



*Athena SWAN Equality and Diversity Staff  
Survey*

*University of Limerick*

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**Notes**

Other = For the purpose of clarity, participants were compiled into the category Other, if they identified with a gender other than male/female (e.g. non-binary) OR did not specify their gender. Throughout the report, tables consist of male, female and Other comparisons; however, due to low numbers within the Other category, graphs will compare male and female only to avoid potential misrepresentation across the respondent categories. Moreover, in this way, no individual respondent is readily identifiable.

STEM = Comprises of respondents from Education and Health Sciences, and Science and Engineering faculties.

Non-STEM = Comprises of respondents from Arts, Humanities and Social Sciences (including Irish World Academy of Music and Dance) and Kemmy Business School.

## Summary Data

### Summary of Response Rate from Total UL Population

Questionnaire Response Rate from Staff Population: Gender

	Male Staff	Female Staff	Total Staff Population
<b>Number of Staff Completed</b>	192	469	831
<b>% of those Completed from Total UL Staff Population</b>	26.8% of all male UL staff responded <i>(Based on total male n = 717)</i>	55.0% of all female UL staff responded <i>(Based on total female n = 852)</i>	53.0 % of all UL staff responded <i>(Based on total staff n = 1569)</i>

*Note: n = 170 reported as other*

Questionnaire Response Rate from Staff Population: Staff Type

		Number of Respondents	% of Respondents from Staff Population
<b>Administrative/ Professional Staff</b>	<b>Total</b>	325	53.7% of all UL administrative and professional staff responded <i>(Based on total n = 605)</i>
	<b>Male</b>	97	48.5 % of all male UL administrative and professional staff responded <i>(Based on total Male n = 200)</i>
	<b>Female</b>	219	54.1% of all female UL administrative and professional staff responded <i>(Based on total Female n = 405)</i>
<b>Academic Staff</b>	<b>Total</b>	278	40.6% of all UL academic staff responded <i>(Based on total n = 685)</i>
	<b>Male</b>	107	29.6% of all male UL academic staff responded <i>(Based on total Male n = 361)</i>
	<b>Female</b>	161	49.7% of all female UL academic staff responded <i>(Based on total Female n = 324)</i>
<b>Research Staff</b>	<b>Total</b>	51	18.3% of all UL research staff responded <i>(Based on total n = 279)</i>
	<b>Male</b>	17	10.9% of all male UL research staff responded <i>(Based on total Male n = 156)</i>
	<b>Female</b>	34	27.6% of all female UL research staff responded <i>(Based on total Female n = 123)</i>

*Note: n = 9 reported gender as Other within administrative and professional staff. n = 10 reported gender as Other within academic staff.*

**NOTE:****In relation to the above table:**

**Administrative/Professional Staff:** includes Senior Manager (SAO I, II, III) Senior Executive Administrator, Executive Administrator, Senior Administrator, Administrator, Technical Staff (All grades), Library Staff (All grades), Porters, and other, as specified by the respondent.

**Academic Staff:** includes Dean, Professor, Associate Professor, Senior Lecturer, Lecturer above the bar, Lecturer below the bar, and Language Teacher.

**Research Staff:** includes Research Fellow, Post-Doctoral Researcher, and Research Assistants.

This is to give a breakdown of *staff type* across all survey respondents.

When comparing across staff type, the administrative and professional staff category includes those who work as administrative and professional staff within one of the core faculties (Education and Health Sciences (EHS); Science and Engineering; Arts, Humanities, and Social Sciences (AHSS), and Kemmy Business School (KBS)).

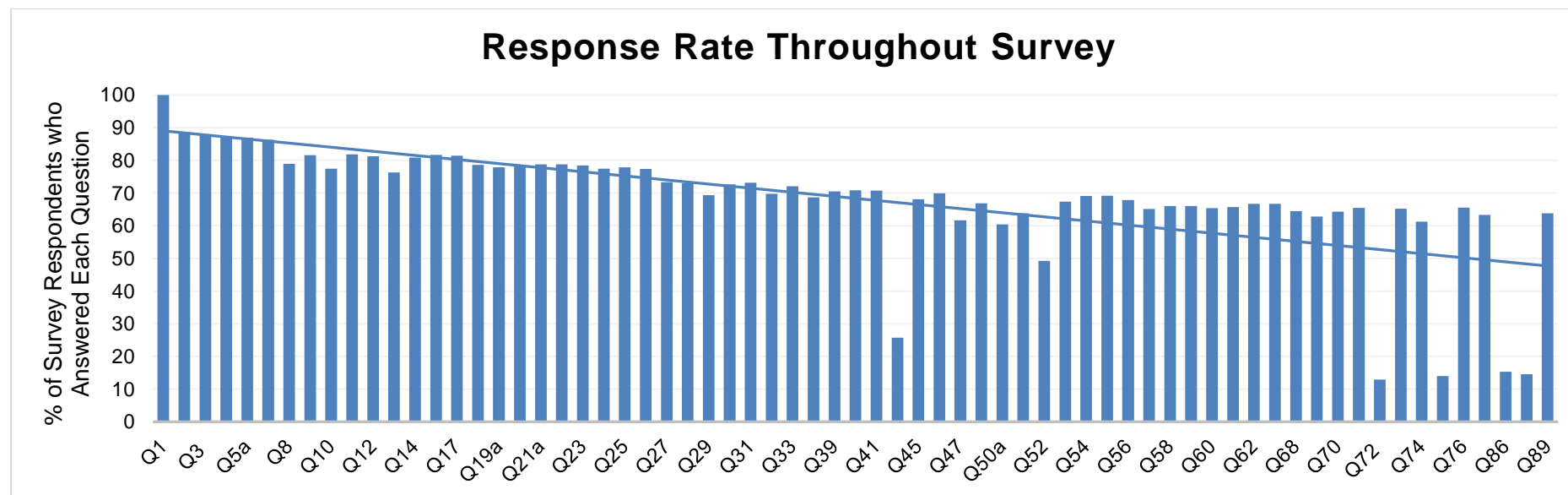
*Questionnaire Response Rate from Staff Population: Faculty*

<b>Number of Staff Completed</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>
	<b>Science and Engineering</b>	83	70	<b>162</b>
	<b>Education and Health Sciences (EHS)</b>	29	118	<b>149</b>
<b>Total STEM (Sci &amp; Eng and EHS)</b>		<b>112</b>	<b>188</b>	<b>311</b>
	<b>Arts Humanities and Social Sciences - Irish World Academy of Music and Dance (AHSS)</b>	27	79	<b>109</b>
	<b>Kemmy Business School (KBS)</b>	20	51	<b>71</b>
<b>Total Non-STEM (AHSS and KBS)</b>		<b>47</b>	<b>130</b>	<b>180</b>
<b>Administrative/Professional Staff (<u>Not within Faculties</u>)</b>		27	125	156

*Note: n = 9 reported gender as Other within Science and Engineering, n = 2 within Education and Health Sciences, n = 3 within Arts Humanities and Social Sciences, n = 4 within administrative and professional Staff.*

*Total staff population per faculty unavailable to determine % of response rate.*

## Demographics



### Response Rate

The proportion of participants who did not complete the survey was notable. Although 831 individuals consented to take part in the survey, only 530 (63.8%) responded to question 89 (the final question which was applicable to all participants). Furthermore, of those who consented to take part, 98 individuals (11.8%) did not answer the subsequent question (“Are you aware of UL’s involvement in the Athena SWAN Charter?”).

*Notes: as no questions were mandatory, different individuals may have answered different selections of questions throughout the survey. Questions with notably lower response rates in the graph above (e.g. Q44) tended to be questions requesting written comments. Questions which were follow-up questions, or applicable only to a selection of respondents, were excluded from the data presented in the graph above.*

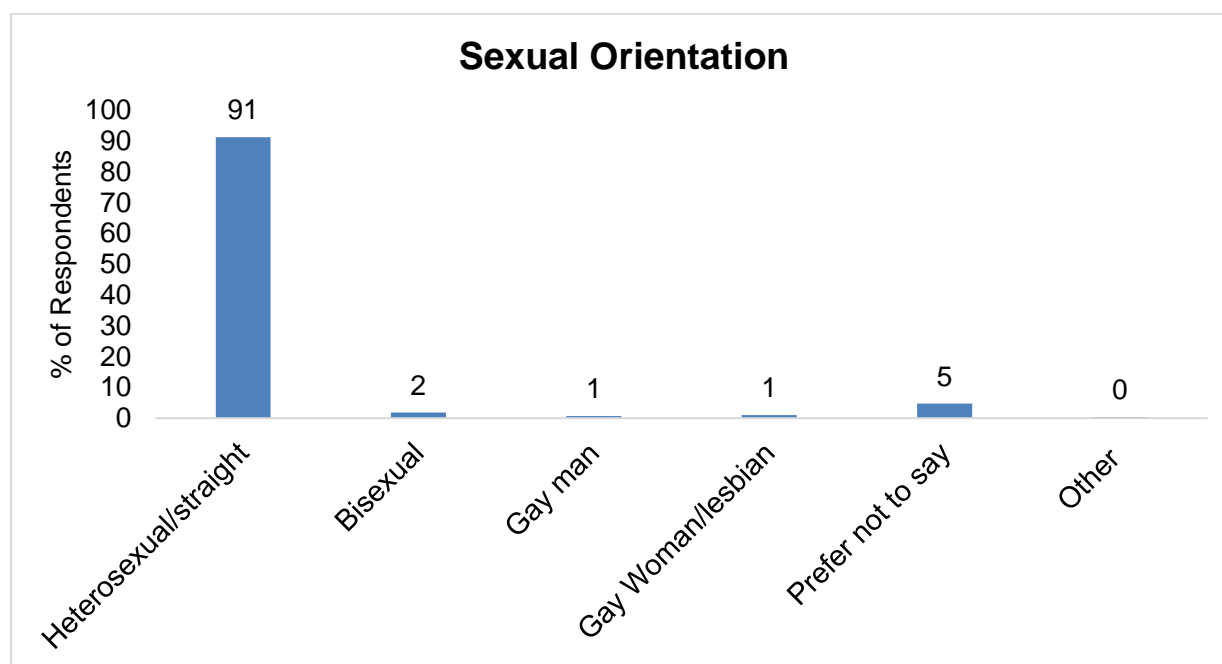
## Gender Breakdown of Respondents

	Female	Male	Other*	Overall
<b>N</b>	469	192	170	831
<b>%</b>	56.5%	23%	20.5%	53% overall response rate

\*Other comprises of respondents who did not answer the question on gender ( $n = 153$ ; 18.4%), who responded as “prefer not to say” ( $n = 14$ ; 1.7%), or who responded as non-binary ( $n = 3$ ; 0.4%). As the number of respondents for non-binary are  $<5$ , we will not be reporting their responses separately to protect anonymity (a survey condition).

## Sexual Orientation Breakdown of Respondents

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Heterosexual/straight</b>	176	91.7	434	93.5	11	44.0	621	91.2
<b>Bisexual</b>	2	1.0	9	1.9	1	4.0	12	1.8
<b>Gay man</b>	4	2.1	-	-	1	4.0	5	0.7
<b>Gay Woman/lesbian</b>	-	-	6	1.3	1	4.0	7	1.0
<b>Prefer not to say</b>	9	4.7	14	3.0	10	40.0	33	4.8
<b>Other</b>	1	0.5	1	0.2	1	4.0	3	0.4
<b>Total</b>	<b>192</b>		<b>464</b>		<b>25</b>		<b>681</b>	



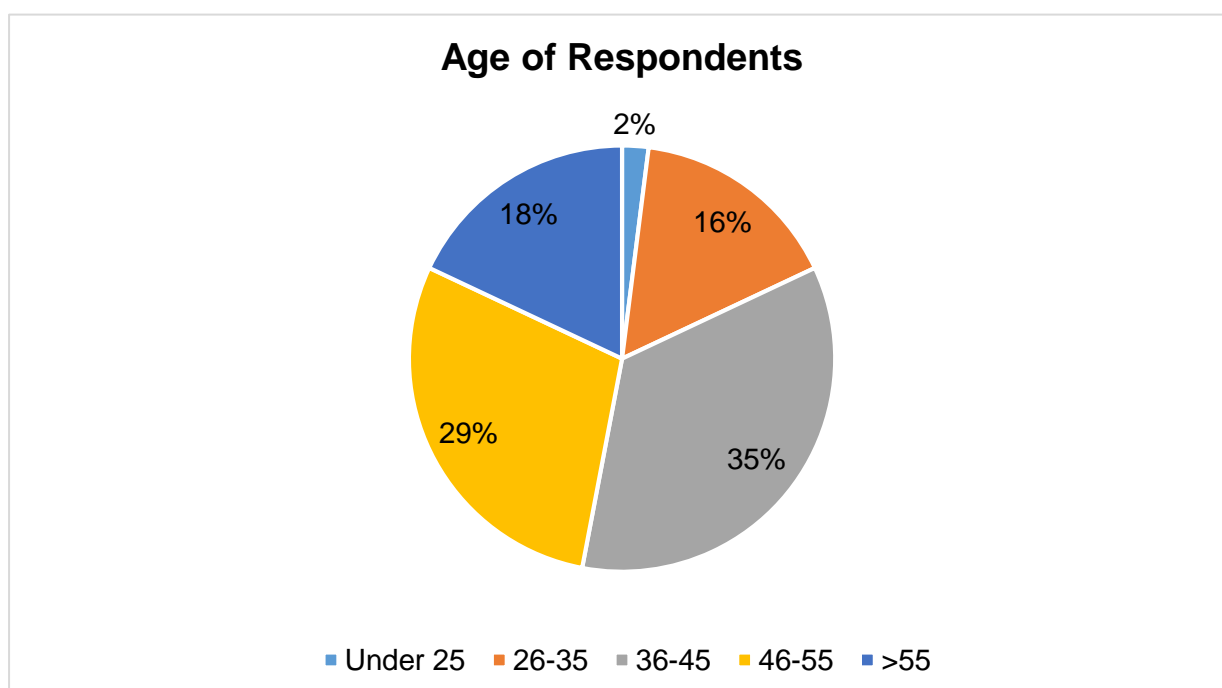


## Transgender/Transgender History Breakdown of Respondents

	<i>n</i>	%
<b>Yes</b>	1	0.2
<b>No</b>	631	98.0
<b>Prefer not to say</b>	12	1.9
<b>Total</b>	<b>644</b>	

## Age Breakdown of Respondents

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Under 25</b>	5	2.7	8	1.8	2	11.8	15	2.3
<b>26-35</b>	25	13.4	74	16.5	2	11.8	101	15.5
<b>36-45</b>	60	32.3	161	35.9	6	35.3	227	34.8
<b>46-55</b>	46	24.7	140	31.2	5	29.4	191	29.3
<b>&gt;55</b>	50	26.9	66	14.7	2	11.8	118	18.1
<b>Total</b>	<b>186</b>		<b>449</b>		<b>17</b>		<b>652</b>	

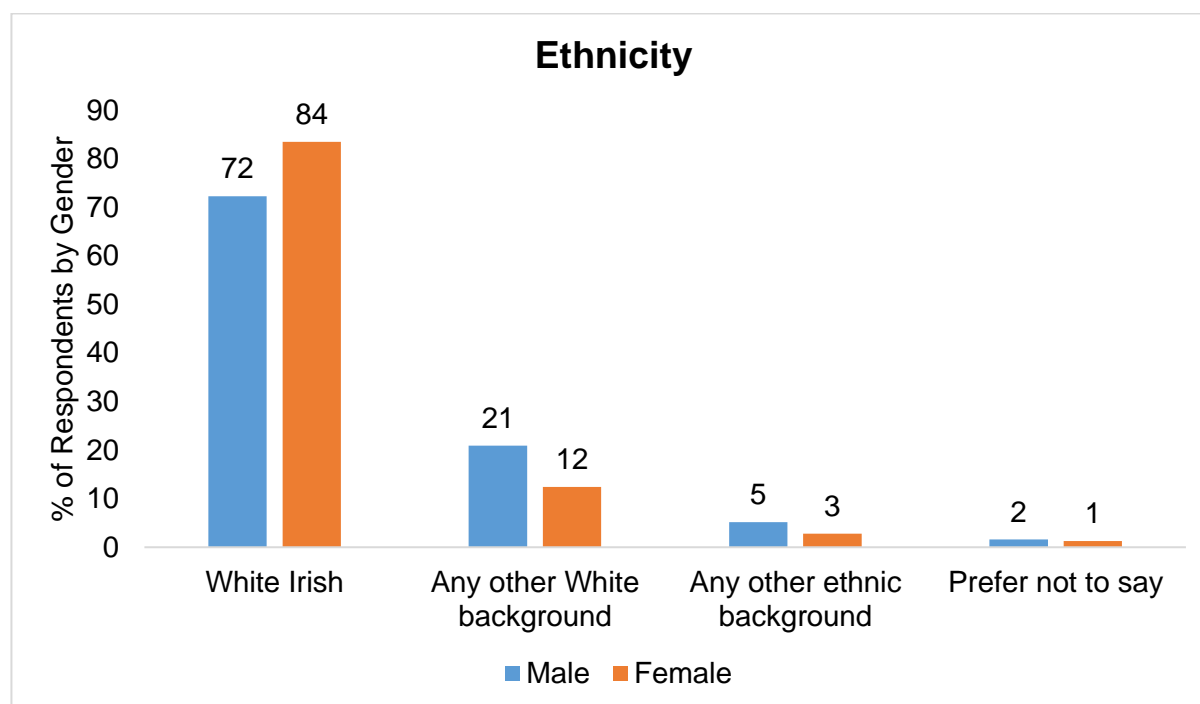


## Ethnicity Breakdown of Respondents

### Gender

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>White Irish</b>	138	72.3	391	83.5	11	52.4	540	79.4
<b>Any other White background</b>	40	20.9	58	12.4	2	9.5	100	14.7
<b>Any other ethnic background</b>	10	5.2	13	2.8	1	4.8	24	3.5
<b>Prefer not to say</b>	3	1.6	6	1.3	7	33.3	16	2.4
<b>Total</b>	<b>191</b>		<b>468</b>		<b>21</b>		<b>680</b>	

Note: "Any other ethnic background" included responses such as Irish Traveller, Black African, Asian Irish, Chinese, and 'Mixed' background.

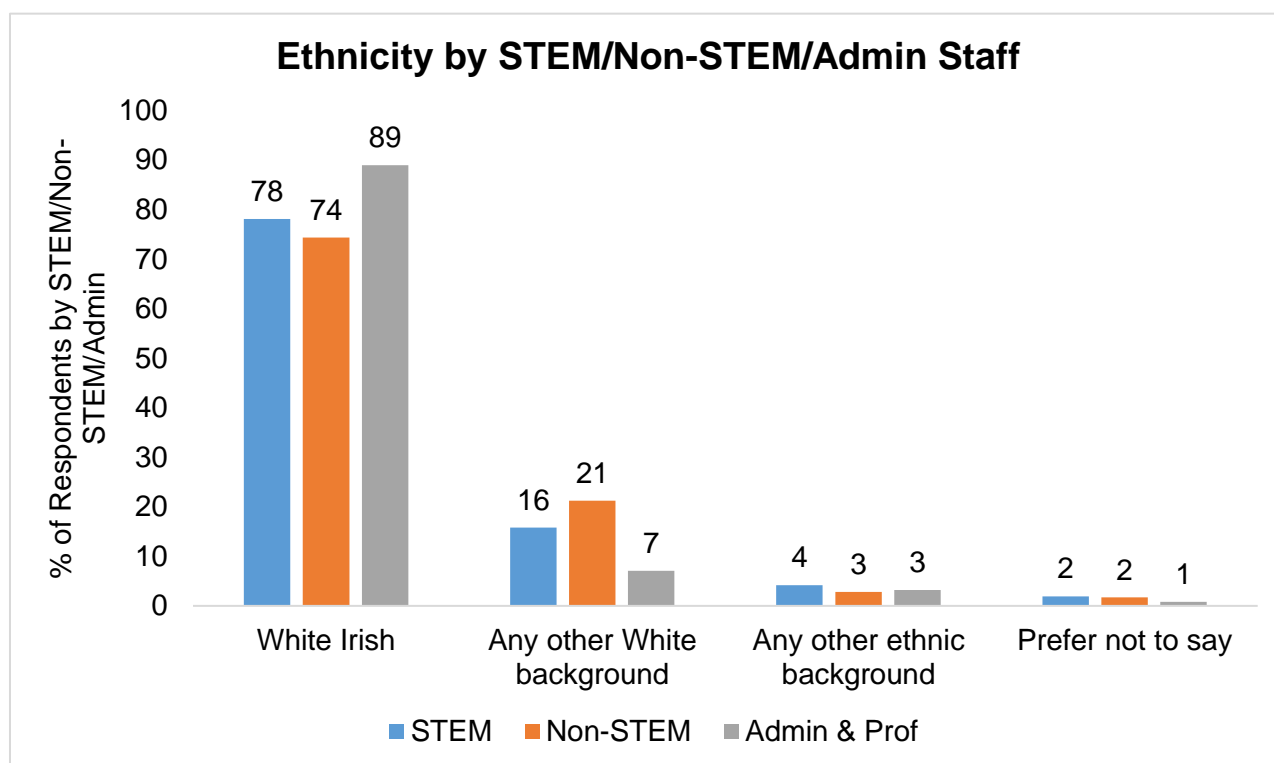


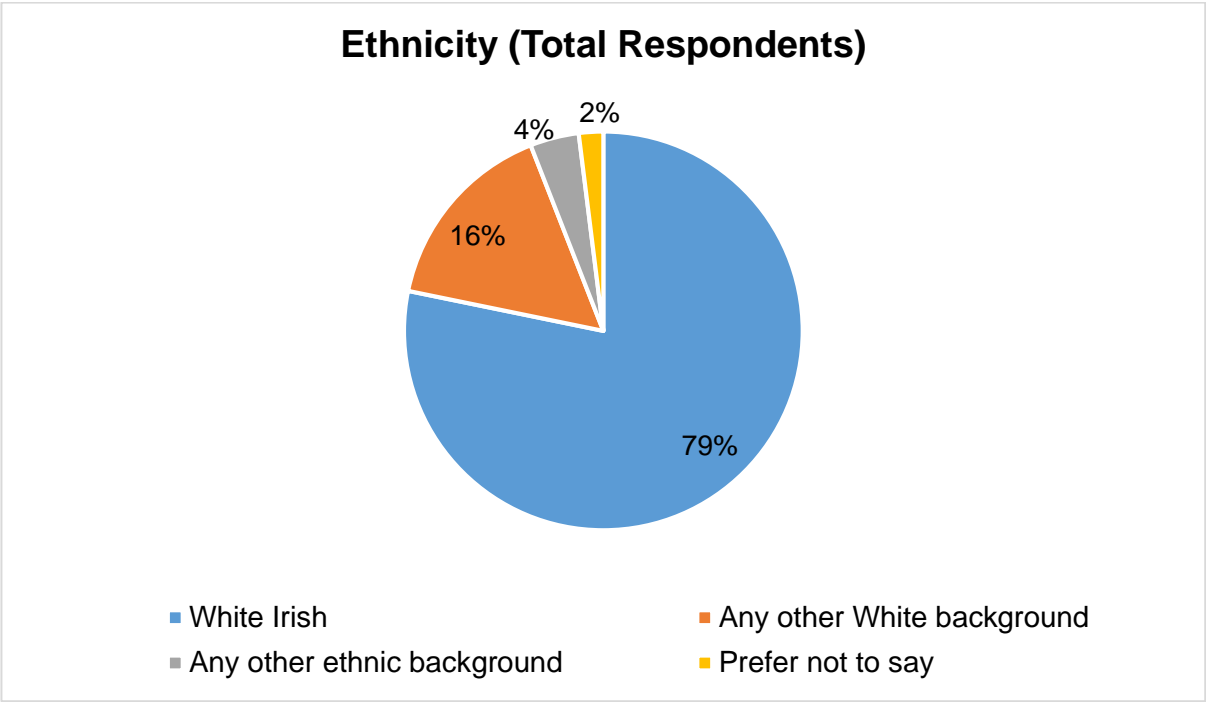
### NOTE:

When comparing across faculties or STEM / Non-STEM disciplines, the category administrative and professional staff, includes staff who do not work within one of the core faculties (EHS, Science and Engineering, AHSS, and KBS). For example, a senior administrator within the Human Resources division. Any administrative and professional staff who work within a Faculty are categorised under that faculty. For example, a senior administrator in EHS is included within the EHS faculty.

*Faculty & STEM*

	EHS		Sci & Eng		STEM		AHSS		KBS		Non-STEM		Admin & Prof	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>White Irish</b>	121	81.2	121	75.2	<b>242</b>	<b>78.1</b>	72	66.7	61	85.9	<b>133</b>	<b>74.3</b>	<b>112</b>	<b>88.9</b>
<b>Any other White background</b>	20	13.4	29	18.0	<b>49</b>	<b>15.8</b>	28	25.9	10	14.1	<b>38</b>	<b>21.2</b>	<b>9</b>	<b>7.1</b>
<b>Any other ethnic background</b>	7	4.7	6	3.7	<b>13</b>	<b>4.2</b>	5	4.6	-	-	<b>5</b>	<b>2.8</b>	<b>4</b>	<b>3.2</b>
<b>Prefer not to say</b>	1	0.7	5	3.1	<b>6</b>	<b>1.9</b>	3	2.8	-	-	<b>3</b>	<b>1.7</b>	<b>1</b>	<b>0.8</b>
<b>Total</b>	<b>149</b>		<b>161</b>		<b>310</b>		<b>108</b>		<b>71</b>		<b>179</b>		<b>126</b>	





## Respondent Breakdown of Position

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Dean</b>	<5	0.9	<5	1.0	-	-	6	0.9
<b>Professor</b>	17	7.7	6	1.4	3	15.8	26	4.0
<b>Associate Professor</b>	6	2.7	7	1.7	1	5.3	14	2.1
<b>Senior Lecturer</b>	22	10.0	23	5.6	2	10.5	47	7.2
<b>Lecturer above the bar</b>	40	18.1	82	19.8	2	10.5	124	19.0
<b>Lecturer below the bar</b>	16	7.2	33	8.0	2	10.5	51	7.8
<b>Language Teacher</b>	<5	1.8	6	1.4	-	-	X	1.5
<b>Research Fellow</b>	<5	1.4	6	1.4	-	-	X	1.4
<b>Post-doctoral researcher</b>	13	5.9	18	4.3	-	-	31	4.7
<b>Research assistant</b>	<5	0.5	10	2.4	-	-	X	1.7
<b>Senior Manager (SAO I, II, III)</b>	13	5.9	18	4.3	2	10.5	33	5.0
<b>Senior Executive Administrator</b>	6	2.7	35	8.5	-	-	41	6.3
<b>Executive Administrator</b>	6	2.7	36	8.7	-	-	42	6.4
<b>Senior Administrator</b>	<5	0.5	34	8.2	3	15.8	X	5.8
<b>Administrator</b>	<5	0.9	39	9.4	-	-	X	6.3
<b>Technical Staff (All grades)</b>	17	7.7	27	6.5	1	5.3	45	6.9
<b>Library Staff (All grades)</b>	<5	0.5	15	3.6	-	-	X	2.4
<b>Porters</b>	-	-	-	-	<5	5.3	X	0.2
<b>Other</b>	51	23.1	15	3.6	2	10.5	68	10.4
<b>Total</b>	<b>221</b>		<b>414</b>		<b>X</b>		<b>654</b>	

*Note: In order to preserve respondent anonymity, cells with less than five responses are presented as <5. Any total cell that would include a <5 cell in the calculation is presented as X.*

## Athena Swan: Introduction

1. "I understand that by completing this anonymous survey I am providing consent to participate in the survey and for the data I provide to be aggregated and used to inform UL's Athena Swan Action Plan and related publications. I understand that I will not be personally identified by submitting this questionnaire via this electronic link. I understand that I can discontinue the survey at any time or choose to not answer a question or provide written comments, without any need to explain."

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	192	100.0	469	100.0	166	97.6	827	99.5
<b>No</b>	-	-	-	-	4	2.4	4	0.5
<b>Total</b>	<b>192</b>		<b>469</b>		<b>170</b>		<b>831</b>	

2. Are you aware of UL's involvement in the Athena SWAN Charter?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	182	94.8	438	93.4	62	86.1	682	93.0
<b>No</b>	10	5.2	31	6.6	10	13.9	51	7.0
<b>Total</b>	<b>192</b>		<b>469</b>		<b>72</b>		<b>733</b>	

3. Are you aware UL has an Action Plan relating to gender equality?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	152	79.2	372	79.7	53	74.6	577	79.0
<b>No</b>	40	20.8	95	20.3	18	25.4	153	21.0
<b>Total</b>	<b>192</b>		<b>467</b>		<b>71</b>		<b>730</b>	

## 4. Are you familiar with Athena SWAN Principles?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	134	69.8	327	70.3	46	66.7	507	69.8
<b>No</b>	58	30.2	138	29.7	23	33.3	219	30.2
<b>Total</b>	<b>192</b>		<b>465</b>		<b>69</b>		<b>726</b>	

## 5. Have you been directly involved with Athena SWAN at UL?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	56	29.2	142	30.7	11	16.2	209	28.9
<b>No</b>	136	70.8	321	69.3	57	83.8	514	71.1
<b>Total</b>	<b>192</b>		<b>463</b>		<b>68</b>		<b>723</b>	

## 6. If you have been involved in Athena SWAN activities, would you recommend involvement to a colleague?

*Gender*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	51	52.0	128	58.2	15	42.9	194	55.0
<b>No</b>	47	48.0	92	41.8	20	57.1	159	45.0
<b>Total</b>	<b>98</b>		<b>220</b>		<b>35</b>		<b>353</b>	

*Staff Type*

	Academic Staff				Admin & Prof Staff				Research Staff				Total	
	Male		Female		Male		Female		Male		Female			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	36	57.1	63	75.0	8	50.0	49	50.0	2	33.3	5	41.7	163	58.4
<b>No</b>	27	42.9	21	25.0	8	50.0	49	50.0	4	66.7	7	58.3	116	41.6
<b>Total</b>	<b>63</b>		<b>84</b>		<b>16</b>		<b>98</b>		<b>6</b>		<b>12</b>		<b>279</b>	

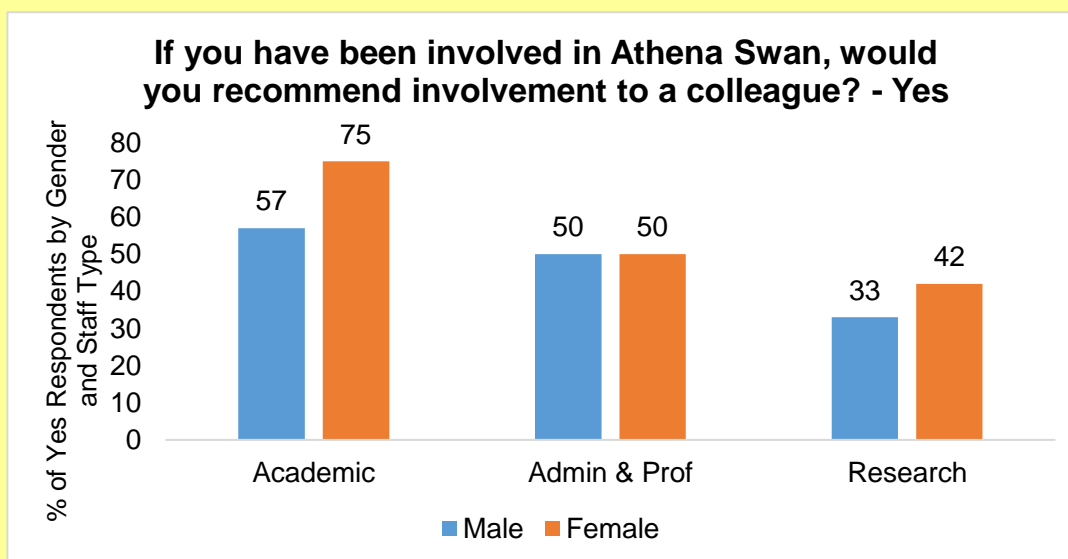
*Note. 353 respondents answered this question, of which 74 did not state their staff type. These respondents are excluded from this table.*

*Faculty*

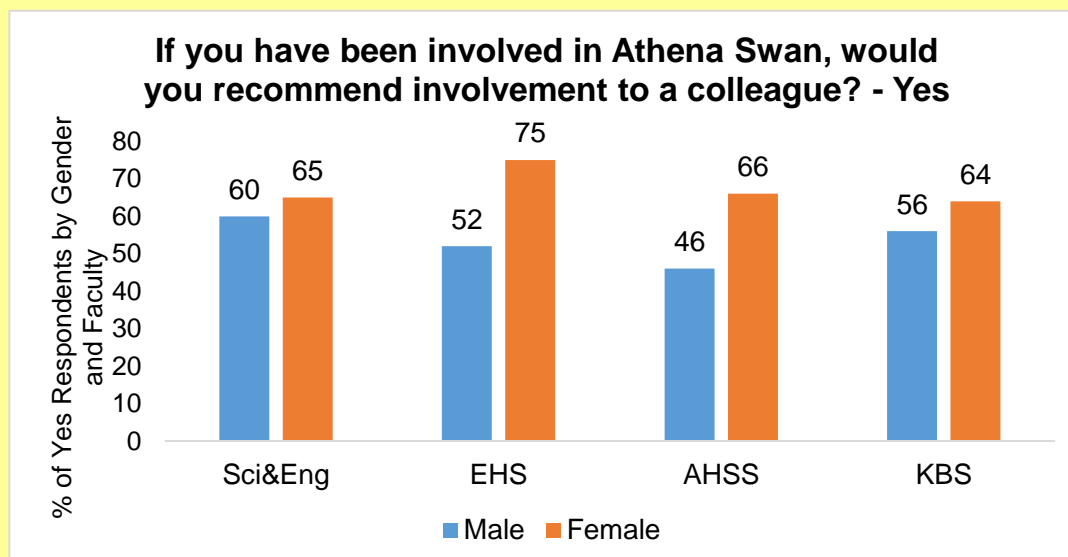
	Sci & Eng				EHS				AHSS				KBS			
	Male		Female		Male		Female		Male		Female		Male		Female	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	28	59.6	26	65	11	52.4	44	74.6	5	45.5	19	65.5	5	55.6	16	64
<b>No</b>	19	40.4	14	35	10	47.6	15	25.4	6	54.5	10	34.5	4	44.4	9	36
<b>Total</b>	<b>47</b>		<b>40</b>		<b>21</b>		<b>59</b>		<b>11</b>		<b>29</b>		<b>9</b>		<b>25</b>	

Female academic staff are more likely to recommend involvement in Athena SWAN activities to a colleague (75.0%), relative to male academic staff (57.1%).

Overall, academic staff tend to recommend involvement in Athena SWAN more so than administrative and professional staff, while a larger proportion of research staff reported that they would not recommend involvement. It is important to note, however, that comparatively fewer research staff responded to the question ( $n=18$ ).



Across all faculties, a greater percentage of females than males would recommend involvement in Athena SWAN activities.





## 7. Do you think that Athena Swan has had a positive impact on addressing gender equality at UL?

*Gender*

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	107	56.6	243	52.8	28	41.2	378	52.7
<b>No</b>	20	10.6	53	11.5	17	25.0	90	12.6
<b>Don't know enough about Athena Swan</b>	62	32.8	164	35.7	23	33.8	249	34.7
<b>Total</b>	<b>189</b>		<b>460</b>		<b>68</b>		<b>717</b>	

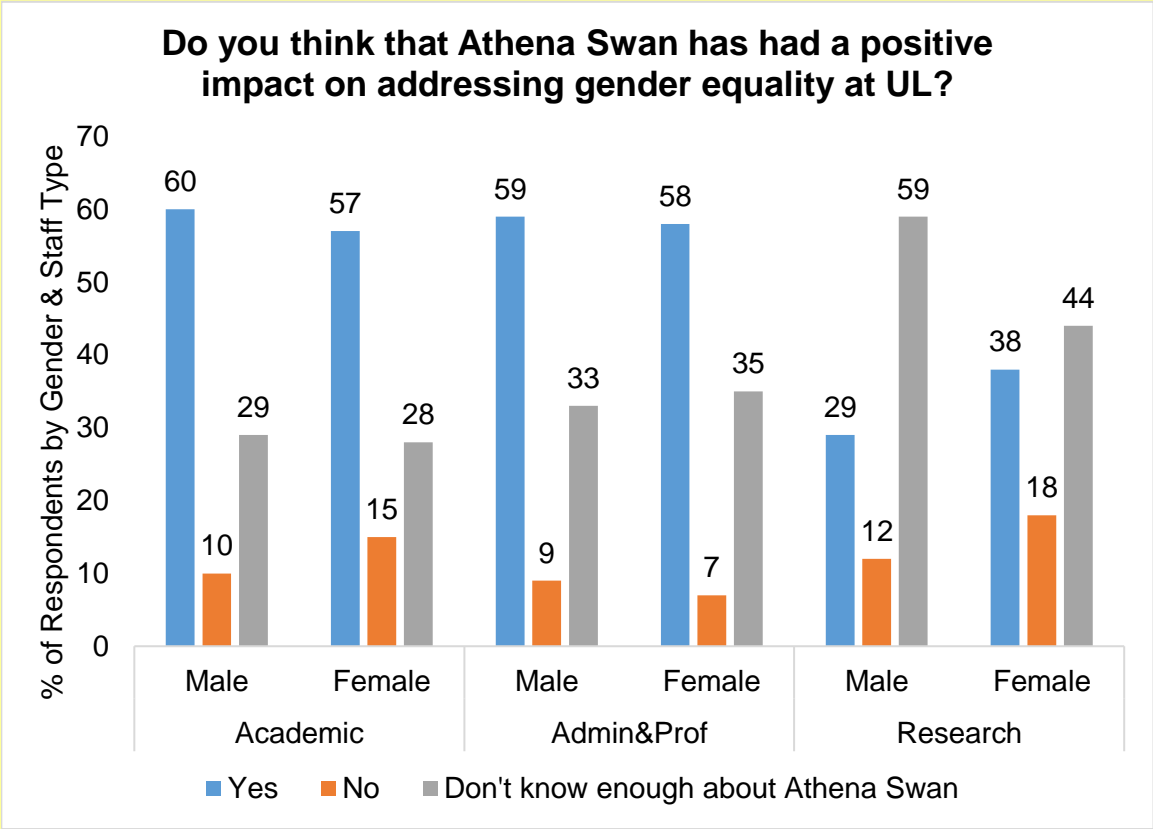
*Staff Type*

	<b>Academic Staff</b>				<b>Admin &amp; Prof Staff</b>				<b>Research Staff</b>				<b>Total</b>	
	<b>Male</b>		<b>Female</b>		<b>Male</b>		<b>Female</b>		<b>Male</b>		<b>Female</b>			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	64	60.4	90	56.6	27	58.7	113	57.7	5	29.4	13	38.2	312	55.9
<b>No</b>	11	10.4	24	15.1	4	8.7	14	7.1	2	11.8	6	17.7	61	10.9
<b>Don't know enough about Athena SWAN</b>	31	29.2	45	28.3	15	32.6	69	35.2	10	58.8	15	44.1	185	33.2
<b>Total</b>	<b>106</b>		<b>159</b>		<b>46</b>		<b>196</b>		<b>17</b>		<b>34</b>		<b>558</b>	

*Note. 717 respondents answered this question, of which 159 did not state their staff type. These respondents are excluded from this table.*

Overall, 52.7% of respondents noted that Athena SWAN has had a positive impact on addressing gender equality at UL, with only 12.6% reporting that it had not. Among academic staff and administrative and professional staff, the majority of both males and females reported that Athena SWAN has had a positive impact on addressing gender equality. In contrast, a large proportion of research staff indicated that they did not know enough about Athena SWAN. Moreover, “don’t know enough” represented the majority response of male research staff (58.8%). However, it is important to note that more academic staff ( $n = 265$ ) than administrative ( $n = 242$ ) and research staff ( $n = 51$ ) responded to the question.

This suggests that wider dissemination on the impact of Athena SWAN would be beneficial, particularly among research staff.



