
Analysis of Quantitative and Qualitative Data from the Second Gender Equality Review of Irish Higher Education Institutions, National Online Survey

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Overview

The Higher Education Authority (HEA) has a statutory responsibility to promote the attainment of equality of opportunity in higher education (HE). The HEA is committed to addressing gender inequalities in higher education and to supporting Irish Higher education institutions (HEIs) to create an inclusive culture and environment where individuals can thrive, irrespective of gender.

The HEA Centre of Excellence for Equality, Diversity and Inclusion's objective is to ensure sustainable acceleration towards gender equality through centralised support for HEIs and dissemination of good practice. In 2016, a national survey was carried out by the HEA, and the results were published in the *HEA National Review of Gender Equality in Irish Higher Education Institutions*. Since then, the Athena Swan Charter has been extended to Ireland, implementing the recommendations of the Report. The results presented in this report are from the Second Gender Equality Review which aimed to assess the progress made since the 2016 Review, and the perception of gender equality among HEI staff. The questionnaire used is included for reference at the end of this report in Appendix A.

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Respondent Profile

At the beginning of the questionnaire respondents were asked a series of demographic questions. This section of the report examines the composition of the respondents to the survey and where possible, compares the sample to known population parameters about the overall staff population in HEA-funded HEIs. For the purposes of the analysis in the next section, some categories within the questions asked have been consolidated. This is discussed further below.

At the end of the data collection period, the survey had received 2,025 full responses. To compare this against the known staff population in December 2020 there were 34,116 members of staff working in Irish HEA-funded HEIs. This is an overall response rate of around 6 percent.

The first question asked of respondents was 'what is your age?', and Table 1 below presents the breakdown of respondents across the age categories. The distribution is much as one would expect with very few young and old members of staff, with the age distribution peaking in the 45-54 band with 36.7 percent of respondents falling into this bracket.

Table 1: Breakdown of responses to Q1 'What is your age?'

Age Band	Frequency	Percent
18-24	23	1.1
25-34	237	11.7
35-44	567	28.0
45-54	743	36.7
55-64	406	20.0
65 and over	27	1.3
Prefer not to say	22	1.1
Total	2,025	100.0

Of the 2,025 respondents, 71.9 percent identify as female, and 25.8 percent identify as male, as illustrated in Table 2 below. 0.1 percent identified as other, and 0.6 percent identified as being non-binary. 1.6 percent of respondents preferred not to say.

Table 2: Breakdown of responses to Q2 'What gender (if any) do you most identify with?'

	Frequency	Percent
Man	522	25.8
Non-binary	13	0.6
Other	2	0.1
Prefer not to say	33	1.6
Woman	1455	71.9
Total	2,025	100.0

For the purposes of the analysis in the next section, the three smaller categories have been combined because of low sample size, Table 3 shows this simplified coding schema.

Table 3: Simplified coding of responses to Q2 ‘What gender (if any) do you most identify with?’

	Frequency	Percent
Female	1455	71.9
Male	522	25.8
Non-binary/Other/Prefer Not to Say	48	2.4
Total	2025	100.0

Almost 88 percent of respondents to the survey indicated that they did not have a disability. This is shown below in Table 4.

Table 4: Breakdown of responses to Q4 ‘Do you have a disability including a mental or physical illness?’

	Frequency	Percent
No	1778	87.8
Prefer not to say	65	3.2
Yes	182	9.0
Total	2025	100.0

The 9 percent of respondents to Q4 who indicated that they had a disability were asked the follow-up question, ‘what is your disability?’ Responses to this are shown in Table 5 below. Though one should note that respondents could select multiple choices therefore the sum of the frequency of choices is greater than the total number of people that indicated they had a disability. 36 percent of respondents with a disability experience or have experienced a mental health difficulty, and 20 percent have a significant and ongoing physical illness.

Table 5: Breakdown of responses to Q5 ‘What is your disability?’

	Frequency	Percent
Mental health difficulty	66	36%
Significant ongoing physical illness	37	20%
Physical or mobility related disability	23	13%
ASD or Asperger’s, ADHD or ADD	22	12%
Other	22	12%
Specific learning difficulty e.g. dyslexia	20	11%
Deaf or hard of hearing	13	7%
Blind or visually impaired	7	4%
Prefer not to say	5	3%
Mental illness	1	1%
Total	182	

The ethnicity of respondents is covered in Table 6. Over 80 percent of respondents identify themselves as 'White: Irish', this is followed by almost 14 percent of respondents who identify themselves as having 'Any other White background'.

Table 6: Breakdown of responses to Q6 'With which ethnic group do you most identify?'

