and professors, assistants, special academic personnel (pre- and post doc researchers, volunteers, ...), administrative and technical staff. Providing the survey in both Dutch and English was important to engage foreign staff members as well.

4. Discussion

Following the pilot run of the survey at the University of Antwerp and the project meeting in Ankara, we can hereby give an overview of the first feedback. As to preserve the comparative basis and validation of the first survey round, we couldn't include all feedback points in the present template. As the second survey is planned for fall 2016, there will be more time to cooperate more extensively with all partners so as to adapt the survey according to the feedback received so far, as well as to further first run experiences and the particularities of the different cultural contexts.

In Ankara, it was also decided that all staff members of the partner institutions in EGERA should be part of the target group of the survey. However, partner institutions can decide to address the entire institution or only certain departments, as long as all categories of staff members are included.

The analysis of the comments which address the purpose itself of the survey, and which point at mechanisms of resistance or contain further recommendations, will be analyzed together with the other data for deliverable 3.3 (M18).

4.1 Feedback on and subsequent changes to the pilot survey

Practical

- Spelling corrections
- Misunderstanding of questions
 - o Adaptation of wording of questions.
 - o Change terminology, such as gender/sex.
 - o Break double/triple-barreled items.
- User-friendlier format
 - o Request answer pop-up when navigating the next page is merely confusing.
 - o Q14 requested too much selecting/clicking, which slowed respondents down.
 - o Save & continue was possible, however not visible.
 - o Completion bar is not representative for survey progress.

Content

- Q5: Definitions of direct and indirect discrimination need clarification and need to be checked with international conventional standards. Now we are expecting a high level of conceptual expertise from respondents.
- Q8: Direct discrimination is also caused by the respective official/legislative agencies. They were not included in the options.
- Q11, item 9:
 - o Gender is not always a known concept, sex is more clear.
 - o An extra item is needed to include transgenders.
- Q24: The household options are not sufficient; are missing:
 - o Friends/housemates
 - o Other family members
- Q44: Only world religions are included in the options. No room for other convictions which are often more wide spread than some of the world religions listed. Specific case in Antwerp: humanism. This also included a translation mistake, as the Dutch '*levensbeschouwing*' addresses views of life and not only religion.

4.2 Feedback on the pilot survey, to include towards the 2nd survey

Practical

- The pilot survey is too long, for the second survey we will collectively need to decide which are the core questions to keep, which items are repetitive and can be skipped, ...

Content

- The partner specific questions are not sufficient to address different cultural contexts of the partner institutions within EGERA.
 - o Partner institutions experience a different context and different discussions and therefore some topics (sexuality, ethnic cultural minorities) are not appropriate to all partner institutions.
 - o Q13 regarding potential initiatives is phrased as too engaging for the institutions. They also target some policies which are national/regional legislative matters and so the institutions have no say in these.
- The wellbeing section only addresses personal experiences, not the witnessing of such experiences.
- Some questions are experienced as being too suggestive or directive.
- Q14: Limit the scales from 5 to 3: important, unimportant, either.

5. Guidelines

5.1 Timeline

By the end of December 2014

- Report on the Pilot study will be submitted.
- English version of the survey will be available to all partners through Qualtrics and in exported version (word doc).
- One Qualtrics account will be given to each partner for translation purposes, including a how to.

31st of January 2015

- Translations by partners need to be finalized and uploaded in Qualtrics.

3^d of February 2015

- The survey links, each for every language, will be sent to the partners.
- The survey will be activated in Qualtrics.

4th of February – 31st of March 2015

- The survey will be distributed by the partners.
- Please aim for at least 4 weeks and keep in mind to bridge holidays or other busy periods.
- The survey will be closed on the 1st of April.

15th of April 2015

- Partners supply their technical sheets.

April – May – 15th of June 2015

- Comparative analysis
- D3.3 Gender equality culture surveys' report submission

5.2 Technical sheet template

The sheet can be very short, you can choose for bullet points and/or full sentences.

Partner specific questions

Please clarify very briefly your choices and decisions as to facilitate our comparative analysis.

- Existing, available services:
 - o Is there any information about the listed services we need as to comprehend the policy purpose of the services?
 - o Who issued/is responsible for the respective services?
 - o Are some services only available for certain staff categories?
- Staff categories
- Work units
- Other comments:
 - o Do you have any other information which is essential to analyze the respective questions?
 - o Did you encounter problems in preparing these questions?