## Staff Diversity

8. Please tick the UL policies you are aware of (*tick all that apply*)

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Acceptable Behaviour in the Workplace</b>	124	68.5	256	56.5	12	54.5	392	59.8
<b>Equality and Diversity Policy</b>	133	73.5	320	70.6	17	77.3	470	71.6
<b>Code of Conduct for Employees</b>	145	80.1	332	73.3	16	72.7	493	75.2
<b>Career Break Policy</b>	89	49.2	228	50.3	12	54.5	329	50.2
<b>Dignity and Respect Policy</b>	159	87.8	412	90.9	17	77.3	588	89.6
<b>Dispute Resolution Procedure – Statute No 3</b>	45	24.9	100	22.1	5	22.7	150	22.9
<b>Grievance Procedure</b>	65	35.9	203	44.8	7	31.8	275	41.9
<b>Job Share Scheme</b>	76	42.0	215	47.5	8	36.4	299	45.6
<b>Protected Disclosures Policy &amp; Procedures</b>	41	22.7	80	17.7	7	31.8	128	19.5
<b>Leave of Absence Scheme</b>	91	50.3	244	53.9	10	45.5	345	52.6
<b>Mother Baby Room Guidelines</b>	16	8.8	113	24.9	4	18.2	133	20.3
<b>Mentee/Mentor Application</b>	67	37.0	193	42.6	6	27.3	266	40.5
<b>Parental Leave Policy</b>	74	40.9	247	54.5	12	54.5	333	50.8
<b>Paternity Leave Policy</b>	71	39.2	153	33.8	7	31.8	231	35.2
<b>Part-time Working Policy</b>	61	33.7	173	38.2	7	31.8	241	36.7
<b>Probation Policy</b>	58	32.0	142	31.3	4	18.2	204	31.1
<b>Professional Leave for Support Staff</b>	38	21.0	74	16.3	4	18.2	116	17.7
<b>Research Grant for Returning Academic Carers</b>	51	28.2	150	33.1	5	22.7	206	31.4
<b>Sabbatical Leave Policy</b>	93	51.4	209	46.1	14	63.6	316	48.2
<b>Sick Leave Scheme</b>	94	51.9	290	64.0	10	45.5	394	60.1
<b>Special Research Leave</b>	44	24.3	154	34.0	6	27.3	204	31.1
<b>Intoxicant Misuse Policy</b>	24	13.3	65	14.3	2	9.1	91	13.9
<b>Transfer Policy</b>	19	10.5	40	8.8	3	13.6	62	9.5
<b>Redeployment Policy</b>	33	18.2	84	18.5	6	27.3	123	18.8
<b>Total</b>	<b>181</b>		<b>453</b>		<b>22</b>		<b>656</b>	

*Note: Total row refers to the total numbers of males, females and others who answered this question. % in the above table are derived from these totals. As this was a “tick all that apply” question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.*

## 9. With which gender do you self-identify?

*Responses to this question have been highlighted previously. Please see pg.8 of the Summary Data section for breakdown of responses.*

## 10. Do you identify as transgender or with a transgender history?

*Responses to this question have been highlighted previously. Please see pg.9 of the Summary Data section for breakdown of responses.*

## 11. What is your ethnic or cultural background (using the Irish Census categories)?

*Responses to this question have been highlighted previously. Please see pg.10 of the Summary Data section for breakdown of responses.*

## 12. What is your current marital status?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Single</b>	37	19.4	95	20.5	2	9.5	134	19.9
<b>Married</b>	129	67.5	285	61.6	8	38.1	422	62.5
<b>Civil Partnership</b>	1	0.5	4	0.9	-	-	5	0.7
<b>Cohabiting</b>	12	6.3	40	8.6	2	9.5	54	8.0
<b>Separated</b>	4	2.1	10	2.2	-	-	14	2.1
<b>Divorced</b>	3	1.6	17	3.7	2	9.5	22	3.3
<b>Remarried</b>	1	0.5	4	0.9	-	-	5	0.7
<b>Widowed</b>	-	-	2	0.4	-	-	2	0.3
<b>Prefer not to say</b>	4	2.1	6	1.3	7	33.3	17	2.5
<b>Total</b>	<b>191</b>		<b>463</b>		<b>21</b>		<b>675</b>	

13. Do you have any of the following caring responsibilities? *(Please tick all that apply)*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Childcare</b>	88	48.9	217	50.2	10	45.5	315	49.7
<b>Caring for a child with a disability</b>	5	2.8	17	3.9	2	9.1	24	3.8
<b>Eldercare</b>	16	8.9	71	16.4	5	22.7	92	14.5
<b>Caring for a sick relative</b>	10	5.6	19	4.4	2	9.1	31	4.9
<b>No caring responsibility</b>	66	36.7	138	31.9	3	13.6	207	32.6
<b>Prefer not to say</b>	8	4.4	18	4.2	3	13.6	29	4.6
<b>Other caring responsibility (please specify)</b>	4	2.2	19	4.4	2	9.1	25	3.9
<b>Total</b>	<b>180</b>		<b>432</b>		<b>22</b>		<b>634</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % in the above table are derived from these totals. As this was a "tick all that apply" question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.*

14. Do you have any dependent children?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	109	57.7	258	55.8	13	56.5	380	56.4
<b>No</b>	80	42.3	204	44.2	10	43.5	294	43.6
<b>Total</b>	<b>189</b>		<b>462</b>		<b>23</b>		<b>674</b>	

## 15. How many dependent children do you have?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Under 2</b>	15	9.6	38	10.2	2	12.5	55	10.1
<b>2 to 4</b>	34	21.7	90	24.2	4	25.0	128	23.5
<b>5 to 12</b>	48	30.6	111	29.8	4	25.0	163	29.9
<b>13 to 17</b>	30	19.1	70	18.8	3	18.8	103	18.9
<b>18 and over</b>	30	19.1	63	16.9	3	18.8	96	17.6
<b>Total</b>	<b>157</b>		<b>372</b>		<b>16</b>		<b>545</b>	

## 16. Which of the following options best describes your sexual orientation?

*Responses to this question have been highlighted previously. Please see pg.8 of the Summary Data section for breakdown of responses.*

## 17. Do you have a disability?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	8	4.2	13	2.8	2	8.3	23	3.4
<b>No</b>	180	93.8	439	94.8	17	70.8	636	93.7
<b>Prefer not to say</b>	4	2.1	11	2.4	5	20.8	20	2.9
<b>Total</b>	<b>192</b>		<b>463</b>		<b>24</b>		<b>679</b>	

## 18. Which of the following best describes your position in UL?

*Responses to this question have been highlighted previously. Please see pg.13 of the Summary Data section for breakdown of responses.*

## Employment Data

19. Where do you work in UL?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Science and Engineering</b>	83	44.6	70	15.8	9	50.0	162	25.0
<b>Education and Health Science</b>	29	15.6	118	26.6	2	11.1	149	23.0
<b>Arts Humanities and Social Sciences - Irish World Academy of Music and Dance</b>	27	14.5	79	17.8	3	16.7	109	16.8
<b>Kemmy Business School</b>	20	10.8	51	11.5	-	-	71	11.0
<b>Administrative/ Professional Staff</b>	27	14.5	125	28.2	4	22.2	156	24.1
<b>Total</b>	<b>186</b>		<b>443</b>		<b>18</b>		<b>647</b>	

20. How long have you worked in UL?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Less than 1 year</b>	24	12.9	31	6.9	-	-	55	8.4
<b>1 – 2 years</b>	12	6.5	40	8.9	2	10.5	54	8.3
<b>3 – 5 years</b>	32	17.2	72	16.0	4	21.1	108	16.5
<b>6 – 10 years</b>	31	16.7	73	16.3	4	21.1	108	16.5
<b>11 –20 years</b>	55	29.6	165	36.7	4	21.1	224	34.3
<b>21- 40 years</b>	32	17.2	68	15.1	5	26.3	105	16.1
<b>Total</b>	<b>186</b>		<b>449</b>		<b>19</b>		<b>654</b>	

## 21. What type of contract do you have?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Multiannual/Permanent</b>	125	67.6	302	67.0	9	47.4	436	66.6
<b>Fixed term</b>	14	7.6	23	5.1	2	10.5	39	6.0
<b>Specific Purpose</b>	28	15.1	60	13.3	3	15.8	91	13.9
<b>Temporary</b>	5	2.7	13	2.9	1	5.3	19	2.9
<b>Hourly paid</b>	3	1.6	16	3.5	1	5.3	20	3.1
<b>Sub-contract</b>	-	-	2	0.4	1	5.3	3	0.5
<b>Not sure</b>	4	2.2	12	2.7	1	5.3	17	2.6
<b>Other</b>	6	3.2	23	5.1	1	5.3	30	4.6
<b>Total</b>	<b>185</b>		<b>451</b>		<b>19</b>		<b>655</b>	

## 22. Do you work full time or part time?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Full-time</b>	176	94.1	389	86.6	14	73.7	579	88.4
<b>Part-time</b>	9	4.8	48	10.7	3	15.8	60	9.2
<b>Hourly Paid</b>	2	1.1	12	2.7	2	10.5	16	2.4
<b>Total</b>	<b>187</b>		<b>449</b>		<b>19</b>		<b>655</b>	

## 23. What age are you?

*Responses to this question have been highlighted previously. Please see pg.9 of the Summary Data section for breakdown of responses.*



## Institutional Culture

24. Please indicate your level of agreement with the following statements: *(Total)*

	Strongly Disagree		Disagree		Neither agree or disagree		Agree		Strongly Agree		Don't know		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>The ethos of the University is one that supports equality of opportunity for all genders.</b>	18	2.8	56	8.7	111	17.8	304	47.1	141	21.9	14	2.2	644
<b>Women and men are equally visible in leadership roles at this University.</b>	48	7.4	189	29.3	82	12.7	226	35.0	86	13.4	13	2.0	644
<b>Social activities in the University are inclusive of both women and men.</b>	15	2.3	24	3.7	99	15.3	299	46.3	152	23.6	55	8.5	644
<b>Sexist language and behaviour (e.g. inappropriate remarks or overly familiar behaviour which is unwanted or degrading) are considered unacceptable in the University.</b>	18	2.8	40	6.2	48	7.4	281	43.6	237	36.9	19	3.0	643
<b>The University supports diversity through publication of policies and training on policies.</b>	7	1.1	31	4.8	112	17.4	293	45.5	158	24.6	41	6.4	642
<b>The University respects differences in ethnic and cultural background through the publication of inclusive policies and training events.</b>	15	2.3	28	4.4	118	18.4	283	44.0	135	21.1	62	9.7	641
<b>Transgender staff are supported and included in University policies/procedures.</b>	11	1.7	19	3.0	196	30.5	130	20.3	51	8.0	233	36.4	640
<b>The University has adequate policies/procedures to prevent unfair treatment on the basis of age.</b>	30	4.7	59	9.2	165	25.7	155	24.1	50	7.8	182	28.4	641

24. Please indicate your level of agreement with the following statements: *(Male)*

	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Neither agree or disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Don't know</b>		<b>Total</b>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>The ethos of the University is one that supports equality of opportunity for all genders.</b>	3	1.6	10	5.4	25	13.5	78	42.2	62	33.5	7	3.8	185
<b>Women and men are equally visible in leadership roles at this University.</b>	6	3.2	42	22.7	20	10.8	67	36.2	43	23.2	7	3.8	185
<b>Social activities in the University are inclusive of both women and men.</b>	5	2.7	7	3.8	22	11.9	68	36.8	59	31.9	24	13.0	185
<b>Sexist language and behaviour (e.g. inappropriate remarks or overly familiar behaviour which is unwanted or degrading) are considered unacceptable in the University.</b>	6	3.2	7	3.8	10	5.4	73	39.5	83	44.9	6	3.2	185
<b>The University supports diversity through publication of policies and training on policies.</b>	1	0.5	9	4.9	25	13.6	67	36.4	65	35.3	17	9.2	184
<b>The University respects differences in ethnic and cultural background through the publication of inclusive policies and training events.</b>	5	2.7	8	4.4	27	14.8	73	40.0	51	27.8	19	10.4	183
<b>Transgender staff are supported and included in University policies/procedures.</b>	3	1.6	6	3.2	51	27.6	32	17.3	16	8.7	77	41.6	185
<b>The University has adequate policies/procedures to prevent unfair treatment on the basis of age.</b>	8	4.4	14	7.7	38	20.8	49	26.8	22	12.0	52	28.4	183

24. Please indicate your level of agreement with the following statements: *(Female)*

	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Neither agree or disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Don't know</b>		<b>Total</b>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>The ethos of the University is one that supports equality of opportunity for all genders.</b>	12	2.7	46	10.3	82	18.4	221	49.7	75	16.9	7	1.6	443
<b>Women and men are equally visible in leadership roles at this University.</b>	39	8.8	147	33.0	57	12.8	154	34.6	40	9.0	6	1.4	443
<b>Social activities in the University are inclusive of both women and men.</b>	9	2.0	15	3.4	75	16.9	223	50.1	90	20.3	31	7.0	443
<b>Sexist language and behaviour (e.g. inappropriate remarks or overly familiar behaviour which is unwanted or degrading) are considered unacceptable in the University.</b>	12	2.7	29	6.5	36	8.1	203	45.7	149	33.7	13	2.9	442
<b>The University supports diversity through publication of policies and training on policies.</b>	4	0.9	21	4.7	84	18.9	218	49.1	92	20.8	23	5.2	442
<b>The University respects differences in ethnic and cultural background through the publication of inclusive policies and training events.</b>	8	1.8	19	4.3	89	20.1	201	45.3	82	18.6	43	9.7	442
<b>Transgender staff are supported and included in University policies/procedures.</b>	5	1.1	13	2.9	140	31.8	95	21.5	32	7.3	154	35.1	439
<b>The University has adequate policies/procedures to prevent unfair treatment on the basis of age.</b>	17	3.8	43	9.7	124	27.9	103	23.2	27	6.1	128	29.0	442

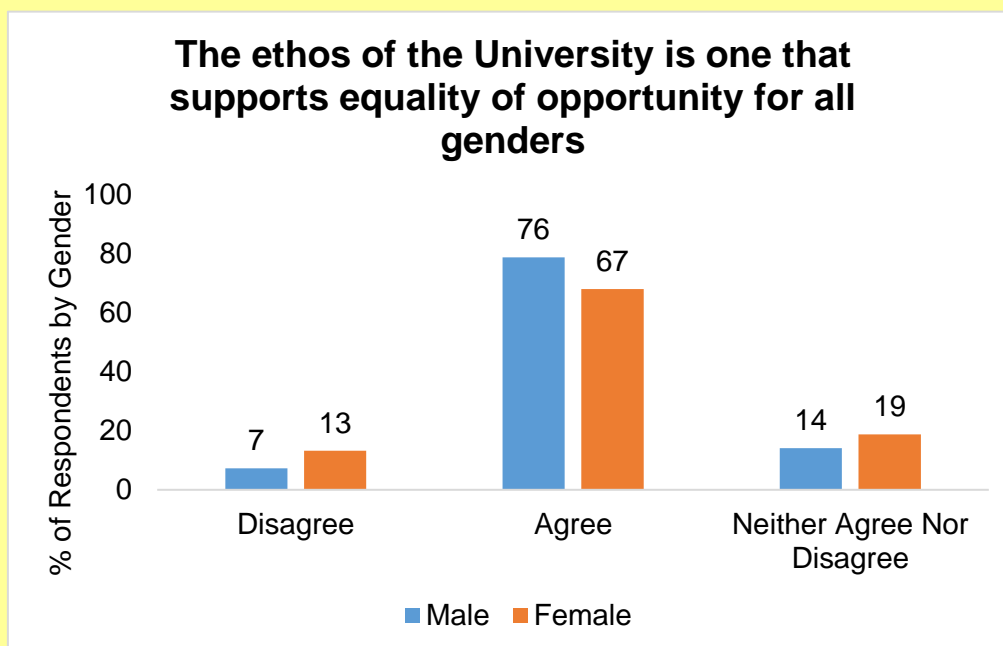
24. Please indicate your level of agreement with the following statements: *(Other)*

	Strongly Disagree		Disagree		Neither agree or disagree		Agree		Strongly Agree		Don't know		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>The ethos of the University is one that supports equality of opportunity for all genders.</b>	3	18.8	-	-	4	25.0	5	31.3	4	25.0	-	-	16
<b>Women and men are equally visible in leadership roles at this University.</b>	3	18.8	-	-	5	31.3	5	31.3	3	18.8	-	-	16
<b>Social activities in the University are inclusive of both women and men.</b>	1	6.3	2	12.5	2	12.5	8	50.0	3	18.8	-	-	16
<b>Sexist language and behaviour (e.g. inappropriate remarks or overly familiar behaviour which is unwanted or degrading) are considered unacceptable in the University.</b>	-	-	4	25.0	2	12.5	5	31.3	5	31.3	-	-	16
<b>The University supports diversity through publication of policies and training on policies.</b>	2	12.5	1	6.3	3	18.8	8	50.0	1	6.3	1	6.3	16
<b>The University respects differences in ethnic and cultural background through the publication of inclusive policies and training events.</b>	2	12.5	1	6.3	2	12.5	9	56.3	2	12.5	-	-	16
<b>Transgender staff are supported and included in University policies/procedures.</b>	3	18.8	-	-	5	31.3	3	18.8	3	18.8	2	12.5	16
<b>The University has adequate policies/procedures to prevent unfair treatment on the basis of age.</b>	5	31.3	2	12.5	3	18.8	3	18.8	1	6.3	2	12.5	16

**NOTE:** The following analyses have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

**The ethos of the University is one that supports equality of opportunity for all genders**

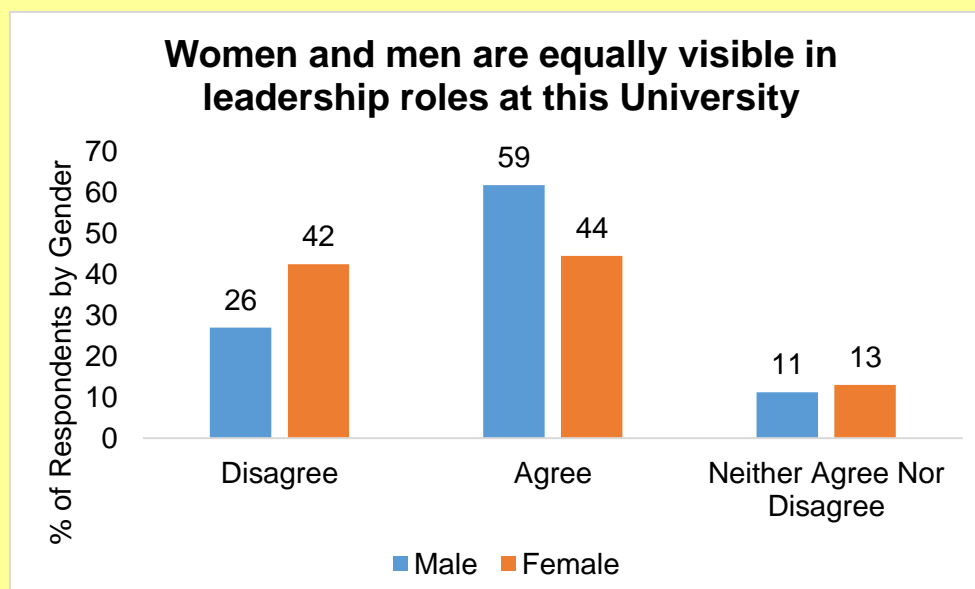
Males tended to agree with the above statement slightly more than females (75.7% vs. 66.6%). Nevertheless, responses indicated that the majority of males and females feel that the University supports equal opportunity for all genders. This was shown across faculties, and STEM Non-STEM disciplines.



**Women and men are equally visible in leadership roles at this University**

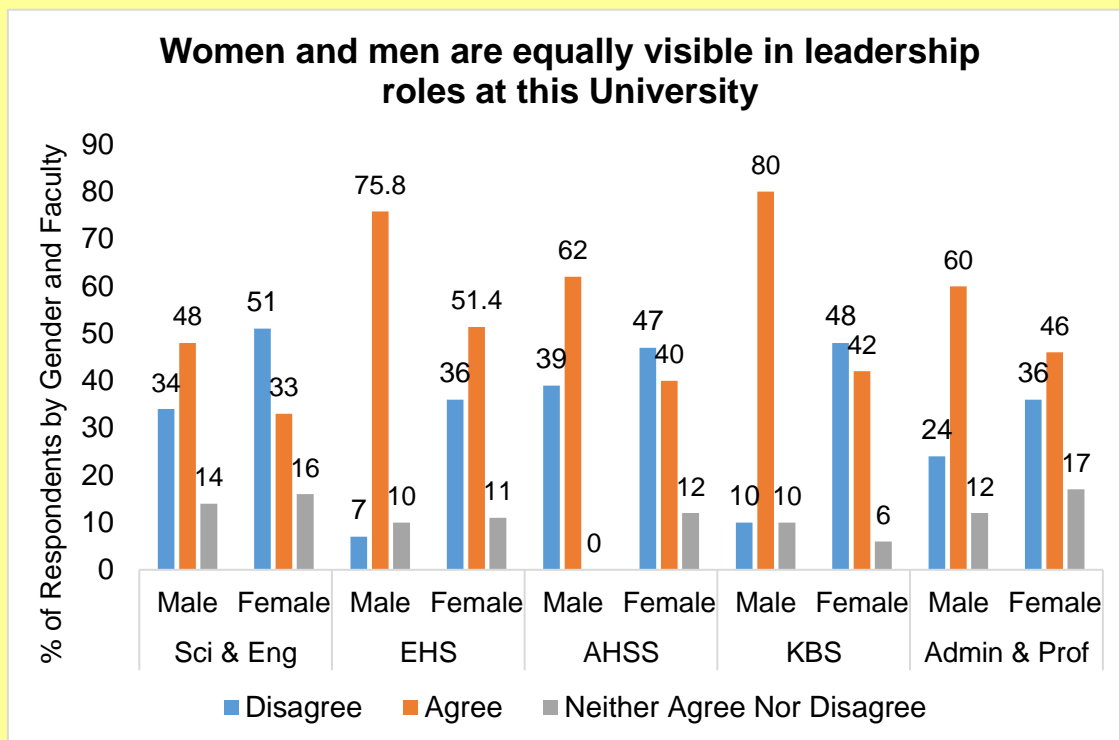
*Gender*

The majority of males agreed that both genders were equally visible in leadership roles at the University (59.4%), relative to disagree (25.9%). Females, however, were more evenly distributed between “agree” (43.6%) and “disagree” (41.8%).



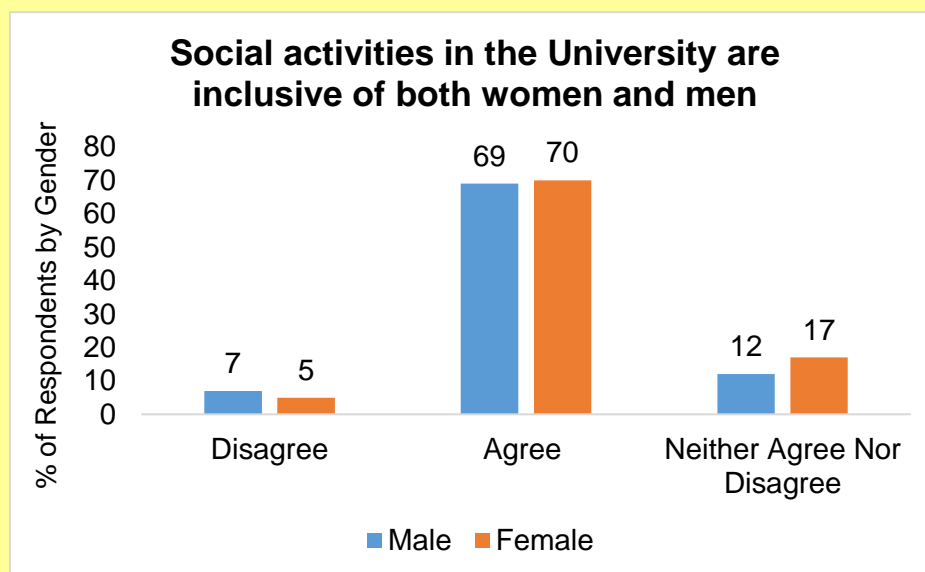
### Faculty

Across all faculties, males were more likely than females to agree that women and men are equally visible in leadership roles at this University. Females within Science and Engineering, AHSS and KBS were more likely to disagree than agree with this statement.



### Social activities in the University are inclusive of both women and men

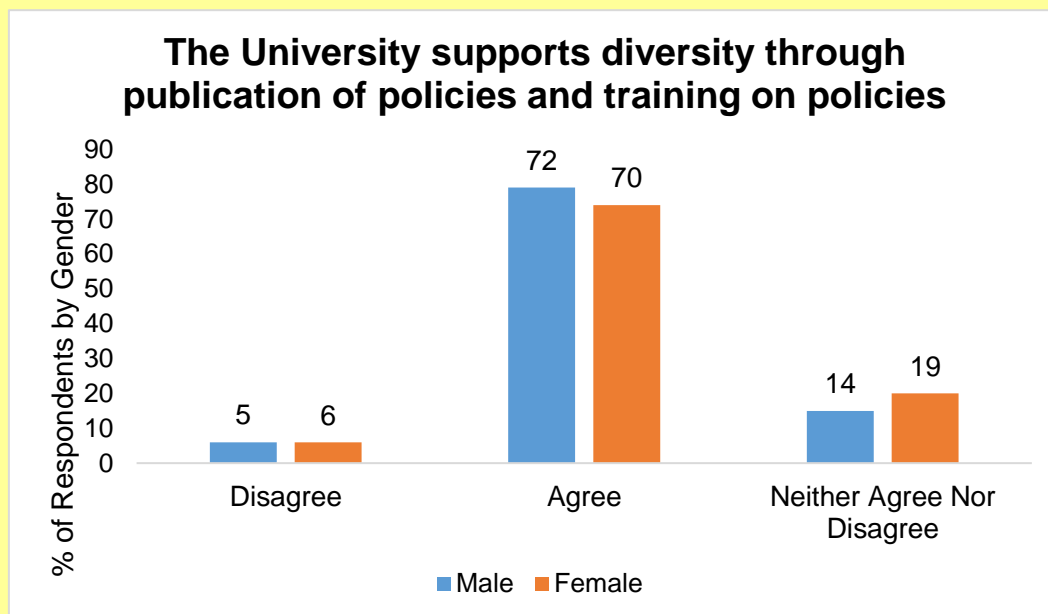
No substantial differences were noted between males and females in terms of how they viewed the inclusivity of social activities at the University. Approximately 3 in 4 (males/females) agreed that social activities are inclusive of both genders.



### The University supports diversity through publication of policies and training on policies

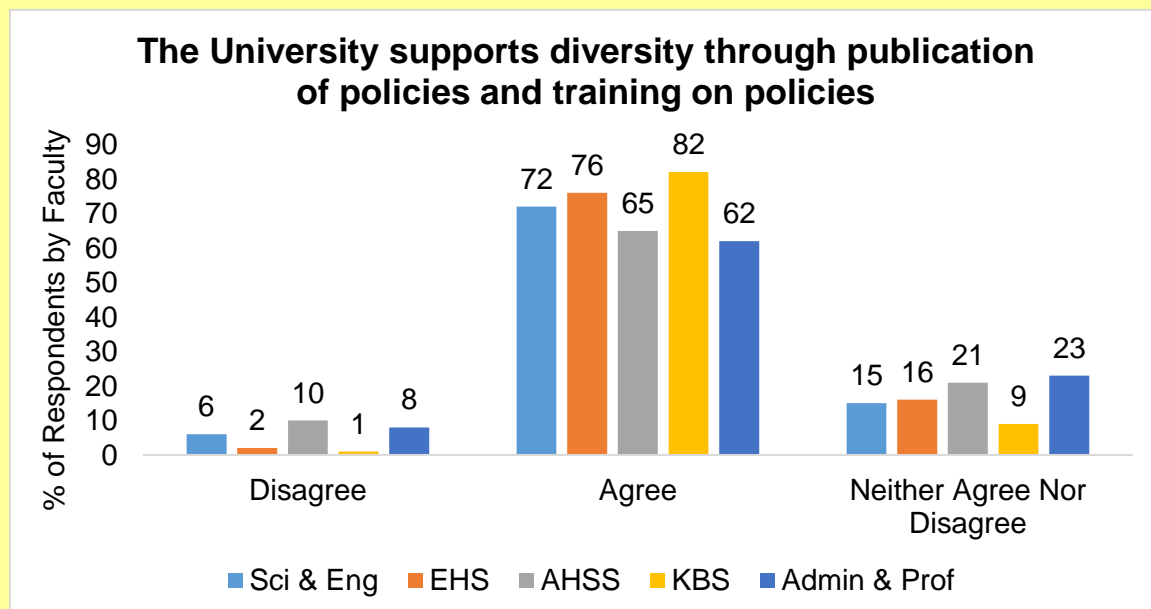
#### Gender

No substantial differences were noted between males and females in terms of how they viewed the support structures available at the University through publication of policies and training on policies. Approximately 70% of both males and females agreed that the University supports diversity through the promotion of policies, and relevant policy training.



#### Faculty

Although some variation was noted across faculties in terms of agreement with the above statement (AHSS: 65%, administrative and professional staff: 62% vs. KBS: 82%), approximately 2 in 3 individuals across all faculties agreed that the University supports diversity through the promotion of policies, and relevant policy training.



## 25. Have you attended the University's Dignity &amp; Respect Workshop?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	106	57.3	304	68.3	10	58.8	420	64.9
<b>No</b>	79	42.7	141	31.7	7	41.2	227	35.1
<b>Total</b>	<b>185</b>		<b>445</b>		<b>17</b>		<b>647</b>	

## 26. Have you completed the University's on-line LEAD (Living Equality &amp; Diversity) and Unconscious Bias Training?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	53	28.6	86	19.5	6	37.5	145	22.6
<b>No</b>	132	71.4	356	80.5	10	62.5	498	77.4
<b>Total</b>	<b>185</b>		<b>442</b>		<b>16</b>		<b>643</b>	



## Faculty Culture

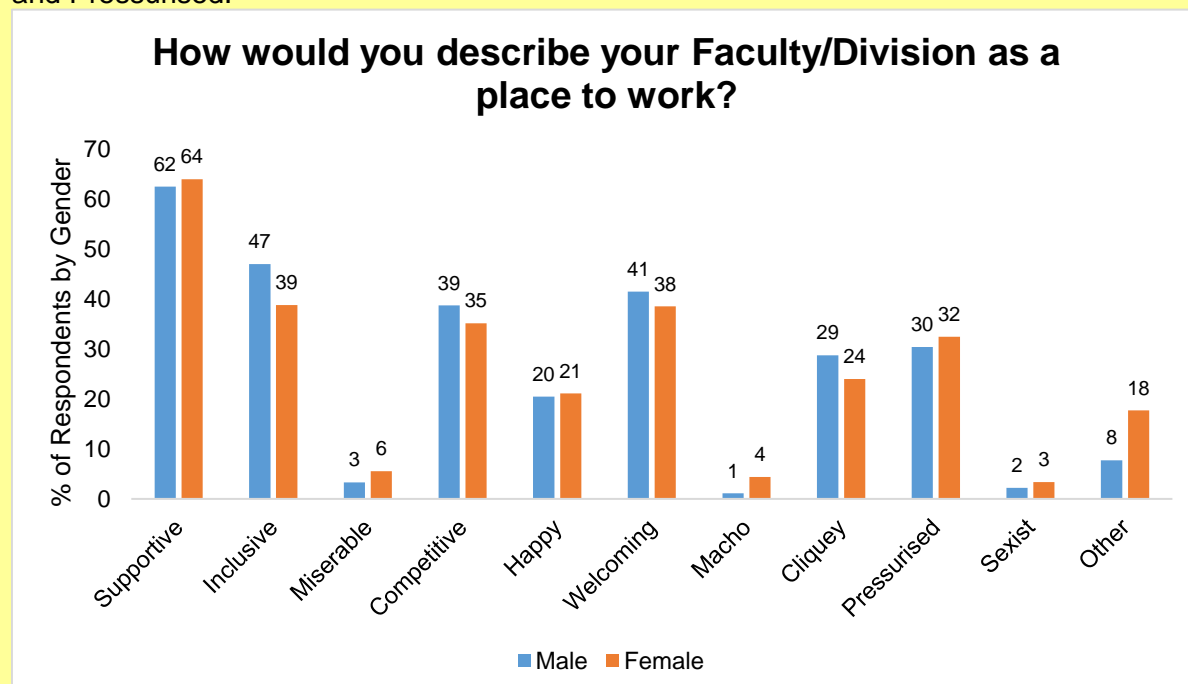
27. From the words below, how would you describe your Faculty/Division as a place to work  
(choose all applicable)

Gender

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Supportive</b>	113	62.4	264	63.9	3	20.0	380	62.4
<b>Inclusive</b>	85	47.0	160	38.7	2	13.3	247	40.6
<b>Miserable</b>	6	3.3	23	5.6	5	33.3	34	5.6
<b>Competitive</b>	70	38.7	145	35.1	4	26.7	219	36.0
<b>Happy</b>	37	20.4	87	21.1	1	6.7	125	20.5
<b>Welcoming</b>	75	41.4	159	38.5	2	13.3	236	38.8
<b>Macho</b>	2	1.1	18	4.4	2	13.3	22	3.6
<b>Cliquey</b>	52	28.7	99	24.0	9	60.0	160	26.3
<b>Pressurised</b>	55	30.4	134	32.4	5	33.3	194	31.9
<b>Sexist</b>	4	2.2	14	3.4	1	6.7	19	3.1
<b>Other</b>	14	7.7	73	17.7	4	26.7	91	14.9

Note: The percentages included above are derived from the total number of male ( $n=181$ ), female ( $n=413$ ), Other ( $n=15$ ) and total ( $n=609$ ) respondents who answered this question. As this was a "tick all that apply" question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.

Both men and women mostly report their faculty as Supportive, Inclusive, and Welcoming divisions, however, they also reported Competitive and Pressurised aspects. In contrast, many of those within the Other gender category reported their faculty as Cliquey, Miserable and Pressurised.



Note: The chart refers to the % of responses selected for each option based on gender

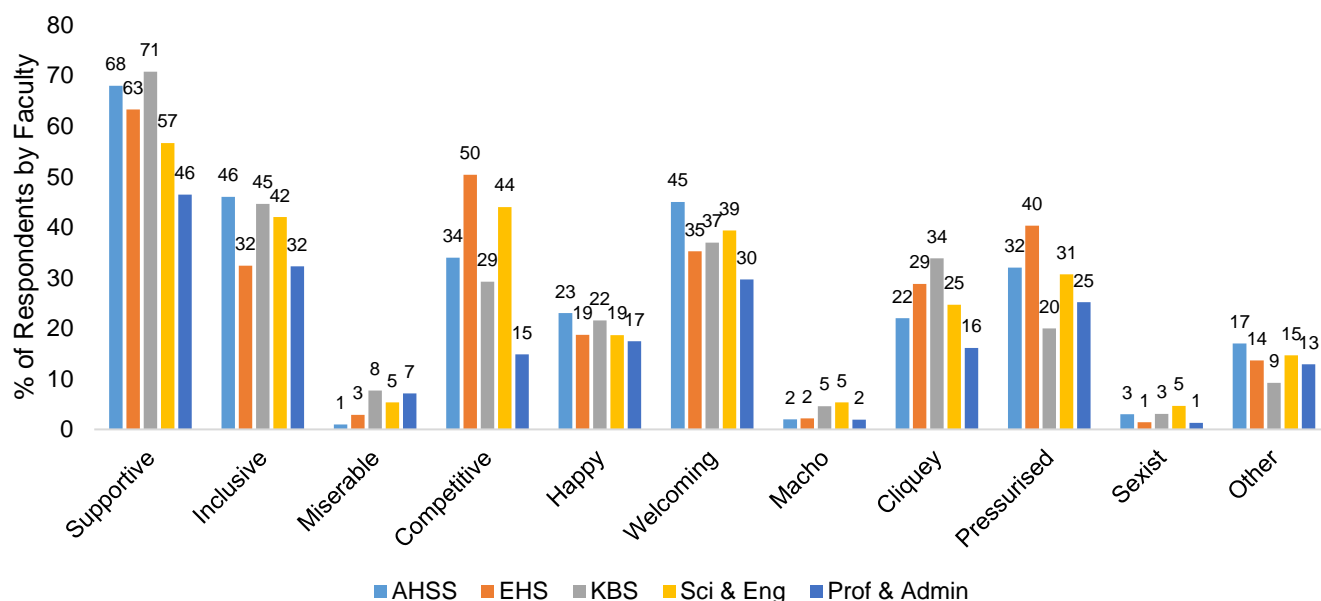
## Faculty

	AHSS		EHS		KBS		Sci & Eng		Admin & Prof	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Supportive</b>	68	68.0	88	63.3	46	70.8	85	56.7	72	46.5
<b>Inclusive</b>	46	46.0	45	32.4	29	44.6	63	42.0	50	32.3
<b>Miserable</b>	1	1.0	4	2.9	5	7.7	8	5.3	11	7.1
<b>Competitive</b>	34	34.0	70	50.4	19	29.2	66	44.0	23	14.8
<b>Happy</b>	23	23.0	26	18.7	14	21.5	28	18.7	27	17.4
<b>Welcoming</b>	45	45.0	49	35.3	24	36.9	59	39.3	46	29.7
<b>Macho</b>	2	2.0	3	2.2	3	4.6	8	5.3	3	1.9
<b>Cliquey</b>	22	22.0	40	28.8	22	33.8	37	24.7	25	16.1
<b>Pressurised</b>	32	32.0	56	40.3	13	20.0	46	30.7	39	25.2
<b>Sexist</b>	3	3.0	2	1.4	2	3.1	7	4.7	2	1.3
<b>Other</b>	17	17.0	19	13.7	6	9.2	22	14.7	20	12.9
<b>Total</b>	<b>100</b>		<b>139</b>		<b>65</b>		<b>150</b>		<b>155</b>	

Note: % in the above table are derived from the total number of respondents from AHSS (*n*=100), EHS (*n*=139), KBS (*n*=65), Sci & Eng (*n*=150) and administrative and professional staff (*n*=155). As this was a “tick all that apply” question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.

All faculties across the university mostly reported Supportive and Welcoming divisions. However, some respondents noted their faculty as Competitive (particularly EHS and Science and Engineering), Pressurised (particularly EHS) and Cliquey (particularly KBS).

### How would you describe your Faculty/Division as a place to work?



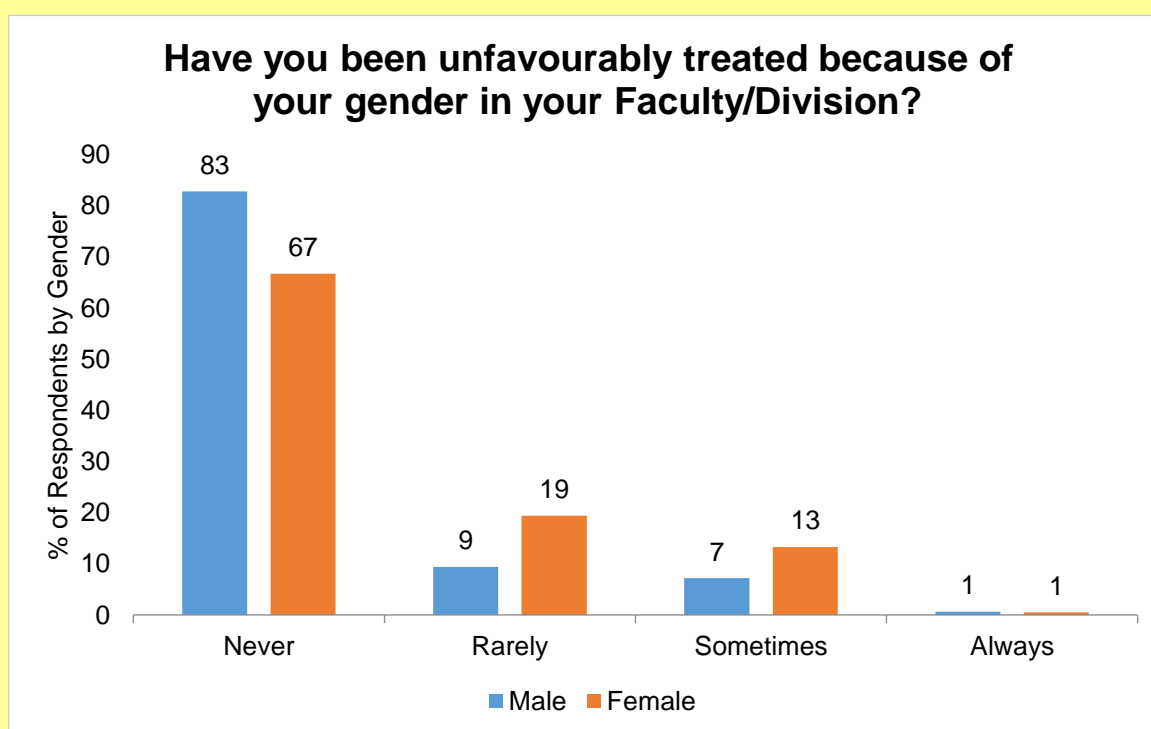
28. Please tick the following statements as relevant

*Have you been unfavourably treated because of your gender in your Faculty/Division?*

*Gender*

The majority of respondents reported to have never been unfavourably treated because of their gender within their Faculty/Division. The largest proportion of respondents to specify “never” were males, accounting for approximately 80.0% of all male responses to this question; while the female response rate to “never” was marginally lower at approximately two-thirds. Instances of unfavourable treatment due to gender “always” occurring appeared to be very unlikely with response rates <1% for “always” by males and females, respectively. The “Other” category, however, showed a different trend with almost 50% ( $n=7$ ) of responses falling between “sometimes” and “always” with regards to unfavourable treatment due to gender, in comparison to <15.0% for males and females.

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	149	82.8	275	66.7	6	40.0	430	70.8
<b>Rarely</b>	17	9.4	80	19.4	2	13.3	99	16.3
<b>Sometimes</b>	13	7.2	55	13.3	5	33.3	73	12.0
<b>Always</b>	1	0.6	2	0.5	2	13.3	5	0.8
<b>Total</b>	<b>180</b>		<b>412</b>		<b>15</b>		<b>607</b>	

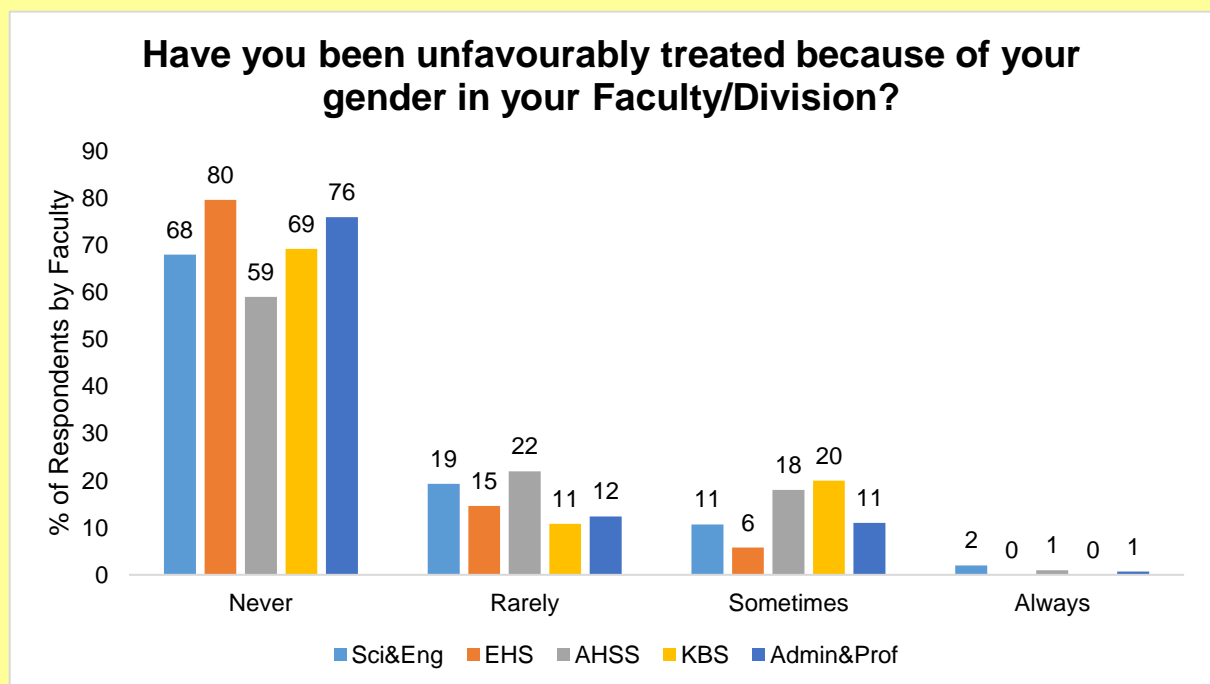


*Faculty*

Most respondents across each faculty selected “never” having experienced unfavourable treatment due to gender in their Faculty/Division. However, there are notable differences between EHS (79.6%) in comparison to AHSS (59.0%).

Moreover, in terms of those reporting that they “sometimes” have experienced unfavourable treatment, those in KBS (20.0%) and AHSS (18.0%) reported the highest, in comparison to those in EHS (5.8%).

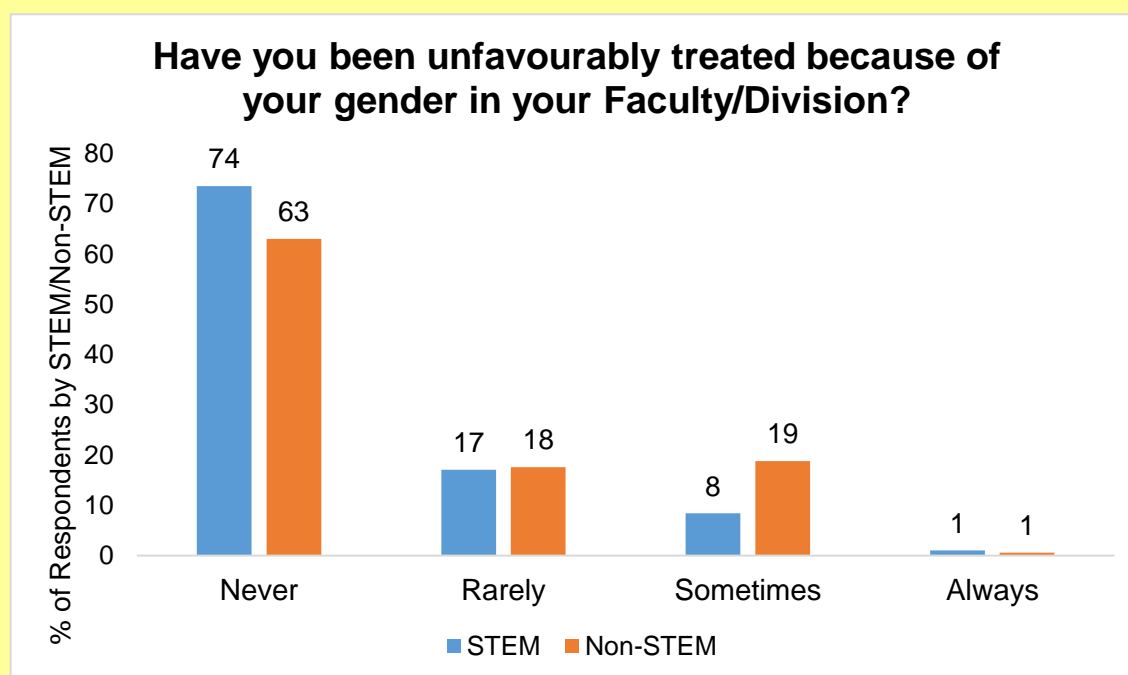
	Sci & Eng		EHS		AHSS		KBS		Admin & Prof	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	102	68.0	109	79.6	59	59.0	45	69.2	110	75.9
<b>Rarely</b>	29	19.3	20	14.6	22	22.0	7	10.8	18	12.4
<b>Sometimes</b>	16	10.7	8	5.8	18	18.0	13	20.0	16	11.0
<b>Always</b>	3	2.0	-	-	1	1.0	-	-	1	0.7
<b>Total</b>	<b>150</b>		<b>137</b>		<b>100</b>		<b>65</b>		<b>145</b>	



*STEM vs Non-STEM*

Most staff across STEM and Non-STEM disciplines responded “never” to unfavourable treatment due to gender, although ratings of “never” were somewhat lower in the Non-STEM discipline (63.0% vs. 73.5%). Occurrences of unfavourable treatment “rarely” noted across STEM/Non-STEM disciplines were relatively similar (approx. 17%). However, those in Non-STEM faculties (18.8%) were more likely to report incidents of unfavourable treatment “sometimes” occurring, than those in STEM Faculties (8.4%).

	STEM		Non-STEM	
	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	211	73.5	104	63.0
<b>Rarely</b>	49	17.1	29	17.6
<b>Sometimes</b>	24	8.4	31	18.8
<b>Always</b>	3	1.0	1	0.6
<b>Total</b>	<b>287</b>		<b>165</b>	



*Have you noticed that others in your Faculty/Division are treated unfavourably because of their gender?*

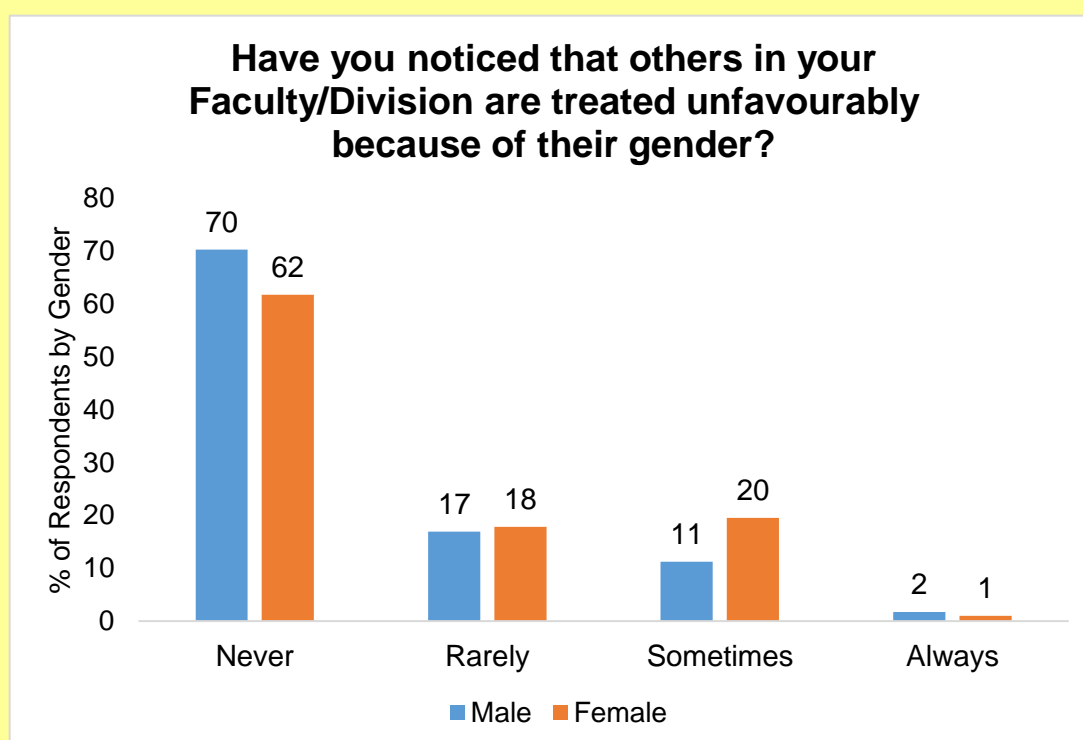
### Gender

The largest proportion of respondents to specify “never” were males, accounting for 70.2% of all male responses to this question, while the female response rate to “never” was slightly lower at 61.7%, and those within the Other category even lower at 42.9% ( $n=6$ ).

Those reporting occurrences of unfair treatment as “rarely” were relatively consistent across each gender category (ranging from 16.9 % to 21.4%). However, differences across gender can be seen within those noting incidents occurring “sometimes”, with those in the Other category reporting the highest (28.6%,  $n=4$ ) and men reporting the lowest (11.2%).

Somewhat similar trends are evident for those selecting “always” as a response option, with the Other gender category reporting the highest (7.1%,  $n=1$ ) in comparison to response rates of <2% for males and females, respectively.