	Frequency	Percent
Asian or Asian Irish: Any other Asian background	3	0.1
Asian or Asian Irish: Chinese	8	0.4
Asian or Asian Irish: Indian/Pakistani/Bangladeshi	21	1.0
Black or Black Irish: African	4	0.2
Black or Black Irish: Any other Black background	3	0.1
Other including mixed group/background: Arabic	9	0.4
Other including mixed group/background: Mixed Background	25	1.2
Other including mixed group/background: Other	12	0.6
Prefer not to say	33	1.6
White: Any other White background	276	13.6
White: Irish	1626	80.3
White: Irish Traveller	3	0.1
White: Roma	2	0.1
Total	2025	100.0

Much like Table 6, Table 7 on the sexual orientation of respondents is in line with expectations with the vast majority of respondents (84.5 percent) identifying themselves as heterosexual.

Table 7: Breakdown of responses to Q7 'What is your sexual orientation?'

	Frequency	Percent
A sexual orientation not listed here	14	0.7
Asexual	27	1.3
Bisexual	75	3.7
Gay	70	3.5
Heterosexual / straight	1711	84.5
Lesbian	24	1.2
Prefer not to say	89	4.4
Queer	15	0.7
Total	2025	100.0

With regard to caring responsibilities, over half of respondents (54.2 percent) indicated that they were responsible for someone else be it a child, children or another adult. 43.6 percent of respondents indicated that they had none of these responsibilities.

Table 8: Breakdown of responses to Q8 'Do you have any caring responsibilities for a child/children and/or another adult/s?'

	Frequency	Percent
No	882	43.6
Prefer not to say	46	2.3
Yes	1097	54.2
Total	2025	100.0

If respondents indicated that they had caring responsibilities, then they were asked a follow-up question requesting additional information about how they were caring for. Table 9 presents the results of this. Again, respondents could select multiple options therefore the sum of the frequency of choices is greater than the total number of people that indicated they had caring responsibilities. Of this cohort, 73 percent were looking after children, and 18 percent were the secondary carer for another adult. 11 percent indicated that they were the primary carer for an elderly person.

Table 9: Breakdown of responses to Q9

	Frequency	Percent
Primary carer of a child or children (under 18 years)	806	73%
Primary carer of a child or children who is disabled or has a health condition or illness, or temporary care needs (under 18 years)	51	5%
Primary carer or assistant for a disabled adult or adults (18 years and over)	30	3%
Primary carer or assistant for an older person or people (65 years and over)	116	11%
Secondary carer (another person carries out main caring role)	192	18%
A combination of the above	80	7%
Prefer not to say	12	1%
Total	1097	

Table 10 presents the sample broken down by higher education institution. The first two columns provide the sample overview. For example, there were 208 respondents from Atlantic Technological University, and this cohort forms 10.3 percent of the overall sample. The two columns after this supplement the sample data by providing data on the national staff population where data is available from the HEA. For example, Atlantic Technological University had 2,293 members of staff in December 2020, and this formed 6.7 percent of the overall staff population.

Comparing the sample to the overall population one can see that some HEIs such as Atlantic Technological University, Dublin City University, and Maynooth University are over-represented based on their overall staff numbers. Likewise, Munster Technological University, TU Dublin, and Trinity College Dublin are under-represented based on their overall staff numbers.

Table 10: Breakdown of responses to Q10 ‘What higher education institution do you currently work in?’

	Sample		National Staff Population (December 2020)	
	Frequency	Percent	Frequency	Percent
Atlantic Technological University	208	10.3%	2,293	6.7%
Dublin City University	197	9.7%	1,863	5.5%
Dun Laoghaire Institute of Art and Design	55	2.7%	497	1.5%
Dundalk Institute of Technology	28	1.4%	724	2.1%
Institute of Technology Carlow	51	2.5%	782	2.3%
Mary Immaculate College	35	1.7%	416	1.2%
Maynooth University	133	6.6%	1,247	3.7%
Munster Technological University	99	4.9%	2,106	6.2%
National College of Art & Design	18	0.9%	327	1.0%
National College of Ireland	64	3.2%		
National University of Ireland, Galway	193	9.5%	4,139	12.1%
Royal College of Surgeons in Ireland	37	1.8%	838	2.5%
St Angela’s College, Sligo	7	0.3%	127	0.4%
Technological University Dublin	103	5.1%	3,079	9.0%
Technological University of the Shannon: Midlands Midwest	106	5.2%	1,603	4.7%
Trinity College Dublin	88	4.3%	3,732	10.9%
University College Cork	169	8.3%	3,299	9.7%
University College Dublin	276	13.6%	4,185	12.3%
University of Limerick	64	3.2%	1,839	5.4%
Waterford Institute of Technology	38	1.9%	1,020	3.0%
A HEI not listed here	28	1.4%		
Prefer not to say	28	1.4%		
Total	2,025	100%	34,116	5.9%

However, the analysis in the next section is not at this level, rather the type of HEI is a key category of interest, as an assumption made is that experiences within types of HEI are likely to more similar than experiences across types of HEI. As a result, the categorisation of HEIs can be simplified to the format shown in Table 11. The colours used in Table 10 indicate how individual HEIs have been coded.