Translation

Please clarify the translation process.

- Did you outsource the translation?
- Did a gender expert/EGERA team member check the translation?
- Are there specific words or cultural expressions we need to know of?
- Are there translations which might have changed the intended meaning?
- Did you encounter problems during the translation process? Which ones?

Distribution

Please clarify the distribution.

- Who or which department helped you to distribute the survey and call for participation?
- Did you add an incentive? Which one?
- Who was the official sender of the call for participation?
- Which distribution channels did you use?

- What was the distribution time schedule in your institution:
 - o Launching date
 - o Did you send a reminder(s)? When?
- Who received the survey?
 - o Can you answer this by referring to the respective staff categories and work units?
 - o Can you provide us with specific numbers? This enables us to calculate a response rate for your institution.

5.3 Tips

Based on our experiences and the Equality Guide (Van wesemael & De Metsenaere, 2008, 43-44).

Try to find a central manager/unit to send the survey.

Support from the management when distributing the survey can be very helpful. On the one side it can prove their commitment to the GEAPs and on the other side their more influential name can help to engage more staff members to complete the survey. As well, central administration can often supply a central mailing list, if this is accessible for you.

If you work with them, reach out in time, so they can give permission for sending e-mails in their name and they can proofread the call for participation (or in other distribution ways you agreed upon).

Highlight the international context of the research.

As the survey body is mostly the same for all respondents, it is interesting to explain your institution's involvement to your respondents in the call for participation mail.

In this way, the letter is an opportunity to introduce EGERA because EGERA won't be explained in the survey; the respondents will only find a hyperlink to the website. This allows you to focus on both the institutional context, for instance you can explain what your team's or your institution's intentions are when the results are available, and on the international context wherein the comparative analysis broadens our perspective of gender equality culture in European academia.

Other optional parts are:

- contact information of your own team.
- an incentive.

You can find the Antwerp call for participation in annex.

Choose a name.

At Antwerp we choose to name the survey "Equality @ University" and this was also the mail subject of the call to participate. You can adapt and translate this to your own institution as the name is important to draw attention and curiosity to the survey.

Raising the response rate.

After the first two weeks we sent a reminder to renew the interest. Depending on who is sending out the call to participate you can plan the distribution and reminder(s) regarding what you think will be opportune moments. For instance, the first mail in Antwerp was sent out just after lunch and we saw an immediate peak of answers.

It is uncertain if an incentive could raise the response rate. We choose to offer five dinners for two but we could not measure their impact. The VUB research team offers several factors to think of:

- *“What are the characteristics of the group you want to question? What kind of incentive would they be interested in?”*
 - *How strongly motivated are the respondents?*
 - *What is the available budget for incentives?”*
- (Van wesemael & De Metsenaere, 2008, 51)

If you decide to add an incentive, please keep in mind that you are responsible for the organization and follow-up of this incentive as this can't be attached to the survey online.

6. References

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7. Annex: English call to participate, University of Antwerp

Dear colleague,

The University of Antwerp has invested considerably in its diversity and equality policies over the last years. One of the initiatives in that framework was a survey conducted in 2009/2010 entitled “Everybody equal! Or not...” Your input on what you think and how you feel about diversity and equal opportunities at the workplace, how some actions and measures (or their absence) influence your level of satisfaction, how we can tune our policy to your needs and expectations, are of importance to us.

Five years later we are now presenting an update of this survey. Many new colleagues joined the institution and the academic landscape has changed over the last five years. These are good reasons to measure the temperature once more.

Also since the beginning of 2014 the University of Antwerp is the Belgian partner in EGERA, a FP7 project meant to promote Effective Gender Equality in Research and Academia. The survey will be conducted in all seven partner universities, under the supervision of our institution. Your participation will therefore contribute to a broader understanding of equal opportunities and their meanings within the European academia.

Hereby you will find the link to the online survey: [Equality @ University](#)

It will take you about 20 minutes to express your opinion. Anonymity and confidentiality are guaranteed. The limited number of personal data we ask for are only required for consolidated research results.

If you have any questions or remarks, please don't hesitate to contact EGERA researchers Jolien Voorspoels (03.265.59.61 or Jolien.voorspoels@uantwerpen.be) or Petra Meier (03/265.55.93 or petra.meier@uantwerpen.be).

We hope you will take the time to participate and help us improve our diversity policy. And if you are lucky you will even win one of the five dinners for two!