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	125	70.2	253	61.7	6	42.9	384	63.8
<b>Rarely</b>	30	16.9	73	17.8	3	21.4	106	17.6
<b>Sometimes</b>	20	11.2	80	19.5	4	28.6	104	17.3
<b>Always</b>	3	1.7	4	1.0	1	7.1	8	1.3
<b>Total</b>	<b>178</b>		<b>410</b>		<b>14</b>		<b>602</b>	



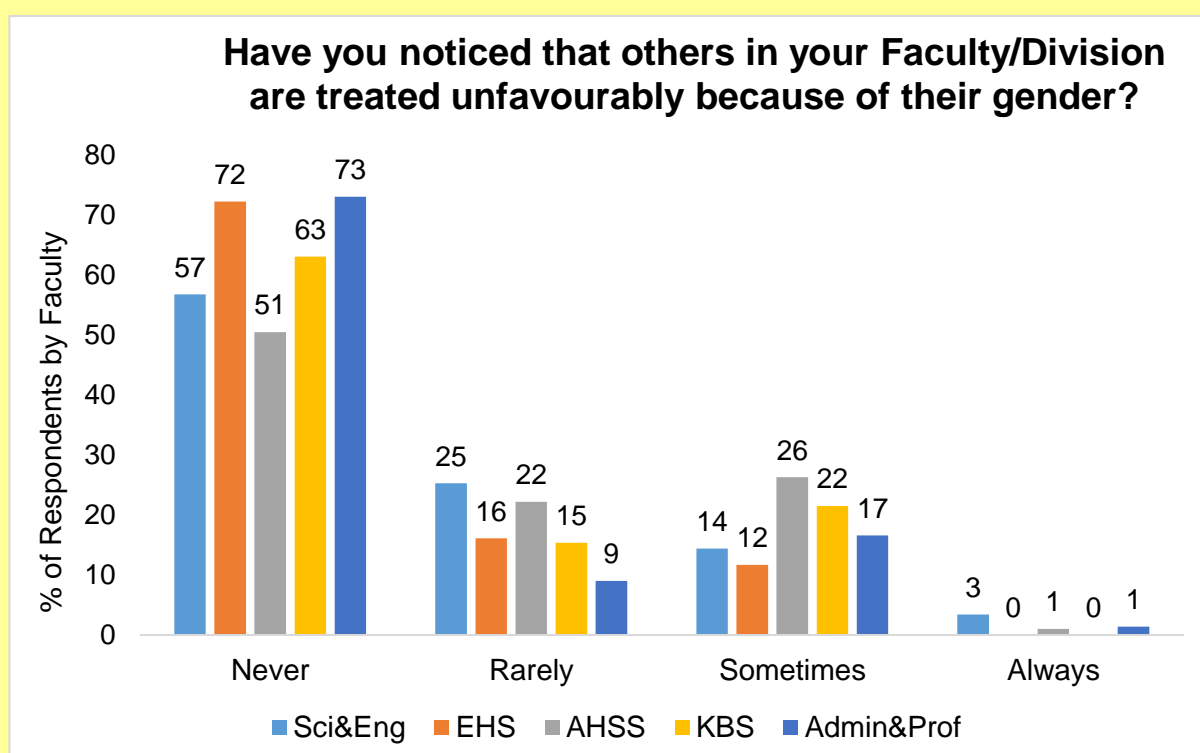
*Faculty*

Most participants across each faculty selected “never” in terms of noticing unfavourable treatment of others based on gender. However, within this there are notable differences EHS (72.3%) and administrative and professional (73.1%) staff, in comparison to those in AHSS (50.5%).

Regarding those who reported noticing incidents of unfair treatment “rarely”, Science and Engineering, and AHSS showed the highest percentages, at 25.3% and 22.2% respectively, in comparison to administrative and professional staff at 9.0%; with AHSS the faculty with the highest percentage of staff selecting “sometimes” as a response option (26.3%).

Overall, very few reported “always” noticing such incidents, with Science and Engineering displaying the highest percentage at 3.4%.

	Sci & Eng		EHS		AHSS		KBS		Admin & Prof	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	83	56.8	99	72.3	50	50.5	41	63.1	106	73.1
<b>Rarely</b>	37	25.3	22	16.1	22	22.2	10	15.4	13	9.0
<b>Sometimes</b>	21	14.4	16	11.7	26	26.3	14	21.5	24	16.6
<b>Always</b>	5	3.4	-	-	1	1.0	-	-	2	1.4
<b>Total</b>	<b>146</b>		<b>137</b>		<b>99</b>		<b>65</b>		<b>145</b>	



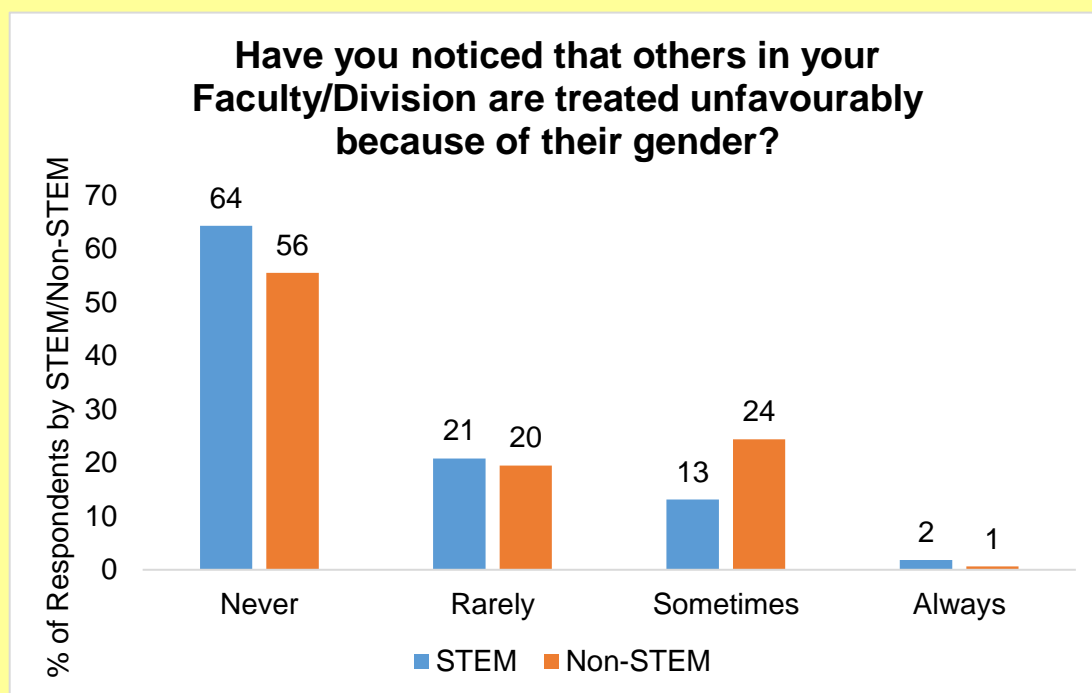
*STEM vs Non-STEM*

Most staff across STEM and Non-STEM disciplines reported never noticing unfavourable treatment of others due to gender, although ratings of “never” were somewhat lower in the Non-STEM discipline (55.5% vs. 64.3%).

Both STEM and Non-STEM faculty were relatively similar in terms of such incidents “rarely” occurring (20.8% and 19.5% respectively); however, those within Non-STEM (24.4%) faculties reported “sometimes” noticing the unfair treatment of others due to their gender more so than those in STEM faculties (13.1%).

Again, few reported “always” noticing such incidents, with < 2.0% from both STEM and Non-STEM disciplines selecting such a response.

	STEM		Non-STEM	
	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	182	64.3	91	55.5
<b>Rarely</b>	59	20.8	32	19.5
<b>Sometimes</b>	37	13.1	40	24.4
<b>Always</b>	5	1.8	1	0.6
<b>Total</b>	<b>283</b>		<b>164</b>	



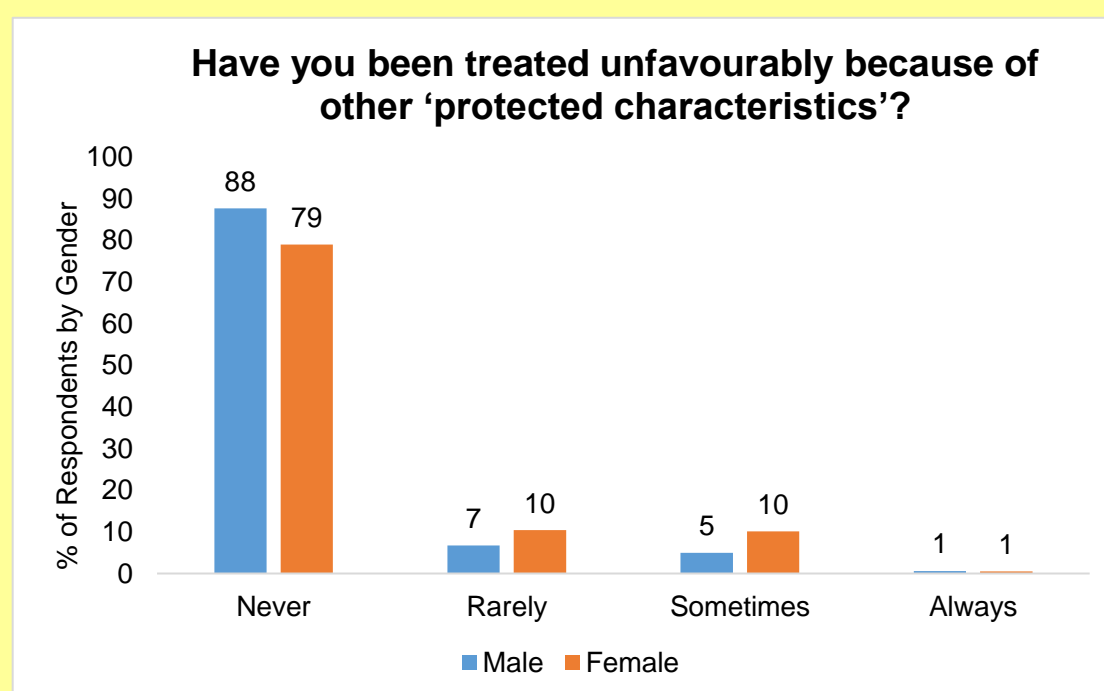


*Have you been treated unfavourably because of other 'protected characteristics'?**Gender*

The majority of respondents reported to have never been treated unfavourably because of protected characteristics. The largest proportion of respondents to specify “never” were males, accounting for 87.7% of all male responses to this question, while the female response rate to “never” was marginally lower at 79.0%, and those within the Other category even lower at 50.0% ( $n=7$ ).

Variances across gender in terms of responses for “rarely”, “sometimes”, and “always” were noted, with those in the Other gender category reporting the highest percentage of responses among each option. Specifically, 14.3% ( $n=2$ ) of those categorised as Other reported such incidents occurring “rarely” (in contrast to 6.7% of men), 21.4% ( $n=3$ ) of those within the Other gender category report such incidents occurring “sometimes” (in comparison to only 5.0% of males) and finally, 14.3% ( $n=2$ ) selected “always” as a response (in contrast to < 1% for both males and females).

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	157	87.7	320	79.0	7	50.0	484	80.9
<b>Rarely</b>	12	6.7	42	10.4	2	14.3	56	9.4
<b>Sometimes</b>	9	5.0	41	10.1	3	21.4	53	8.9
<b>Always</b>	1	0.6	2	0.5	2	14.3	5	0.8
<b>Total</b>	<b>179</b>		<b>405</b>		<b>14</b>		<b>598</b>	

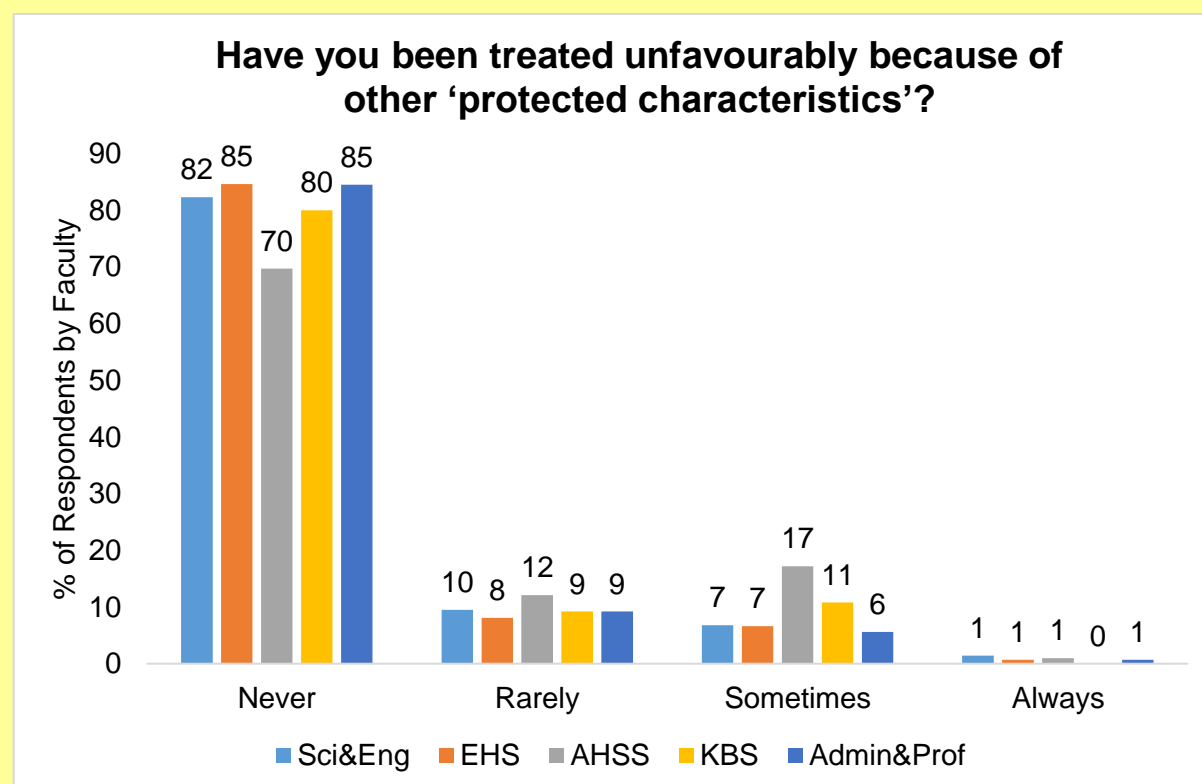


*Faculty*

Across each of the faculties, most respondents reported having never been treated unfairly because of protected characteristics, however, in comparison to each of the other faculties, AHSS selected this option the least (69.7%) frequently.

Although the faculties are relatively equal across each of the other response options (Rarely, Sometimes, Never), it can be noted that AHSS is somewhat higher than the others for the “rarely” (12.1%) and “sometimes” (17.2%) response options.

	Sci & Eng		EHS		AHSS		KBS		Admin & Prof	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	121	82.3	115	84.6	69	69.7	52	80.0	120	84.5
<b>Rarely</b>	14	9.5	11	8.1	12	12.1	6	9.2	13	9.2
<b>Sometimes</b>	10	6.8	9	6.6	17	17.2	7	10.8	8	5.6
<b>Always</b>	2	1.4	1	0.7	1	1.0	-	-	1	0.7
<b>Total</b>	<b>147</b>		<b>136</b>		<b>99</b>		<b>71</b>		<b>142</b>	



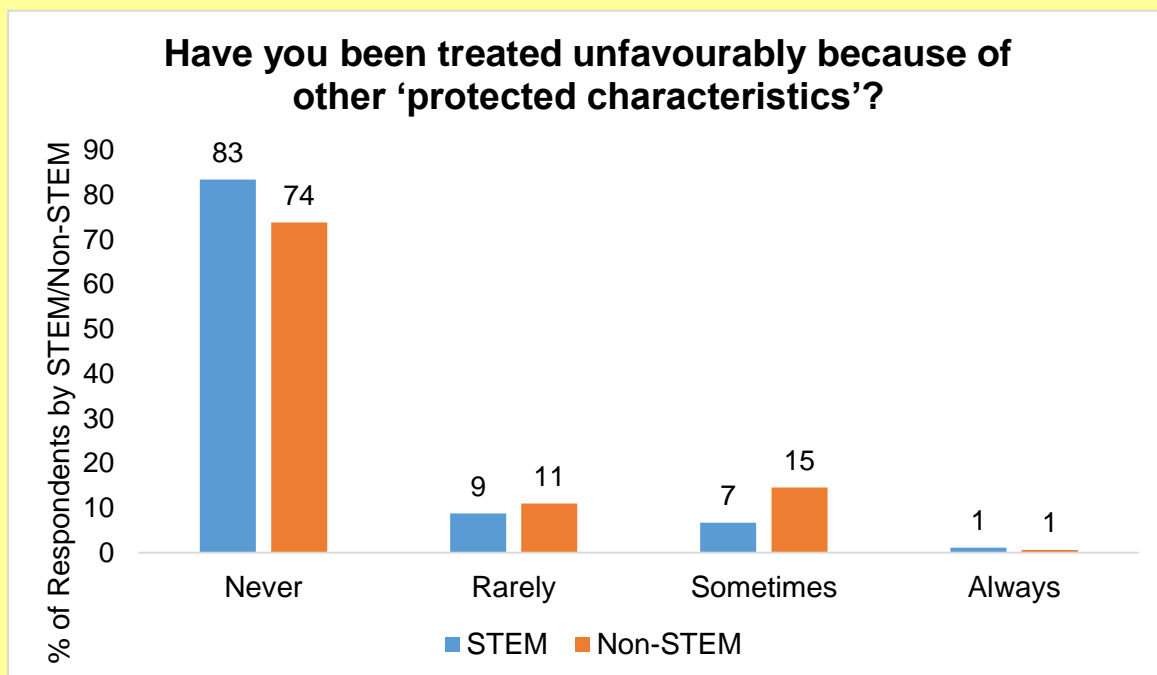
*STEM vs Non-STEM*

The majority of staff across STEM and Non-STEM disciplines responded “never” to being unfavourably treated because of protected characteristics, although ratings of “never” were somewhat lower in the Non-STEM discipline (83.4% vs. 73.8%).

Both STEM and Non-STEM faculty were relatively similar in terms of their % of responses selecting “rarely” (8.8% and 11.0% respectively); however, those within Non-STEM (14.6%) faculties reported “sometimes” noticing the unfair treatment of others due to protected characteristics more so than those in STEM faculties (6.7%).

Again, few reported “always” noticing such incidents, with approximately 1.0% from both STEM and Non-STEM disciplines selecting such a response.

	STEM		Non-STEM	
	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	236	83.4	121	73.8
<b>Rarely</b>	25	8.8	18	11.0
<b>Sometimes</b>	19	6.7	24	14.6
<b>Always</b>	3	1.1	1	0.6
<b>Total</b>	<b>283</b>		<b>164</b>	



*Have you noticed that others in your Faculty/Division are treated unfavourably because of other 'protected characteristics'?*

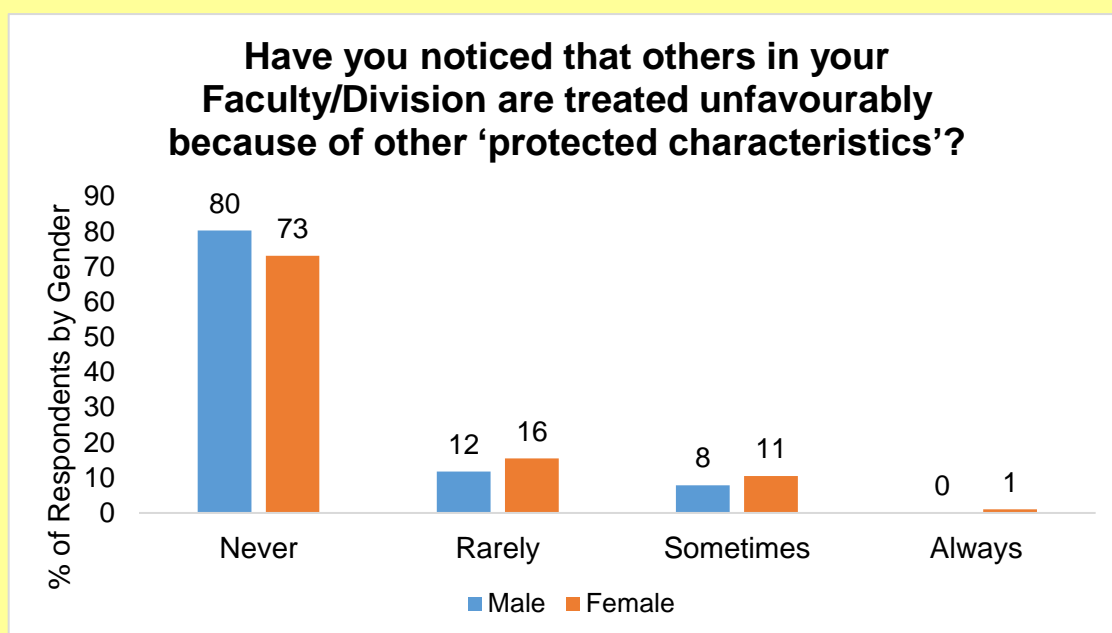
#### Gender

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	143	80.3	293	73.1	8	57.1	444	74.9
<b>Rarely</b>	21	11.8	62	15.5	1	7.1	84	14.2
<b>Sometimes</b>	14	7.9	42	10.5	4	28.6	60	10.1
<b>Always</b>	-	-	4	1.0	1	7.1	5	0.8
<b>Total</b>	<b>178</b>		<b>401</b>		<b>14</b>		<b>593</b>	

The majority of respondents reported to have never noticed others being unfavourably treated because of protected characteristics. The largest proportion of respondents to specify “never” were males, accounting for 80.3% of all male responses to this question, while the female response rate to “never” was marginally lower at 73.1%, and those within the Other category even lower at 57.1% ( $n=8$ ).

Those reporting noticing incidents of unfair treatment as “rarely” occurring, were relatively consistent across each gender category (ranging from 7.1% to 15.5%). However, there is a notable difference between within those reporting incidents of unfair treatment occurring “sometimes”; specifically, 28.6% ( $n=4$ ) of those within the Other category select “sometimes” as a response, in contrast to 10.5% females and only 7.9% males.

Instances of noticeable unfavourable treatment due to protected characteristics “always” occurring appeared to be unlikely given a percentage rate of less than 1% for males and females, respectively; however, those within the Other category were somewhat higher at 7.1% ( $n=1$ ).

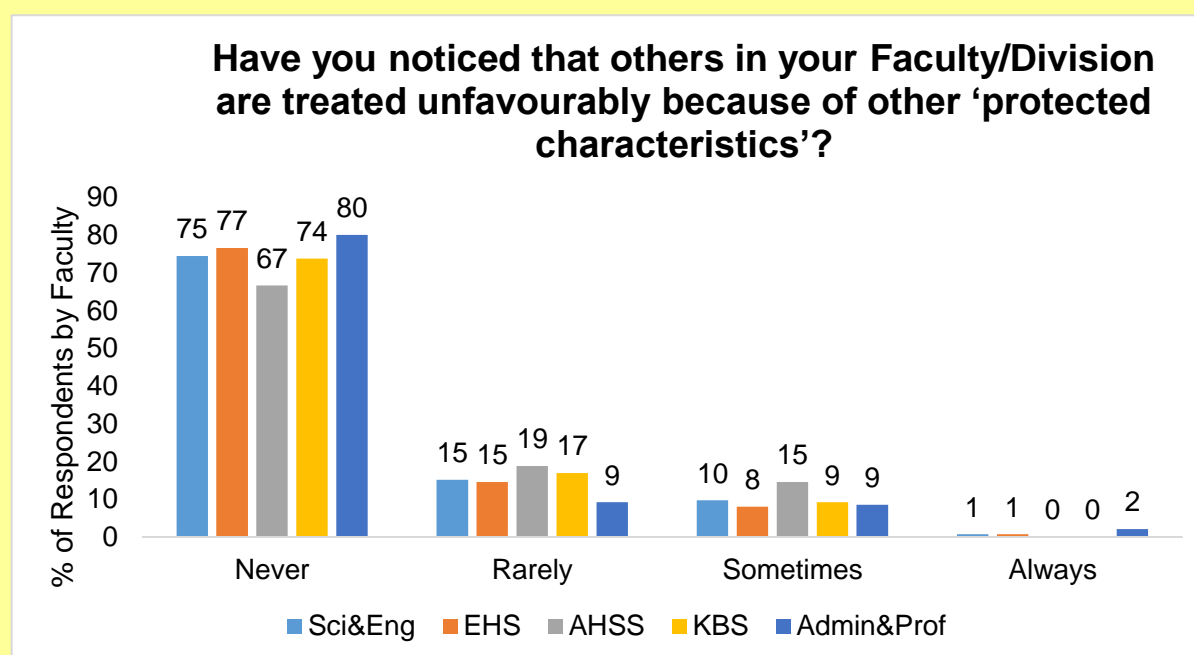


*Faculty*

Across faculties, the majority of staff reported never noticing the unfavourable treatment of others because of protected characteristics. However, within this there are notable differences, such that 80.1% of administrative and professional staff reported such incidents as “never” occurring, in comparison to only 66.7% of AHSS staff.

Regarding those who reported noticing incidents of unfair treatment “rarely”, AHSS showed the highest percentage at 18.8%, in comparison to administrative and professional staff at 9.2%; with AHSS also the faculty with the highest percentage of staff selecting “sometimes” as a response option (14.6%).

	Sci & Eng		EHS		AHSS		KBS		Admin & Prof	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	108	74.5	105	76.6	64	66.7	48	73.8	113	80.1
<b>Rarely</b>	22	15.2	20	14.6	18	18.8	11	16.9	13	9.2
<b>Sometimes</b>	14	9.7	11	8.0	14	14.6	6	9.2	12	8.5
<b>Always</b>	1	0.7	1	0.7	-	-	-	-	3	2.1
<b>Total</b>	<b>145</b>		<b>137</b>		<b>96</b>		<b>65</b>		<b>141</b>	



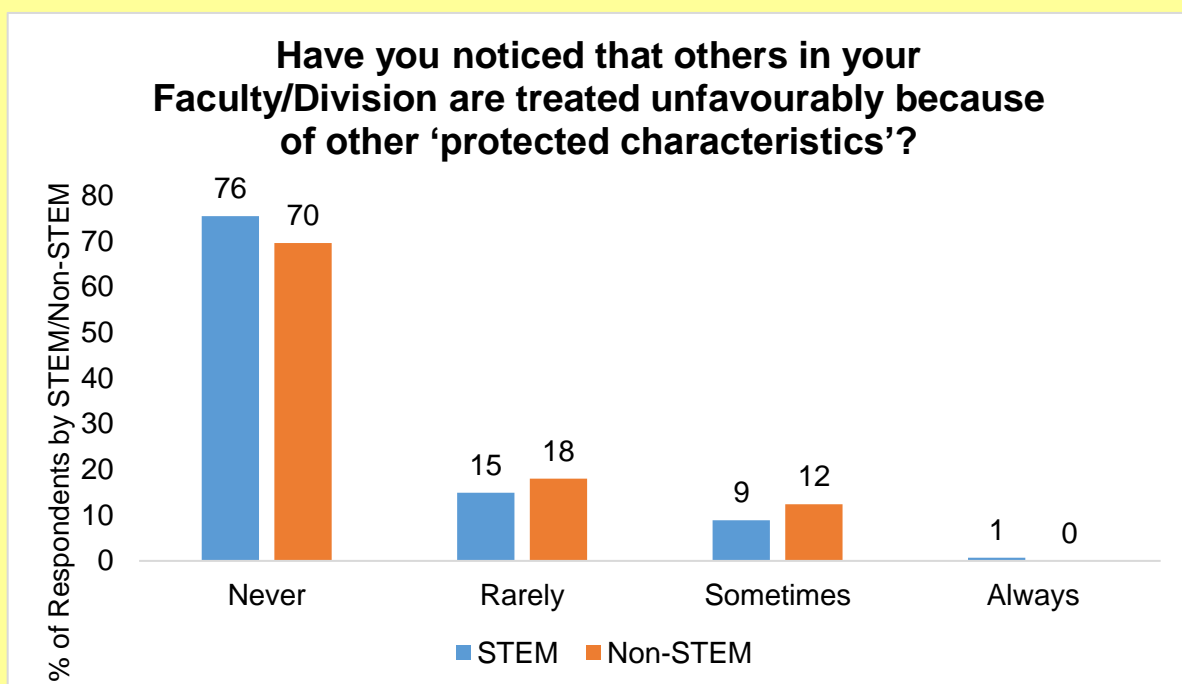
*STEM vs Non-STEM*

The majority of staff across STEM and Non-STEM disciplines responded “never” noticing others being unfavourably treated because of protected characteristics, although ratings of “never” were marginally lower in the Non-STEM discipline (69.6% vs. 75.5%).

Both STEM and Non-STEM disciplines were somewhat similar in terms of their % of responses selecting “rarely” (14.9% and 18.0% respectively) and “sometimes” (8.9% and 12.4% respectively), albeit slightly higher for Non-STEM faculties.

Again, few reported “always” noticing such incidents, with less than 1.0% from STEM, and none at all from Non-STEM faculties.

	STEM		Non-STEM	
	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	213	75.5	112	69.6
<b>Rarely</b>	42	14.9	29	18.0
<b>Sometimes</b>	25	8.9	20	12.4
<b>Always</b>	2	0.7	-	-
<b>Total</b>	<b>282</b>		<b>161</b>	

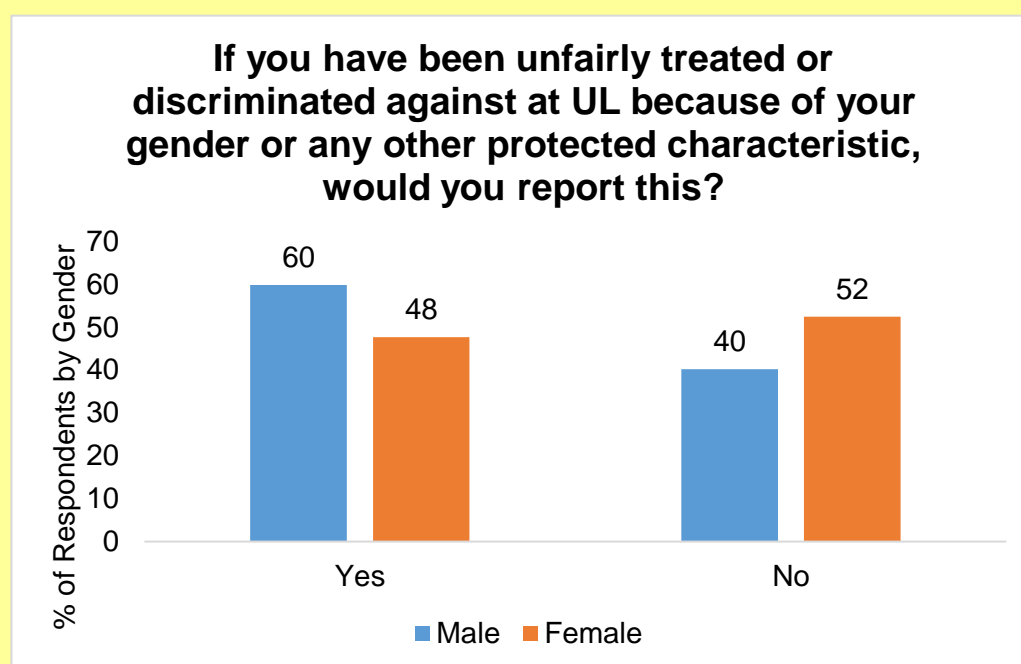


29. If you have been unfairly treated or discriminated against at UL because of your gender or any other protected characteristic, would you report this?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	79	59.8	149	47.6	4	28.6	232	50.5
<b>No</b>	53	40.2	164	52.4	10	71.4	227	49.5
<b>Total</b>	<b>132</b>		<b>313</b>		<b>14</b>		<b>459</b>	

*Note: 117 respondents (42 males, 74 females and 1 Other) selected N/A to this question, and were excluded from calculations.*

Male respondents indicate that they would be more likely to report an incident of discrimination than their female colleagues. In addition, a larger proportion of females reported that they would not report an incident of discrimination (52.4%) similar to the majority of those within the Other category (71.4%,  $n=10$ ).

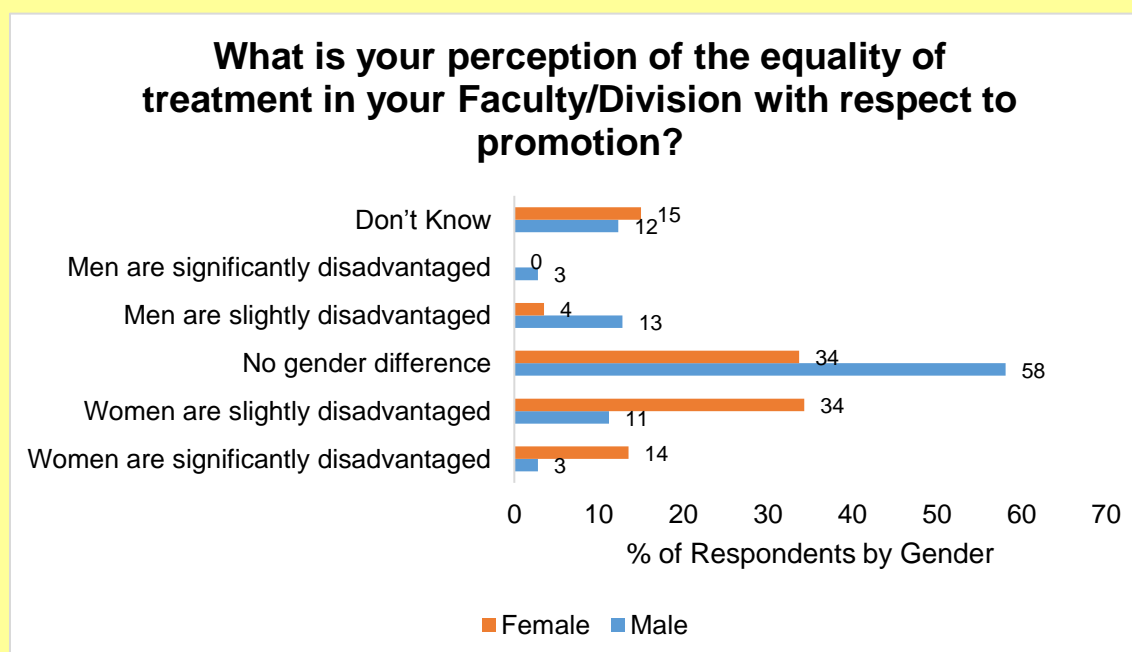


30. What is your perception of the equality of treatment in your Faculty/Division with respect to the following:

*Promotion*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	5	2.8	47	13.5	3	4.1	55	9.2
<b>Women are slightly disadvantaged</b>	20	11.2	119	34.3	2	2.7	141	23.5
<b>No gender difference</b>	104	58.1	117	33.7	64	86.5	285	47.5
<b>Men are slightly disadvantaged</b>	23	12.8	12	3.5	1	1.4	36	6.0
<b>Men are significantly disadvantaged</b>	5	2.8	-	-	3	4.1	8	1.3
<b>Don't Know</b>	22	12.3	52	15.0	1	1.4	75	12.5
<b>Total</b>	<b>179</b>		<b>347</b>		<b>74</b>		<b>600</b>	

Overall, 47.5% of respondents perceive no gender difference, with the remainder perceiving a female disadvantage in terms of promotion (32.7%) more so than a male disadvantage (7.3%). Females tend to report that they are slightly disadvantaged in terms of promotion, whereas males tend to report no gender difference.

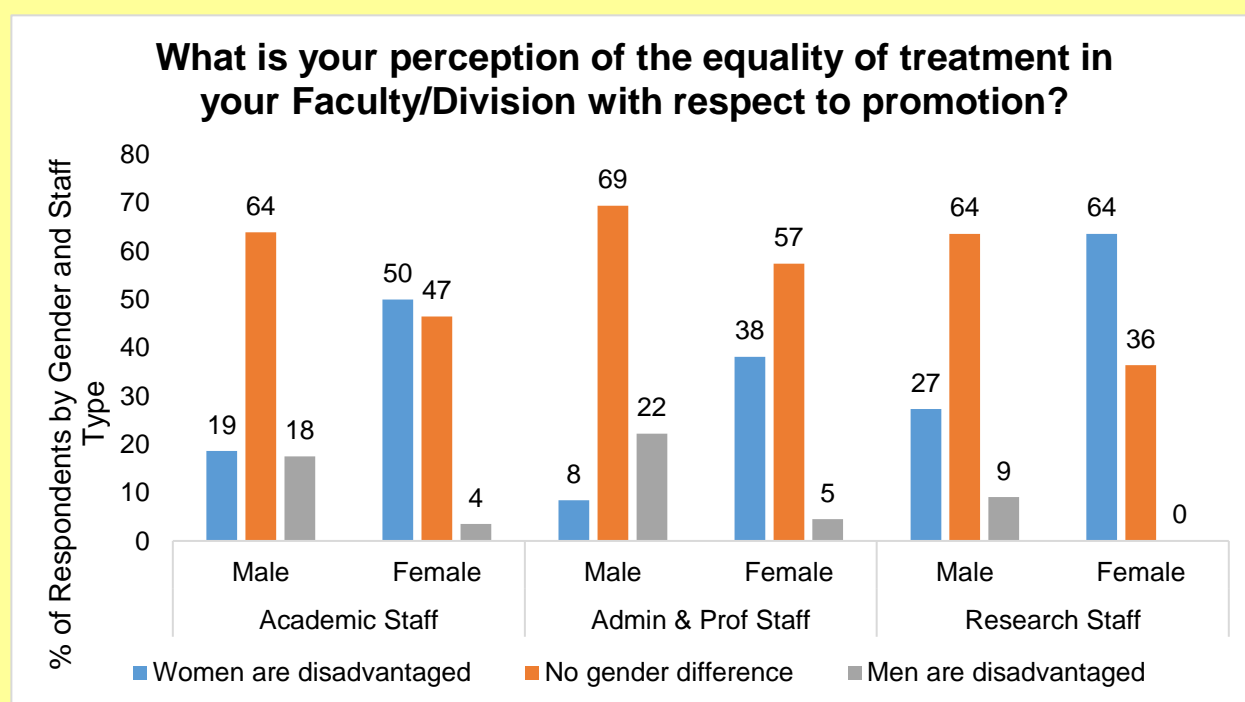




*Perception of Equality of Promotions: Gender and Staff Type*

	Academic Staff				Administrative & Professional Staff				Research Staff			
	Male		Female		Male		Female		Male		Female	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>Women are significantly disadvantaged</b>	3	3.1	22	15.3	1	2.8	15	9.7	1	9.1	3	13.6
<b>Women are slightly disadvantaged</b>	15	15.5	50	34.7	2	5.6	44	28.4	2	18.2	11	50
<b>No gender difference</b>	62	63.9	67	46.5	25	69.4	89	57.4	7	63.6	8	36.4
<b>Men are slightly disadvantaged</b>	16	16.5	5	3.5	4	11.1	7	4.5	1	9.1	-	-
<b>Men are significantly disadvantaged</b>	1	1	-	-	4	11.1	-	-	-	-	-	-
<b>Total</b>	<b>97</b>		<b>144</b>		<b>36</b>		<b>155</b>		<b>11</b>		<b>22</b>	

The majority of males across each staff type reported no gender differences. However, female respondents, particularly among research (63.6%) and academic (50.0%) staff, noted a disadvantage towards women, more so than their male counterparts. Disadvantage towards men regarding perception of equality of promotions were largely reported by males, relative to females, with the largest % noted by male academic staff (16.5%).



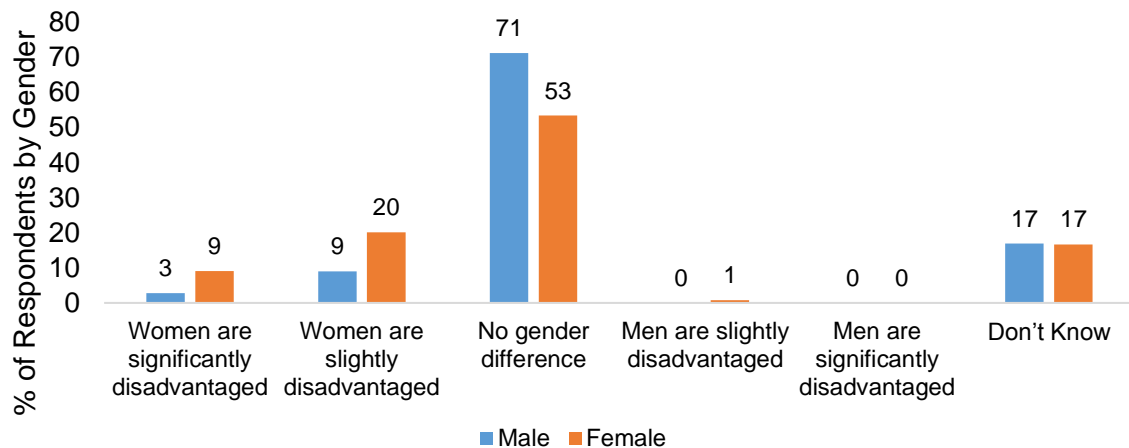
*Salary*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	5	2.8	35	9.1	-	-	40	6.7
<b>Women are slightly disadvantaged</b>	16	9.0	77	20.1	3	8.8	96	16.1
<b>No gender difference</b>	126	71.2	205	53.4	7	20.6	338	56.8
<b>Men are slightly disadvantaged</b>	-	-	3	0.8	-	-	3	0.5
<b>Men are significantly disadvantaged</b>	-	-	-	-	2	5.9	2	0.3
<b>Don't Know</b>	30	16.9	64	16.7	22	64.7	116	19.5
<b>Total</b>	<b>177</b>		<b>384</b>		<b>34</b>		<b>595</b>	

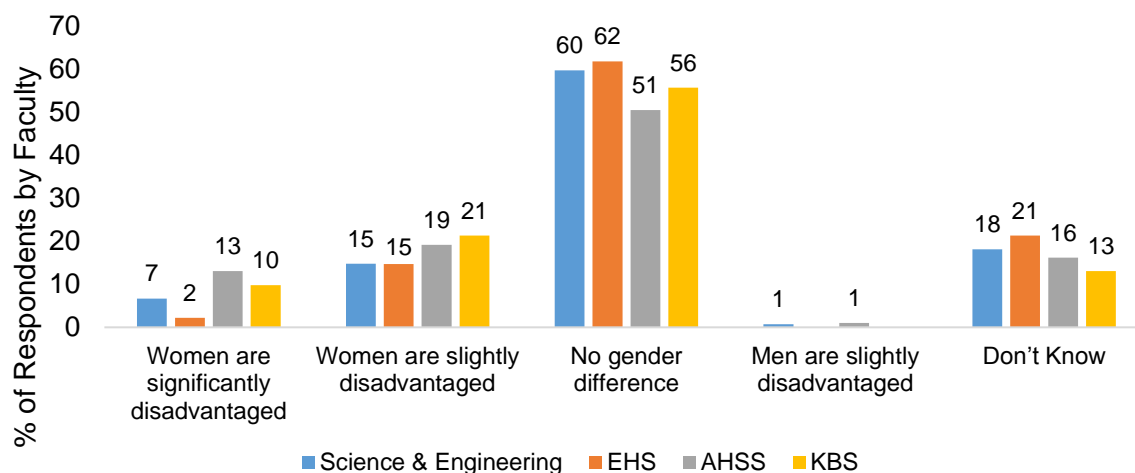
In terms of equality of salary, most respondents indicate no gender difference; however, men (71.2%) select this option more than women (53.4%), with those within the Other gender category selecting this option even less (20.6%,  $n=7$ ). Some men and women tend to agree (either significantly or slightly) that women are more disadvantaged in terms of salary than men, but this is noted by women more than men, or those categorised as Other. The largest percentage of respondents selecting 'Don't know' were from the Other gender category (64.7%,  $n=22$ ) in comparison to only approximately 17% from males and females.

Across faculties, again, most staff tend to note no gender differences in terms of salary, with the highest percentage of this reported by EHS (61.8%) staff, in contrast to AHSS staff (50.5%). Across faculties, many tend to agree (either significantly or slightly) that women are more disadvantaged in terms of salary than men, with <1% noting any disadvantage towards men. Similar trends are also seen across STEM and Non-STEM divisions.

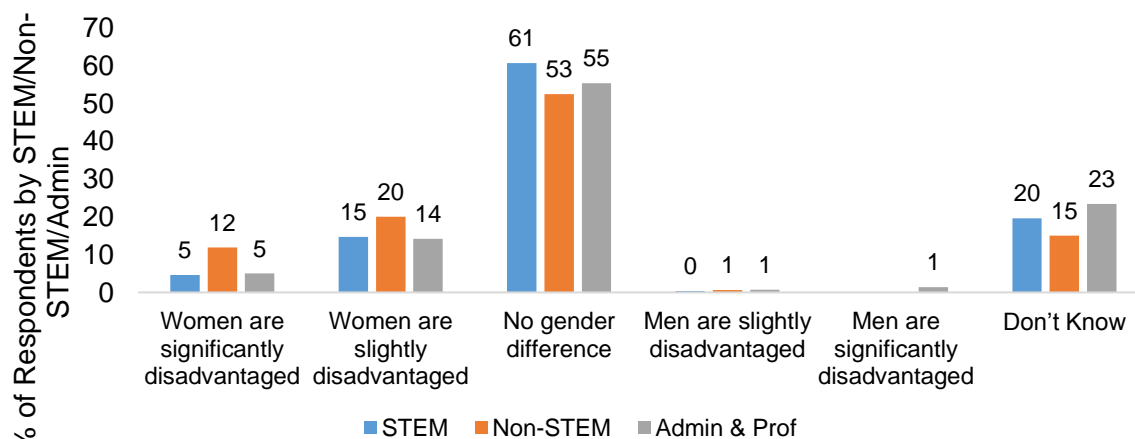
### What is your perception of the equality of treatment in your Faculty/Division with respect to salary?