Table 11: Simplified coding of responses to Q10 ‘What higher education institution do you currently work in?’

	Frequency	Percent
University	1,157	57%
Technological Higher Education Institution	688	34%
College/Other/Prefer Not to Say	180	9%
Total	2,025	100.0

Furthermore, when other HEIs, the National College of Ireland (which is not HEA-funded and therefore the HEA has no available figures on staff numbers), and cases where respondents preferred not to say which HEI they working in are removed, and the profile of respondents are compared against the national staff population, the distributions match. In this regard, the sample matches the known population parameters very closely.

Table 12: Comparison of simplified coding of HEI variable against staff population in HEA-funded HEIs

	Sample		Overall Population	
	Frequency	Percent	Frequency	Percent
University	1,157	62%	21,142	62%
Technological Higher Education Institution	688	35%	12,104	35%
College	60	3%	870	3%
Total	1,905	100%	34,116	100%

Table 13 presents the breakdown of respondents across work or discipline areas. For example, 18.3 percent of respondents work in Arts, Humanities and Social Sciences, and 16 percent work in Science, Technology, Engineering, Mathematics. For the purposes of the analysis in the next section, the coding of departments has been simplified using the outline below.

Table 13: Breakdown of responses to Q11 ‘What is your area of work/disciplinary area?’

	Frequency	Percent	Code
Academic: Arts, Humanities, Social Sciences	370	18.3	AHSSBL
Academic: Business and Law	157	7.8	AHSSBL
Academic: Education	108	5.3	OTHER
Academic: Health	66	3.3	OTHER
Academic: Medicine	35	1.7	STEMM
Academic: Nursing	42	2.1	STEMM
Academic: Science, Technology, Engineering, Mathematics	325	16.0	STEMM
Agriculture, forestry, fisheries and veterinary	13	0.6	OTHER
Hospitality, travel, tourism, transport and leisure services and sports	11	0.5	OTHER
Professional, Managerial and Support Services	621	30.7	PMSS
Research Centre/Institute	70	3.5	-
Research Fellow	26	1.3	-
Security services, military and defence	1	0.0	OTHER
Technical Support	65	3.2	PMSS
Other	83	4.1	-
Prefer not to say	32	1.6	-
Total	2025	100.0	

Table 14: Simplified coding of responses to Q11 ‘What is your area of work/disciplinary area?’

	Frequency	Percent
AHSSBL	527	26.0
STEMM	402	19.9
OTHER	199	9.8
PMSS	686	33.9
-	211	10.4
Total	2025	100.0

Certain categories naturally group together as HEIs provide employment figures to the HEA using these categorisations. As such, these condensed categories have been applied as much as possible to the data collected here. The last column presents how each department is placed in the larger grouping. The acronym AHSSBL stands for Arts, Humanities, Social Sciences, Business and Law, STEMM represents Science, Technology, Engineering, Mathematics and Medicine, and OTHER is all classifications outside of AHSSBL and STEMM. Some 211 cases as can be seen in Table 14, are from departments fall outside of the HEA categories (denoted with a hyphen in Table 13) and are thus filtered out when this departmental variable is cross-tabulated against other variables in the next section.

Table 15: Breakdown of responses to Q12 ‘What is your current role/grade by pay grade?’

	Frequency	Percent
<€14,999	38	1.9
€15,000-€29,999	99	4.9
€30,000-€44,999	267	13.2
€45,000-€59,999	435	21.5
€60,000-€74,999	271	13.4
€75,000-€99,999	582	28.7
€100,000-€114,999	122	6.0
€115,000-€129,999	54	2.7
>€130,000	94	4.6
Prefer not to say	63	3.1
Total	2025	100.0

Table 15 presents the breakdown of responses to the question ‘what is your current role/grade by pay grade?’ 28.7 percent of respondents earn between €75,000 and €99,999 per annum, and 21.5 percent of respondents earn between €45,000 and €59,999 per annum. Much like other variables used in the analysis in the next section, these bands are somewhat unwieldy and have thus been collapsed as presented in Table 16.

Table 16: Simplified coding of responses to Q12 ‘What is your current role/grade by pay grade?’