Thank you in advance for your cooperation,

Alain Verschoren,

Rector

8. Annex: English pilot survey University of Antwerp

(numbers) are the coded values.

Q1 Dear colleague,

We appreciate your cooperation.

Before you get started:

- Most questions are multiple-choice, so you can simply mark your answer.
- For more information, you can hover with your computer mouse over the blue coloured words.
- There are no right or wrong answers.
- It is important that you state your own personal opinion, so please complete the questionnaire individually without consulting others.
- Completing the questionnaire will take about 20 minutes of your time.

Should you have any questions, please contact Jolien Voorspoels *[insert contact information]* or Petra Meier *[insert contact information]*.

Q2 As this survey will be disseminated by all of EGERA's *[hyperlink to the website]* partner universities, please pick your university:

- University of Antwerp (1)
- Fondation nationale des sciences politiques (2)
- Universitat Autònoma de Barcelona (3)
- Radboud University Nijmegen (4)
- Middle East Technical University (5)
- Universität Vechta (6)
- Centrum Vyzkumu Globalni Zmeny AV CR v.v.i. (7)

Q3 In this first section you will be presented several statements. Please indicate to what extent these statements match your working unit. By 'working unit' we mean the service, department, or research unit where you work and about which you know the most. Our main purpose is to learn how you experience the atmosphere in your own unit. Mark your chosen answer.

This statement applies to my unit ...

Strongly disagree (1)

Disagree (2)

Neutral (3)

Agree (4)

Strongly agree (5)

My unit has a pleasant working atmosphere. (1)

The emphasis is on good interactions with colleagues. (2)

There are "cliques" in my unit. (3)

Colleagues consider each other as competitors. (4)

Colleagues help each other in performing tasks. (5)

When new employees attend a meeting for the first time to, they are immediately greeted and welcomed by the colleagues. (6)

The people in my unit are on good terms with each other. (7)

Informal activities are organized within my working unit. (8)

Informal activities: retirement dinners, birthday drinks, ...

Newcomers are introduced to their colleagues on their first day at work. (9)

In my unit there is a feeling of solidarity. (10)

Colleagues gossip about each other. (11)

Newcomers have to find out by themselves which rules, habits and behavioural codes apply in our unit. (12)

There is a competitive atmosphere. (13)

I'm invited to join informal activities, organized by colleagues in my unit. (14)

The emphasis is on gaining individual results. (15)

Ideas can be expressed freely without being condemned by colleagues. (16)

Everyone in my unit dares to say what is going well/wrong in their interaction with

colleagues. (17)

Unfounded criticism is directed at colleagues. (18)

New employees are left to their own devices. (19)

Everyone gets the opportunity to express their views in meetings and consultations. (20)

Information about the unit is accessible to all colleagues. (21)

More experienced colleagues help new employees in the beginning. (22)

Information about my unit is spread in understandable language. (23)

When decisions have to be made in our unit, everyone's opinion is taken into account. (24)

The relationship between co-workers and superiors is good. (25)

Colleagues respect the expression of the others' cultures. (26)

Culture in its broadest sense: ethnic culture, food culture, music culture, ...

My superior gives me sufficient freedom in performing my tasks. (27)

The superior of my unit pays attention to the balance between work and private life. (28)

In my unit, decisions are more often made informally than in formal meetings. (29)

In my unit, we are given the opportunity to work from home. (30)

Women and men get equal career opportunities in my unit. (31)

Co-workers in my unit can choose their own working hours. (32)

You are expected to leave your personal problems at home in my unit. (33)

Only a limited number of people from my unit are involved in decision-making. (34)

In my unit more things are discussed informally (e.g. during coffee breaks, lunch, etc.) than during formal meetings. (35)

In my unit being known by the right people is more important than doing a good job. (36)

You need to have a big mouth to have a say in meetings at our unit. (37)

Q4 In this second section, we try to gauge your general wellbeing as an employee at your university.

Q5 During the past year, I, as a person at the university, felt...

	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Very often (5)
Accepted (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humiliated (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valued (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excluded (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different from others (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Threatened (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free to be myself (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thwarted (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respected (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ignored (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Have you suffered discrimination, bullying or aggression at your university?

Discrimination may be defined as the different treatment of individuals or groups based on arbitrary ascribed or acquired criteria such as age, sexual orientation, marital or parental status, socio-economic background, religion, political opinions, language, health, disability, sex, nationality, and race.