### What is your perception of the equality of treatment in your Faculty/Division with respect to salary?



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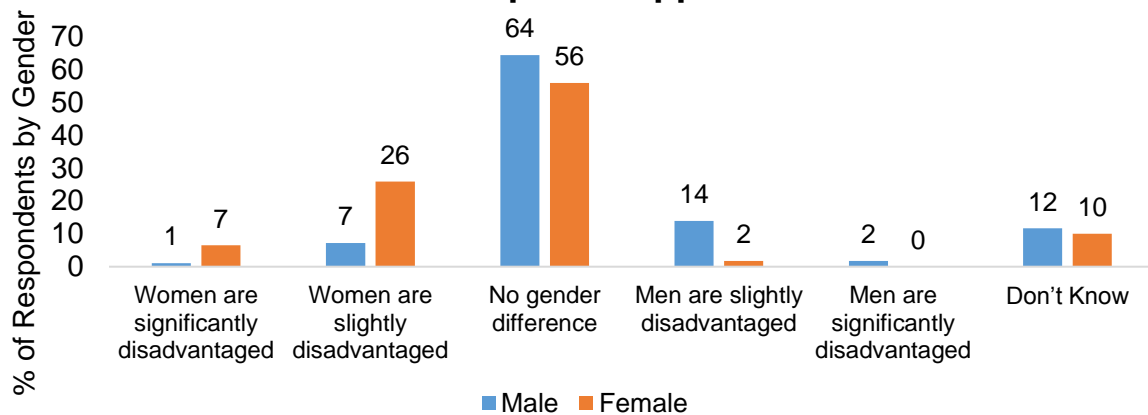
*Access to Career Development Opportunities*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	2	1.1	26	6.5	2	14.3	30	5.0
<b>Women are slightly disadvantaged</b>	13	7.2	104	25.9	1	7.1	118	19.8
<b>No gender difference</b>	116	64.4	224	55.9	6	42.9	346	58.2
<b>Men are slightly disadvantaged</b>	25	13.9	7	1.7	-	-	32	5.4
<b>Men are significantly disadvantaged</b>	3	1.7	-	-	3	21.4	6	1.0
<b>Don't Know</b>	21	11.7	40	10.0	2	14.3	63	10.6
<b>Total</b>	<b>180</b>		<b>401</b>		<b>14</b>		<b>595</b>	

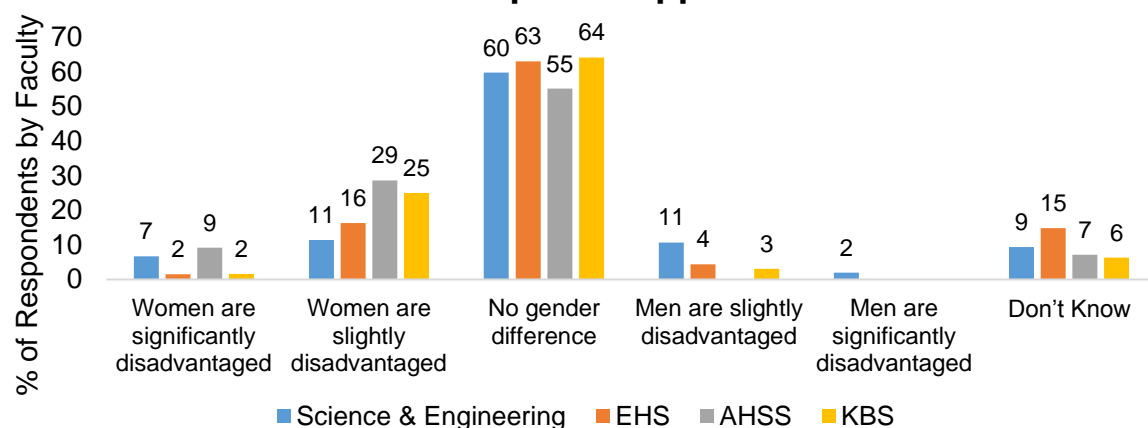
Regarding equality of access to career development opportunities, most respondents indicate no gender difference; however, men (64.4%) select this option more than women (55.9%), with those within the Other gender category selecting this option even less (42.9%, *n*=6). Both men and women tend to agree that women are somewhat more disadvantaged in terms of salary than men; 'slightly agree' is selected mostly by women (25.9%) and 'strongly agree' is mostly selected by those categorised as Other (14.3%, *n*=2). In contrast, however, some report that men are 'slightly' (mostly by men; 13.9%) or 'strongly disadvantaged' (mostly by Others; 21.4%, *n*=3).

Across faculties, most staff tend to note no gender differences in terms of access to career development opportunities. Many tend to agree (either significantly or slightly) that women are more disadvantaged in terms of salary. However, there is a notable difference in terms of reporting that women are 'slightly disadvantaged'; specifically those in AHSS (28.6%) agree more than those in Science & Engineering (11.4%). Of note, approximately 1 in 10 Science and Engineering staff noted some form of disadvantage towards men. Somewhat similar trends are also seen across STEM and Non-STEM divisions.

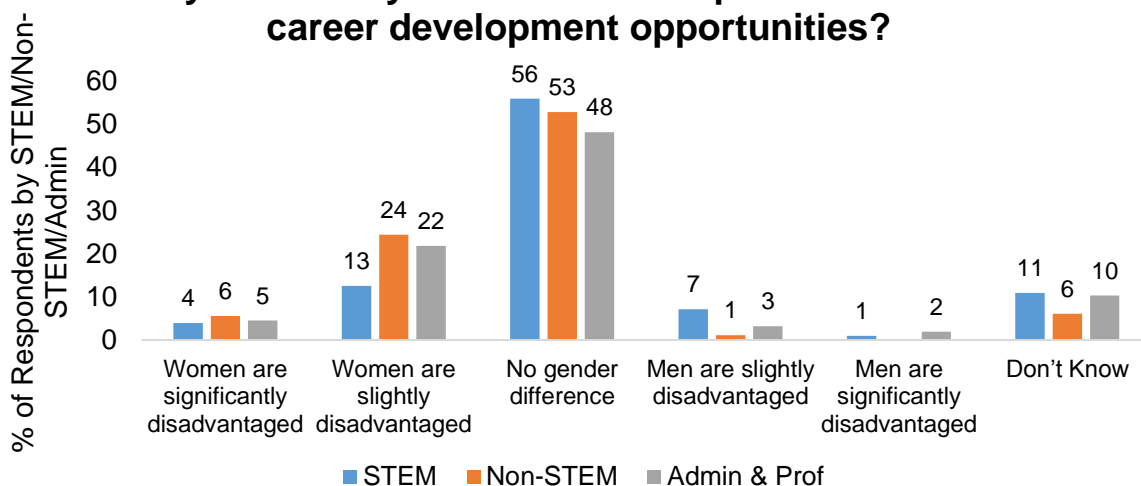
### What is your perception of the equality of treatment in your Faculty/Division with respect to access to career development opportunities?



### What is your perception of the equality of treatment in your Faculty/Division with respect to access to career development opportunities?



### What is your perception of the equality of treatment in your Faculty/Division with respect to access to career development opportunities?

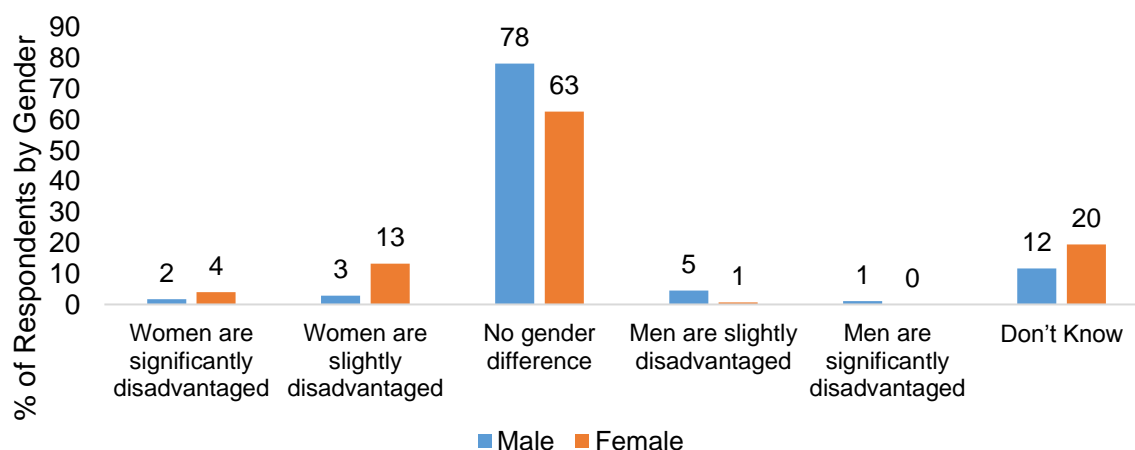


*Access to Funding*

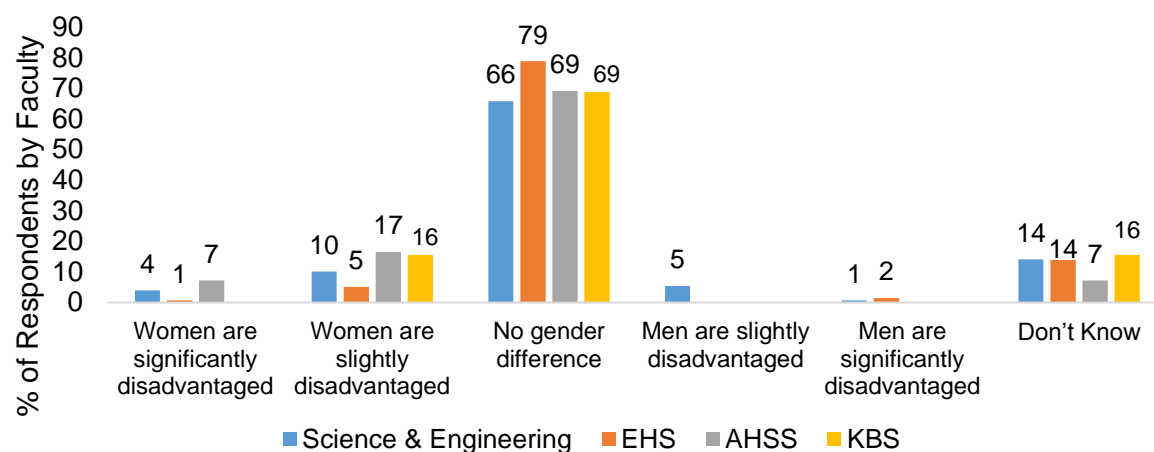
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	3	1.7	16	4.0	1	7.1	20	3.4
<b>Women are slightly disadvantaged</b>	5	2.8	53	13.2	1	7.1	59	9.9
<b>No gender difference</b>	140	78.2	251	62.6	9	64.3	400	67.3
<b>Men are slightly disadvantaged</b>	8	4.5	3	0.7	-	-	11	1.9
<b>Men are significantly disadvantaged</b>	2	1.1	-	-	2	14.3	4	0.7
<b>Don't Know</b>	21	11.7	78	19.5	1	7.1	100	16.8
<b>Total</b>	<b>179</b>		<b>401</b>		<b>14</b>		<b>594</b>	

In terms of equality with respect to access to funding, the majority of respondents indicate no gender difference (noted mostly by males; 78.2%). However, there is a notable difference in terms of those reporting that men are significantly disadvantaged, particularly by those within the Other gender category (14.3%,  $n=2$ ). Similarly, across faculties, the majority of respondents indicate no gender difference. Again, such trends are evident across STEM and Non-STEM divisions.

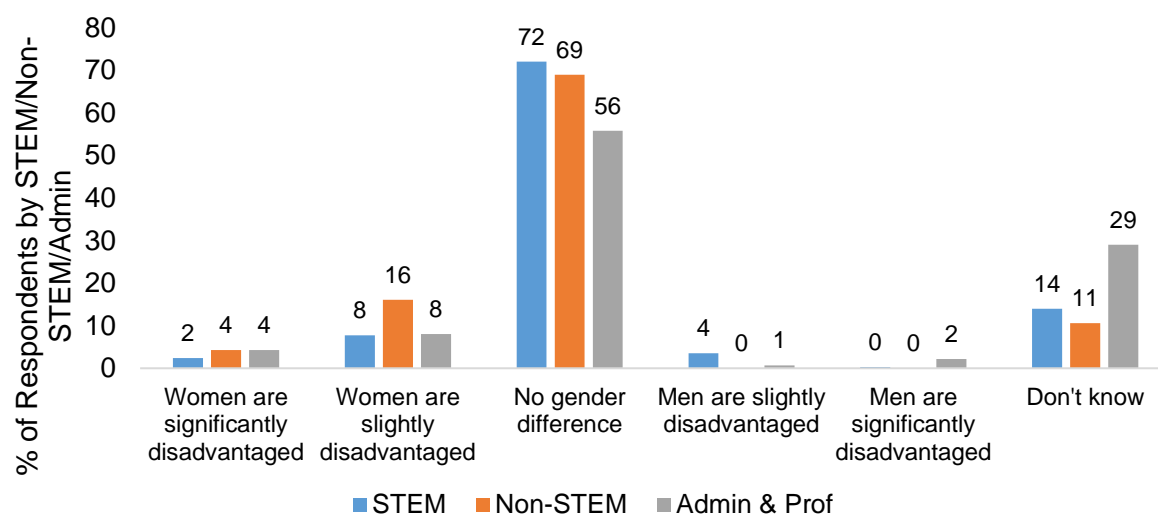
### What is your perception of the equality of treatment in your Faculty/Division with respect to access to funding?



### What is your perception of the equality of treatment in your Faculty/Division with respect to access to funding?



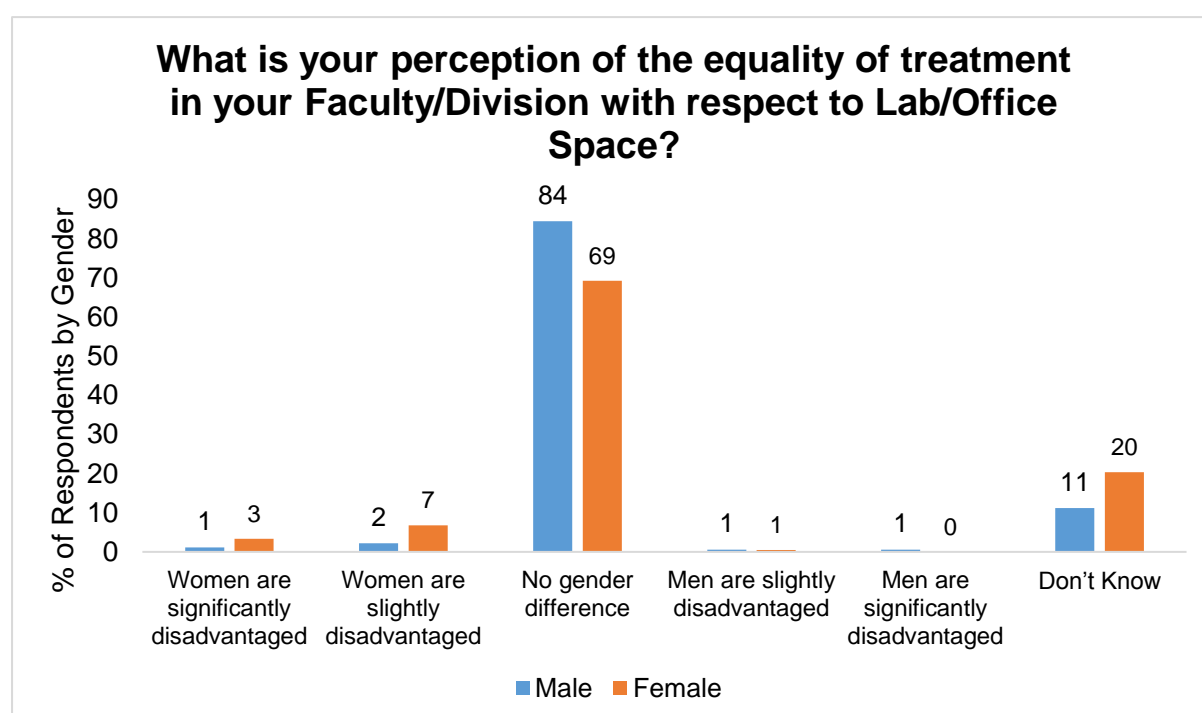
### What is your perception of the equality of treatment in your Faculty/Division with respect to access to funding?



## Lab/Office Space

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	2	1.1	13	3.3	2	15.4	17	2.9
<b>Women are slightly disadvantaged</b>	4	2.2	27	6.8	-	-	31	5.2
<b>No gender difference</b>	151	84.4	276	69.2	7	53.8	434	73.4
<b>Men are slightly disadvantaged</b>	1	0.6	2	0.5	-	-	3	0.5
<b>Men are significantly disadvantaged</b>	1	0.6	-	-	2	15.4	3	0.5
<b>Don't Know</b>	20	11.2	81	20.3	2	15.4	103	17.4
<b>Total</b>	<b>179</b>		<b>399</b>		<b>13</b>		<b>591</b>	

Regarding equality of access to lab/office space, most respondents indicate no gender difference; however, men (84.4%) select this option more than women (69.2%), with those within the Other gender category selecting this option even less (53.8%,  $n=7$ ). Those noting a 'significant disadvantage' towards either men or women are relatively equal, and are mostly reported by those within the Other gender category (approx. 15%,  $n=2$ ). No notable differences across academic, research or administrative and professional staff can be seen.

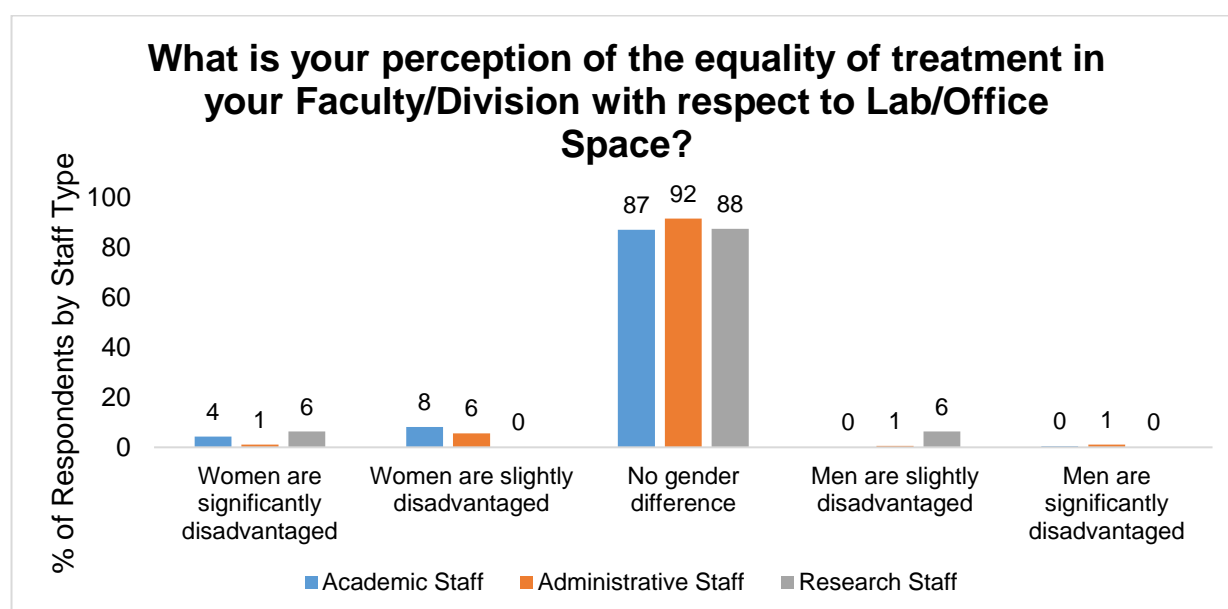




*Perceptions of equality with respect to Lab/Office Space among academic, administrative and research staff.*

	Academic Staff		Administrative Staff		Research Staff		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	10	4.3	2	1.1	2	6.3	14	3.2
<b>Women are slightly disadvantaged</b>	19	8.2	10	5.6	-	-	29	6.5
<b>No gender difference</b>	203	87.1	163	91.6	28	87.5	394	88.9
<b>Men are slightly disadvantaged</b>	-	-	1	0.6	2	6.3	3	0.7
<b>Men are significantly disadvantaged</b>	1	0.4	2	1.1	-	-	3	0.7
<b>Total</b>	<b>233</b>		<b>178</b>		<b>32</b>		<b>443</b>	

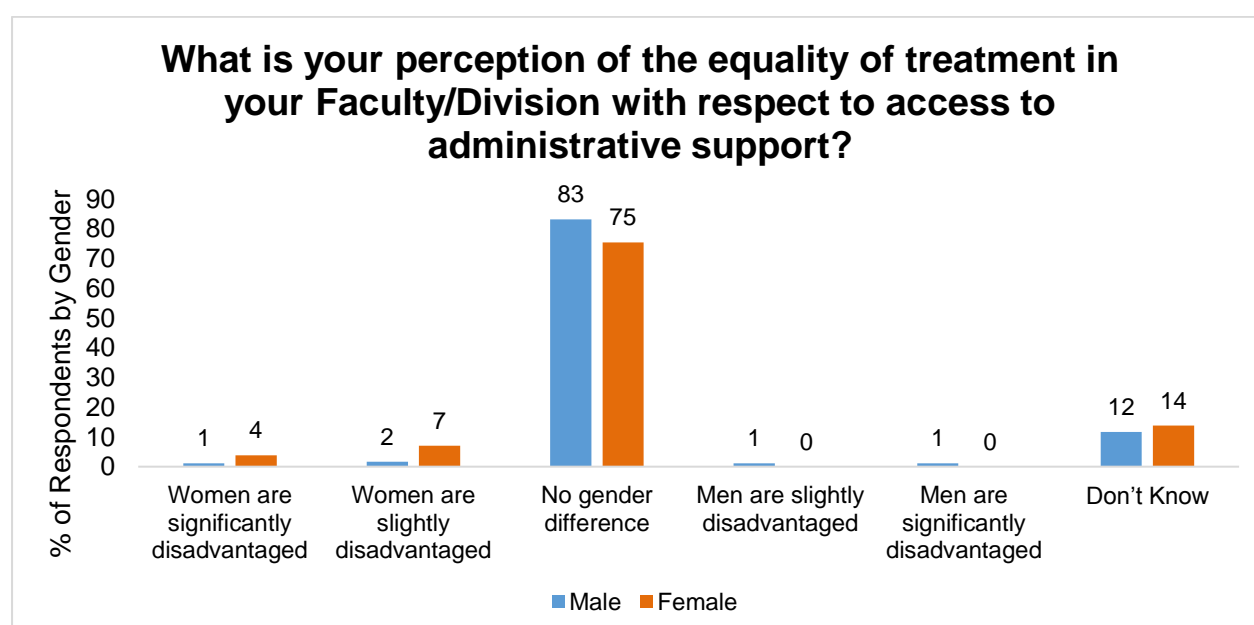
*Note: 591 respondents answered this question, of which 148 did not state whether they were academic, research or administrative and professional staff. The above table by staff type excludes these respondents.*



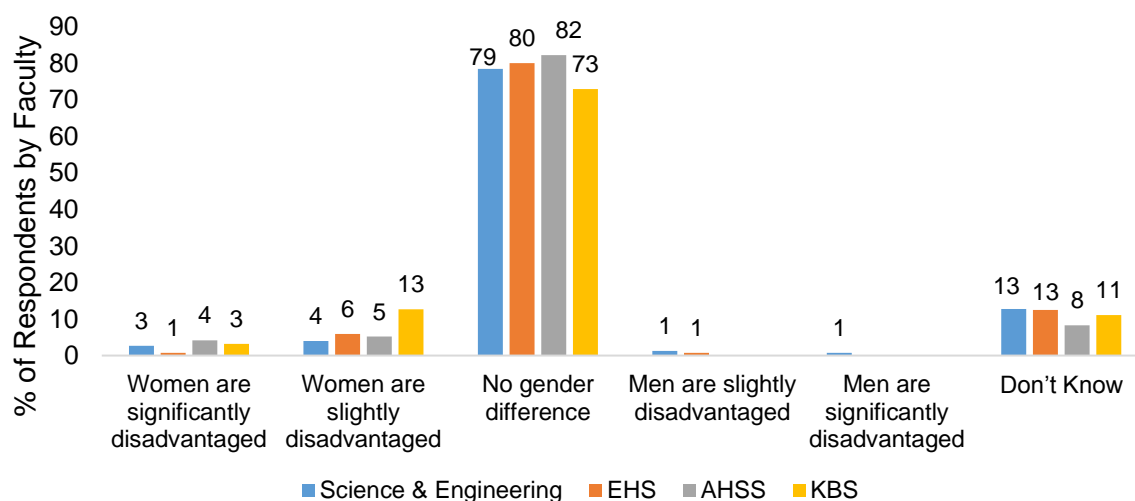
*Access to Administrative Support*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Women are significantly disadvantaged</b>	2	1.1	15	3.8	1	7.1	18	3.0
<b>Women are slightly disadvantaged</b>	3	1.7	28	7.0	1	7.1	32	5.4
<b>No gender difference</b>	149	83.2	300	75.4	8	57.1	457	77.3
<b>Men are slightly disadvantaged</b>	2	1.1	-	-	1	7.1	3	0.5
<b>Men are significantly disadvantaged</b>	2	1.1	-	-	2	14.3	4	0.7
<b>Don't Know</b>	21	11.7	55	13.8	1	7.1	77	13.0
<b>Total</b>	<b>179</b>		<b>398</b>		<b>14</b>		<b>591</b>	

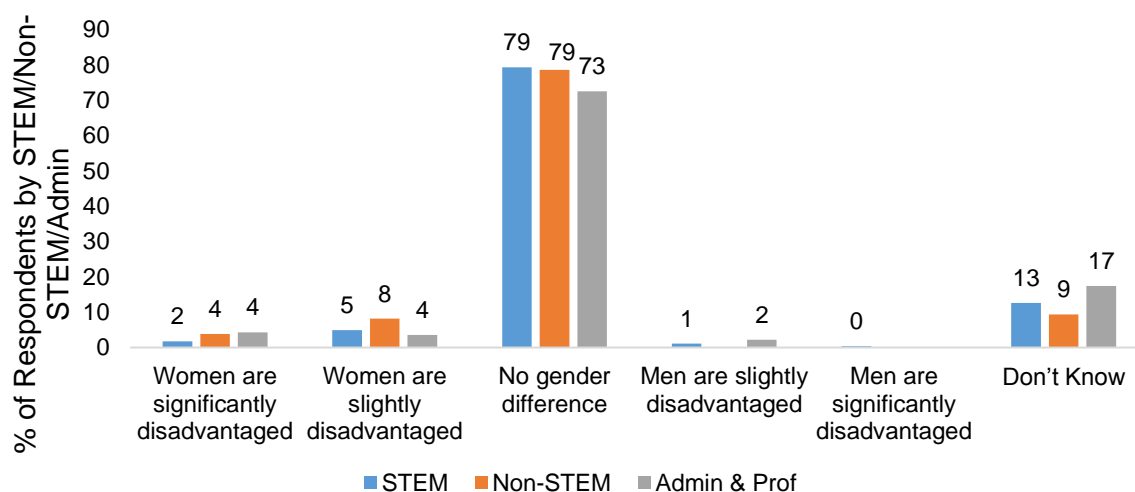
Across gender categories, faculties and STEM/Non-STEM divisions, the large majority of staff report no gender difference with respect to access to administrative support. In terms of gender categories, the largest percentage is noted by males (83.2%), followed by a marginally lower percentage of females (75.4%) and an even lower percentage of Others (57.1%, *n*=8).



### What is your perception of the equality of treatment in your Faculty/Division with respect to access to administrative support?



### What is your perception of the equality of treatment in your Faculty/Division with respect to access to administrative support?



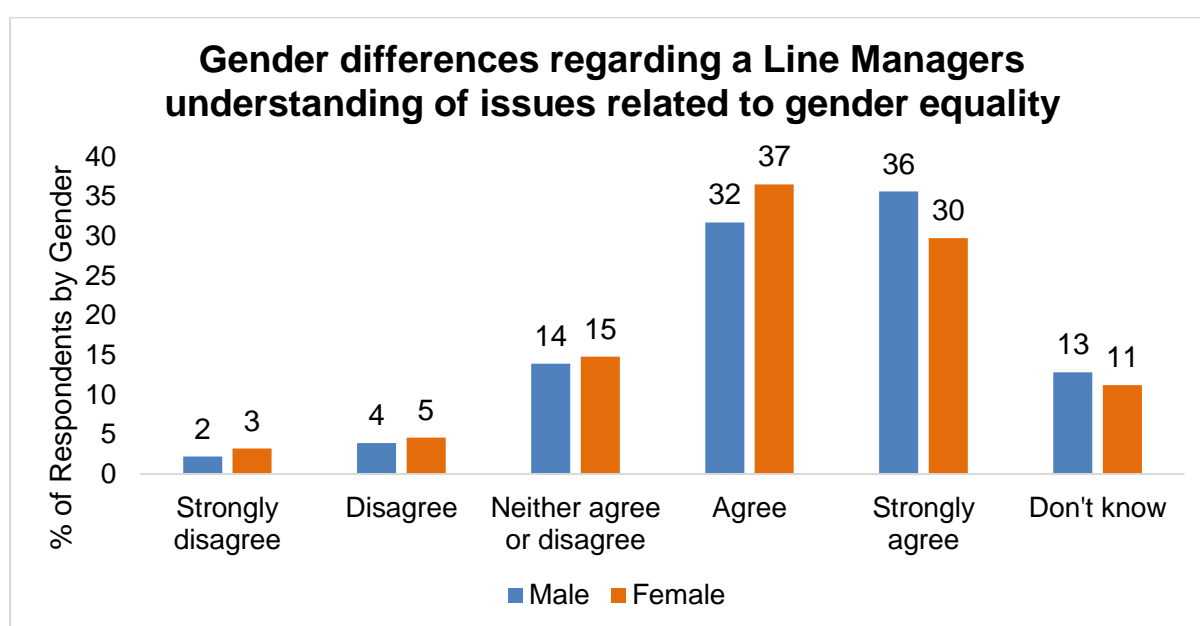
## 31. Rate your agreement with the following statements:

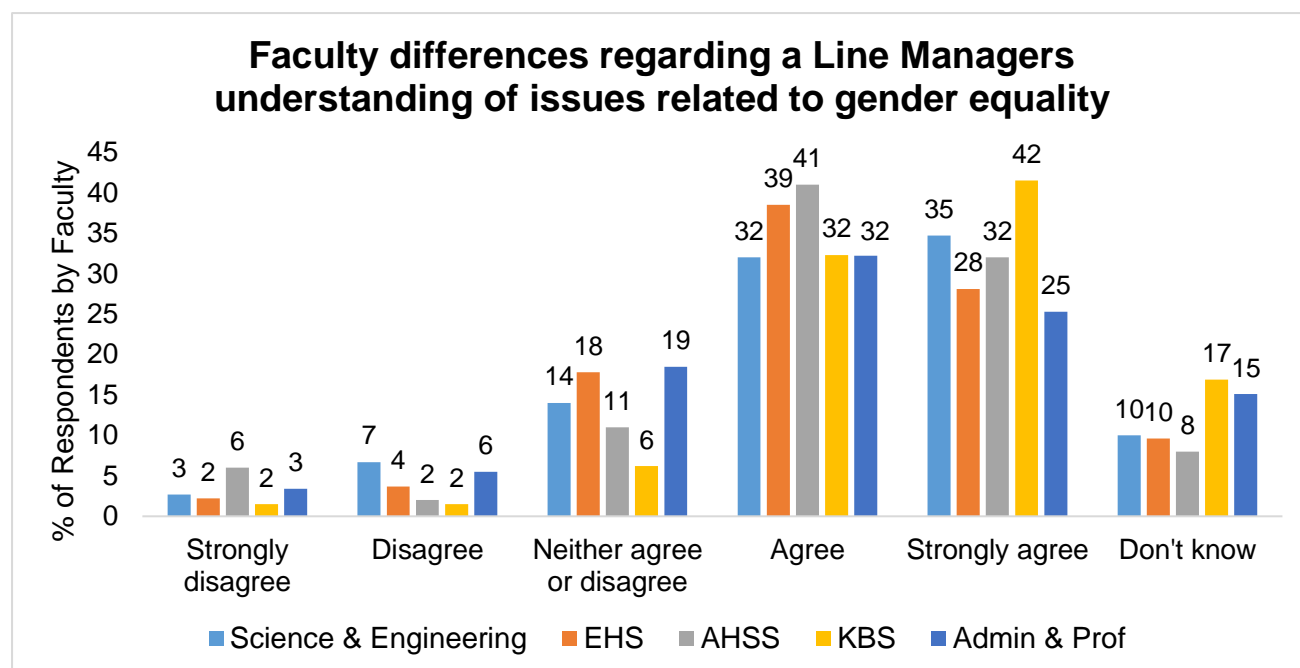
*My Line Manager understands issues related to gender equality*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	4	2.2	13	3.2	3	20.0	20	3.3
<b>Disagree</b>	7	3.9	19	4.6	1	6.7	27	4.5
<b>Neither agree or disagree</b>	25	13.9	61	14.8	3	20.0	89	14.7
<b>Agree</b>	57	31.7	150	36.5	5	33.3	212	35.0
<b>Strongly agree</b>	64	35.6	122	29.7	2	13.3	188	31.0
<b>Don't know</b>	23	12.8	46	11.2	1	6.7	70	11.6
<b>Total</b>	<b>180</b>		<b>411</b>		<b>15</b>		<b>606</b>	

Most men and women tend to agree that their Line Manager understands issues relating to gender equality; however, a notable difference between males (35.6%), females (29.7%), and those categorised as Other (13.3%,  $n=2$ ) can be seen in terms of responses to 'strongly agree', in particular. In contrast, a large gender difference is evident regarding those strongly disagreeing with the statement; with those within the Other category reporting the highest percentage of strong disagreement (20.0%,  $n=3$ ) in comparison to males and females (approx.. 3%).

Across faculties, most staff either agreed or strongly agreed that their Line Managers understand gender equality issues. There is a notable difference between KBS (42.5%), in contrast to EHS (28.1%) and administrative and professional staff (25.3%), in particular, regarding 'strongly agree' responses. Differences are also seen between administrative and professional staff (18.5%) and EHS (17.8%), in comparison to KBS (6.2%), in terms of those selecting 'neither agree nor disagree'.





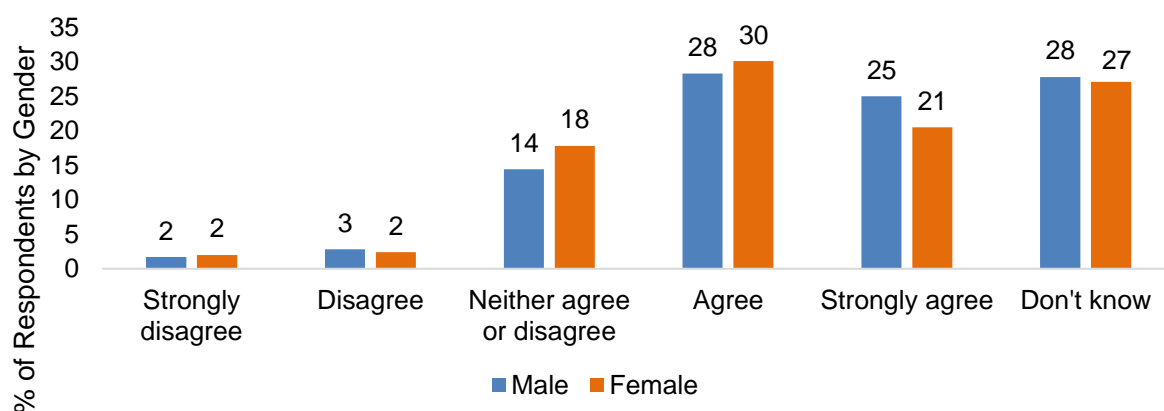
*My Line Manager has an understanding of issues relating to sexual orientation*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	3	1.7	8	2.0	3	21.4	14	2.3
<b>Disagree</b>	5	2.8	10	2.4	1	7.1	16	2.7
<b>Neither agree or disagree</b>	26	14.4	73	17.8	4	28.6	103	17.1
<b>Agree</b>	51	28.3	123	30.1	4	28.6	178	29.5
<b>Strongly agree</b>	45	25.0	84	20.5	1	7.1	130	21.6
<b>Don't know</b>	50	27.8	111	27.1	1	7.1	162	26.9
<b>Total</b>	<b>180</b>		<b>409</b>		<b>14</b>		<b>603</b>	

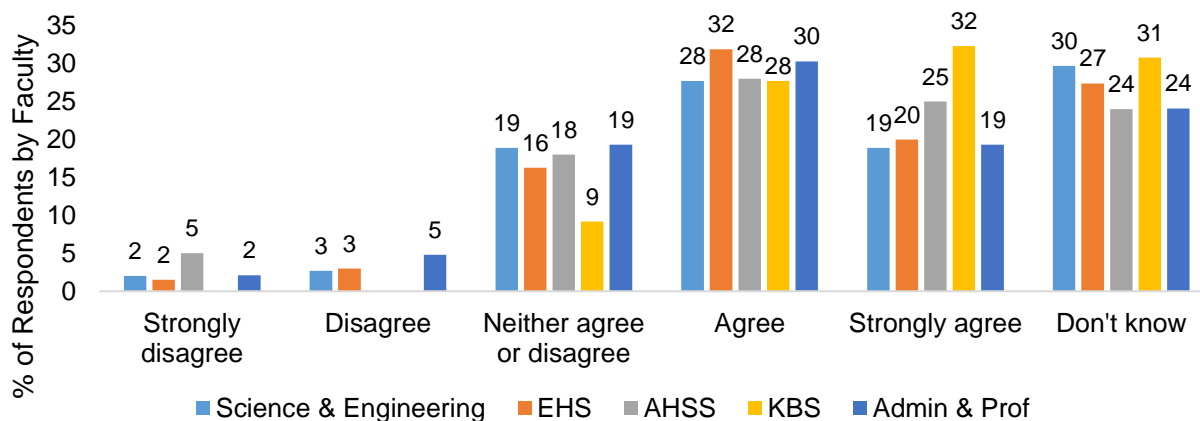
Gender differences across specific responses are evident. In particular, there are some differences between males (25.5%), females (20.5%) and those categorised as Other (7.1%,  $n=1$ ) in terms of those strongly agreeing that their Line Manager understands issues related to sexual orientation. In contrast there are also gender differences regarding those strongly disagreeing with the statement; those within the Other gender category reported the highest percentage of strong disagreement (21.4%,  $n=3$ ) in comparison to males and females (approx.. 2%). Moreover, those within the Other category represented the largest percentage of those selecting 'neither agree nor disagree' (28.6%,  $n=4$ ) in comparison to 14.4% and 17.8% of males and females, respectively. Finally, in terms of those selecting 'don't know' as a response, there is a notable difference between males and females (approx. 27.5%) in contrast to Others (7.1%,  $n=1$ ).

When comparing faculties, most respondents tend to either agree or strongly agree with the statement, or report that they don't know. Within these however, there are some notable difference between faculties, in particular, relating to the 'strongly agree' response; KBS (32.3%) was considerably higher than EHS (20.0%), administrative and professional staff (19.3%) and Science & Engineering (18.9%). There are also differences between some faculties (i.e., administrative and professional staff; 19.3% and KBS; 9.2%) in terms of neither agreeing nor disagreeing with the statement; however, little variance across faculties can be seen in terms of those disagreeing, or strongly disagreeing.

### Gender differences regarding a Line Managers understanding of issues related to sexual orientation



### Faculty differences regarding a Line Managers understanding of issues related to sexual orientation

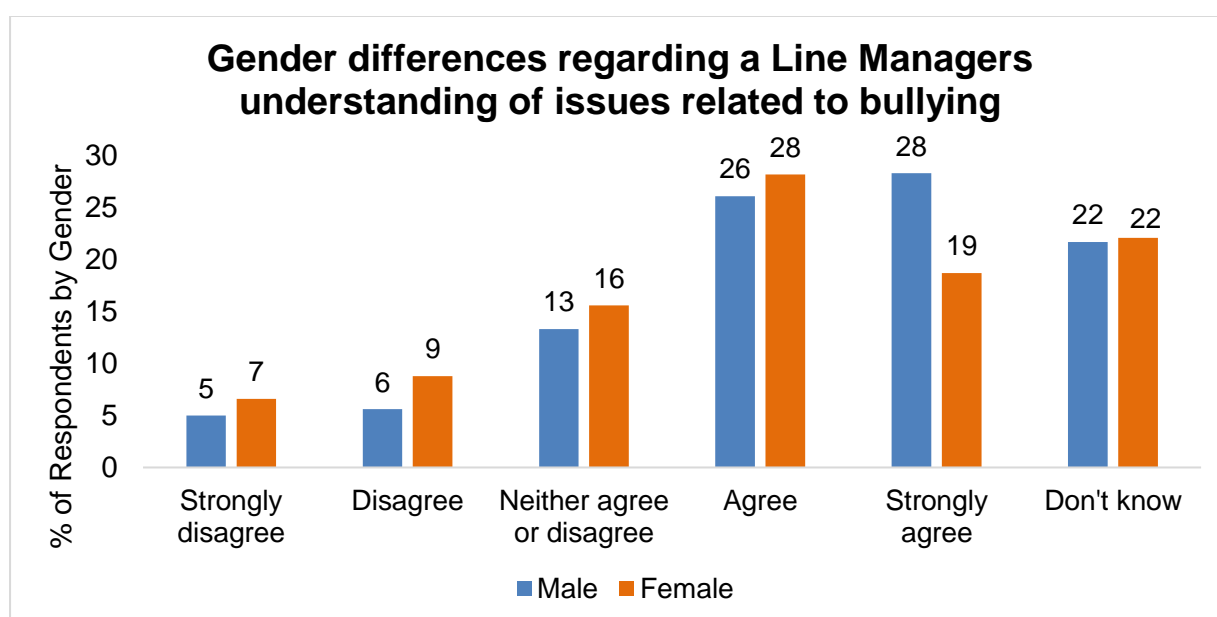


*My Line Manager understands how to deal with complaints of bullying*

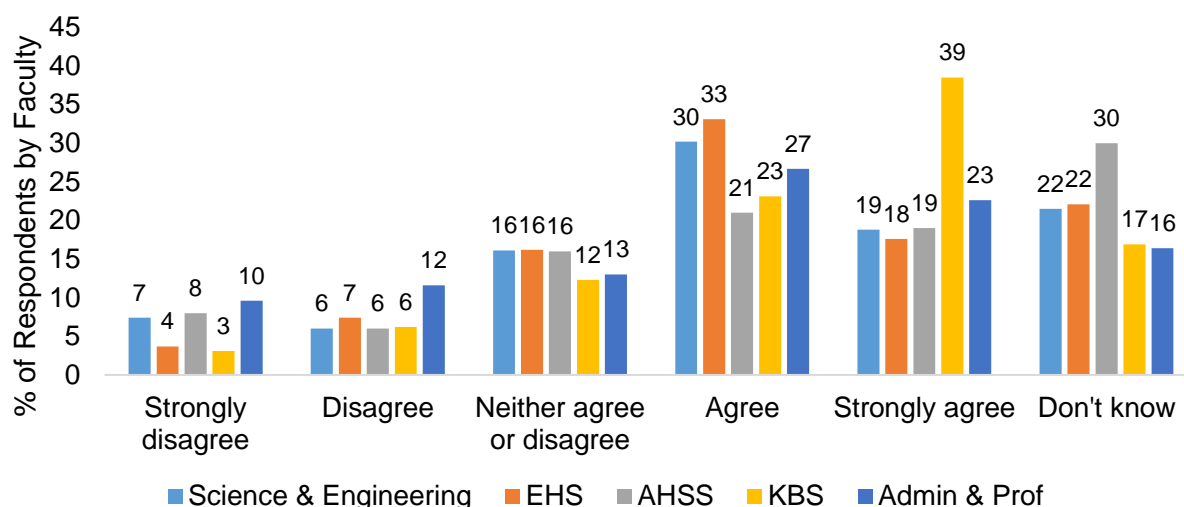
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	9	5.0	27	6.6	7	43.8	43	7.1
<b>Disagree</b>	10	5.6	36	8.8	0	0.0	46	7.6
<b>Neither agree or disagree</b>	24	13.3	64	15.6	3	18.8	91	15.0
<b>Agree</b>	47	26.1	116	28.2	4	25.0	167	27.5
<b>Strongly agree</b>	51	28.3	77	18.7	1	6.3	129	21.3
<b>Don't know</b>	39	21.7	91	22.1	1	6.3	131	21.6
<b>Total</b>	<b>180</b>		<b>411</b>		<b>16</b>		<b>607</b>	

Gender differences regarding a Line Manager's understanding of issues related to bullying, varies across certain response options. In particular, a higher percentage of men strongly agree with the statement (28.3%) than women (18.7%) or those categorised as Other (6.3%,  $n=1$ ). In contrast however, those who strongly disagree with the statement are predominantly from the Other gender category (43.8%,  $n=7$ ); with only 5.0% of men, and 6.6% of women selecting this response. There is also a notable difference between males and females, and those categorised as Other, in terms of 'Don't Know' responses, with the percentage of those within the Other category (6.3%,  $n=1$ ) selecting this option considerably lower than males and females (21.7%; 22.1%, respectively).

There were little faculty differences in relation to the 'strongly disagree', 'disagree' and 'neither agree nor disagree' statements. However, in contrast there are some faculty differences in terms of those agreeing; for example, KBS (38.5%) strongly agreed that their Line Manager understands issues relating to bullying more than all other faculties (ranging from 17.6% to 22.6%).



### Faculty differences regarding a Line Managers understanding of issues related to bullying



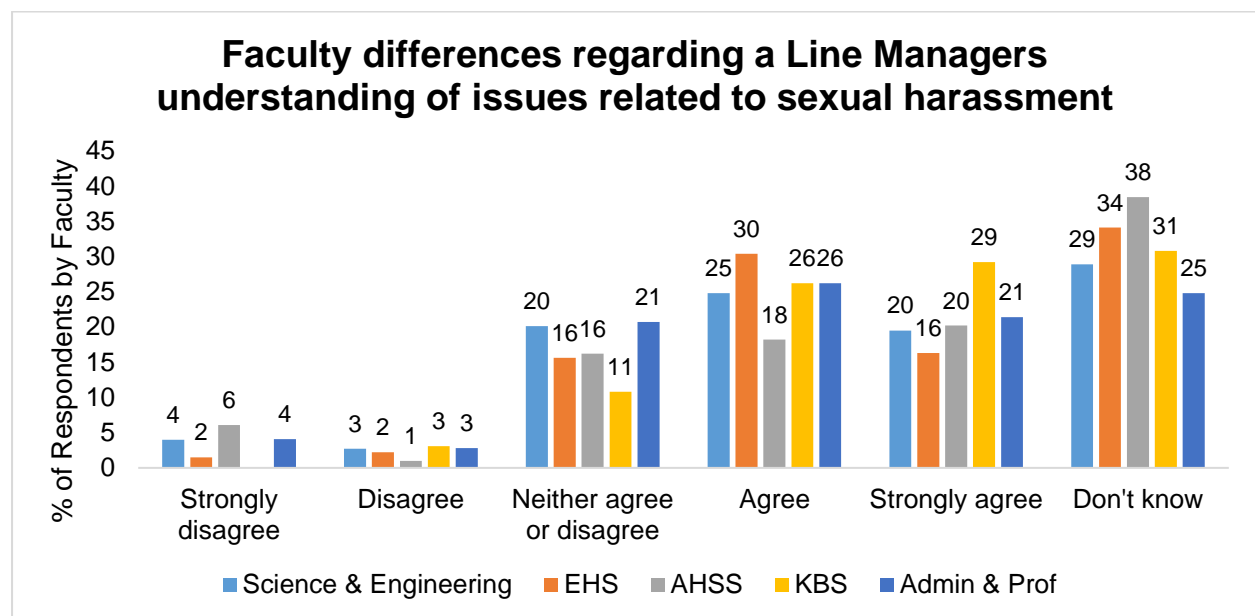
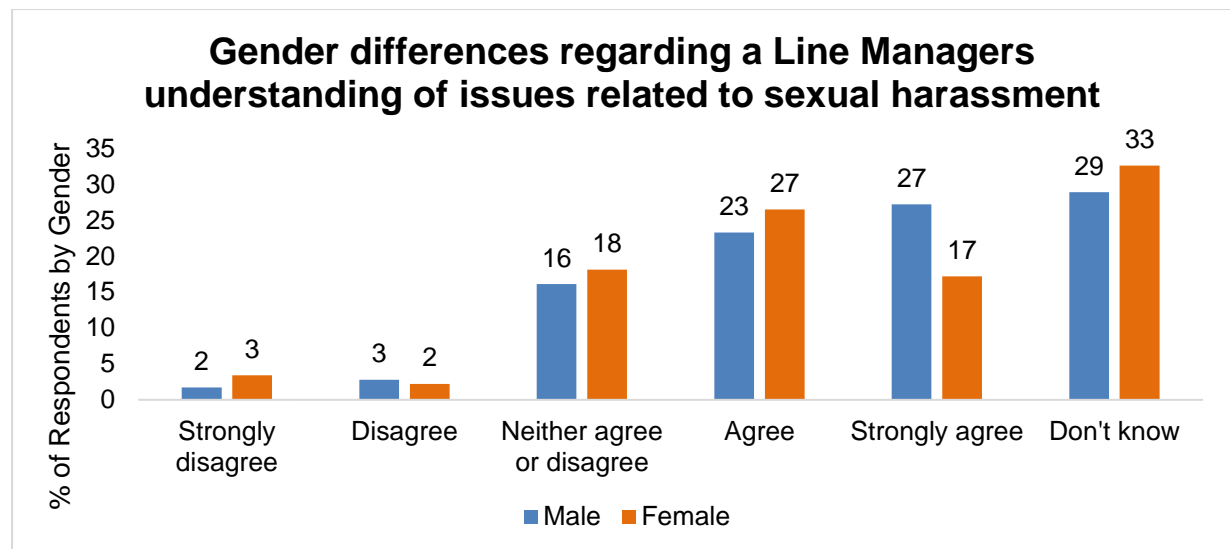
### *My Line Manager understands how to deal with complaints of sexual harassment*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	3	1.7	14	3.4	5	33.3	22	3.6
<b>Disagree</b>	5	2.8	9	2.2	-	-	14	2.3
<b>Neither agree or disagree</b>	29	16.1	74	18.1	2	13.3	105	17.4
<b>Agree</b>	42	23.3	108	26.5	4	26.7	154	25.5
<b>Strongly agree</b>	49	27.2	70	17.2	2	13.3	121	20.1
<b>Don't know</b>	52	28.9	133	32.6	2	13.3	187	31.0
<b>Total</b>	<b>180</b>		<b>408</b>		<b>15</b>		<b>603</b>	

Gender differences regarding a Line Manager's understanding of issues related to sexual harassment varies across certain response options. In particular, a higher percentage of men strongly agree with the statement (27.2%) than women (17.2%) or those categorised as Other (13.3%,  $n=2$ ). In contrast however, those who strongly disagree with the statement are predominantly from the Other gender category (33.3%,  $n=5$ ); with only 1.7% of men, and 3.4% of women selecting this response. There is also a notable difference between males and females, and those categorised as Other, in terms of 'Don't Know' responses, with the percentage of those within the Other category (13.3%,  $n=2$ ) selecting this option considerably lower than males and females (28.9%; 32.6%, respectively).

There were little faculty differences in relation to the 'strongly disagree', 'disagree' statements. However, in contrast there are some faculty differences in terms of those agreeing; for example, KBS (29.2%) strongly agreed that their Line Manager understands issues relating to sexual harassment more than all other faculties (ranging from 16.3% to 21.4%), while in terms of those selecting 'agree' those within EHS (30.4%) were notably higher than those in AHSS, for example (18.2%).





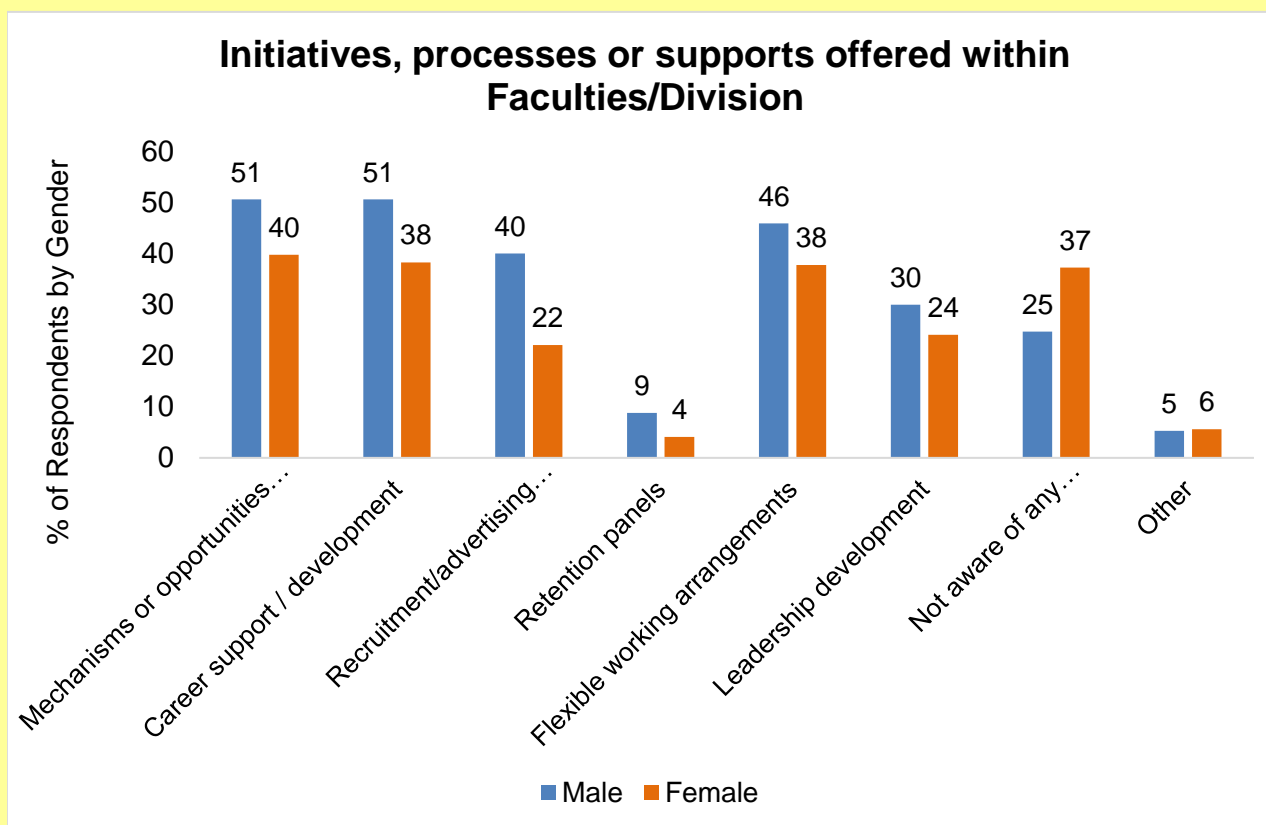
32. What initiatives, processes or supports are being offered within your Faculty/Division to achieve gender equality? *(Please tick all that apply)*

*Gender*

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Mechanisms or opportunities for career progression, training and development</b>	86	50.6	157	39.8	-		243	41.9
<b>Career support / development</b>	86	50.6	151	38.3	2	12.5	239	41.2
<b>Recruitment/advertising strategies</b>	68	40.0	87	22.1	3	18.8	158	27.2
<b>Retention panels</b>	15	8.8	16	4.1	2	12.5	33	5.7
<b>Flexible working arrangements</b>	78	45.9	149	37.8	3	18.8	230	39.7
<b>Leadership development</b>	51	30.0	95	24.1	-		146	25.2
<b>Not aware of any initiatives/processes/support being offered</b>	42	24.7	147	37.3	9	56.3	198	34.1
<b>Other</b>	9	5.3	22	5.6	5	31.3	36	6.2
<b>Total</b>	<b>170</b>		<b>394</b>		<b>16</b>		<b>580</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % in the above table are derived from these totals. As this was a "tick all that apply" question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.*

Across the majority of response options (apart from not being aware of any supports, or 'other'), males noted a higher percentage of initiatives, processes or supports within their department, in comparison to females. However, in terms not being aware of any supports, or being aware of others not listed, those within the Other gender category reported particularly higher levels in comparison to males and females (87.5%,  $n=14$ ).



*Faculty*

	<b>AHSS</b>		<b>EHS</b>		<b>KBS</b>		<b>Sci &amp; Eng</b>		<b>Admin &amp; Prof</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Mechanisms or opportunities for career progression, training and development</b>	47	49.5	62	54.9	17	27.4	73	52.1	35	23.3
<b>Career support / development</b>	42	44.2	60	53.1	18	29.0	67	47.9	39	26.0
<b>Recruitment/advertising strategies</b>	28	29.5	37	32.7	10	16.1	58	41.4	19	12.7
<b>Retention panels</b>	6	6.3	8	7.1	5	8.1	10	7.1	2	1.3
<b>Flexible working arrangements</b>	27	28.4	61	54.0	30	48.4	52	37.1	52	34.7
<b>Leadership development</b>	22	23.2	36	31.9	16	25.8	38	27.1	30	20.0
<b>Not aware of any initiatives/processes/support being offered</b>	35	36.8	41	36.3	24	38.7	37	26.4	45	30.0
<b>Other</b>	5	5.3	6	5.3	2	3.2	12	8.6	8	5.3
<b>Total</b>	<b>95</b>		<b>113</b>		<b>62</b>		<b>140</b>		<b>150</b>	

*Note: Total row refers to the total numbers from each faculty who answered this question. % in the above table are derived from these totals. As this was a "tick all that apply" question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.*

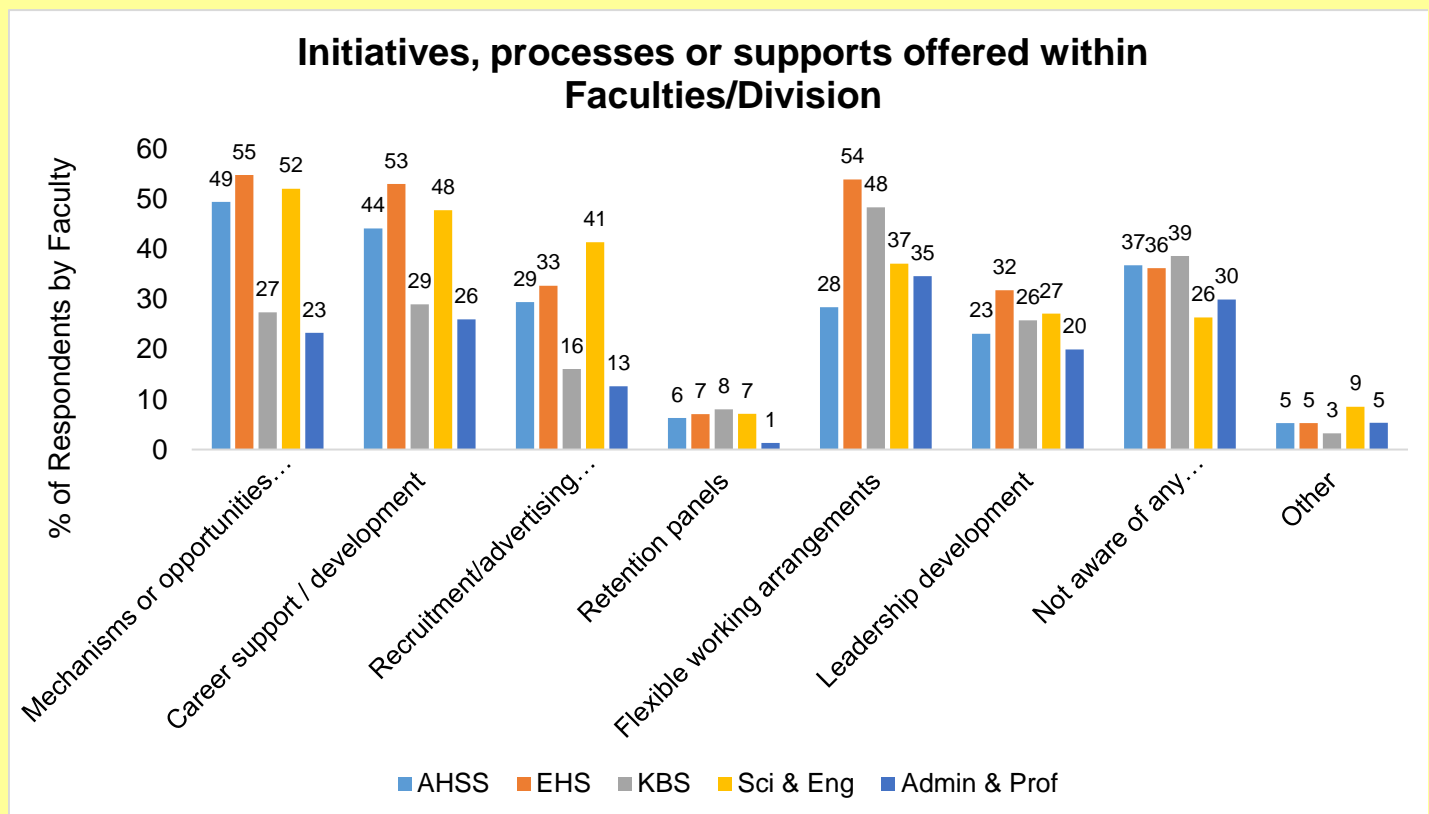
Across EHS (54.9%), Science & Engineering (52.1%) and AHSS (49.5%), the Mechanisms or opportunities for career progression, training and development, followed closely by career support/development (53.1%, 47.9%, and 44.2%, respectively) were selected the most.

However, KBS (27.4%; 29.0%) and administrative and professional staff (23.3%; 26.0%) were notably lower than other faculties.

Regarding flexible working arrangements, EHS and KBS were the faculties with the highest percentages at 54.0%, 48.4% respectively, in comparison to Science & Engineering at only 37.1%.

Science and Engineering staff reported higher levels of recruitment and advertising strategies within their faculty (41.4%), in comparison to only 12.7% within administrative and professional staff.

Across all faculties, a notable percentage of staff reported not being aware of the above strategies within their faculty (ranging from 26.4% to 38.7%), however, the option least selected across was Retention panels, which was particularly low for administrative and professional staff (1.3%).



## Induction

33. Did you attend UL's formal Induction Programme in the last 5 years?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	33	18.3	72	17.8	2	14.3	107	17.9
<b>No</b>	115	63.9	254	62.7	8	57.1	377	62.9
<b>Not applicable</b>	32	17.8	79	19.5	4	28.6	115	19.2
<b>Total</b>	<b>180</b>		<b>405</b>		<b>14</b>		<b>599</b>	

34. If Yes, was it useful?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	29	82.9	60	75.0	-	-	89	75.4
<b>No</b>	6	17.1	20	25.0	3	100.0	29	24.6
<b>Total</b>	<b>35</b>		<b>80</b>		<b>3</b>		<b>118</b>	

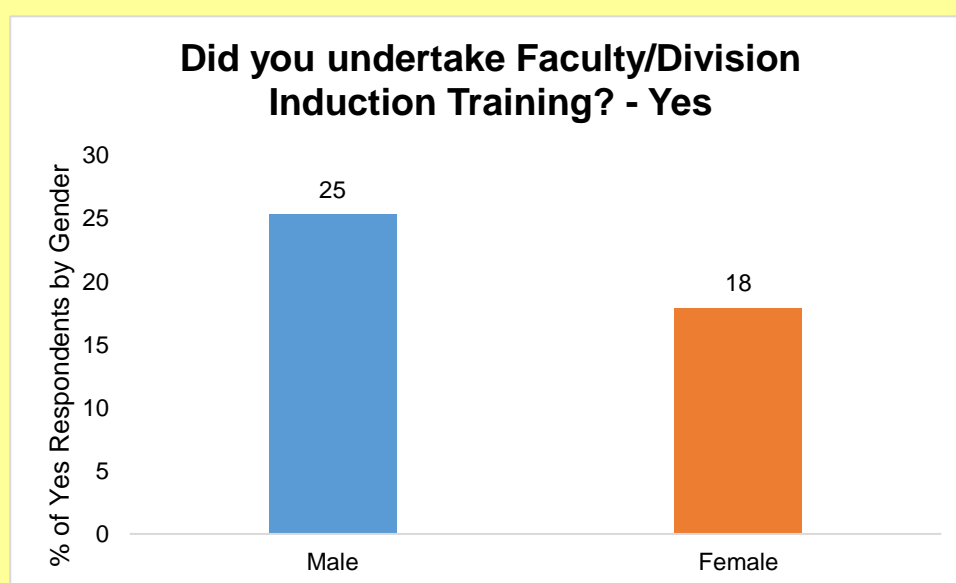
35. If No, why not?

Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.

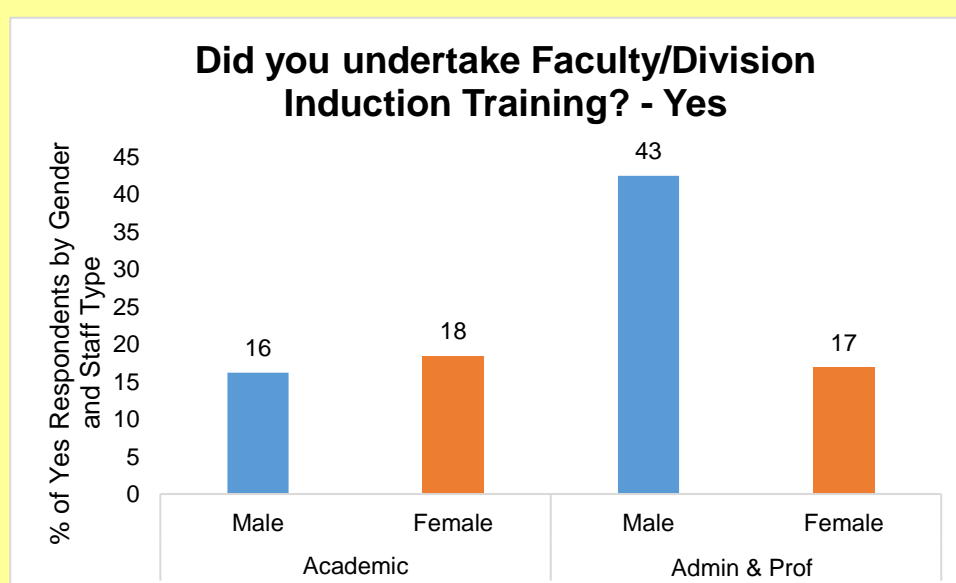
## 36. Did you undertake Faculty/Division Induction Training?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	43	25.3	70	17.9	3	27.3	116	20.3
<b>No</b>	127	74.7	320	82.1	8	72.7	455	79.7
<b>Total</b>	<b>170</b>		<b>390</b>		<b>11</b>		<b>571</b>	

A slightly larger percentage of males (25.3%) and those categorised as Other (27.3%, *n* =3) have undertaken Faculty/Division Induction Training, relative to females (17.9%).



This difference appeared more prominent within administrative and professional staff, whereby a notably larger percentage of males than females undertook Faculty/Division Induction training.



*Note: values refer to the percentage of male and female respondents within each staff type who answered "yes".*

*Furthermore, all 3 of the 11 respondents categorised as Other who undertook Faculty/Division Induction Training were Academic staff.*

37. If Yes, did you find this training useful?

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	42	85.7	60	77.9	2	33.3	104	78.8
<b>No</b>	7	14.3	17	22.1	4	66.7	28	21.2
<b>Total</b>	<b>49</b>		<b>77</b>		<b>6</b>		<b>132</b>	

38. If No, why not?

Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.



## Promotion

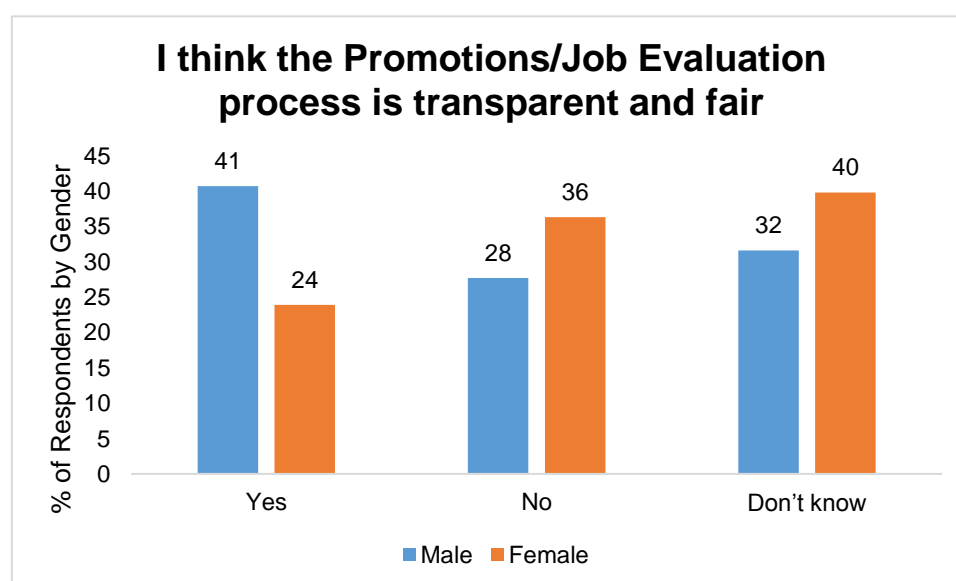
39. I understand the University's Promotions/Job Evaluation process and criteria.

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	135	76.7	273	68.9	13	92.9	421	71.8
<b>No</b>	41	23.3	123	31.1	1	7.1	165	28.2
<b>Total</b>	<b>176</b>		<b>396</b>		<b>14</b>		<b>586</b>	

40. I think the Promotions/Job Evaluation process is transparent and fair.

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	72	40.7	95	23.9	5	33.3	172	29.2
<b>No</b>	49	27.7	144	36.3	8	53.3	201	34.1
<b>Don't know</b>	56	31.6	158	39.8	2	13.3	216	36.7
<b>Total</b>	<b>177</b>		<b>397</b>		<b>15</b>		<b>589</b>	

Males and females differ in their opinion on the transparency and fairness of the Promotions/Job Evaluation process such that the largest proportion of males reported that the process was transparent and fair while the largest proportion of females reported that it was not fair, or they were unsure.



41. I receive support and encouragement from my Manager to apply for Promotion/Job Evaluation.

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	76	65.5	182	63.9	5	45.5	263	63.8
<b>No</b>	40	34.5	103	36.1	6	54.5	149	36.2
<b>Total</b>	<b>116</b>		<b>285</b>		<b>11</b>		<b>412</b>	

*Note: 176 respondents (61 males, 11 female, and 4 Other) selected N/A to this question and were excluded from calculations.*

42. If you applied for Promotion/Job Evaluation, did you receive appropriate and useful feedback? *(Tick all that apply)*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes - from my Dean/Faculty Representative</b>	41	21.4	56	11.9	3	1.8	100	12.0
<b>Yes - from HR/Line Manager</b>	20	10.4	66	14.1	4	2.4	90	10.8
<b>No - Did not receive feedback</b>	19	9.9	44	9.4	7	4.1	70	8.4
<b>No - Did not seek feedback</b>	28	14.6	39	8.3	2	1.2	69	8.3
<b>Total</b>	<b>108</b>		<b>205</b>		<b>16</b>		<b>329</b>	

*Note: % are derived from the total male (n=192), female (n=469), Other (n=170) and total (n=831) respondents to the survey.*

43. If you have not put yourself forward for Promotion/Job Evaluation, why not? (*Tick all that apply*)

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Lack of support</b>	10	12.2	28	12.8	2	13.3	40	12.9
<b>I don't think I will be successful</b>	22	26.8	80	36.7	8	53.3	110	35.4
<b>I have been advised against it</b>	2	2.4	9	4.1	1	6.7	12	3.9
<b>I don't want to</b>	21	25.6	34	15.6	2	13.3	57	18.3
<b>Other (comments)</b>	36	43.9	120	55.1	2	13.3	158	50.8
<b>Total</b>	<b>82</b>		<b>218</b>		<b>15</b>		<b>311</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % are derived from these totals, such that 12.2% of male respondents have not put themselves forward for promotion/job evaluation due to lack of support, for example. As multiple options could be selected, the sum of these figures may exceed 100%.*

44. Do you have any other suggestions or comments for improvements about the Promotion/Job Evaluation process?

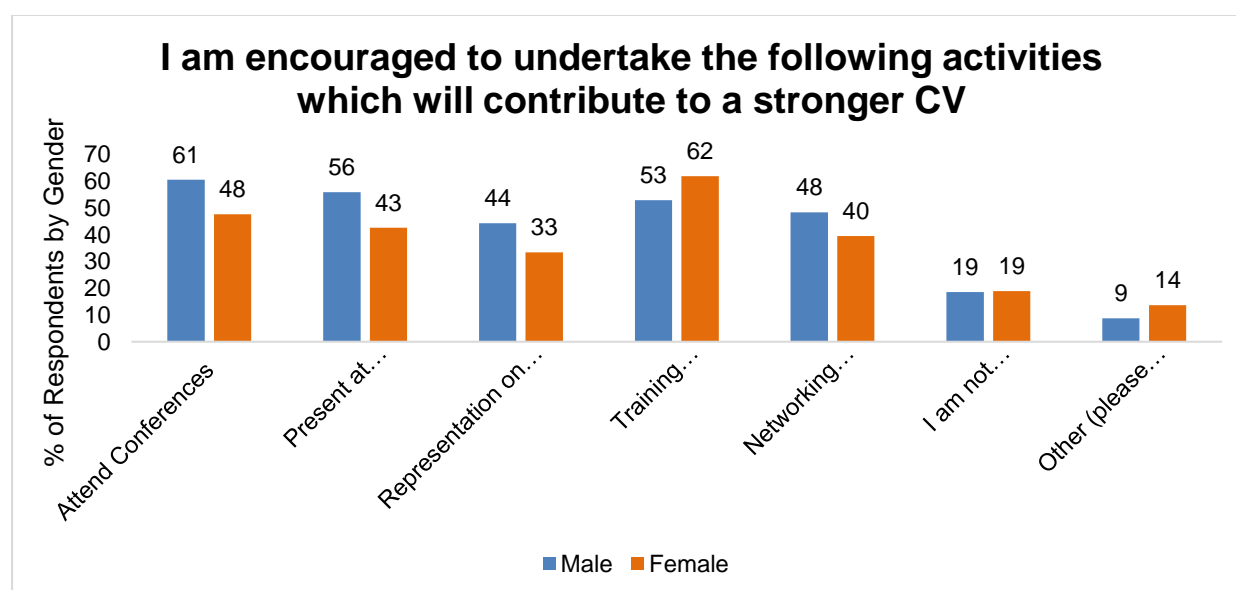
Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.

## Career Development

45. I am encouraged to undertake the following activities which will contribute to a stronger CV (Tick all that apply)

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Attend Conferences</b>	104	60.5	181	47.6	3	21.4	288	50.9
<b>Present at Conferences</b>	96	55.8	162	42.6	2	14.3	260	45.9
<b>Representation on national or international committees</b>	76	44.2	127	33.4	1	7.1	204	36.0
<b>Training Opportunities</b>	91	52.9	235	61.8	6	42.9	332	58.7
<b>Networking Opportunities</b>	83	48.3	150	39.5	2	14.3	235	41.5
<b>I am not encouraged at all</b>	32	18.6	72	18.9	6	42.9	110	19.4
<b>Other (please specify)</b>	15	8.7	52	13.7	3	21.4	70	12.4
<b>Total</b>	<b>172</b>		<b>380</b>		<b>14</b>		<b>566</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % are derived from these totals, such that 60.5% of male respondents are encouraged to attend conference, for example. As multiple options could be selected, the sum of these figures may exceed 100%.*



46. Are you aware of the formal UL Mentoring Programme available in UL?

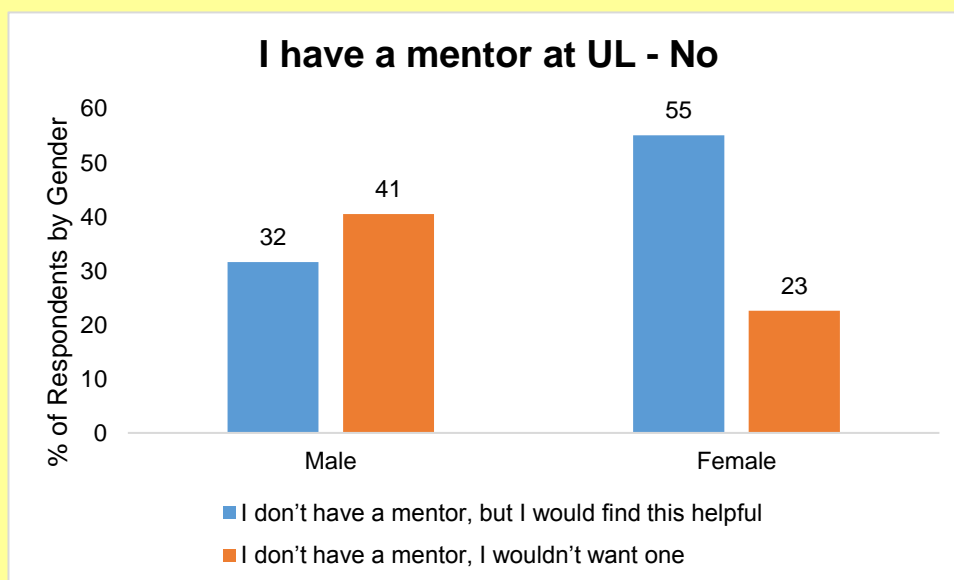
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	119	67.6	275	70.5	10	66.7	404	69.5
<b>No</b>	57	32.4	115	29.5	5	33.3	177	30.5
<b>Total</b>	<b>176</b>		<b>390</b>		<b>15</b>		<b>581</b>	

47. I have a mentor at UL

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	20	12.7	24	7.0	1	7.7	45	8.8
<b>Not currently but I did have a mentor in the past</b>	24	15.2	52	15.2	1	7.7	77	15.0
<b>I don't have a mentor, but I would find this helpful</b>	50	31.6	188	55.1	5	38.5	243	47.5
<b>I don't have a mentor, I wouldn't want one</b>	64	40.5	77	22.6	6	46.2	147	28.7
<b>Total</b>	<b>158</b>		<b>341</b>		<b>13</b>		<b>512</b>	

The majority of males, females and those categorised as Other who responded had never had a mentor. Furthermore, no differences in rates of having a mentor were observed between STEM and Non-STEM disciplines.

The majority of females who responded stated that they would like a mentor, whereas only 31.6% of males and 38.5% ( $n = 5$ ) of those categorised as Other stated that they would find this helpful.



48. If you had a mentor, did you find it useful?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	45	86.5	66	72.5	1	33.3	112	76.7
<b>No</b>	7	13.5	25	27.5	2	66.7	34	23.3
<b>Total</b>	<b>52</b>		<b>91</b>		<b>3</b>		<b>146</b>	

49. Are you aware of the Research Coaching Programme?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	64	37.4	99	26.6	6	46.2	169	30.4
<b>No</b>	107	62.6	273	73.4	7	53.8	387	69.6
<b>Total</b>	<b>171</b>		<b>372</b>		<b>13</b>		<b>556</b>	

## 50. Have you availed of Research Coaching?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	7	4.6	17	5.0	-	-	24	4.8
<b>No</b>	85	55.6	182	53.8	6	54.5	273	54.4
<b>No but would like to</b>	27	17.6	89	26.3	2	18.2	118	23.5
<b>No I have no interest</b>	34	22.2	50	14.8	3	27.3	87	17.3
<b>Total</b>	<b>153</b>		<b>338</b>		<b>11</b>		<b>502</b>	

There were no notable differences observed between genders or between STEM/Non-STEM disciplines amongst those who had availed of research coaching and those who had not.

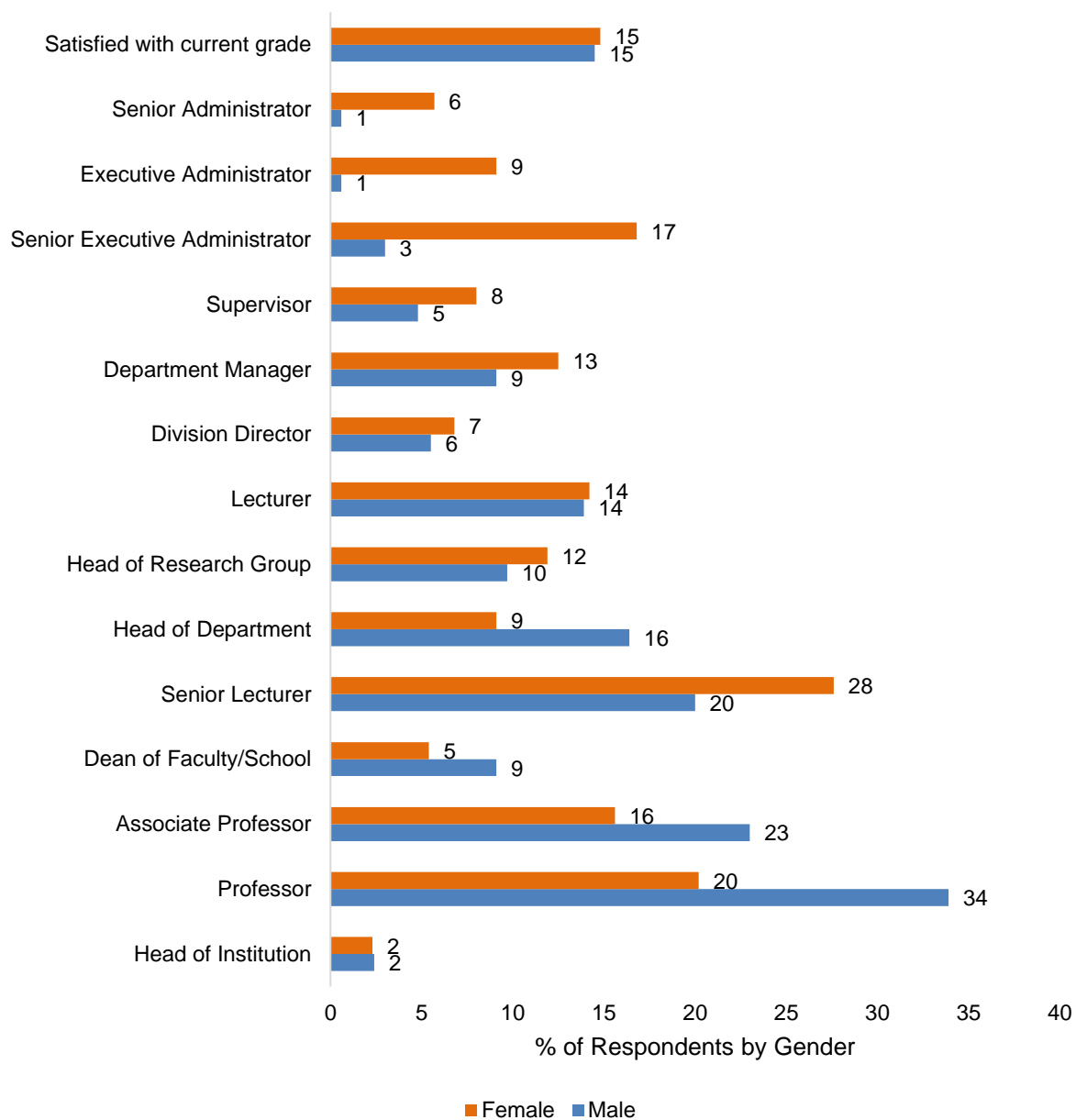
51. Which of the following do you hope to achieve during your career? (*Select all that apply*)

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Head of Institution</b>	4	2.4	8	2.3	3	23.1	15	2.8
<b>Professor</b>	56	33.9	71	20.2	5	38.5	132	24.9
<b>Associate Professor</b>	38	23.0	55	15.6	1	7.7	94	17.7
<b>Dean of Faculty/School</b>	15	9.1	19	5.4	1	7.7	35	6.6
<b>Senior Lecturer</b>	33	20.0	97	27.6	1	7.7	131	24.7
<b>Head of Department</b>	27	16.4	32	9.1	-	-	59	11.1
<b>Head of Research Group</b>	16	9.7	42	11.9	-	-	58	10.9
<b>Lecturer</b>	23	13.9	50	14.2	-	-	73	13.8
<b>Division Director</b>	9	5.5	24	6.8	-	-	33	6.2
<b>Department Manager</b>	15	9.1	44	12.5	-	-	59	11.1
<b>Supervisor</b>	8	4.8	28	8.0	-	-	36	6.8
<b>Senior Executive Administrator</b>	5	3.0	59	16.8	1	7.7	65	12.3
<b>Executive Administrator</b>	1	0.6	32	9.1	2	15.4	35	6.6
<b>Senior Administrator</b>	1	0.6	20	5.7	-	-	21	4.0
<b>Satisfied with current grade</b>	24	14.5	52	14.8	-	-	76	14.3
<b>Total</b>	<b>165</b>		<b>352</b>		<b>13</b>		<b>530</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % are derived from these totals, such that 2.4% of male respondents hope to achieve head of institution, for example. As multiple options could be selected, the sum of these figures may exceed 100%.*



### Which of the following do you hope to achieve during your career?



52. Is there anything you feel would benefit you and your career development that is not already offered by your Faculty/Division/the University? (*Tick all that apply*)

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Mentoring</b>	32	29.9	97	33.4	2	16.7	131	32.0
<b>Effective appraisal</b>	37	34.6	133	45.9	4	33.3	174	42.5
<b>Career advice</b>	40	37.4	148	51.0	5	41.7	193	47.2
<b>Information and advice on applying for research grants</b>	28	26.2	66	22.8	2	16.7	96	23.5
<b>Improved networking within your department</b>	30	28.0	89	30.7	3	25.0	122	29.8
<b>Management skills</b>	33	30.8	110	37.9	6	50.0	149	36.4
<b>Supervisory skills</b>	27	25.2	65	22.4	4	33.3	96	23.5
<b>Other (please specify)</b>	17	15.9	65	22.4	2	16.7	84	20.5
<b>Total</b>	<b>107</b>		<b>290</b>		<b>12</b>		<b>409</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % are derived from these totals, such that 29.9% of male respondents feel that mentoring would benefit their career development, for example. As multiple options could be selected, the sum of these figures may exceed 100%.*

53. Have your career aspirations and expectations on career development changed since you first started working at UL?

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My aspirations and expectations have become more ambitious</b>	65	38.7	156	41.3	5	35.7	226	40.4
<b>I have lowered my aspirations and expectations</b>	40	23.8	116	30.7	9	64.3	165	29.5
<b>Aspirations and expectations have stayed the same</b>	63	37.5	106	28.0	-	-	169	30.2
<b>Total</b>	<b>168</b>		<b>378</b>		<b>14</b>		<b>560</b>	

## Decision Making

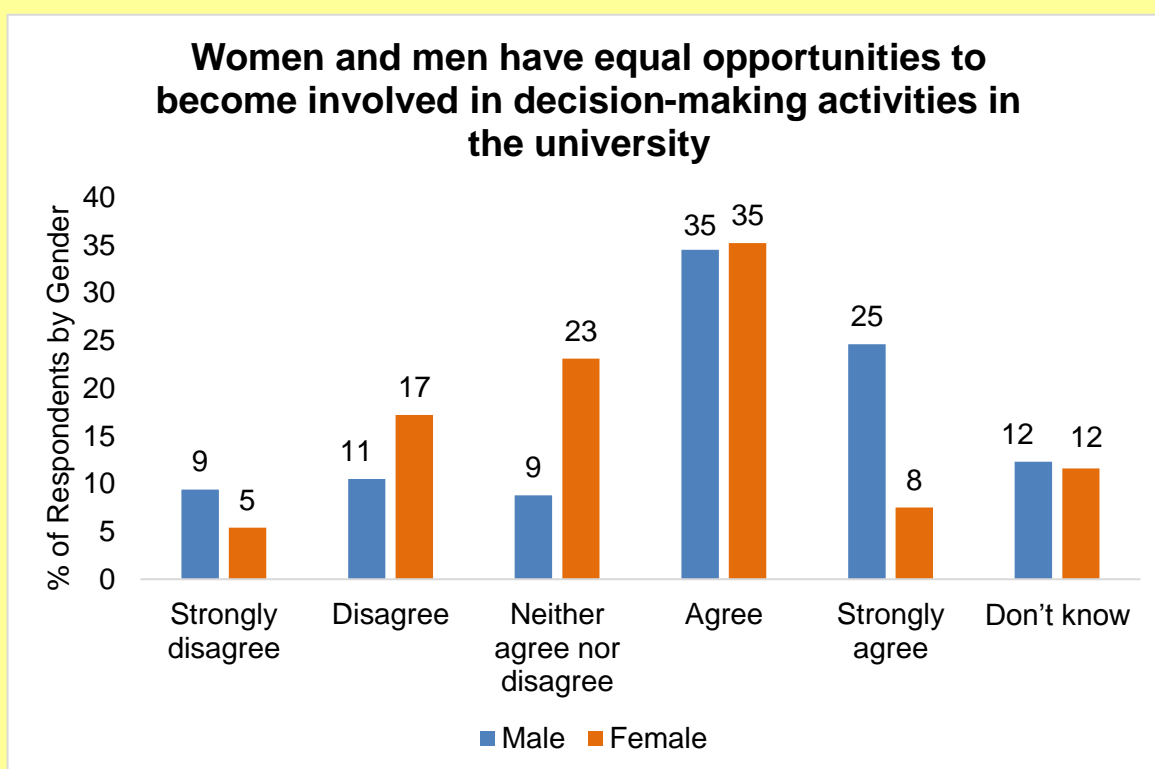
54. Women and men have equal opportunities to become involved in decision-making activities in the university.

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	16	9.4	21	5.4	4	28.6	41	7.1
<b>Disagree</b>	18	10.5	67	17.2	1	7.1	86	15.0
<b>Neither agree nor disagree</b>	15	8.8	90	23.1	1	7.1	106	18.5
<b>Agree</b>	59	34.5	137	35.2	5	35.7	201	35.0
<b>Strongly agree</b>	42	24.6	29	7.5	3	21.4	74	12.9
<b>Don't know</b>	21	12.3	45	11.6	-	-	66	11.5
<b>Total</b>	<b>171</b>		<b>389</b>		<b>14</b>		<b>574</b>	

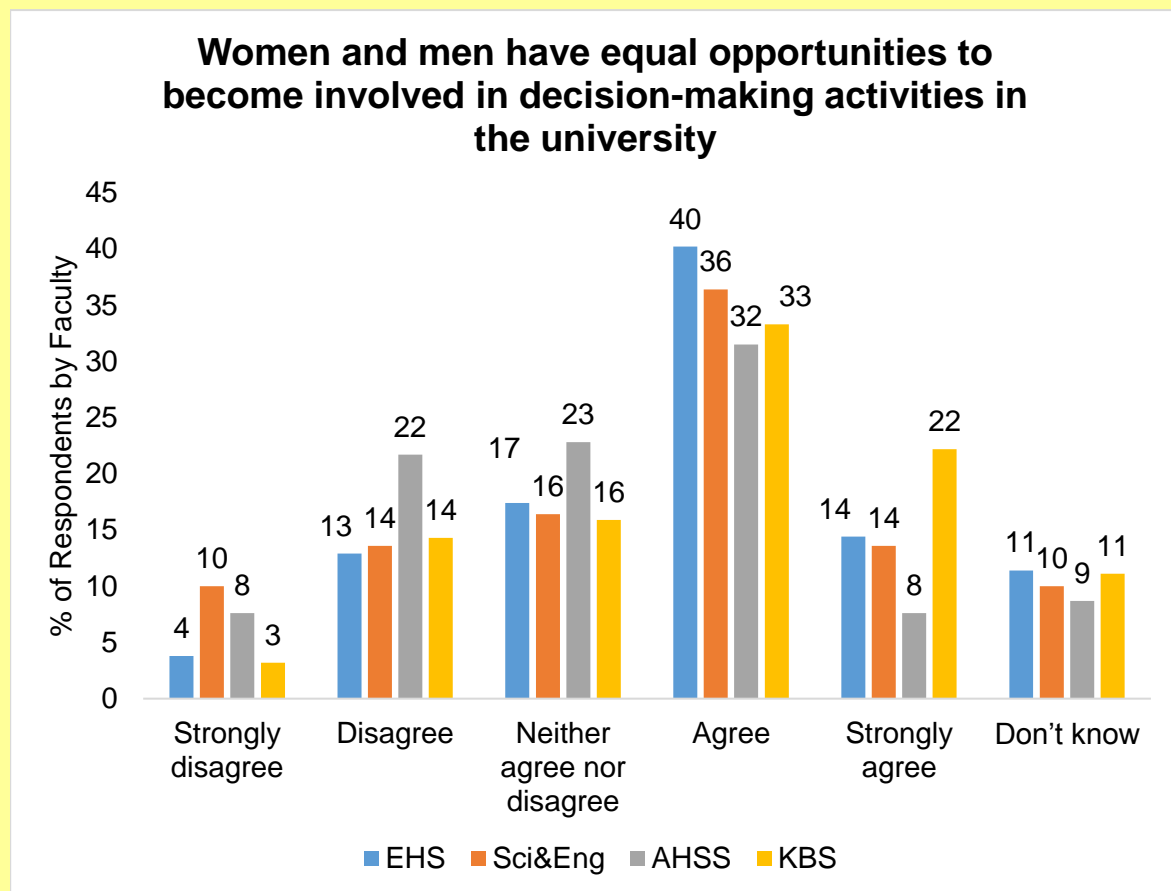
**NOTE:** The following narrative has been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), neither agree nor disagree, and don’t know.

**Women and men have equal opportunities to become involved in decision-making activities in the university.**

Approximately 1 in 5 males and females (19.9% and 22.6%, respectively) disagreed to some degree (either “disagree” or “strongly disagree”) with the above statement, relative to 1 in 3 individuals who were categorised as Other. Of note, 28.6% ( $n = 4$ ) of respondents categorised as Other selected “strongly disagree” while just 7.1% ( $n = 1$ ) selected “disagree”. However, the majority of males (59.1%) and those categorised as Other (57.1%,  $n = 8$ ) who responded to this question agreed, in comparison to just under half of the female respondents (42.7%). The largest proportion of responses across male/female/Other corresponded to “agree”, although 1 in 8 males and 1 in 9 females suggested that they “don’t know” (12.3% and 11.6%, respectively).