Bullying (also known as harassment, mobbing or psychosocial violence) is repeated and unacceptable behavior directed against an employee or group of employees and meant to humiliate, belittle, or threaten the victim.

Violence at work is unacceptable behavior by one or more individuals and can take many different forms, some of which may be more easily identified than others. It can for instance take the form of verbal or psychological harassment and physical violence.

Yes (1)

No (2)

If "No" is selected, then Skip Logic to Q11

Q7 Check in the table for which characteristic you have been the target of discrimination and in which form this discrimination occurred. You can choose multiple options each time. Discrimination can be direct or indirect. Direct discrimination occurs when someone is treated differently than someone else is or would be in a comparative situation based on a certain characteristic, without any lawful and objective justification. Discrimination is indirect when some people are treated differently than others, leading to a specific disadvantage for persons of a minority without any lawful justification.

	Direct discrimination (1)	Indirect discrimination (2)
My gender (1)	<input type="checkbox"/>	<input type="checkbox"/>
My age (2)	<input type="checkbox"/>	<input type="checkbox"/>
My skin colour (3)	<input type="checkbox"/>	<input type="checkbox"/>
My origin (4)	<input type="checkbox"/>	<input type="checkbox"/>
The way I look (5)	<input type="checkbox"/>	<input type="checkbox"/>
My sexual orientation (6)	<input type="checkbox"/>	<input type="checkbox"/>
My disability (7)	<input type="checkbox"/>	<input type="checkbox"/>
The way I dress (8)	<input type="checkbox"/>	<input type="checkbox"/>
The way I speak (9)	<input type="checkbox"/>	<input type="checkbox"/>
My ideas (10)	<input type="checkbox"/>	<input type="checkbox"/>
My religion (11)	<input type="checkbox"/>	<input type="checkbox"/>
Unknown reasons (12)	<input type="checkbox"/>	<input type="checkbox"/>
Other (13)	<input type="checkbox"/>	<input type="checkbox"/>

Q8 Indicate by whom and how often you have been discriminated. You can choose multiple options.

	Just once (1)	Seldom (2)	Regularly (3)	Often (4)
Superiors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An employee of the university, but not a close colleague. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Check in the table for which characteristic you have been the target of bullying or aggression and in which form this occurred. You can choose multiple options for both the characteristics and forms.

Physical violence: Pushing, hitting, spitting, threatening with a physical object, ...

Psychological, verbal violence: Yelling, calling someone names, laughing at someone, social isolation, malicious gossiping, threats, libel, ...

Sexual violence: Attempts to approach, remarks or suggestions of a sexual nature, visually undressing someone, unwelcome touching, forced sexual acts, ...

	Physical violence (1)	Psychological, verbal violence (2)	Sexual violence (7)
My gender (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My age (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My skin colour (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My origin (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way I look (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My sexual orientation (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My disability (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way I dress (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way I speak (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ideas (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My religion (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unknown reasons (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 Indicate by whom and how often you have been bullied or harassed. You can choose multiple options.

	Just once (1)	Seldom (2)	Regularly (3)	Often (4)
Superiors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An employee of the university, but not a close colleague (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 In this section, we present several general statements about equal opportunities and diversity. Please indicate to what extent you agree or disagree with these statements. This is your own personal opinion, so there are no correct or incorrect answers. Mark the box that best reflects your position.

To what extent do you agree or disagree with these statements?

Totally disagree (1)

Disagree (2)

Neither disagree, nor agree (3)

Agree (4)

Totally agree (5)

I would mind helping a colleague with a disability (no matter what kind) in carrying out a task. (1)

I have a problem with colleagues wearing religious attributes at work (e.g. cross, veil, kippah). (2)

In recruiting new staff, I think it's good that there is a preference for certain minority groups if candidates are equally competent. (3)

I don't have a problem with the fact that colleagues could be lesbian, gay or bisexual. (4)

The university should offer a tolerant and diverse work environment. (5)

I have problems working with colleagues from a different ethnic-cultural origin. (6)

It's the task of the university to teach its staff to appreciate diversity. (7)

I think that more diversity within the staff and student population will increase tolerance. (8)

I don't have a problem to work with colleagues from another gender. (9)

I think that working in a diverse surrounding contributes to my personal development. (10)

For the university, the advantages of diversity outweigh the disadvantages. (11)

I think we should make extra efforts to promote equal opportunities at the university. (12)

Q12 Please indicate to what extent you agree or disagree with these statements.