There were notable interfaculty differences in terms of agreement that women and men have equal opportunities to become involved in decision-making activities in the university. Approximately half of EHS (54.6%) KBS (55.5%) and Science and Engineering (50.0%) staff agreed to some degree that women and men have equal opportunities. Comparatively, Only 39.1% of AHSS staff who responded to this question agreed that there were equal opportunities for women and men to become involved in decision-making. Overall, the largest proportion of responses fell under “agree” across EHS, Science and Engineering, AHSS, and KBS. Of note, approximately 1 in 9 EHS/KBS, 1 in 10 Science and Engineering, and 1 in 12 AHSS staff acknowledged that they “don’t know” if there is equal opportunity for decision-making.



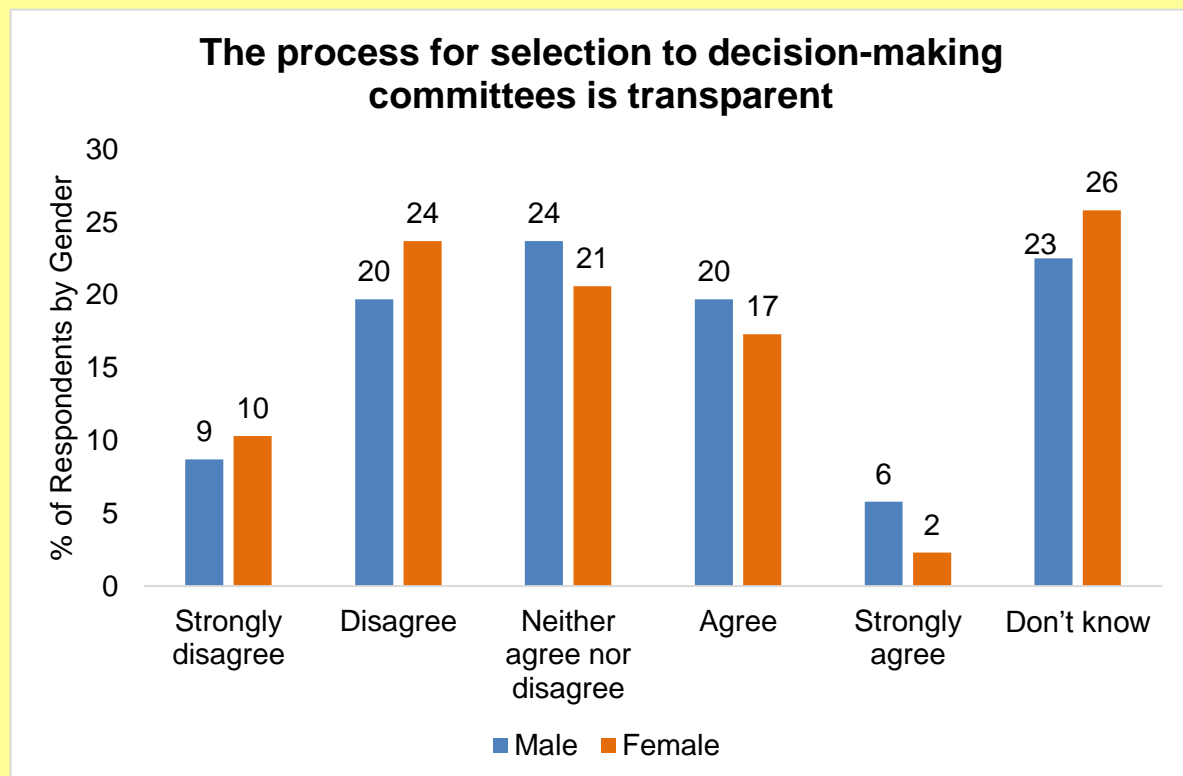
55. The process for selection to decision-making committees is transparent.

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	15	8.7	40	10.3	3	21.4	58	10.1
<b>Disagree</b>	34	19.7	92	23.7	2	14.3	128	22.3
<b>Neither agree nor disagree</b>	41	23.7	80	20.6	2	14.3	123	21.4
<b>Agree</b>	34	19.7	67	17.3	3	21.4	104	18.1
<b>Strongly agree</b>	10	5.8	9	2.3	1	7.1	20	3.5
<b>Don't know</b>	39	22.5	100	25.8	3	21.4	142	24.7
<b>Total</b>	<b>173</b>		<b>388</b>		<b>14</b>		<b>575</b>	

**NOTE:** The following narrative has been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), neither agree nor disagree, and don't know.

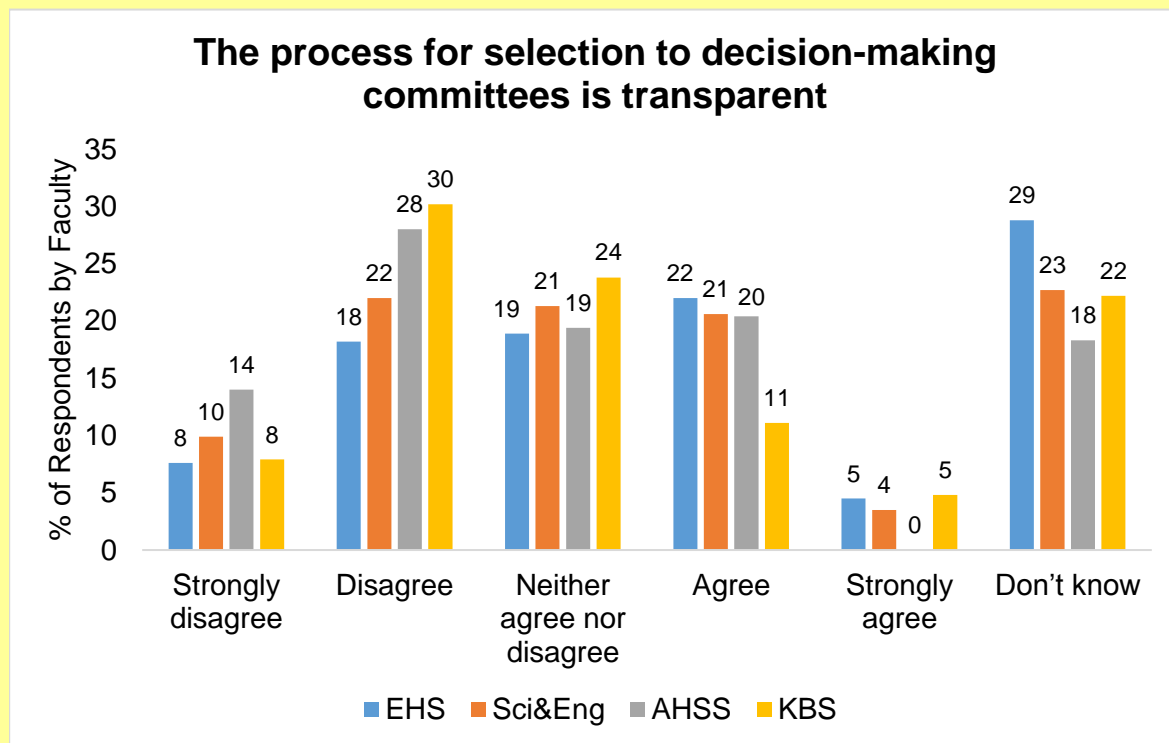
**The process for selection to decision-making committees is transparent.**

Approximately 1 in 4 males (28.4%) disagreed to some degree (either “disagree” or “strongly disagree”) with the above statement, relative to 1 in 3 females and those categorised as Other (34.0% and 35.7% [ $n = 5$ ], respectively). The largest proportion of male responses corresponded to “neither agree nor disagree” (23.7%), while the largest proportion of female responses suggested that they “don't know” (25.8%). The largest proportion of responses for those categorised as Other were split across “strongly disagree”, “agree”, and “don't know” (21.4%,  $n = 3$ ). Overall, the largest proportion of responses suggested that respondents “don't know” (24.7%).





There were notable interfaculty differences in terms of agreement that the selection process for decision-making committees is transparent. Approximately 1 in 4 EHS/Science and Engineering staff (26.5% and 24.1%, respectively) agreed to some degree that the selection process is transparent, relative to 1 in 5 AHSS staff (20.4%) and 1 in 6 KBS staff (15.9%). Overall, the largest proportion of responses fell under “disagree” across AHSS (28.0%) and KBS (30.2%) faculties. Of note, the largest proportion of EHS and Science and Engineering responses fell under “don’t know” (28.8% and 22.7%, respectively).



56.

*I sit on a University committee*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	59	38.3	106	31.7	2	22.2	167	33.6
<b>No</b>	95	61.7	228	68.3	7	77.8	330	66.4
<b>Total</b>	<b>154</b>		<b>334</b>		<b>9</b>		<b>497</b>	

*I sit on a Faculty committee*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	68	43.9	109	32.9	3	30.0	180	36.3
<b>No</b>	87	56.1	222	67.1	7	70.0	316	63.7
<b>Total</b>	<b>155</b>		<b>331</b>		<b>10</b>		<b>496</b>	

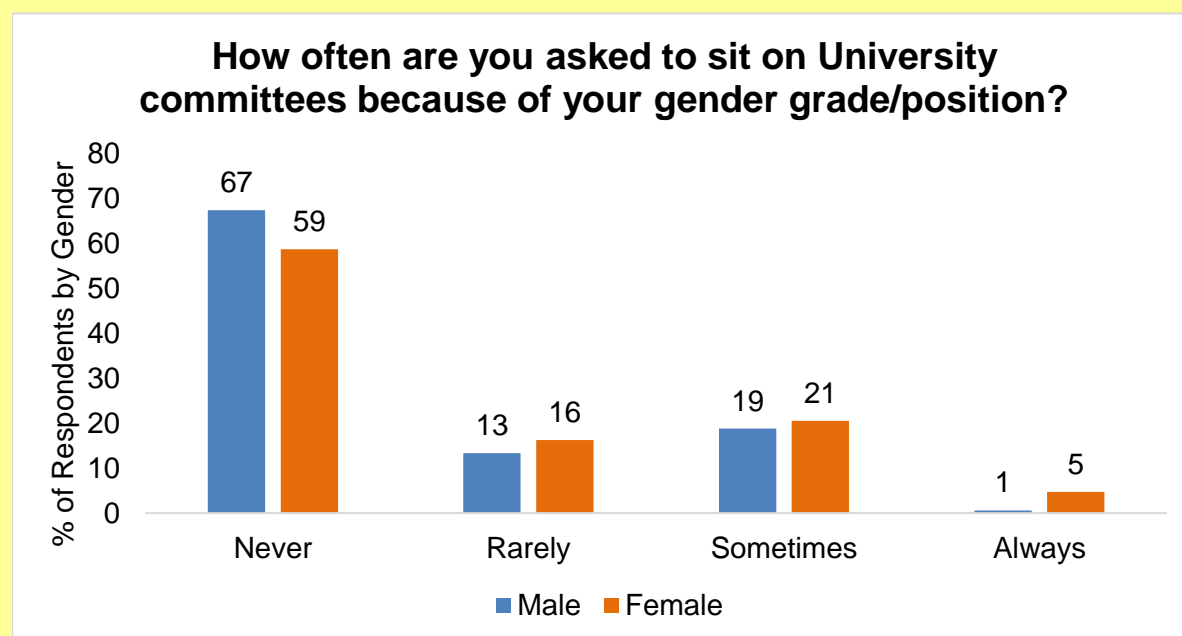
*I sit on a Department/School committee*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	94	59.5	197	56.1	5	50.0	296	57.0
<b>No</b>	64	40.5	154	43.9	5	50.0	223	43.0
<b>Total</b>	<b>158</b>		<b>351</b>		<b>10</b>		<b>519</b>	

57. How often are you asked to sit on University committees because of your gender grade/position?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Never</b>	111	67.3	214	58.6	5	45.5	330	61.0
<b>Rarely</b>	22	13.3	59	16.2	1	9.1	82	15.2
<b>Sometimes</b>	31	18.8	75	20.5	3	27.3	109	20.1
<b>Always</b>	1	0.6	17	4.7	2	18.2	20	3.7
<b>Total</b>	<b>165</b>		<b>365</b>		<b>11</b>		<b>541</b>	

The majority of males (67.3%) and females (58.6%) reported that they are never asked to sit on University committees because of their gender grade/position. While the largest proportion of responses for those categorised as Other also corresponded to “never” (45.5%,  $n = 5$ ), almost 1 in 5 believed that their position on University committees was “always” because of their gender grade/position (18.2%,  $n = 2$ ).



## Workload

58. My Faculty/Department operates an effective Workload Model.

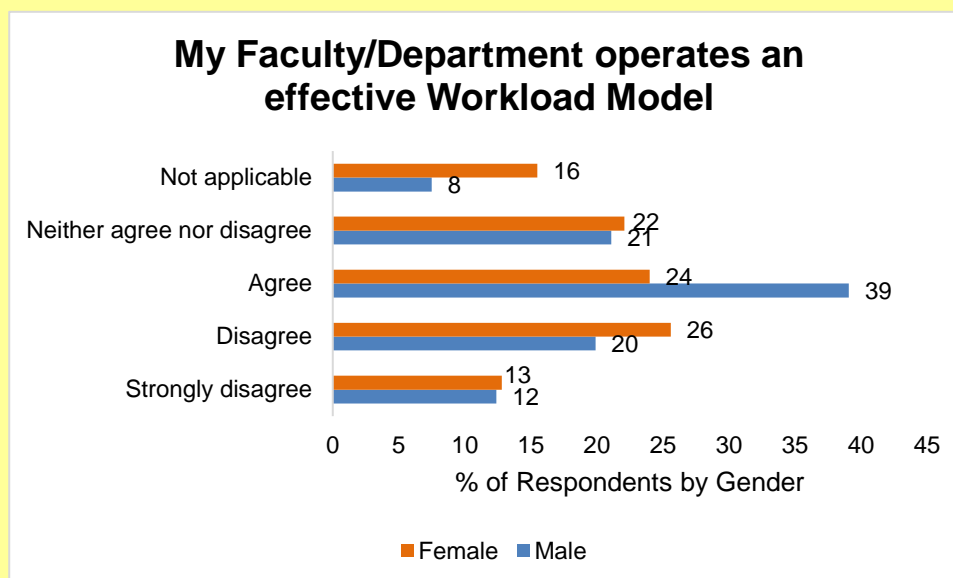
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	20	12.4	48	12.8	8	61.5	76	13.8
<b>Disagree</b>	32	19.9	96	25.6	2	15.4	130	23.7
<b>Agree</b>	63	39.1	90	24.0	1	7.7	154	28.1
<b>Neither agree nor disagree</b>	34	21.1	83	22.1	1	7.7	118	21.5
<b>Not applicable</b>	12	7.5	58	15.5	1	7.7	71	12.9
<b>Total</b>	<b>161</b>		<b>375</b>		<b>13</b>		<b>549</b>	

*Note: There was no option to select "strongly agree" for this question.*

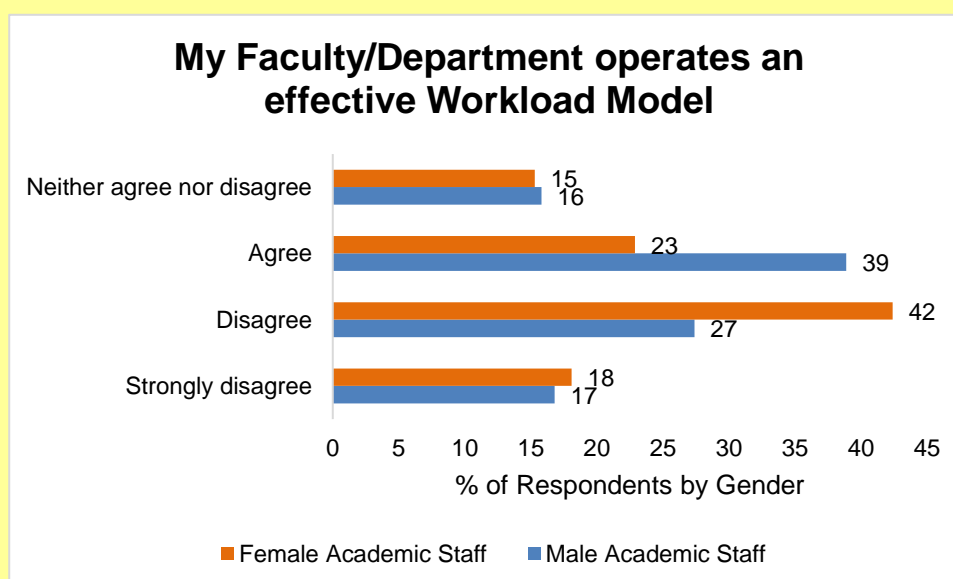
	Academic Staff		Research Staff		Admin & Prof		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	45	18.4	1	2.6	20	9.4	66	13.3
<b>Disagree</b>	89	36.3	6	15.8	28	13.2	123	24.9
<b>Agree</b>	71	29	6	15.8	69	32.5	146	29.5
<b>Neither agree nor disagree</b>	37	15.1	14	36.8	49	23.1	100	20.2
<b>Not applicable</b>	3	1.2	11	28.9	46	21.7	60	12.1
<b>Total</b>	<b>245</b>		<b>38</b>		<b>212</b>		<b>495</b>	

*Note: 54 of the 549 respondents to this question did not state whether they were academic, research or administrative and professional staff. The above table by staff type excludes these respondents.*

Overall, a notably higher percentage of males than females agreed that their Faculty/Department operates an effective Workload Model, with 39.1% of males agreeing with the statement, compared with 24% of females. The largest proportion of males (39.1%) agreed with the statement, whereas the largest proportion of females (38.4%) disagreed that their faculty/department operates an effective workload model. Notably, the majority (61.5%,  $n=8$ ) of those categorised as Other strongly disagreed that their Faculty/Department operates an effective Workload Model.



For academic staff, the majority of females (60.5%) disagreed to some degree with the statement, relative to 44.2% of males. As such, the largest proportion of both males and females disagreed to some degree their faculty/department operates an effective workload model. Notably, 83.3% of academic staff categorised as Other also disagreed to some degree with this statement.



59. My Division Director/Line Manager allocates workload effectively through the PDRS (Performance Development Review System).

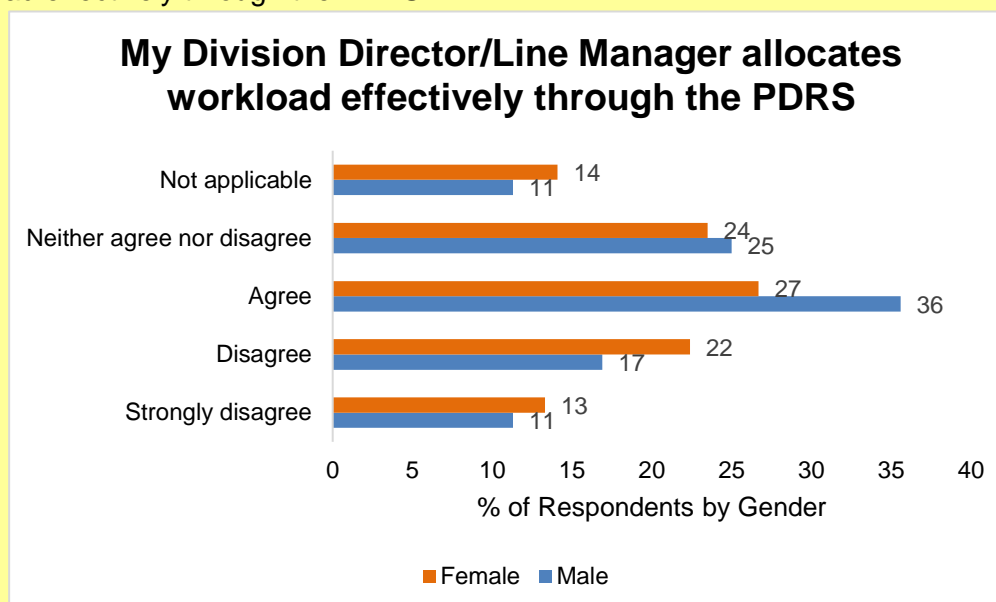
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	18	11.3	50	13.3	6	42.9	74	13.5
<b>Disagree</b>	27	16.9	84	22.4	2	14.3	113	20.6
<b>Agree</b>	57	35.6	100	26.7	2	14.3	159	29.0
<b>Neither agree nor disagree</b>	40	25.0	88	23.5	3	21.4	131	23.9
<b>Not applicable</b>	18	11.3	53	14.1	1	7.1	72	13.1
<b>Total</b>	<b>160</b>		<b>375</b>		<b>14</b>		<b>549</b>	

*Note: There was no option to select "strongly agree" for this question.*

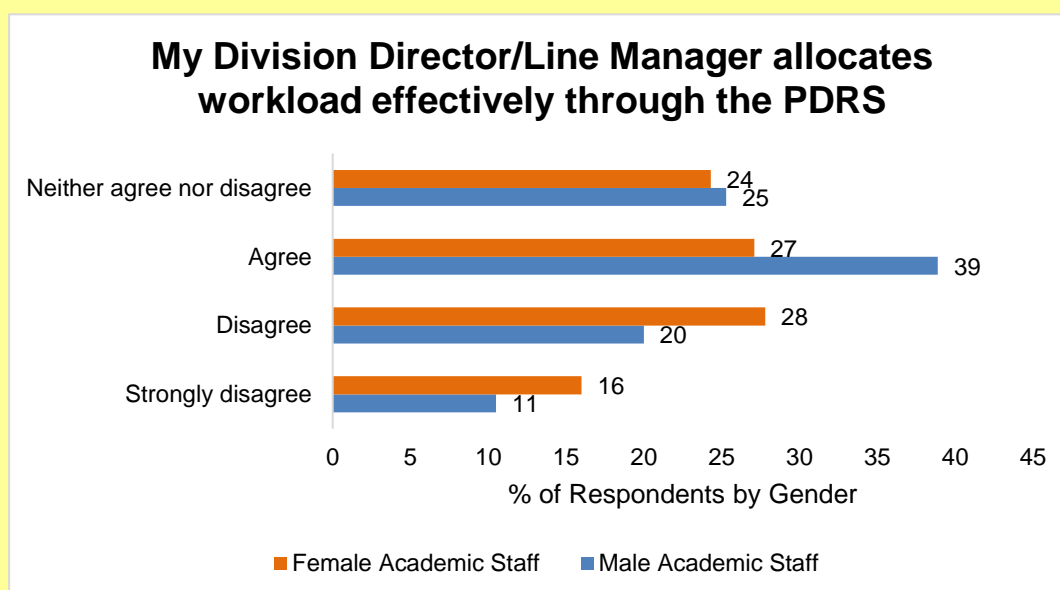
	Academic Staff		Research Staff		Admin & Prof		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	34	13.9	4	10.8	28	13.3	66	13.4
<b>Disagree</b>	60	24.5	-	-	48	22.7	108	21.9
<b>Agree</b>	77	31.4	6	16.2	67	31.8	150	30.4
<b>Neither agree nor disagree</b>	62	25.3	9	24.3	43	20.4	114	23.1
<b>Not applicable</b>	12	4.9	18	48.6	25	11.8	55	11.2
<b>Total</b>	<b>245</b>		<b>37</b>		<b>211</b>		<b>493</b>	

*Note: 56 of the 549 respondents to this question did not state whether they were academic, research or administrative and professional staff. The above table by staff type excludes these respondents.*

Overall, a notably higher percentage of males (35.6%) than females (26.7%) or Others (14.3%,  $n=2$ ) agreed that their Division Director/Line Manager allocates workload effectively through the PDRS. The largest proportion of males (35.6%) agreed with the statement, whereas the largest proportion of females (35.7%) and the majority of Others (57.2%) disagreed to some degree that their Division Director/Line Manager allocates workload effectively through the PDRS.



Similarly for academic staff, the largest proportion of males (38.9%) agreed with the statement, whereas the largest proportion of females (43.8%) disagreed to some degree that their Division Director/Line Manager allocates workload effectively through the PDRS.

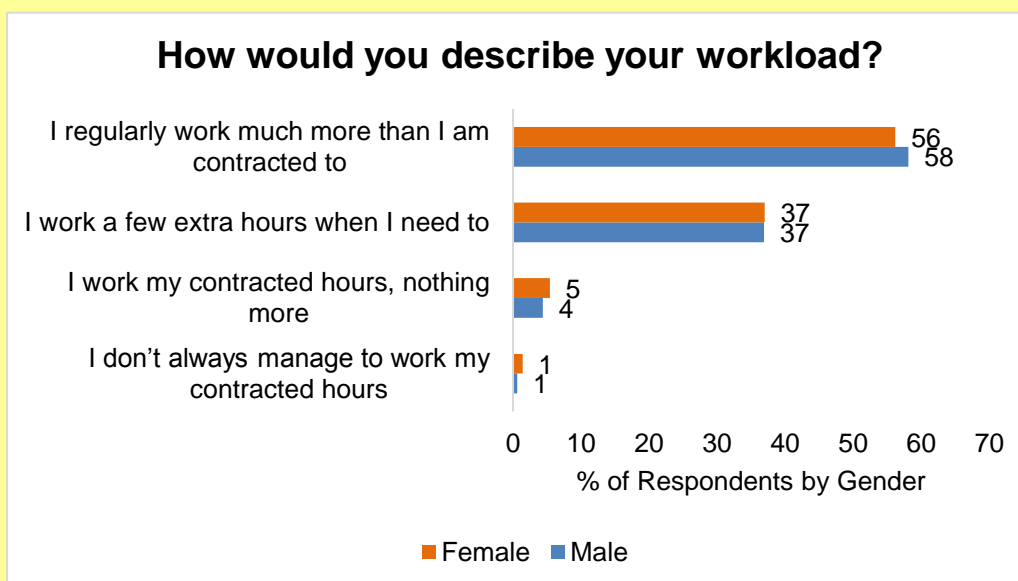


60. How would you describe your workload?

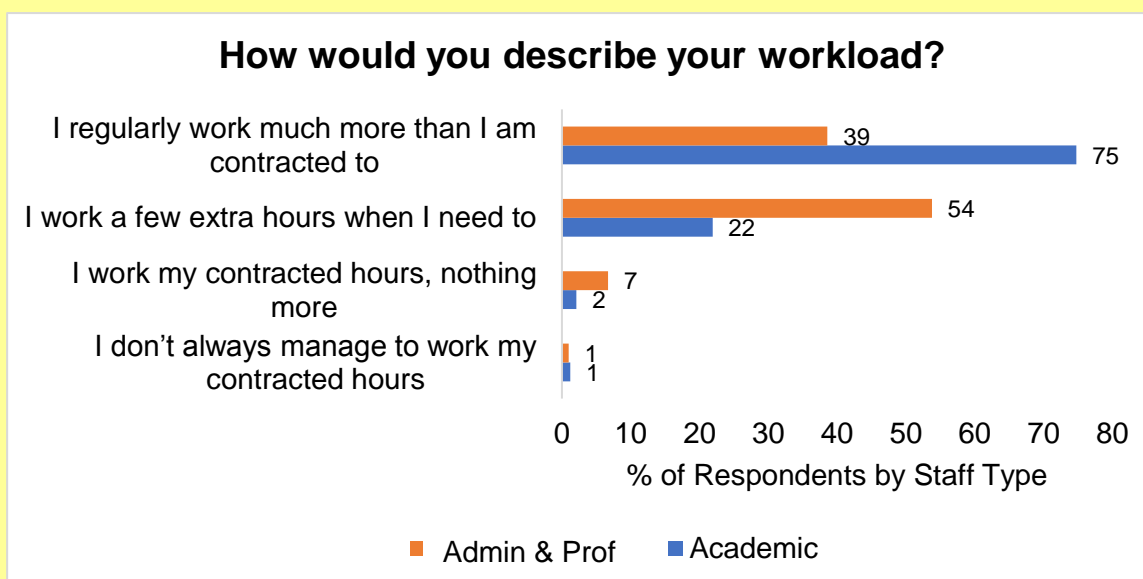
	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I don't always manage to work my contracted hours</b>	1	0.6	5	1.4	-	-	6	1.1
<b>I work my contracted hours, nothing more</b>	7	4.4	20	5.4	-	-	27	5.0
<b>I work a few extra hours when I need to</b>	59	36.9	137	37.0	5	38.5	201	37.0
<b>I regularly work much more than I am contracted to</b>	93	58.1	208	56.2	8	61.5	309	56.9
<b>Total</b>	<b>160</b>		<b>370</b>		<b>13</b>		<b>543</b>	



Overall, the majority of respondents report working much more than their contracted hours (56.9%), or working a few extra hours when they need to (37.0%). This trend is evident for males, females and those categorised as Other.



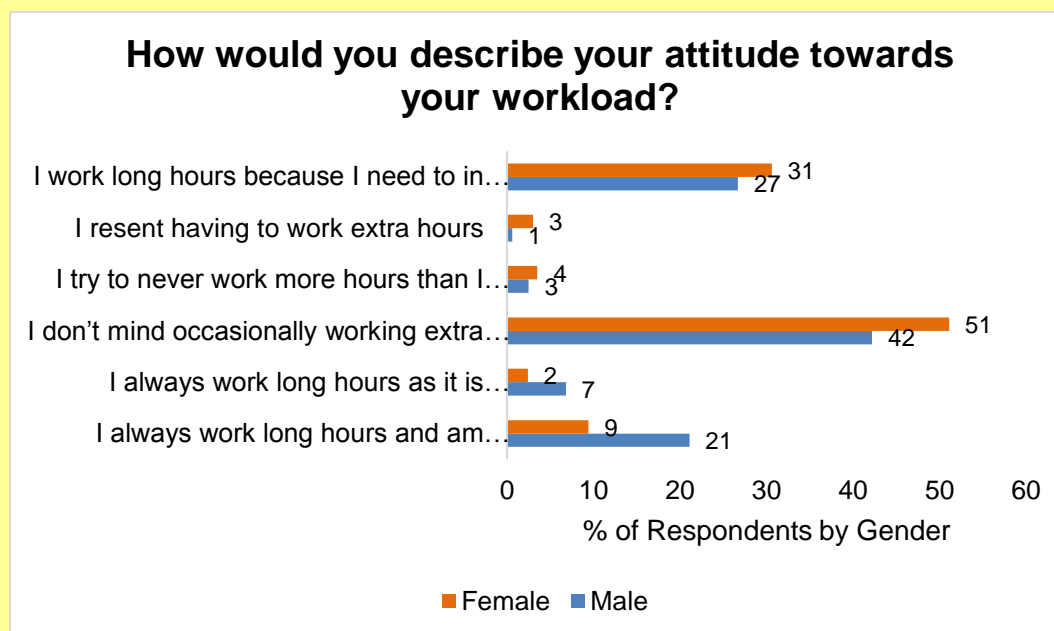
There was a notable difference between academic and administrative and professional staff, however, with a higher percentage of academic staff regularly working much more than their contracted hours.



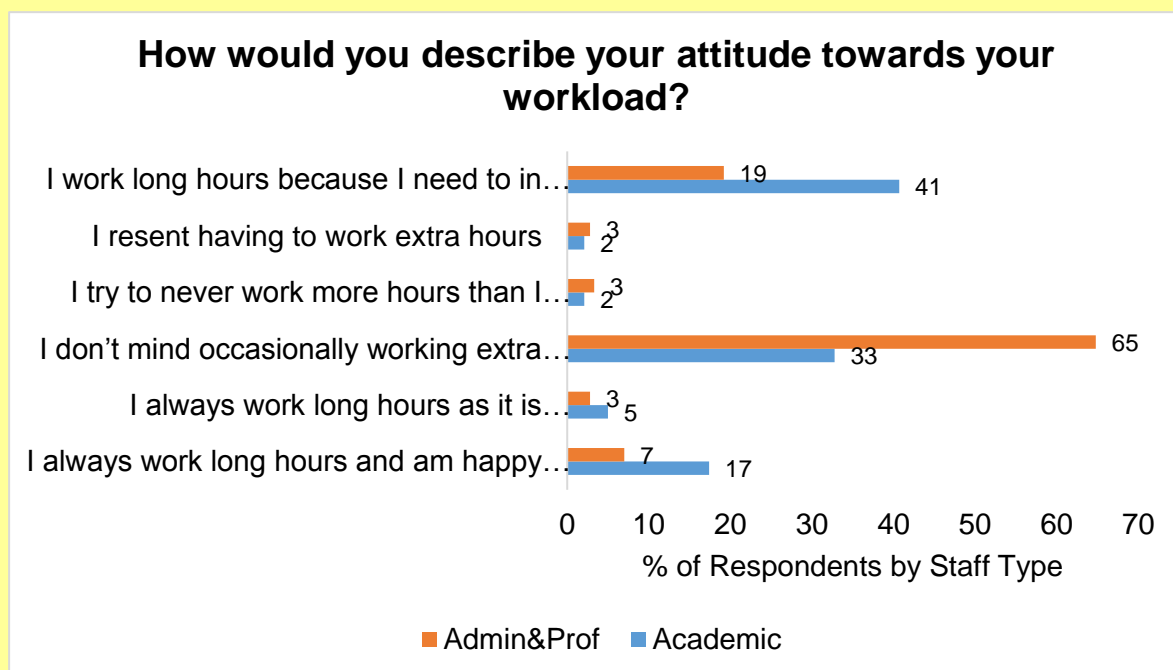
61. How would you describe your attitude towards your workload?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I always work long hours and am happy to do so</b>	34	21.1	35	9.4	2	15.4	71	13.0
<b>I always work long hours as it is expected of me</b>	11	6.8	9	2.4	-	-	20	3.7
<b>I don't mind occasionally working extra hours</b>	68	42.2	190	51.1	3	23.1	261	47.8
<b>I try to never work more hours than I am contracted to</b>	4	2.5	13	3.5	-	-	17	3.1
<b>I resent having to work extra hours</b>	1	0.6	11	3.0	1	7.7	13	2.4
<b>I work long hours because I need to in order to get my work done</b>	43	26.7	114	30.6	7	53.8	164	30.0
<b>Total</b>	<b>161</b>		<b>372</b>		<b>13</b>		<b>546</b>	

The largest proportions of both males (42.2%) and females (51.1%) stated that they do not mind occasionally working extra hours. Comparatively, the largest proportion of those categorised as Other (53.8%,  $n=7$ ) stated that they work long hours because they need to in order to get their work done. A notably higher percentage of males (21.1%) than females (9.4%) or Others (15.4%) reported being happy to work long hours.



The largest proportion of responses from academic staff corresponded to “I work long hours because I need to in order to get my work done” (40.7%), relative to administrative and professional staff who were more likely to select “I don’t mind occasionally working extra hours” (64.8%).



62. Any work I do in excess of my contracted hours is recognised and appreciated by my Line Manager.

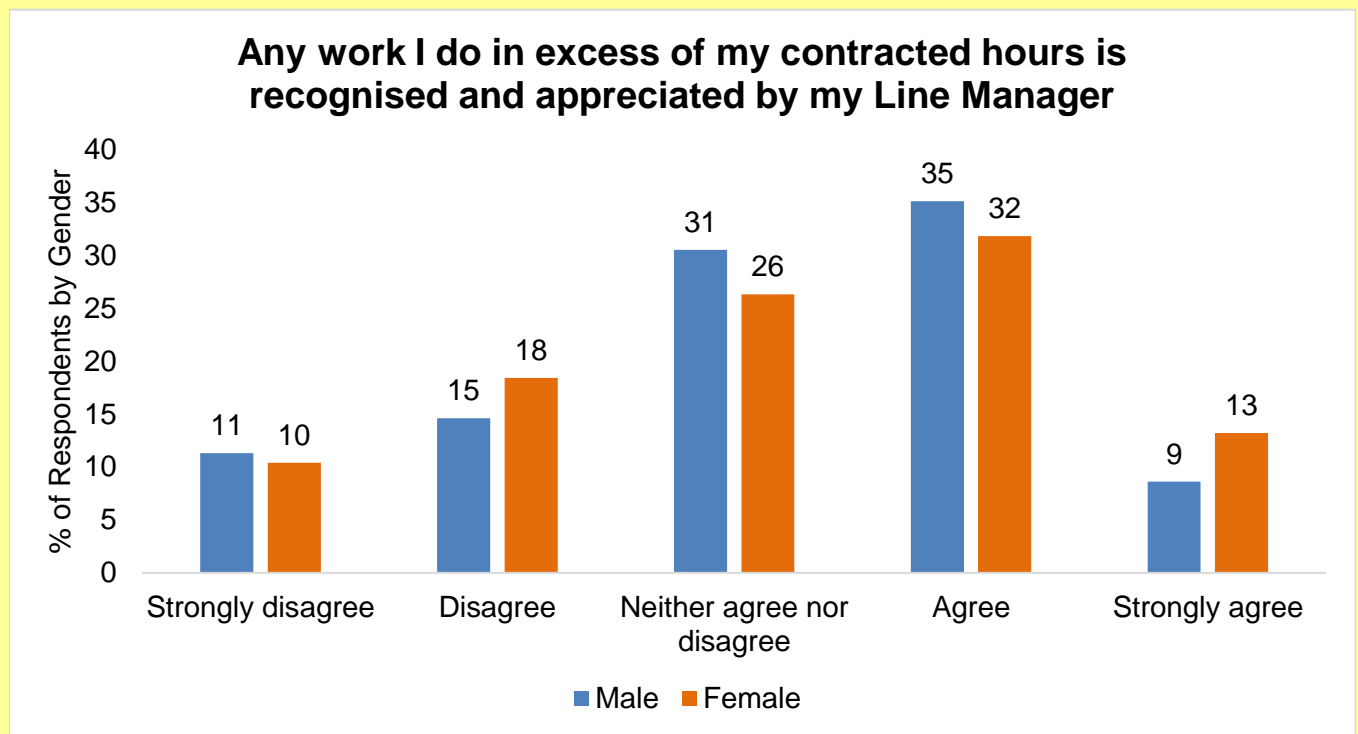
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	17	11.3	38	10.4	8	57.1	63	11.9
<b>Disagree</b>	22	14.6	67	18.4	1	7.1	90	17.0
<b>Neither agree nor disagree</b>	46	30.5	96	26.3	3	21.4	145	27.3
<b>Agree</b>	53	35.1	116	31.8	2	14.3	171	32.3
<b>Strongly agree</b>	13	8.6	48	13.2	-	-	61	11.5
<b>Total</b>	<b>151</b>		<b>365</b>		<b>14</b>		<b>530</b>	

*Note: 24 respondents (12 males and 12 females) selected N/A to this question and were excluded from calculations.*

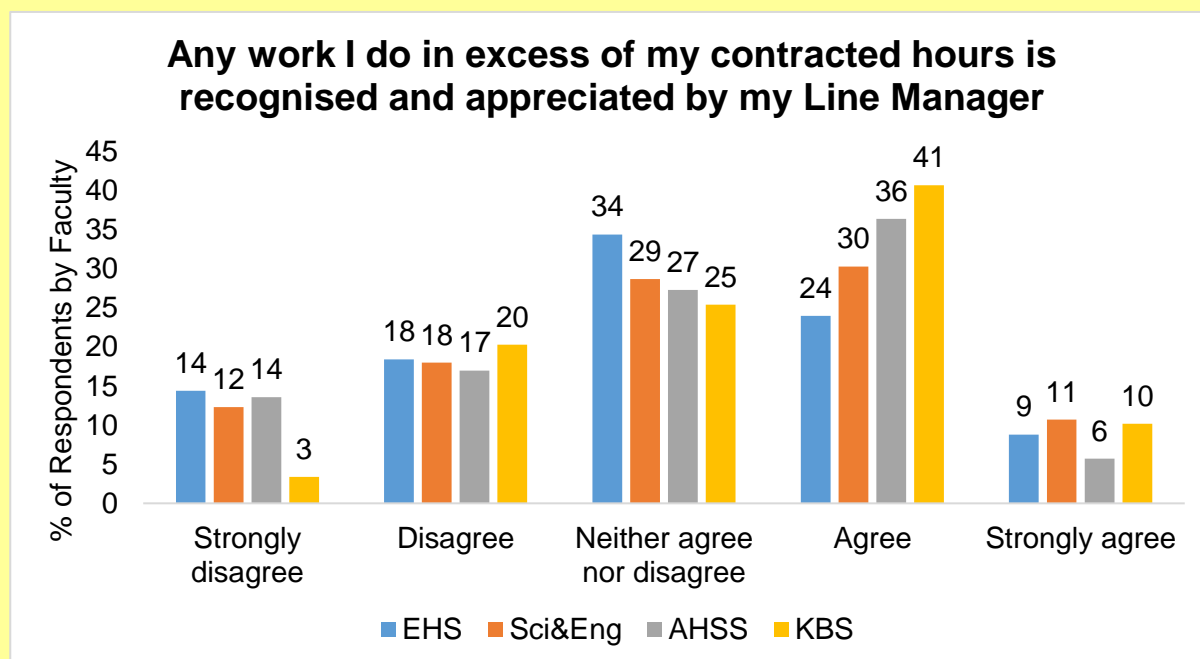
**NOTE:** The following narrative has been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

**Any work I do in excess of my contracted hours is recognised and appreciated by my Line Manager**

Approximately 1 in 4 males (25.9%) and females (28.8%) disagreed to some degree (either “disagree” or “strongly disagree”) with the above statement, relative to 64.2% ( $n = 9$ ) of those who were categorised as Other. The largest proportion of male and female responses corresponded to “agree” (35.1% and 31.8%, respectively). Of note, at least 1 in 4 females (26.3%) and 1 in 3 males (30.5%) suggested that they were of no strong opinion and “neither agree nor disagree” with the above statement.



There were notable interfaculty differences in terms of the agreement for whether excess hours are recognised and appreciated by Line Managers. The majority of KBS staff agree to some degree (50.9%), relative to AHSS (42.1%), Science and Engineering (41.0%), and EHS staff (32.8%). Of note, >25% of respondents across all faculties “neither agree nor disagree” that excess hours are recognised and appreciated by Line Managers.



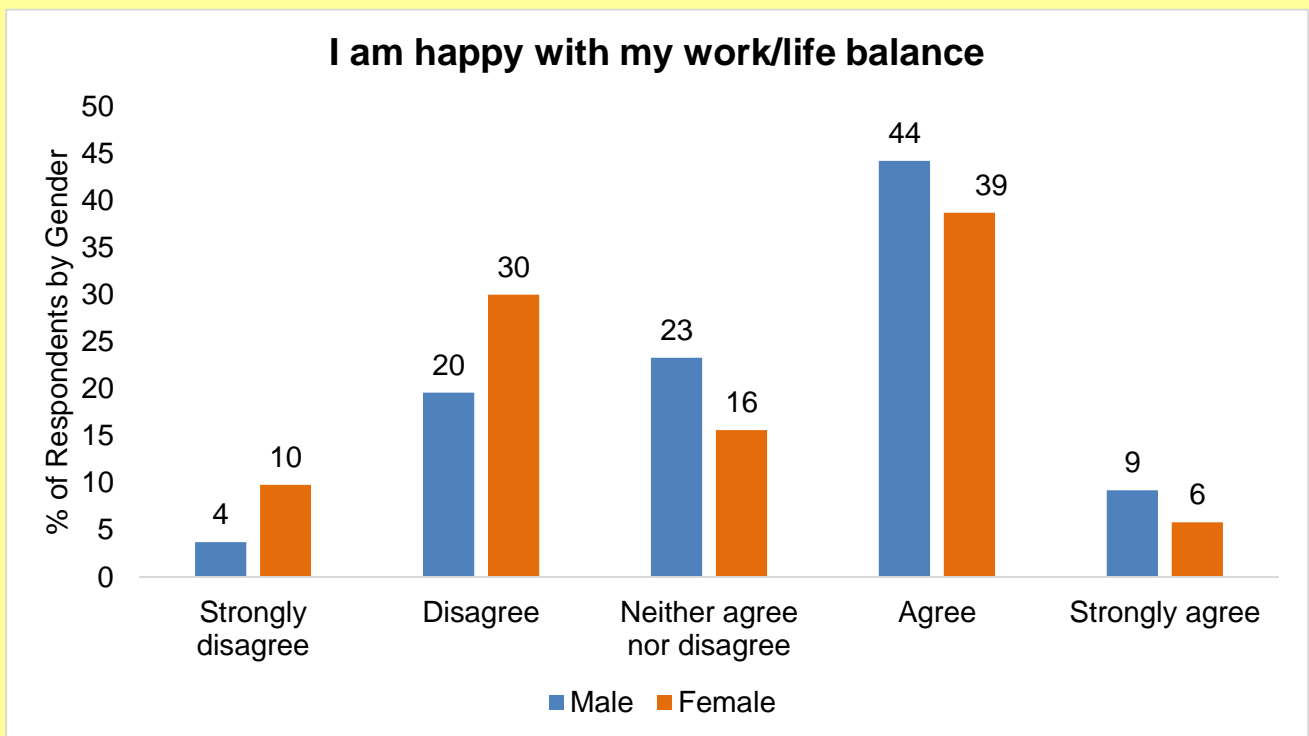
63. I am happy with my work/life balance.

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	6	3.7	37	9.8	3	21.4	46	8.3
<b>Disagree</b>	32	19.6	113	30.0	3	21.4	148	26.7
<b>Neither agree nor disagree</b>	38	23.3	59	15.6	4	28.6	101	18.2
<b>Agree</b>	72	44.2	146	38.7	2	14.3	220	39.7
<b>Strongly agree</b>	15	9.2	22	5.8	2	14.3	39	7.0
<b>Total</b>	<b>163</b>		<b>377</b>		<b>14</b>		<b>554</b>	

**NOTE:** The following narrative has been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

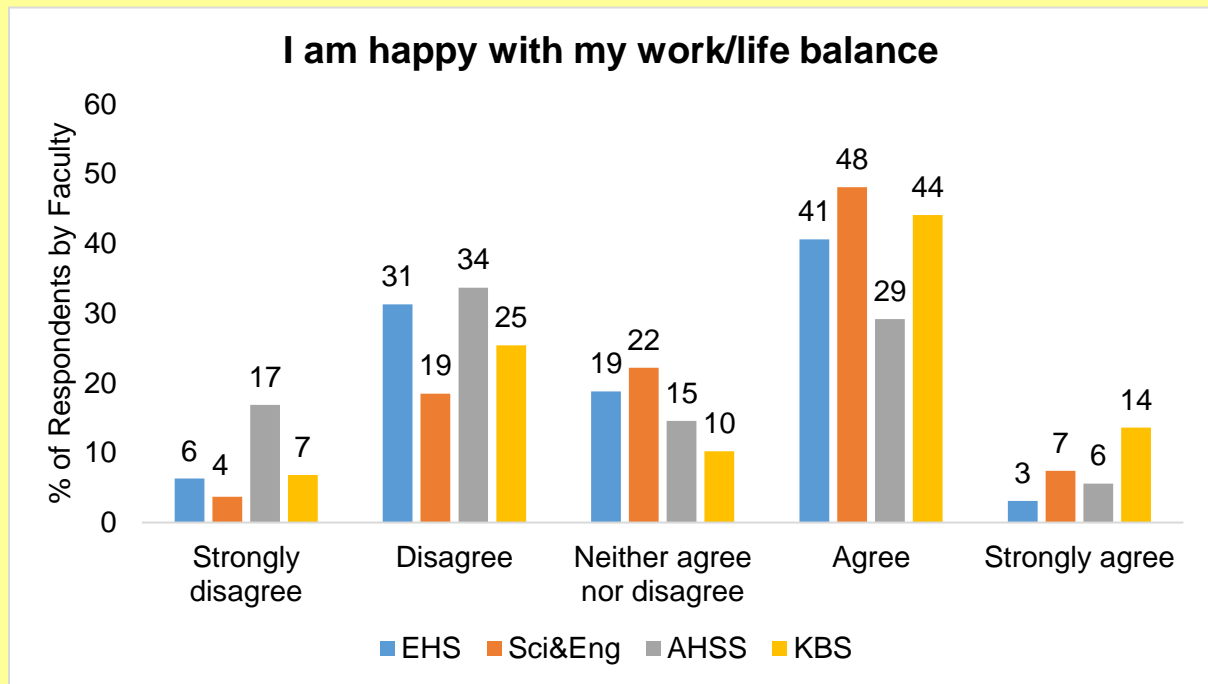
### **I am happy with my work/life balance**

Approximately 1 in 4 males (23.3%) disagreed to some degree (either “disagree” or “strongly disagree”) with the above statement, relative to 39.8% of females and 42.8% of those who were categorised as Other ( $n=6$ ). The largest proportion of male and female responses corresponded to “agree” (44.2% and 38.7%, respectively). Of note, at least 1 in 4 males and Other (23.3% and 28.6% ( $n=4$ ), respectively) and 1 in 7 females (15.6%) suggested that they “neither agree nor disagree” that they are happy with their work/life balance.





There were notable interfaculty differences in terms of the agreement for whether respondents were happy with their work/life balance. The majority of KBS (57.7%) and Science and Engineering (55.5%) staff agree to some degree that they are happy with their work/life balance, relative to EHS (43.7%) and AHSS (34.8%) staff. The largest proportion of responses across EHS, Science and Engineering, and KBS corresponded to “agree” (40.6%, 48.1%, and 44.1%, respectively), while the largest proportion of AHSS (33.7%) staff were more likely to “disagree” that they are happy with their work/life balance.



**NOTE:** Tables for the following questions, 64, 65 and 66, include responses from academic staff only. Although some non-academic staff responded, these responses were removed.

64. For academic members of staff: What proportion of your working time do you currently spend on each of the following activities?

(Total)

	More than I would like		About right		Less than I would like		N/A		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and Learning</b>	89	37.1	125	52.1	25	10.4	1	0.4	240
<b>Research and Scholarship</b>	10	4.2	49	20.5	176	73.6	4	1.7	239
<b>Civic Engagement</b>	9	3.9	108	46.4	81	34.8	35	15.0	233
<b>Academic Administration</b>	180	75.0	54	22.5	1	0.4	5	2.1	240
<b>Contribution to UL (e.g. role on committee etc.)</b>	47	19.9	140	59.3	34	14.4	15	6.4	236
<b>Internationalisation activities</b>	18	7.7	97	41.6	87	37.3	31	13.3	233
<b>Other activity</b>	14	12.7	26	23.6	15	13.6	55	50.0	110

*(Males)*

	More than I would like		About right		Less than I would like		N/A		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Teaching and Learning	29	30.9	54	57.4	11	11.7	-	-	94
Research and Scholarship	5	5.3	25	26.6	62	66.0	2	2.1	94
Civic Engagement	5	5.4	42	45.7	28	30.4	17	18.5	92
Academic Administration	67	71.3	23	24.5	-	-	4	4.3	94
Contribution to UL (e.g. role on committee etc.)	18	19.6	57	62.0	8	8.7	9	9.8	92
Internationalisation activities	5	5.6	40	44.4	29	32.2	16	17.8	90
Other activity	3	6.7	13	28.9	2	4.4	27	60.0	45

*(Females)*

	More than I would like		About right		Less than I would like		N/A		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Teaching and Learning	57	40.7	68	48.6	14	10.0	1	0.7	140
Research and Scholarship	4	2.9	22	15.8	111	79.9	2	1.4	139
Civic Engagement	3	2.2	63	46.7	52	38.5	17	12.6	135
Academic Administration	110	78.6	28	20.0	1	0.7	1	0.7	140
Contribution to UL (e.g. role on committee etc.)	28	20.3	78	56.5	26	18.8	6	4.3	138
Internationalisation activities	12	8.8	55	40.1	55	40.1	15	10.9	137
Other activity	9	15.0	13	21.7	12	20.0	26	43.3	60

*(Others)*

	<b>More than I would like</b>		<b>About right</b>		<b>Less than I would like</b>		<b>N/A</b>		<b>Total</b>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and Learning</b>	3	50.0	3	50.0	-	-	-	-	6
<b>Research and Scholarship</b>	1	16.7	2	33.3	3	50.0	-	-	6
<b>Civic Engagement</b>	1	16.7	3	50.0	1	16.7	1	16.7	6
<b>Academic Administration</b>	3	50.0	3	50.0	-	-	-	-	6
<b>Contribution to UL (e.g. role on committee etc.)</b>	1	16.7	5	83.3	-	-	-	-	6
<b>Internationalisation activities</b>	1	16.7	2	33.3	3	50.0	-	-	6
<b>Other activity</b>	2	40.0	-	-	1	20.0	2	40.0	5

65. For academic members of staff: Which of the following activities do you perceive to be important to advance your career?

(Total)

	Not Important		Slightly Important		Moderately Important		Important		Very Important		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and Learning</b>	21	8.9	42	17.7	66	27.8	65	27.4	43	18.1	237
<b>Research and Scholarship</b>	2	0.8	1	0.4	7	2.9	23	9.6	207	86.3	240
<b>Civic Engagement</b>	24	10.3	67	28.6	71	30.3	57	24.4	15	6.4	234
<b>Academic Administration</b>	34	14.7	58	25.1	73	31.6	56	24.2	10	4.3	231
<b>Contribution to UL (e.g. role on committee etc.)</b>	13	5.5	33	13.9	60	25.3	88	37.1	43	18.1	237
<b>Internationalisation activities</b>	13	5.5	36	15.3	56	23.8	83	35.3	47	20.0	235

(Males)

	Not Important		Slightly Important		Moderately Important		Important		Very Important		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and Learning</b>	9	9.6	14	14.9	27	28.7	29	30.9	15	16.0	94
<b>Research and Scholarship</b>	1	1.1	1	1.1	3	3.2	14	14.9	75	79.8	94
<b>Civic Engagement</b>	14	14.9	30	31.9	28	29.8	20	21.3	2	2.1	94
<b>Academic Administration</b>	9	9.7	25	26.9	33	35.5	22	23.7	4	4.3	93
<b>Contribution to UL (e.g. role on committee etc.)</b>	8	8.6	19	20.4	22	23.7	33	35.5	11	11.8	93
<b>Internationalisation activities</b>	8	8.6	22	23.7	16	17.2	36	38.7	11	11.8	93

*(Females)*

	Not Important		Slightly Important		Moderately Important		Important		Very Important		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and Learning</b>	11	8.0	28	20.4	39	28.5	33	24.1	26	19.0	137
<b>Research and Scholarship</b>	-	-	-	-	4	2.9	8	5.7	128	91.4	140
<b>Civic Engagement</b>	10	7.5	37	27.6	40	29.9	35	26.1	12	9.0	134
<b>Academic Administration</b>	24	18.2	32	24.2	38	28.8	32	24.2	6	4.5	132
<b>Contribution to UL (e.g. role on committee etc.)</b>	4	2.9	14	10.1	36	26.1	54	39.1	30	21.7	138
<b>Internationalisation activities</b>	4	2.9	14	10.3	37	27.2	46	33.8	35	25.7	136

*(Others)*

	Not Important		Slightly Important		Moderately Important		Important		Very Important		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and Learning</b>	1	16.7	-	-	-	-	3	50.0	2	33.3	6
<b>Research and Scholarship</b>	1	16.7	-	-	-	-	1	16.7	4	66.7	6
<b>Civic Engagement</b>	-	-	-	-	3	50.0	2	33.3	1	16.7	6
<b>Academic Administration</b>	1	16.7	1	16.7	2	33.3	2	33.3	-	-	6
<b>Contribution to UL (e.g. role on committee etc.)</b>	1	16.7	-	-	2	33.3	1	16.7	2	33.3	6
<b>Internationalisation activities</b>	1	16.7	-	-	3	50.0	1	16.7	1	16.7	6

66. For academic members of staff: please tick the following relevant statements: *(Total)*

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Don't know		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and learning is valued in my department.</b>	21	8.8	25	10.5	28	11.7	108	45.2	56	23.4	1	0.4	239
<b>I am recognised for my contributions and achievements for teaching and learning in my department.</b>	20	8.4	36	15.1	57	23.9	92	38.7	28	11.8	5	2.1	238
<b>Administrative and other non-academic tasks are valued in my department.</b>	22	9.2	55	23.0	54	22.6	81	33.9	24	10.0	3	1.3	239
<b>I am recognised for my contributions and achievements in administrative tasks in my department.</b>	27	11.3	52	21.8	57	23.9	73	30.7	20	8.4	9	3.8	238
<b>Research is valued in my department.</b>	6	2.5	5	2.1	8	3.3	66	27.6	145	60.7	9	3.8	239
<b>I am recognised for my contributions and achievements in research in my department.</b>	11	4.7	28	11.9	49	20.8	82	34.7	57	24.2	9	3.8	236
<b>Undertaking outreach and knowledge transfer activities are valued in my department.</b>	11	4.6	32	13.4	57	23.9	85	35.7	42	17.6	11	4.6	238
<b>I am recognised for my contributions and achievements in outreach and knowledge transfer activities.</b>	17	7.2	35	14.8	90	38.1	55	23.3	20	8.5	19	8.1	236
<b>My work on Athena SWAN is recognised and valued in my Faculty/Department.*</b>	5	3.4	13	8.7	78	52.3	38	25.5	15	10.1	*	*	149

*\*Note: "Don't know" responses are omitted for the question, "My work on Athena SWAN is recognised and valued in my Faculty/Department" (n = 72). This is to ensure that results are not skewed by respondents who are not involved in Athena SWAN.*

*(Males)*

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Don't know		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Teaching and learning is valued in my department.	8	8.5	6	6.4	11	11.7	47	50.0	21	22.3	1	1.1	94
I am recognised for my contributions and achievements for teaching and learning in my department.	9	9.6	9	9.6	24	25.5	37	39.4	13	13.8	2	2.1	94
Administrative and other non-academic tasks are valued in my department.	8	8.5	12	12.8	24	25.5	39	41.5	10	10.6	1	1.1	94
I am recognised for my contributions and achievements in administrative tasks in my department.	11	11.7	12	12.8	27	28.7	31	33.0	10	10.6	3	3.2	94
Research is valued in my department.	-	-	1	1.1	4	4.3	34	36.2	53	56.4	2	2.1	94
I am recognised for my contributions and achievements in research in my department.	4	4.3	13	13.8	18	19.1	38	40.4	21	22.3	-	-	94
Undertaking outreach and knowledge transfer activities are valued in my department.	2	2.1	10	10.6	26	27.7	37	39.4	16	17.0	3	3.2	94
I am recognised for my contributions and achievements in outreach and knowledge transfer activities.	5	5.3	16	17.0	39	41.5	21	22.3	7	7.4	6	6.4	94
My work on Athena SWAN is recognised and valued in my Faculty/Department.*	3	4.9	6	9.8	29	47.5	16	26.2	7	11.5	*	*	61

\*Note: "Don't know" responses are omitted for the question, "My work on Athena SWAN is recognised and valued in my Faculty/Department" (n = 26). This is to ensure that results are not skewed by respondents who are not involved in Athena SWAN.



*(Females)*

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Don't know		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and learning is valued in my department.</b>	12	8.6	16	11.5	17	12.2	59	42.4	35	25.2	-	-	139
<b>I am recognised for my contributions and achievements for teaching and learning in my department.</b>	10	7.2	25	18.1	31	22.5	54	39.1	15	10.9	3	2.2	138
<b>Administrative and other non-academic tasks are valued in my department.</b>	12	8.6	41	29.5	29	20.9	41	29.5	14	10.1	2	1.4	139
<b>I am recognised for my contributions and achievements in administrative tasks in my department.</b>	15	10.9	38	27.5	28	20.3	41	29.7	10	7.2	6	4.3	138
<b>Research is valued in my department.</b>	4	2.9	3	2.2	4	2.9	30	21.6	91	65.5	7	5.0	139
<b>I am recognised for my contributions and achievements in research in my department.</b>	4	2.9	15	11.0	31	22.8	43	31.6	34	25.0	9	6.6	136
<b>Undertaking outreach and knowledge transfer activities are valued in my department.</b>	8	5.8	20	14.5	30	21.7	46	33.3	26	18.8	8	5.8	138
<b>I am recognised for my contributions and achievements in outreach and knowledge transfer activities.</b>	10	7.4	18	13.2	50	36.8	32	23.5	13	9.6	13	9.6	136
<b>My work on Athena SWAN is recognised and valued in my Faculty/Department.*</b>	1	1.2	7	8.1	48	55.8	22	25.6	8	9.3	*	*	86

\*Note: "Don't know" responses are omitted for the question, "My work on Athena SWAN is recognised and valued in my Faculty/Department" (n = 43). This is to ensure that results are not skewed by respondents who are not involved in Athena SWAN.

*(Others)*

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree		Don't know		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Teaching and learning is valued in my department.</b>	1	16.7	3	50.0	-	-	2	33.3	-	-	-	-	6
<b>I am recognised for my contributions and achievements for teaching and learning in my department.</b>	1	16.7	2	33.3	2	33.3	1	16.7	-	-	-	-	6
<b>Administrative and other non-academic tasks are valued in my department.</b>	2	33.3	2	33.3	1	16.7	1	16.7	-	-	-	-	6
<b>I am recognised for my contributions and achievements in administrative tasks in my department.</b>	1	16.7	2	33.3	2	33.3	1	16.7	-	-	-	-	6
<b>Research is valued in my department.</b>	2	33.3	1	16.7	-	-	2	33.3	1	33.3	-	-	6
<b>I am recognised for my contributions and achievements in research in my department.</b>	3	33.3	-	-	-	-	1	16.7	2	33.3	-	-	6
<b>Undertaking outreach and knowledge transfer activities are valued in my department.</b>	1	16.7	2	33.3	1	16.7	2	33.3	-	-	-	-	6
<b>I am recognised for my contributions and achievements in outreach and knowledge transfer activities.</b>	2	33.3	1	16.7	1	16.7	2	33.3	-	-	-	-	6
<b>My work on Athena SWAN is recognised and valued in my Faculty/Department.*</b>	1	50.0	-	-	1	50.0	-	-	-	-	*	*	2

\*Note: "Don't know" responses are omitted for the question, "My work on Athena SWAN is recognised and valued in my Faculty/Department" (n = 3). This is to ensure that results are not skewed by respondents who are not involved in Athena SWAN.

67. Do you have any other comments or suggestions for improvement about workload in your department?

Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.

## Flexible Working

68. I work flexibly (flexible working can include flexitime, shorter working year, personalised hours, working from home, etc.)

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	65	41.7	177	48.1	2	16.7	244	45.5
<b>No</b>	70	44.9	100	27.2	6	50.0	176	32.8
<b>I don't currently, but I have in the past</b>	6	3.8	21	5.7	1	8.3	28	5.2
<b>I don't currently but would like to in the future</b>	10	6.4	46	12.5	1	8.3	57	10.6
<b>Not available in my department</b>	5	3.2	24	6.5	2	16.7	31	5.8
<b>Total</b>	<b>156</b>		<b>368</b>		<b>12</b>		<b>536</b>	

69. I work part-time

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	10	6.7	45	12.5	4	33.3	59	11.3
<b>No</b>	136	91.3	276	76.5	5	41.7	417	79.9
<b>I don't currently, but I have in the past</b>	-	-	13	3.6	-	-	13	2.5
<b>I don't currently but would like to in the future</b>	1	0.7	19	5.3	2	16.7	22	4.2
<b>Not available in my department</b>	2	1.3	8	2.2	1	8.3	11	2.1
<b>Total</b>	<b>149</b>		<b>361</b>		<b>12</b>		<b>522</b>	

	Admin&Prof				Academic				Research			
	Male		Female		Male		Female		Male		Female	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	2	6.3	36	23.5	3	3.4	4	2.9	1	7.1	2	8
<b>No</b>	30	93.8	117	76.5	84	96.6	132	97.1	13	92.9	23	92

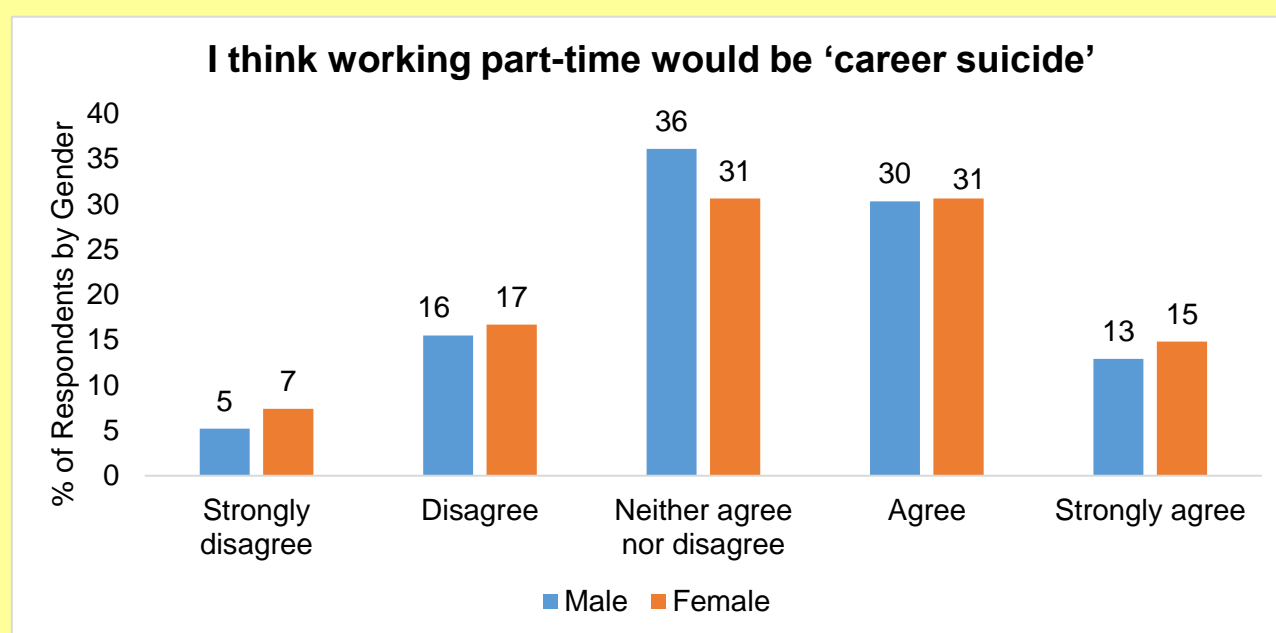
Note: "Yes" combines both "yes" and "I don't currently, but I have in the past" responses, and "No" combines both "no" and "I don't currently but would like to in the future" responses. "Not available in my department" responses were excluded.

70. I think working part-time would be 'career suicide'

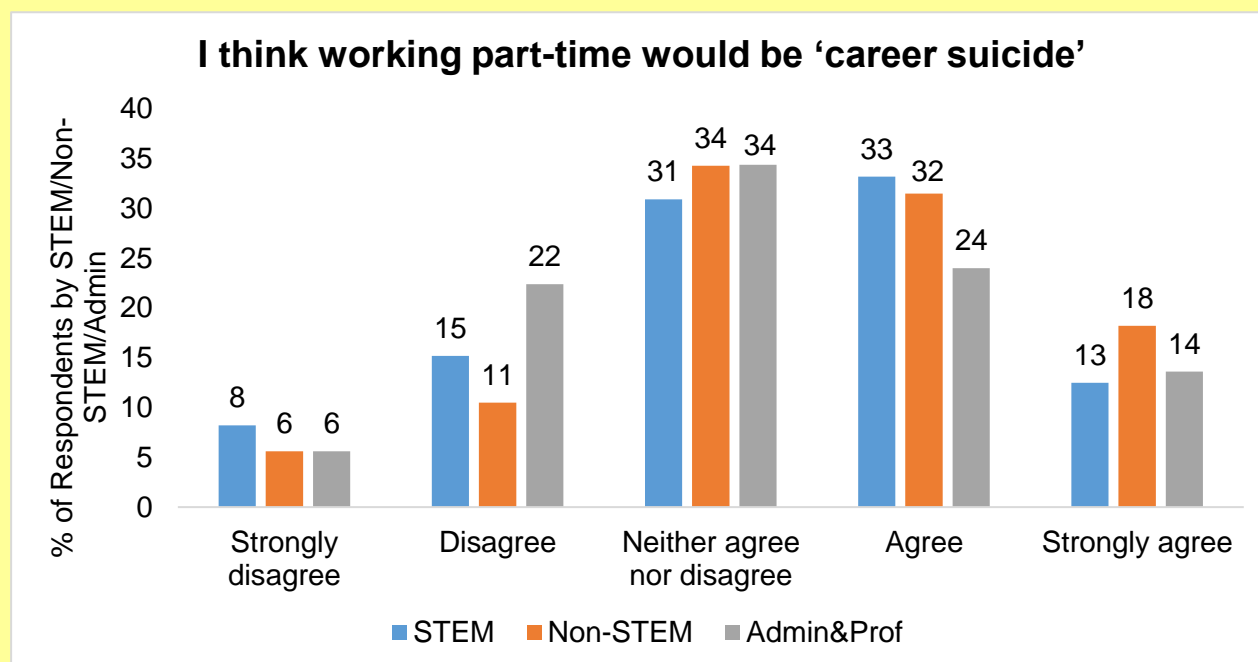
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	8	5.2	27	7.4	2	15.4	37	6.9
<b>Disagree</b>	24	15.5	61	16.7	1	7.7	86	16.1
<b>Neither agree nor disagree</b>	56	36.1	112	30.6	5	38.5	173	32.4
<b>Agree</b>	47	30.3	112	30.6	2	15.4	161	30.1
<b>Strongly agree</b>	20	12.9	54	14.8	3	23.1	77	14.4
<b>Total</b>	<b>155</b>		<b>366</b>		<b>13</b>		<b>534</b>	

**NOTE:** The following narratives have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

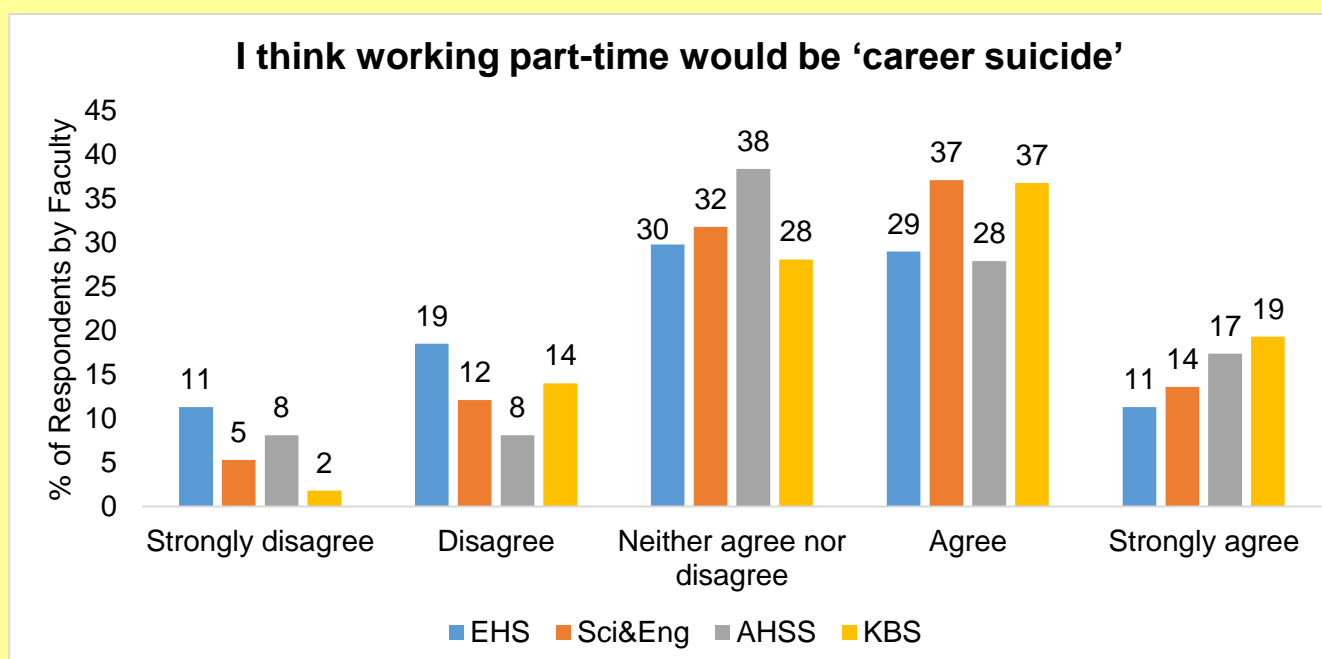
Overall, <25% of respondents disagreed to some degree with the statement “I think working part-time would be ‘career suicide’”. Just under half of the males (43.2%), females (45.4%), and Other (38.5%, *n*=5) who responded to this question agreed. However, the largest proportion of responses corresponded to “neither agree nor disagree”.



Differences were observed between STEM, Non-STEM, and administrative and professional staff in terms of their agreement for whether working part-time would be 'career suicide'. Approximately 1 in 4 administrative and professional staff (28%) and STEM staff (23.4%) disagreed to some degree, relative to 16.1% of Non-STEM staff. Almost 1 in every 2 Non-STEM staff (49.7%) agreed to some degree that working part-time would be 'career suicide', followed by 45.7% of STEM staff and 37.6% of administrative and professional staff who responded to this question.



There were notable interfaculty differences in terms of the agreement for whether working part-time would be 'career suicide'. KBS staff were more likely to agree to some degree that working part-time would be 'career suicide' (56.1%), relative to AHSS (45.3%), EHS (40.3%), or Science and Engineering (50.7%). Overall, the largest proportion of responses fell under "agree" across KBS and Science and Engineering faculties. For EHS and AHSS, the largest proportion of responses were "neither agree nor disagree."

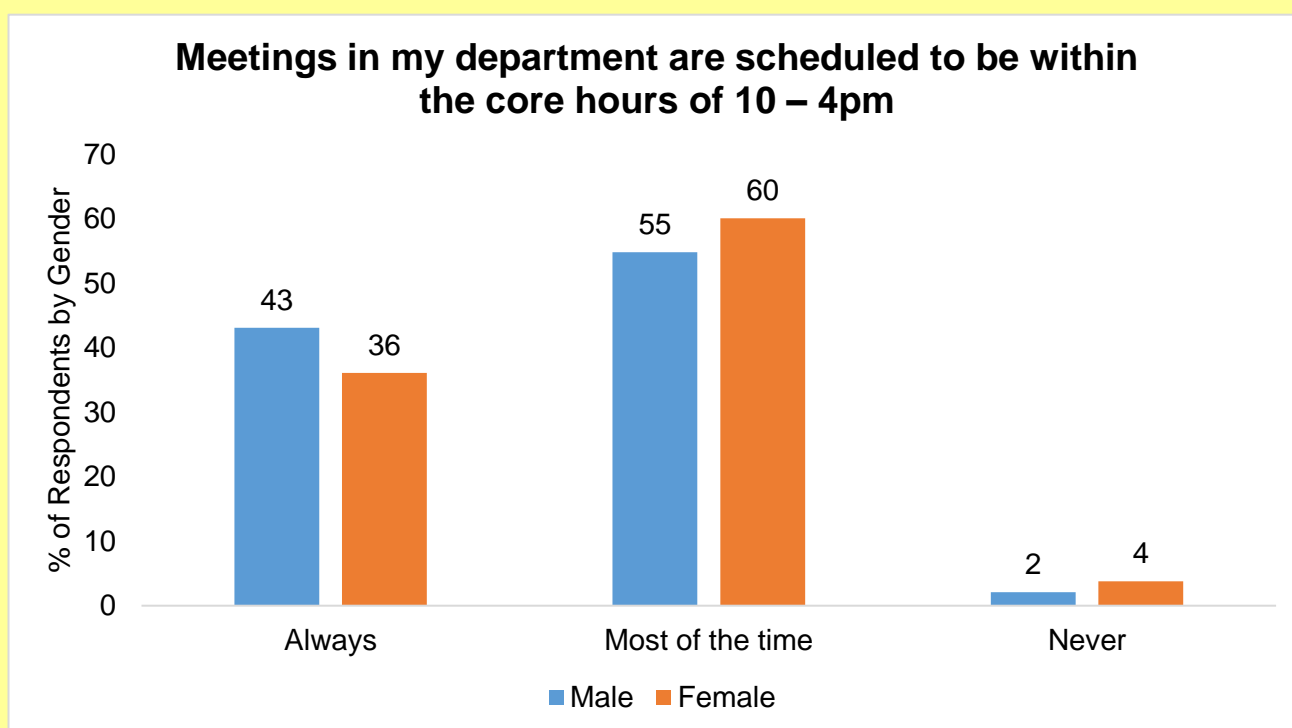


71. Meetings in my department are scheduled to be within the core hours of 10 – 4pm.

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Always</b>	63	43.1	125	36.1	2	18.2	190	37.8
<b>Most of the time</b>	80	54.8	208	60.1	8	72.7	296	58.8
<b>Never</b>	3	2.1	13	3.8	1	9.1	17	3.4
<b>Total</b>	<b>146</b>		<b>346</b>		<b>11</b>		<b>503</b>	

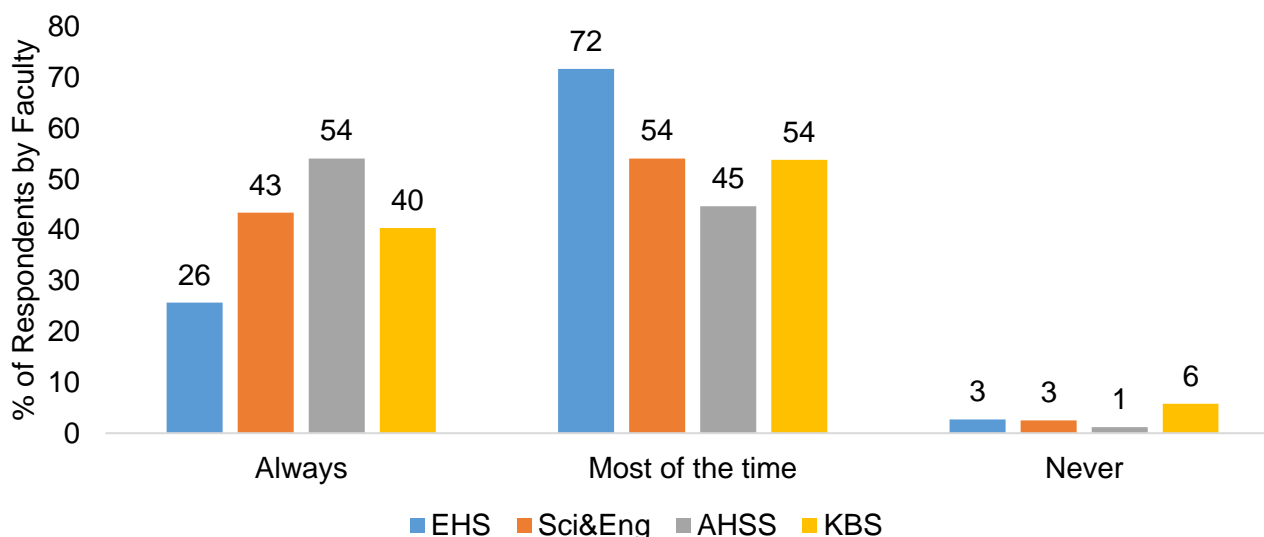
*Note: 41 respondents (11 males, 29 females, and 1 Other) selected “not sure / not applicable” to this question.*

The vast majority of males (97.9%) and females (96.2%) who responded to this question acknowledged that meetings were scheduled within the core hours of 10-4pm at least “most of the time” if not “always”.



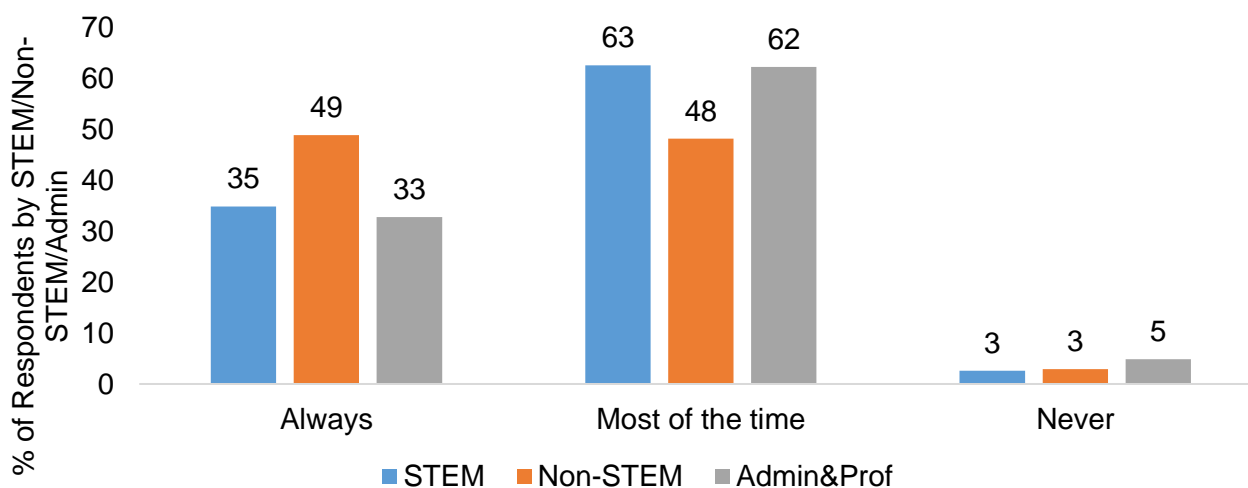
Overall, the vast majority of EHS (97.4%), Science and Engineering (97.5%), AHSS (98.8%), and KBS (94.2%) staff agreed that meetings were scheduled within the core hours of 10-4pm “most of the time”, if not “always”. There were, however, some interfaculty differences; the proportion of EHS staff (25.7%) who selected always was much lower than those recorded by Science and Engineering (43.4%), AHSS (54.1%), or KBS (40%). The majority of EHS staff indicated that meetings occurred within these hours only “most of the time” (71.7%).

### Meetings in my department are scheduled to be within the core hours of 10 – 4pm



No large differences were observed between STEM, Non-STEM, and administrative and professional staff in terms of their agreement for whether meetings were scheduled within the core hours of 10-4pm. Overall, >95% of STEM, Non-STEM, and administrative and professional staff agreed that meetings were scheduled within these hours “most of the time”, if not “always”. The highest proportion of responses for STEM and administrative and professional staff corresponded to “most of the time”, relative to Non-STEM staff who were almost equally as likely to select “always.”

### Meetings in my department are scheduled to be within the core hours of 10 – 4pm





72. Do you have any other comments or suggestions for improvement about flexible working in your department?

Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.

## Performance Development Reviews (PDRs)

73. I have had a one to one formal review based on the University's Performance and Development Review (PDR) process with my Manager/Head of Department in the last ...

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>12 months</b>	58	36.9	174	46.6	3	25.0	235	43.4
<b>24 months</b>	26	16.6	47	12.6	1	8.3	74	13.7
<b>Longer than 24 months</b>	26	16.6	67	18.0	2	16.7	95	17.5
<b>I have never had a formal one-to-one review meeting</b>	33	21.0	63	16.9	6	50.0	102	18.8
<b>I started less than 12 months ago</b>	14	8.9	22	5.9	-	-	36	6.6
<b>Total</b>	<b>157</b>		<b>373</b>		<b>12</b>		<b>542</b>	

74. Rate your agreement with the following statements

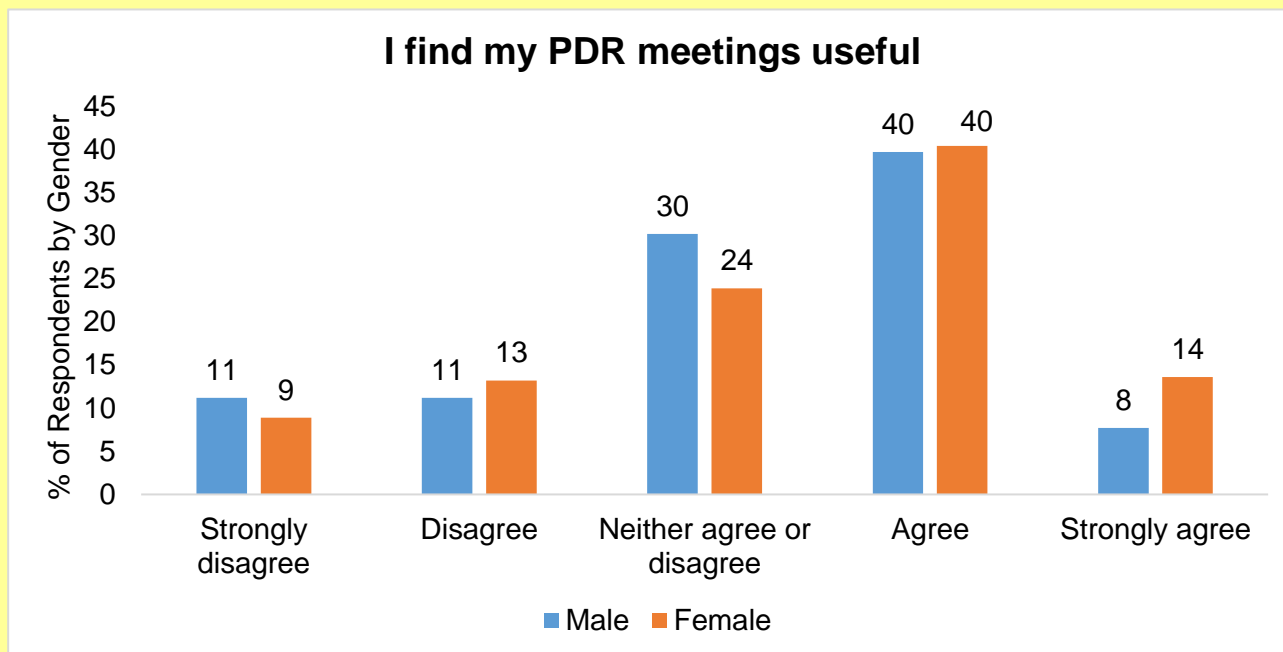
*I find my PDR meetings useful*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	13	11.2	25	8.9	2	33.3	40	10.0
<b>Disagree</b>	13	11.2	37	13.2	-	-	50	12.4
<b>Neither agree or disagree</b>	35	30.2	67	23.9	-	-	102	25.4
<b>Agree</b>	46	39.7	113	40.4	4	66.7	163	40.5
<b>Strongly agree</b>	9	7.7	38	13.6	-	-	47	11.7
<b>Total</b>	<b>116</b>		<b>280</b>		<b>6</b>		<b>402</b>	

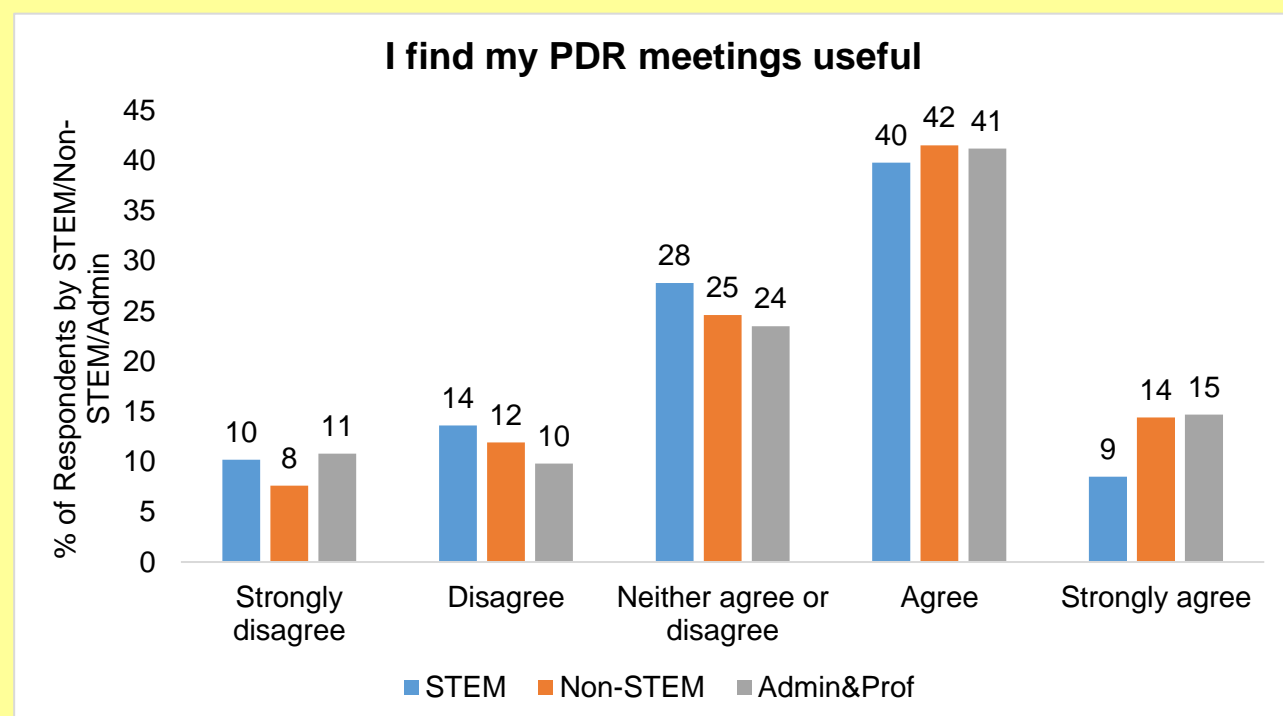
*Note: 103 respondents (35 males, 65 females, and 3 Other) selected N/A to this question and were excluded from calculations.*

**NOTE:** The following narratives have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

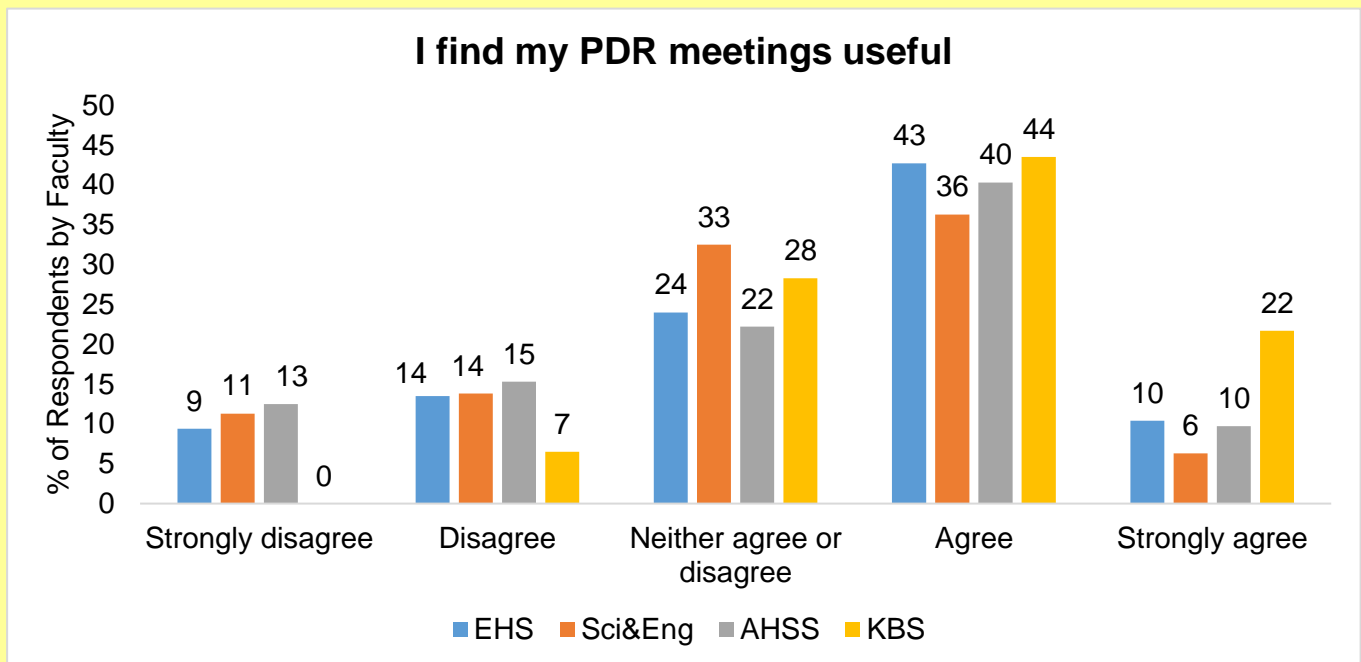
Overall, <25% of males and females disagreed to some degree (either “disagree” or “strongly disagree”) with the statement “I find my PDR meetings useful.” The majority of females (54%), however, agreed with the statement, while just under half of the males who responded to this question agreed (47.4%).



No large differences were observed between STEM, Non-STEM, and administrative and professional staff ratings for the usefulness of PDR meetings. The majority of Non-STEM (55.9%) and administrative and professional staff (55.9%) agreed to some degree with the statement, while just under half of STEM staff who responded to this question agreed (48.3%).



There were some interfaculty differences in terms of the usefulness ratings of PDR meetings. KBS staff were more likely to agree to some degree that their PDR meetings were useful (65.2%), relative to AHSS (50.0%), EHS (53.1%), or Science and Engineering (42.6%). Overall, ratings were favourable as the largest proportion of responses fell under “agree” across all faculties. Of note, substantial interfaculty differences were observed in the proportion of disagree responses; approximately 1 in 4 EHS, Science and Engineering, or AHSS staff disagreed to some degree (22.9%, 25.1%, and 27.8%, respectively), relative to 1 in 16 KBS staff (6.5%).