Totally disagree (1)

Disagree (2)

Neither disagree, nor agree (3)

Agree (4)

Totally agree (5)

Women should be cherished and protected by men. (1)

Men are less likely to fall apart in emergencies than women are. (2)

Men are more suited to leadership than women. (3)

Discrimination of women is no longer a problem in this country. (4)

Society treats men and women the same way. (5)

Better measures should be taken to achieve equality (between the sexes) in the workplace. (6)

Q13 Below we present you with a number of initiatives regarding diversity and equal opportunities that this university has undertaken or could undertake in the future. Please indicate to what extent you think they are important by marking the appropriate answer.

Very unimportant (1)

Unimportant (2)

Neither unimportant/nor important (3)

Important (4)

Very important (5)

Adding a clause that bans discrimination to the employee guidelines. (1)

An obligation to have at least 1/3 of the boards and commissions of the university made up of members of another gender. (2)

Make an effort to project an 'inclusive' image of the university (imaging, marketing, communication) that would speak to any future student/staff member. (3)

Organizing a training on how to deal with diversity for all management staff. (4)

The use of extra channels to distribute job listings among ethnic minorities. (5)

Free language training in the language of the institution for students, colleagues, and professors. (6)

Appointing someone within each faculty or department to be responsible for diversity and equal opportunities. (7)

Setting up a mentoring project in which young researchers are coached and guided in the realization of their academic career. (8)

a more experienced person guides a less experienced person regarding a specific topic. This relationship can be short or long term.

Organizing science communication training for female researchers. (9)

Screening of the accessibility of university buildings for people living with disabilities. (10)

An electronic questionnaire researching the support base for diversity and equal opportunities within the university. (11)

Incorporate a gender screening in the guidelines for recruitment and selection committees. (12)

Weighing individual output against prorated time investment when evaluating and promoting staff. (13)

Scheduling meetings at family-friendlier hours. (14)

Funds to temporarily replace staff on maternity leave. (15)

A gender audit. (16)

A participatory process which helps to identify organizational strengths and challenges to integrating gender in the organization's systems, processes and projects.

Can you think of any other projects regarding equal opportunities and diversity that the university currently does not incorporate which would nonetheless be important to you? (17)

Display logic: If Q2: University of Antwerp is selected

Q14 Below you will find a number of services available to you as a staff member of the University of Antwerp. Please indicate 1) if you know the service and whether you have made use of it in the past, and 2) to what extent you think they are important, regardless of whether or not they apply to you.

Knowledge/use:

I do not know this service (1)

I know this service but I cannot use it. (2)

I know this service and I have not used it (yet). (3)

I know this service and I have used it. (4)

Degree of importance:

Very unimportant (1)

Unimportant (2)

Neither unimportant, nor important (3)

Important (4)

Very important (5)

Childcare for UZA staff (1)

Discount for children's vacation camps during the holidays (2)

Confidential mediators (3)

Possibility of continuing education (4)

Paying back commuting costs (5)

Vegetarian options in the restaurants (6)

Maternity/paternity leave or co-parent leave (7)

Thematic leaves: parenthood, palliative care, and medical assistance (8)

Career breaks (9)

Intranet with information for employees (10)

Flexible working hours (11)

Possibility to work from home (12)

Quiet Space (13)

Accessibility for people with disabilities (14)

Welcome sessions for new employees (15)

International Staff Office (16)

Access to facilities outside of office hours (17)

Prevention advisor (18)

Internal claims procedure against violence, bullying, and harassment at work. (19)

Are there any other services regarding equal opportunities and diversity that are currently not available at the university that would nonetheless be important to you? (20)

Display logic: If Q2: ... is selected

Q15 Fondation national des sciences politiques.

Q16 Universitat Autònoma de Barcelona

Q17 Radboud University Nijmegen

Q18 Middle East Technical University

Q19 Universität Vechta

Q20 Czech Globe

Q21 This is the last section of the survey, in which we will ask about your personal background. We would like to emphasize that all answers will be processed in such a way that individual data are impossible to retrieve. We also will never pass on your data to other parties. No answer is required to proceed to the end of the survey. It is however important for us that you fill out these pages as completely as possible, as this enables us to draw the right conclusions.

Q22 Are you?

- Man (1)
- Woman (2)
- I feel otherwise: (3) _____

Q23 To what age category do you belong?

- Between 18-24 years (1)
- Between 25-30 years (2)
- Between 31-40 years (3)
- Between 41-50 years (4)
- Between 51-60 years (5)
- Older than 60 (6)

Q24 Which other people are also part of your household? Mark all that apply. Your household here includes all persons who for the majority of their time live at the same address.