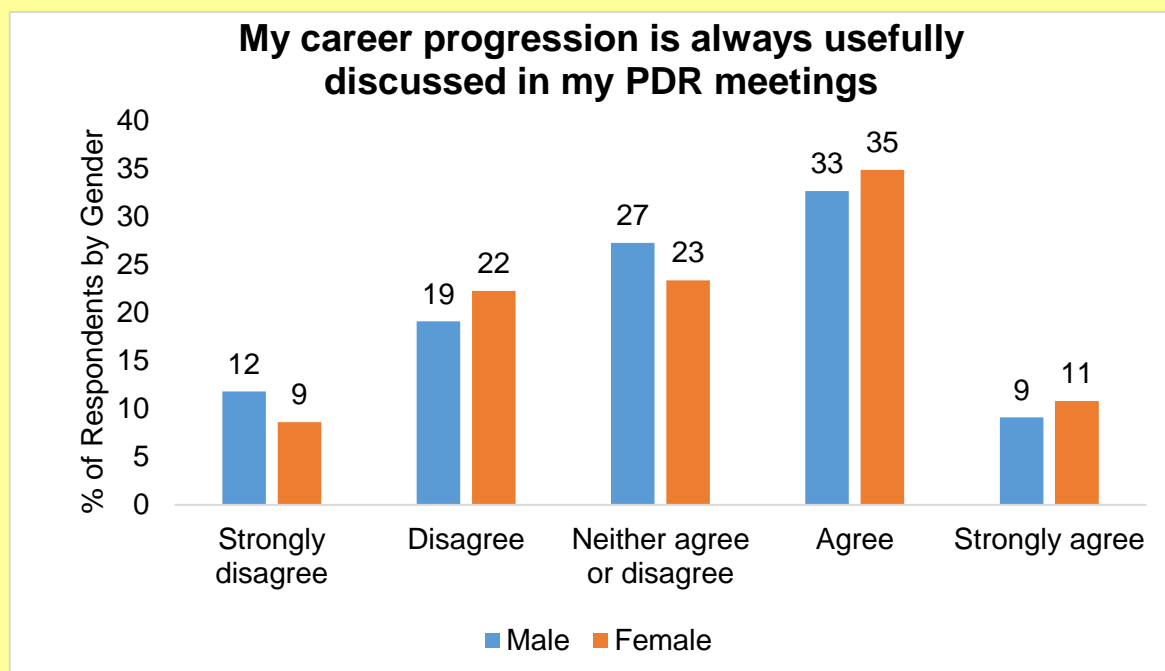
*My career progression is always usefully discussed in my PDR meetings*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	13	11.8	24	8.6	2	33.3	39	9.9
<b>Disagree</b>	21	19.1	62	22.3	1	16.7	84	21.3
<b>Neither agree or disagree</b>	30	27.3	65	23.4	1	16.7	96	24.4
<b>Agree</b>	36	32.7	97	34.9	2	33.3	135	34.3
<b>Strongly agree</b>	10	9.1	30	10.8	-	-	40	10.1
<b>Total</b>	<b>110</b>		<b>278</b>		<b>6</b>		<b>394</b>	

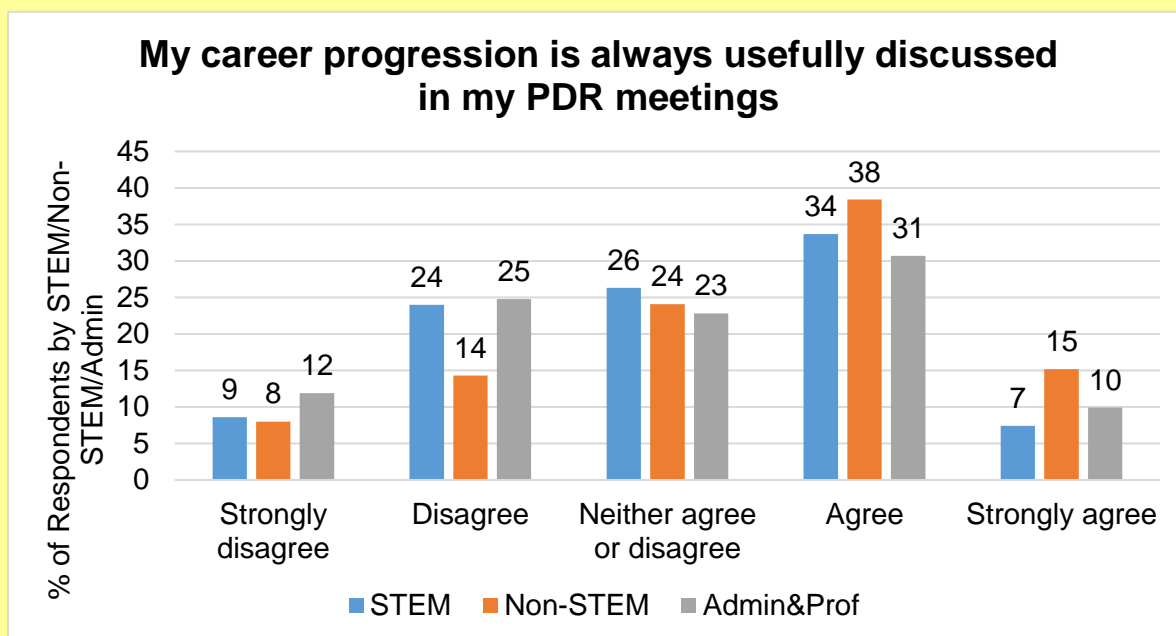
*Note: 111 respondents (40 males, 68 females, and 3 Other) selected N/A to this question and were excluded from calculations.*

**NOTE:** The following narratives have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

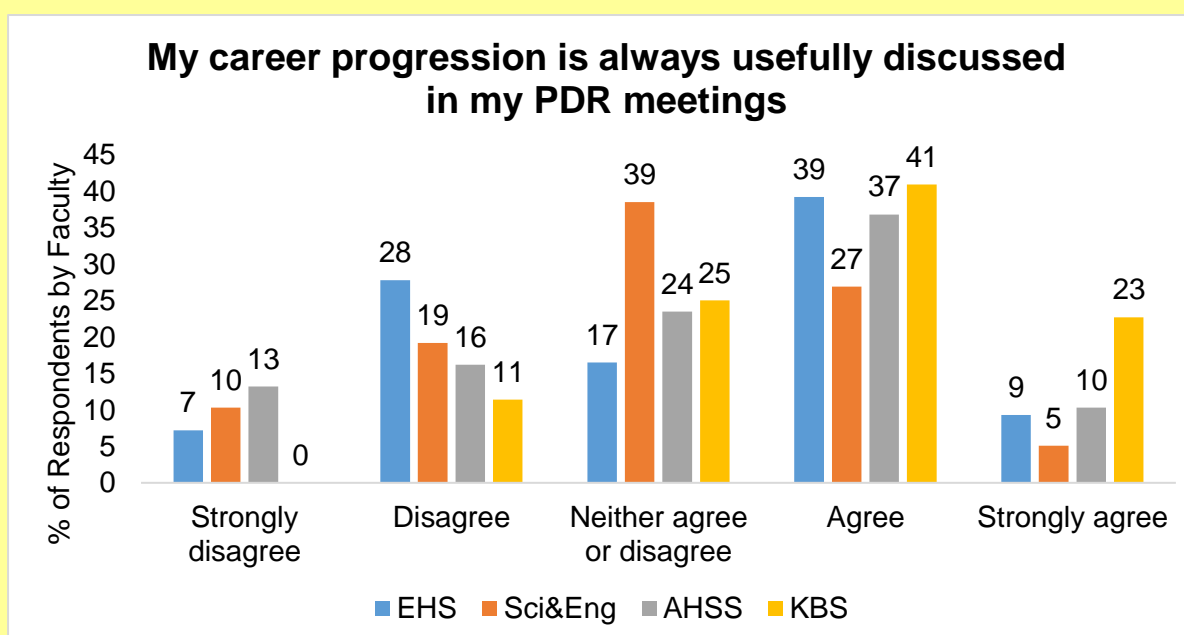
There were no large differences noted between males and females in terms of their ratings for how usefully career progression was discussed in PDR meetings. Just under half of males (41.8%) and females (45.7%) agreed to some degree (either “agree” or “strongly agree”) with the statement “My career progression is always usefully discussed in my PDR meetings.”



Differences were observed between STEM, Non-STEM, and administrative and professional staff ratings for how usefully career progression was discussed in PDR meetings. The majority of Non-STEM (53.6%) agreed to some degree with the statement, while just under half of STEM (41.1%) and administrative and professional staff (40.6%) who responded to this question agreed.



There were notable interfaculty differences in terms of the ratings for how usefully career progression was discussed in PDR meetings. KBS staff were more likely to agree to some degree that their PDR meetings were useful (63.6%), relative to AHSS (47.1%), EHS (48.5%), or Science and Engineering (32.0%). Overall, ratings were favourable as the largest proportion of responses fell under “agree” across KBS, AHSS, and EHS faculties. For Science and Engineering, the largest proportion of responses were “neither agree or disagree.” Of note, substantial interfaculty differences were observed in the proportion of disagree responses; approximately 1 in 3 EHS, Science and Engineering, or AHSS staff disagreed to some degree (35.0%, 29.5%, and 29.4%, respectively), relative to 1 in 9 KBS staff (11.4%).



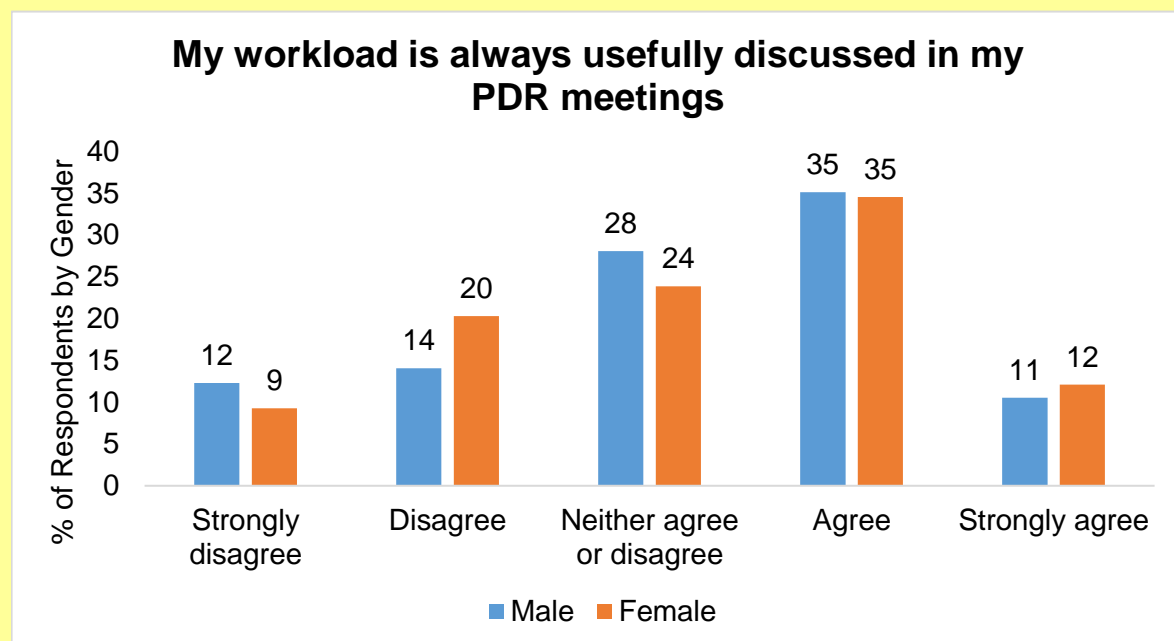
*My workload is always usefully discussed in my PDR meetings*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	14	12.3	26	9.3	1	20.0	41	10.3
<b>Disagree</b>	16	14.0	57	20.3	2	40.0	75	18.8
<b>Neither agree or disagree</b>	32	28.1	67	23.8	-	-	99	24.7
<b>Agree</b>	40	35.1	97	34.5	2	40.0	139	34.7
<b>Strongly agree</b>	12	10.5	34	12.1	-	-	46	11.5
<b>Total</b>	<b>114</b>		<b>281</b>		<b>5</b>		<b>400</b>	

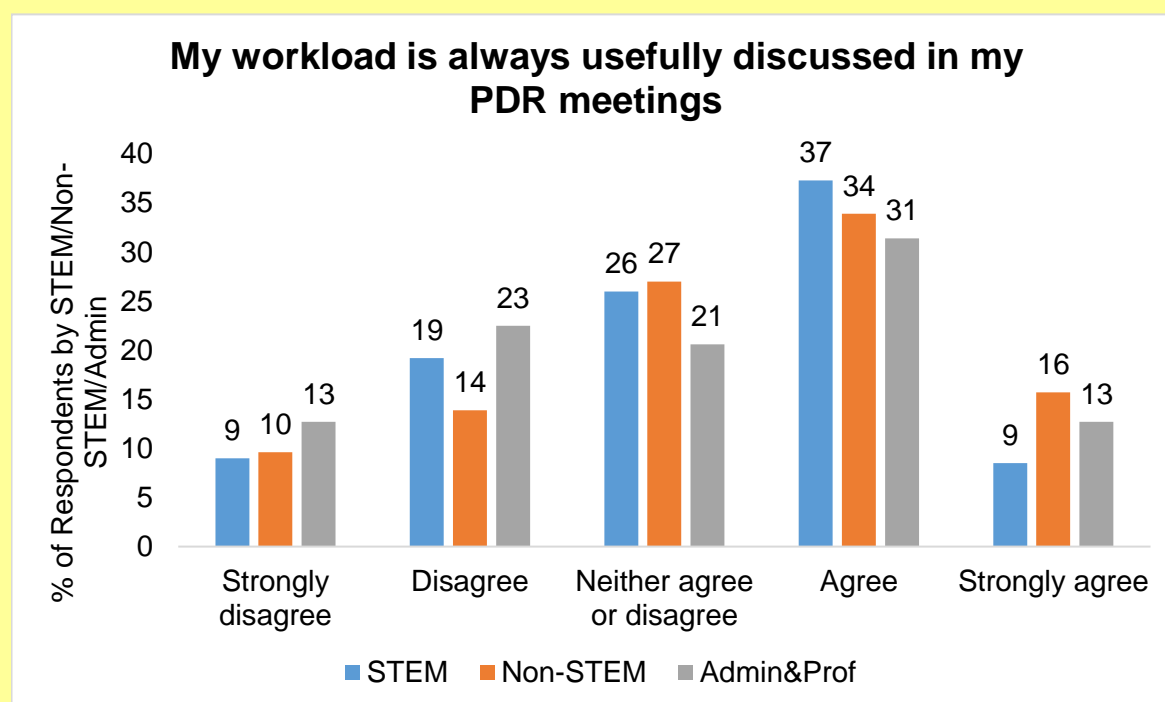
*Note: 106 respondents (37 males, 66 females, and 3 Other) selected N/A to this question and were excluded from calculations.*

**NOTE:** The following narratives have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

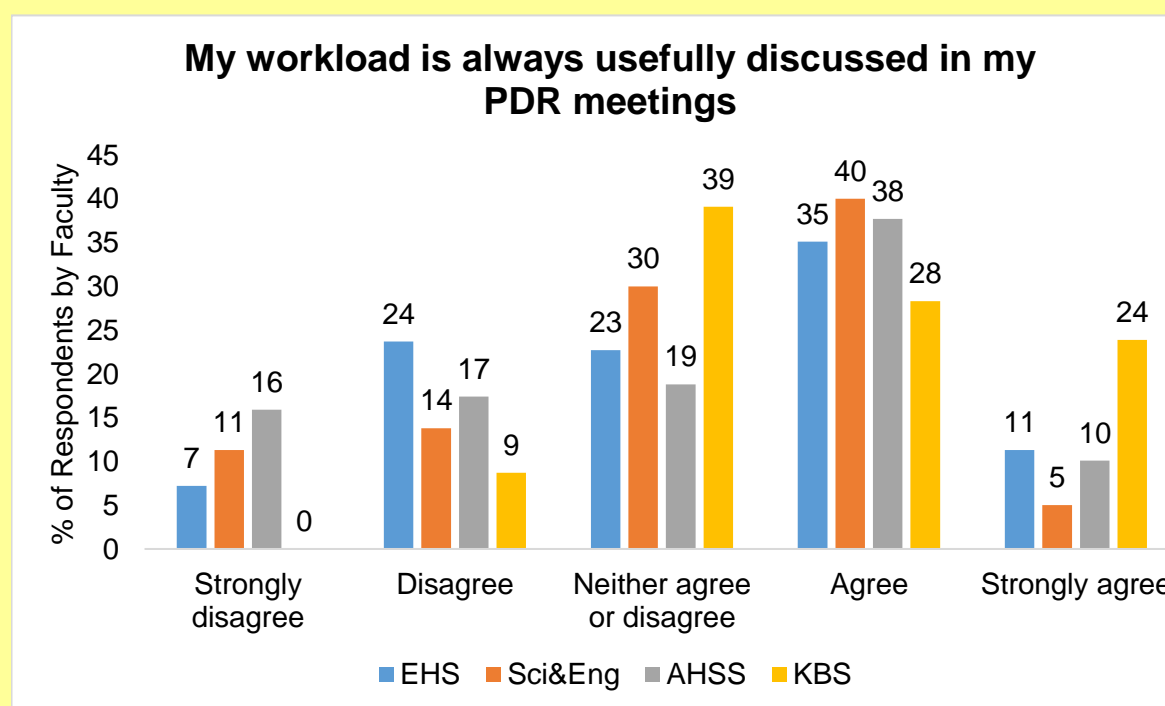
There were no large differences noted between males and females in terms of their ratings for how usefully workload was discussed in PDR meetings. Just under half of males (45.6%) and females (46.6%) agreed to some degree (either “agree” or “strongly agree”) with the statement “My workload is always usefully discussed in my PDR meetings.”



No large differences were observed between STEM, Non-STEM, and administrative and professional staff ratings for how usefully workload was discussed in PDR meetings. Just under half of Non-STEM (49.6%), STEM (45.8%), and administrative and professional staff (44.1%) who responded to this question agreed to some degree with the statement.



There were notable interfaculty differences in terms of the ratings for how usefully workload was discussed in PDR meetings. Overall, ratings were favourable as the largest proportion of responses fell under “agree” across AHSS, EHS, and Science and Engineering faculties. For KBS, however, the largest proportion of responses were “neither agree or disagree”. In spite of this, the majority of KBS staff agreed to some degree that workload was usefully discussed (52.2%), while just under half agreed in AHSS (47.8%), EHS (46.4%), and Science and Engineering (45.0%). Of note, substantial interfaculty differences were observed in the proportion of disagree responses; approximately 1 in 3 EHS or AHSS staff disagreed to some degree (30.9% and 33.3%, respectively), relative to 1 in 4 Science and Engineering staff (25.1%) and approximately 1 in 12 KBS staff (8.7%).





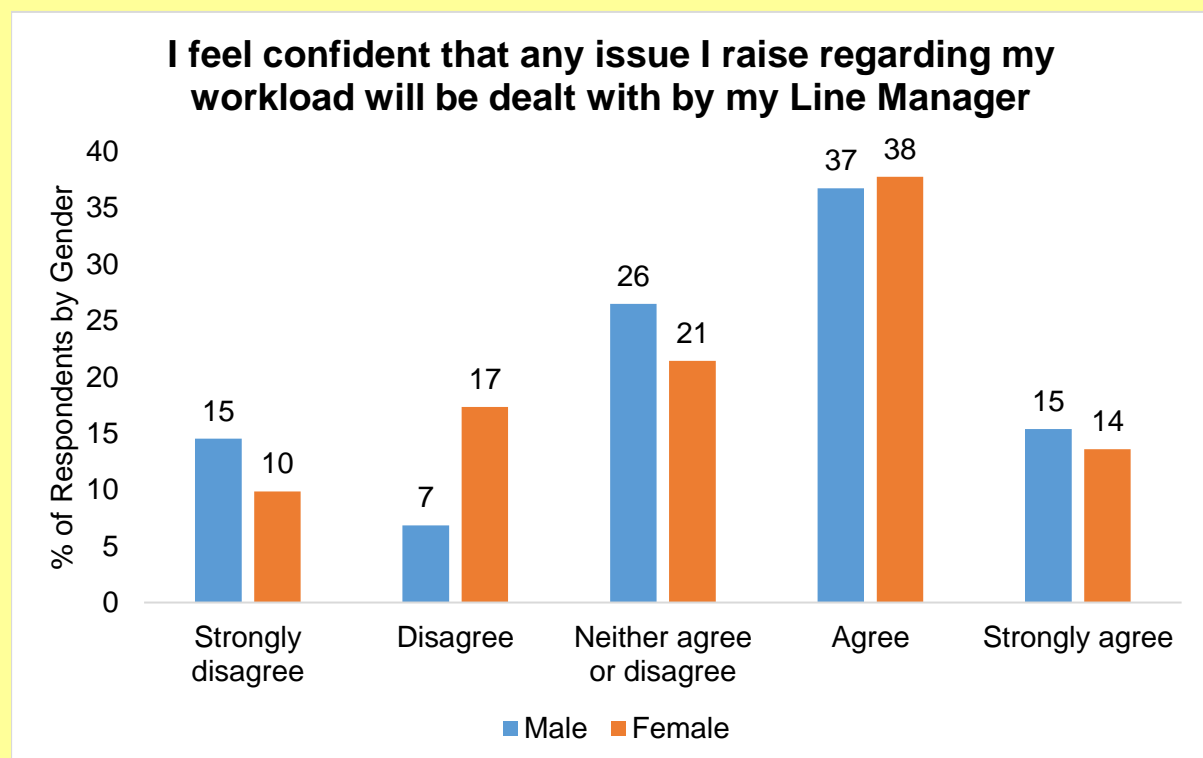
*I feel confident that any issue I raise regarding my workload will be dealt with by my Line Manager*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	17	14.5	29	9.9	4	50.0	50	11.9
<b>Disagree</b>	8	6.8	51	17.3	2	25.0	61	14.6
<b>Neither agree or disagree</b>	31	26.5	63	21.4	1	12.5	95	22.7
<b>Agree</b>	43	36.8	111	37.8	1	12.5	155	37.0
<b>Strongly agree</b>	18	15.4	40	13.6	-	-	58	13.8
<b>Total</b>	<b>117</b>		<b>294</b>		<b>8</b>		<b>419</b>	

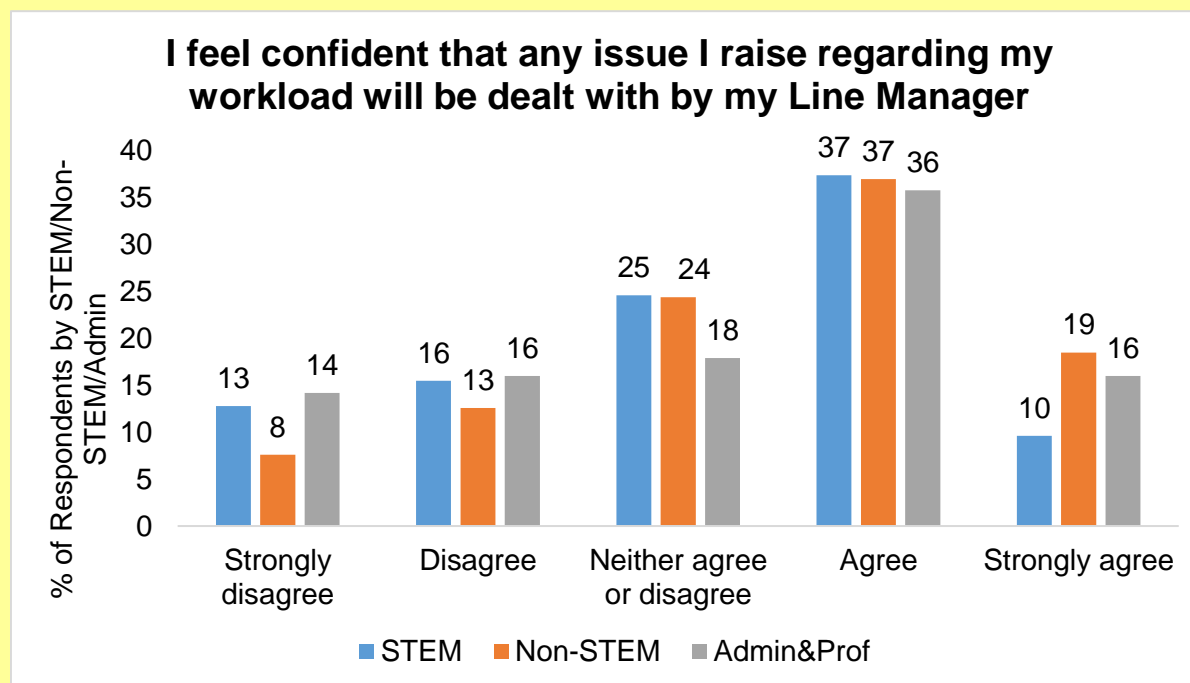
*Note: 86 respondents (32 males, 52 females, and 2 Other) selected N/A to this question and were excluded from calculations.*

**NOTE:** The following narratives have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

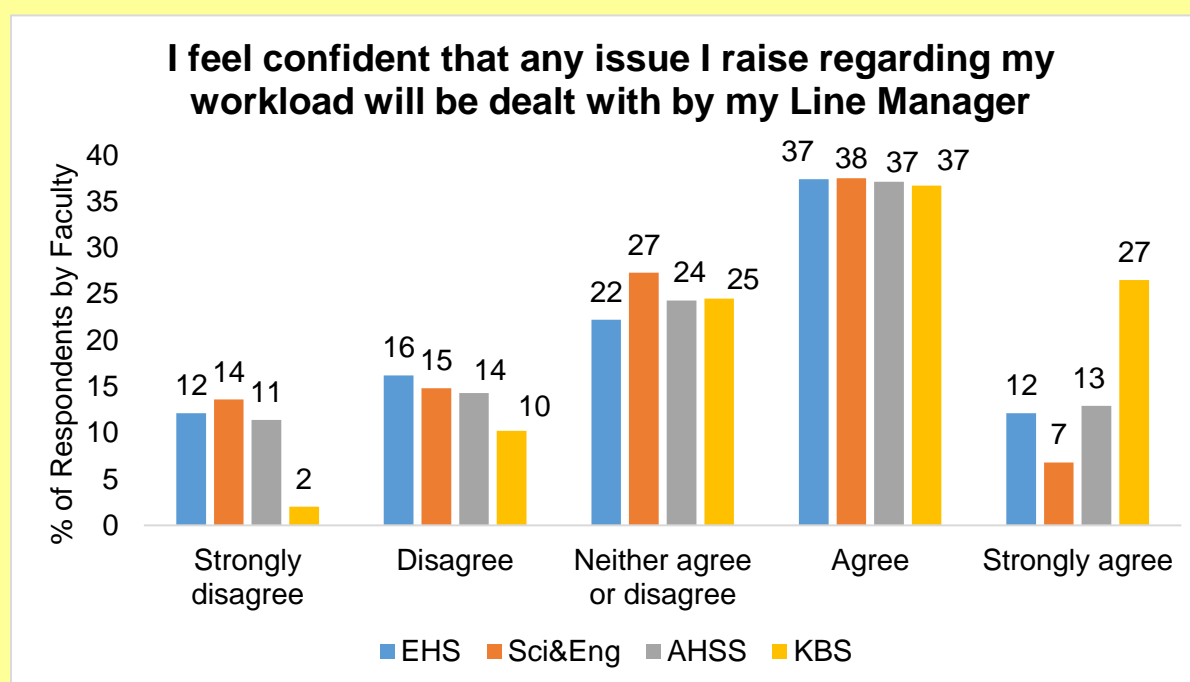
There were no large differences noted between males and females in terms of their ratings for how confident they felt in their Line Manager to deal with workload issues. The majority of males (52.2%) and females (51.4%) agreed to some degree (either “agree” or “strongly agree”) with the statement “I feel confident that any issue I raise regarding my workload will be dealt with by my Line Manager”.



No large differences were observed between STEM, Non-STEM, and administrative and professional staff ratings for how confident they felt in their Line Manager to deal with workload issues. The majority of Non-STEM (55.5%) and administrative and professional staff (51.8%) agreed to some degree with the statement, while just under half of STEM staff (47.0%) who responded to this question agreed.



There were notable interfaculty differences in terms of the staff ratings for how confident they felt in their Line Manager to deal with workload issues. KBS staff were more likely to agree to some degree that they had confidence in their Line Manager (63.2%), relative to AHSS (50.0%), EHS (49.5%), or Science and Engineering (44.3%). Overall, ratings were favourable as the largest proportion of responses fell under “agree” across KBS, AHSS, EHS, and Science and Engineering faculties. Of note, substantial interfaculty differences were observed in the proportion of disagree responses; approximately 1 in 4 EHS, Science and Engineering, or AHSS staff disagreed to some degree (28.3%, 28.4%, and 25.7%, respectively), relative to approximately 1 in 8 KBS staff (12.2%).



75. Do you have any other comments or suggestions for improvements about the PDRs process in UL?

Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.

## Maternity, Paternity, Adoption, and Parental Leave

76. Is maternity, paternity, adoption, and parental leave relevant to you?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	45	27.8	154	41.4	6	54.5	205	37.6
<b>No</b>	117	72.2	218	58.6	5	45.5	340	62.4
<b>Total</b>	<b>162</b>		<b>372</b>		<b>11</b>		<b>545</b>	

77. Please tick relevant statement

*I have availed of maternity leave in the past 5 years*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	-	-	70	51.9	3	75.0	73	47.7
<b>No</b>	14	100.0	65	48.1	1	25.0	80	52.3
<b>Total</b>	<b>14</b>		<b>135</b>		<b>4</b>		<b>153</b>	

Note: 33 respondents (23 males and 10 females) selected N/A to this question and were excluded from calculations.

*I have availed of parental leave in the past 5 years*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	4	11.8	40	31.0	1	33.3	45	27.1
<b>No</b>	30	88.2	89	69.0	2	66.7	121	72.9
<b>Total</b>	<b>34</b>		<b>129</b>		<b>3</b>		<b>166</b>	

Note: 19 respondents (5 males and 14 females) selected N/A to this question and were excluded from calculations.

*I have availed of paternity leave in the past 5 years*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	12	35.3	1	1.4	1	50.0	14	12.8
<b>No</b>	22	64.7	72	98.6	1	50.0	95	87.2
<b>Total</b>	<b>34</b>		<b>73</b>		<b>2</b>		<b>109</b>	

*Note: 64 respondents (6 males, 57 females, and 1 Other) selected N/A to this question and were excluded from calculations.*

*I have availed of the Research Grant for Returning Academic Carers in the past 3 years*

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	-	-	15	17.4	1	33.3	16	14.5
<b>No</b>	21	100.0	71	82.6	2	66.7	94	85.5
<b>Total</b>	<b>21</b>		<b>86</b>		<b>3</b>		<b>110</b>	

*Note: 65 respondents (17 males and 48 females) selected N/A to this question and were excluded from calculations.*

78. Taking maternity/extended paternity/adoption/parental leave would damage my career

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	2	4.8	8	5.4	1	16.7	11	5.7
<b>Disagree</b>	19	45.2	38	25.9	-	-	57	29.2
<b>Neither agree or disagree</b>	10	23.8	46	31.3	1	16.7	57	29.2
<b>Agree</b>	11	26.2	41	27.9	2	33.3	54	27.7
<b>Strongly agree</b>	-	-	14	9.5	2	33.3	16	8.2
<b>Total</b>	<b>42</b>		<b>147</b>		<b>6</b>		<b>195</b>	

*Note: 4 respondents (female) selected N/A to this question and were excluded from calculations.*

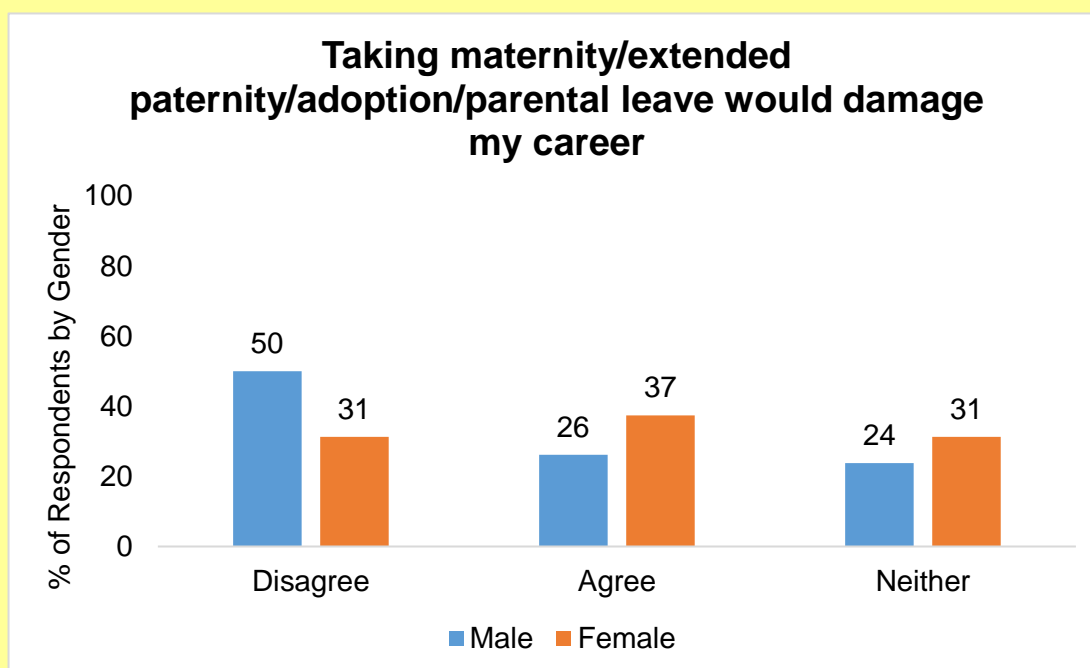
79. Taking maternity/extended paternity/adoption/parental leave has damaged my career whilst working at UL

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Strongly disagree</b>	2	20.0	6	5.5	1	25.0	9	7.3
<b>Disagree</b>	7	70.0	39	35.8	1	25.0	47	38.2
<b>Neither agree or disagree</b>	-	-	36	33.0	1	25.0	37	30.1
<b>Agree</b>	1	10.0	23	21.1	1	25.0	25	20.3
<b>Strongly agree</b>	-	-	5	4.6	-	-	5	4.1
<b>Total</b>	<b>10</b>		<b>109</b>		<b>4</b>		<b>123</b>	

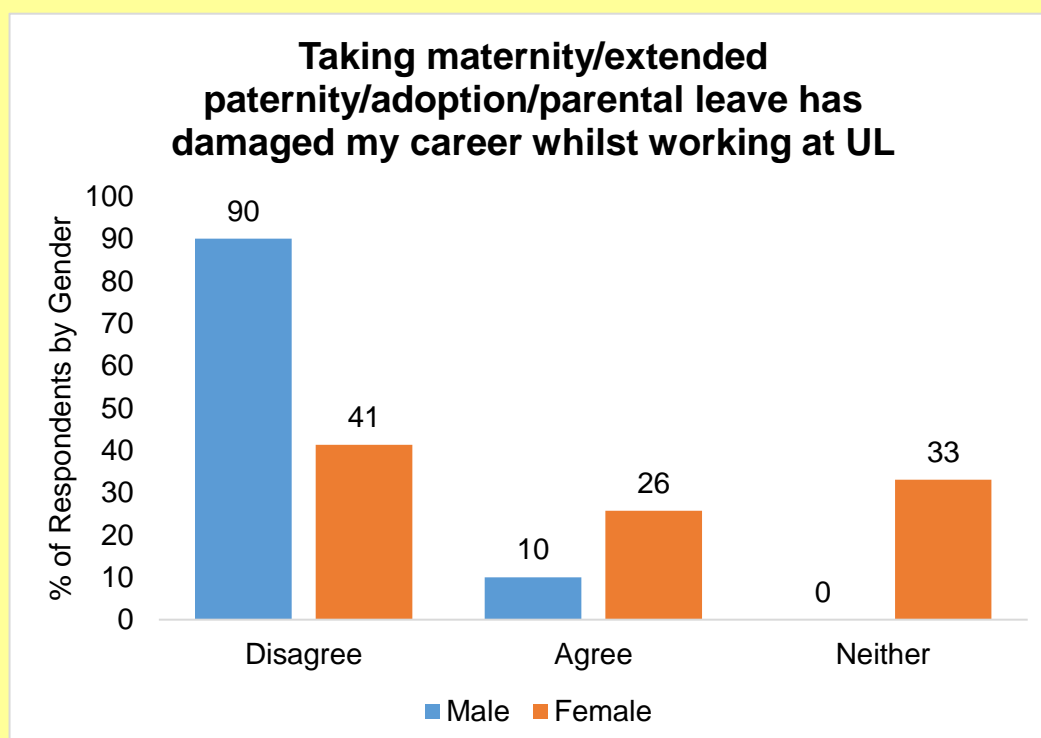
*Note: 72 respondents (30 males and 42 females) selected N/A to this question and were excluded from calculations.*

**NOTE:** The following analyses have been based on responses to agree (corresponding to all “strongly agree” and “agree” responses); disagree (corresponding to all “strongly disagree” and “disagree” responses), and neither agree nor disagree.

The largest proportion of males who responded to this question disagreed with the above statement (50.0%), whereas the largest proportion of females agreed (37.4%). Nevertheless, it is important to note that approximately 1 in 3 females were of no strong opinion on this matter and selected “neither agree nor disagree”.



The majority of males who responded to this question disagreed with the above statement (90.0%), relative to females (41.3%). Nevertheless, it is important to note that approximately 1 in 3 females were of no strong opinion on this matter and selected “neither agree nor disagree”.



80. If you have availed of maternity leave, do you feel like you have received support from the University during maternity leave, e.g. information with regard to maternity leave communicated effectively etc.?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	-		71	73.2	3	100.0	74	74.0
<b>No</b>	-		26	26.8	-	-	26	26.0
<b>Total</b>	-		<b>97</b>		<b>3</b>		<b>100</b>	

*Note: 76 respondents (33 males, 42 females, and 1 Other) selected N/A to this question and were excluded from calculations.*

81. Upon return from maternity leave, do you feel that you had received support from your Line Manager?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	2	100.0	67	67.7	3	100.0	72	69.2
<b>No</b>	-	-	32	32.3	-	-	32	30.8
<b>Total</b>	<b>2</b>		<b>99</b>		<b>3</b>		<b>104</b>	

82. If applicable, do you have any comments you would like to make about your experiences relating to flexible working and/or maternity/paternity/parental/adoption leave?

Responses for this question took the form of individual comments and have been omitted from this report to protect anonymity.

83. Have you taken any form of a career break, professional leave, unpaid leave, research leave etc.?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	23	14.9	100	27.8	3	25.0	126	24.0
<b>No</b>	131	85.1	260	72.2	9	75.0	400	76.0
<b>Total</b>	<b>154</b>		<b>360</b>		<b>12</b>		<b>526</b>	



## Leave

84. If you have taken any form of career break/professional leave/ unpaid leave, how long in total did you take off at UL?

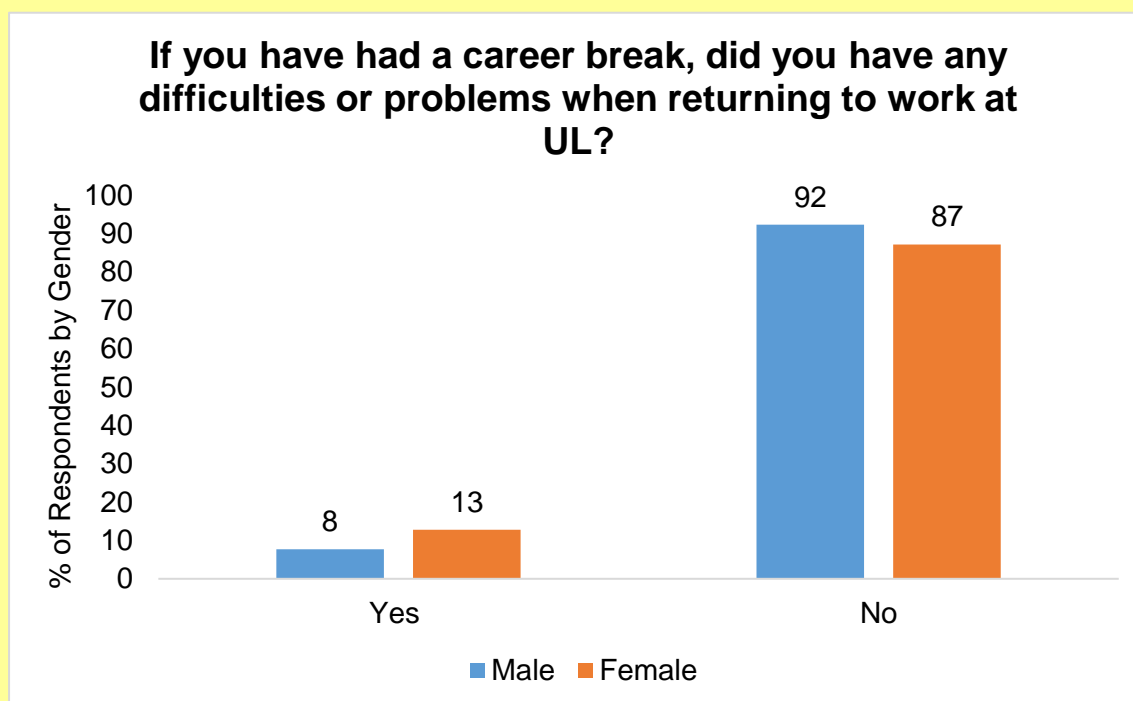
	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>&lt; 6 months</b>	11	61.1	51	64.6	-	-	62	62.6
<b>6-12 months</b>	6	33.3	14	17.7	2	100.0	22	22.2
<b>1-2 years</b>	-	-	9	11.4	-	-	9	9.1
<b>3-4 years</b>	1	5.6	3	3.8	-	-	4	4.0
<b>More than 4 years</b>	-	-	2	2.5	-	-	2	2.0
<b>Total</b>	<b>18</b>		<b>79</b>		<b>2</b>		<b>99</b>	

85. If you have had a career break, did you have any difficulties or problems when returning to work at UL?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	1	7.7	5	12.8	2	100.0	8	14.8
<b>No</b>	12	92.3	34	87.2	-	-	46	85.2
<b>Total</b>	<b>13</b>		<b>39</b>		<b>2</b>		<b>54</b>	

*Note: 53 respondents (10 males and 43 females) selected N/A to this question and were excluded from calculations.*

There were no notable differences between males and females who responded to this question in relation to difficulties/problems experienced when returning to work at UL. Approximately 90% of both males and females responded as having experienced no difficulties upon return to work.



86. Have you ever availed of sabbatical leave?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	18	64.3	24	24.7	-	-	42	33.1
<b>No</b>	10	35.7	73	75.3	2	100.0	85	66.9
<b>Total</b>	<b>28</b>		<b>97</b>		<b>2</b>		<b>127</b>	

87. If no, would your family circumstances prohibit you from taking sabbatical?

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	3	23.1	32	46.4	-	-	35	42.7
<b>No</b>	10	76.9	37	53.6	-	-	47	57.3
<b>Total</b>	<b>13</b>		<b>69</b>		<b>-</b>		<b>82</b>	

88. Have you ever availed of research leave?

	<b>Male</b>		<b>Female</b>		<b>Other</b>		<b>Total</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	7	25.9	28	30.8	1	33.3	36	29.8
<b>No</b>	20	74.1	63	69.2	2	66.7	85	70.2
<b>Total</b>	<b>27</b>		<b>91</b>		<b>3</b>		<b>121</b>	

## Childcare

89. Is childcare relevant to you?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	67	41.9	155	43.1	6	60.0	228	43.0
<b>No</b>	93	58.1	205	56.9	4	40.0	302	57.0
<b>Total</b>	<b>160</b>		<b>360</b>		<b>10</b>		<b>530</b>	

90. What form of childcare have you primarily availed of for your children?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Creche</b>	29	44.6	89	58.9	3	50.0	121	54.5
<b>Childminder</b>	22	33.8	57	37.8	1	16.7	80	36.0
<b>Family support</b>	13	20.0	29	19.2	2	33.3	44	19.8
<b>Partner</b>	17	26.2	26	17.2	2	33.3	45	20.3
<b>Other</b>	4	6.2	11	7.3	1	16.7	16	7.2
<b>Total</b>	<b>65</b>		<b>151</b>		<b>6</b>		<b>222</b>	

*Note: Total row refers to the total numbers of males, females and Others who answered this question. % in the above table are derived from these totals; for example, 44.6% of males who responded to this question reported availing of the creche (at least) for their children. As this was a “tick all that apply” question, multiple options could be selected. Therefore, the sum of these figures may exceed 100%.*

91. Have you availed of the creche-on-site?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	13	19.7	32	20.9	2	25.0	47	20.7
<b>No</b>	53	80.3	121	79.1	6	75.0	180	79.3
<b>Total</b>	<b>66</b>		<b>153</b>		<b>8</b>		<b>227</b>	

Men and women did not greatly differ in their use of the on-site crèche. Also, no large differences were noted across faculties, or STEM/Non-STEM disciplines.

92. If you have availed of the creche-on-site, how satisfied were you with the service provided?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Not satisfied</b>	1	6.7	2	5.9	1	33.3	4	7.7
<b>Somewhat satisfied</b>	1	6.7	7	20.6	-	-	8	15.4
<b>Neither satisfied nor dissatisfied</b>	3	20.0	2	5.9	-	-	5	9.6
<b>Satisfied</b>	1	6.7	6	17.6	-	-	7	13.5
<b>Very satisfied</b>	9	60.0	19	55.9	2	66.7	30	57.7
<b>Total</b>	<b>15</b>		<b>34</b>		<b>3</b>		<b>52</b>	

*Note: Total number of female respondents ( $n = 34$ ) does not equate to the total number of female responses (36). This indicates that two females selected two responses to the above question. Therefore, % in the "Female" column is derived from the total female respondents.*

93. Are there ways the University could support you with your childcare/caring arrangements?

	Male		Female		Other		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Yes</b>	23	42.6	88	71.0	3	60.0	114	62.3
<b>No</b>	31	57.4	36	29.0	2	40.0	69	37.7
<b>Total</b>	<b>54</b>		<b>124</b>		<b>5</b>		<b>183</b>	