- Spouse/partner (1)
- Child(ren) (2) _____
- Parent(s)(-in-law) (3)
- Grandparent(s)(-in-law) (4)
- No one, I live alone (5)

Display logic: If Children is selected in Q24

Q25 Is/are your child(ren)? You can mark multiple answers.

- 0-5 years old (2)
- 6-12 years old (3)
- 13-18 years old (4)
- 18+ (5)

Q26 To which staff category do you belong?

- Administrative Technical Staff (ATP) (1)
- Assisting Academic Staff (AAP, OP1, OP2) (2)
- Special Academic Staff (BAP) (3)
- Assistant/Associate Professor (ZAP, OP3) (4)
- (Full) Professor (ZAP, OP3) (5)

Q27 What is your highest degree of education (or equivalent)?

- Primary School (1)
- High School (2)
- Bachelor's (3)
- Master's (4)
- Doctorate Degree (5)

Display Logic if Q2: Universiteit Antwerpen Is Selected

Q28 Please indicate at which department or faculty you work according to your main contract.

- Administrative departments (1)
- Faculty of Pharmaceutical, Biomedical and Veterinary Sciences (2)
- Faculty of Medicine and Health Sciences (8)
- Faculty of Arts (9)
- Faculty of Design Sciences (10)
- Faculty of Political and Social Sciences (11)
- Faculty of Law (12)
- Faculty of Applied Economics (13)
- Faculty of Applied Engineering (14)
- Faculty of Science (15)
- Other at UA (Centres, Institutes, Association, UZA, Antwerp Management School...) (4)
- External employer (7)

Display Logic if Q2: ... Is Selected

Q29 Fondation national des sciences politiques

Q30 Universitat Autònoma de Barcelona

Q31 Radboud University Nijmegen

Q32 Middle East Technical University

Q33 Universität Vechta

Q34 Czech Globe

Display Logic if Q2: Universiteit Antwerpen Is Selected

Q35 What nationality or nationalities do you have? You can choose multiple options.

- Belgian (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Display Logic if Q2: Fondation nationale des sciences politiques Is Selected

Q36 What nationality or nationalities do you have? You can choose multiple options.

- French (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Display Logic if Q2: Universitat Autònoma de Barcelona Is Selected

Q37 What nationality or nationalities do you have? You can choose multiple options.

- Spanish (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Display Logic if Q2: Radboud Universiteit Nijmegen Is Selected

Q38 What nationality or nationalities do you have? You can choose multiple options.

- Dutch (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Display Logic if Q2: Middle East Technical University Is Selected

Q39 What nationality or nationalities do you have? You can choose multiple options.

- Turkish (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Display Logic if Q2: Universität Vechta Is Selected

Q40 What nationality or nationalities do you have? You can choose multiple options.

- German (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Display Logic if Q2: Centrum Vyzkumu Globalni Zmeny AV CR v.v.i. Is Selected

Q41 What nationality or nationalities do you have? You can choose multiple options.

- Czech (1)
- other: (2) _____
- other: (3) _____
- other: (4) _____

Q42 Do you have any form of impairment? Multiple answers are possible.

- No, I don't have any form of impairment. (1)
- Yes, I have a learning disorder. (2)
- Yes, I have a physical disability (visual, auditory, motor disability). (3)
- Yes, I have a chronic medical condition/disorder. (4)
- Yes, I have an impairment due to a mental disorder. (5)

Q43 Please choose the option that describes best your sexual orientation.

- heterosexual (1)
- homosexual/lesbian/bisexual (2)
- other: (3) _____

Q44 What is your religion

- Christian (1)
- Hindu (2)
- Jewish (3)
- Islam (4)
- Buddhist (5)
- Other: (6) _____
- None, I am not religious (7)

Display Logic if Q44: None, I am not religious Is Not Selected

Q45 Do you currently practice your religion? We hereby understand if you regularly attend services (in churches, mosques, temples)?

- Yes (1)
- No (2)

Q46 If you have any comments about this questionnaire or about equal opportunities and diversity culture at your university, you can write these down below.

Display Logic if Q2: Universiteit Antwerpen Is Selected

Q47 If you would like to win one of the dinners for two, please leave your email address here. We emphasize that this information will be separated from your answers.

Q48 Please go to the next page to submit your answers, thank you.