	Frequency	Percent
<€45,000	404	20.0
€45,000-€74,999	706	34.9
€75,000-€99,999	582	28.7
>€100,000	270	13.3
Missing	63	3.1
Total	2025	100.0

Question 13 in the survey asked, ‘On what contractual basis are you currently employed?’. Table 17 presents the results. Though one should note that respondents could select multiple choices therefore the sum of the frequency of choices.

Table 17: Breakdown of responses to Q13 ‘On what contractual basis are you currently employed?’

MR Set	Frequency	Percent
Full-time permanent / indefinite duration	1416	70%
Part-time permanent / indefinite duration	92	5%
Full-time fixed-term contract	374	18%
Part-time fixed-term contract	81	4%
Hourly paid	38	2%
Other	35	2%
Prefer not to say	16	1%
Total	2025	

Table 18 used a simplified coding taking the first choice that respondents selected using it as an assumption that this indicated primacy over other choices. The simplified coding also places all full-time choices together, and all part-time responses together. All other categories have been placed in ‘other’.

Table 18: Simplified coding of responses to Q13 ‘On what contractual basis are you currently employed?’

	Frequency	Percent
Full-time	1787	88.2
Part-time	172	8.5
Other	66	3.3
Total	2025	100.0

Table 19: Breakdown of responses to Q14 ‘How long have you been employed at your HEI?’

	Frequency	Percent
0-5 years	735	36.3
6-10 years	316	15.6
11-15 years	292	14.4
16-20 years	278	13.7
21-25 years	234	11.6
26-30 years	101	5.0
31-35 years	35	1.7
36-40 years	15	0.7
More than 40 years	4	0.2
Prefer not to say	15	0.7
Total	2025	100.0

The final demographic question was ‘How long have you been employed at your HEI?’ 36.3 percent of respondents have been employed at their HEI less than five years, and on the other side only 0.2 percent of respondents have been employed at their HEI over 40 years. For the purposes of the analysis in the next section, once again these categories have been streamlined as shown in Table 20 with 10 years being the used to divide the sample into two categories of similar size.

Table 20: Simplified coding of responses to Q14 ‘How long have you been employed at your HEI?’

	Frequency	Percent
Up to 10 Years	1051	51.9
Over 10 Years	959	47.4
Total	2010	99.3
Missing	15	0.7
Total	2025	100.0

Analysis in the next section has been conducted using a key set of indicators of interest, namely gender, the type of HEI, discipline, salary, full-time/part-time, and the length of employment (as shown in Tables 3, 11, 14, 16, 18, and 20), with gender at the outset being posited as potentially being the crucial determinant on the strength of respondents’ opinions.

As such, if we are hypothesising that respondents’ experiences are filtered through their experiences of gender and that this leads to, for example, females having different overall opinions than men, then to test this hypothesis it is also necessary to ensure that other variables cannot be used as a plausible counter-factual to this. Because of this, we would want for gender to have a relatively equal distribution across other indicators of interests so that the effect of one variable on another does not become muddled. Luckily, the sample follows this pattern as shown in Table 21, with the distribution of males and females across the other categories of interest being broadly similar, though with some

obvious exceptions, for example, there being more males in STEMM departments than females, and men being better represented at higher pay grades.

Table 21: Distribution of gender across key categories of interest

		Female		Male		Total
		Frequency	Percent	Frequency	Percent	
Type of HEI	University	884	61%	313	60%	1197
	Technological Higher Education Institution	490	34%	185	35%	675
	College/Other/Prefer Not to Say/	81	6%	24	5%	105
	Total	1455	100%	522	100%	1977
Discipline	AHSSBL	373	49%	140	40%	513
	STEMM	236	31%	158	46%	394
	OTHER	147	19%	49	14%	196
	Total	756	100%	347	100%	1103
Salary	<€45,000	317	22%	78	15%	395
	€45,000-€74,999	533	38%	156	30%	689
	€75,000-€99,999	405	29%	172	34%	577
	>€100,000	160	11%	106	21%	266
	Total	1415	100%	512	100%	1927
Full-Time/Part-Time	Full-time	1280	88%	472	90%	1752
	Part-time	133	9%	34	7%	167
	Other	42	3%	16	3%	58
	Total	1455	100%	522	100%	1977
Length of Employment	Up to 10 Years	779	54%	247	48%	1026
	Over 10 Years	669	46%	272	52%	941
	Total	1448	100%	519	100%	1967

Females are over-represented in the sample response, as shown in Table 22. The overall staff gender breakdown is around 55 to 45 percent females to males where the sample at the aggregate level is around 73 to 27 percent females to males.

Table 22: Distribution of gender across the sample and overall staff population

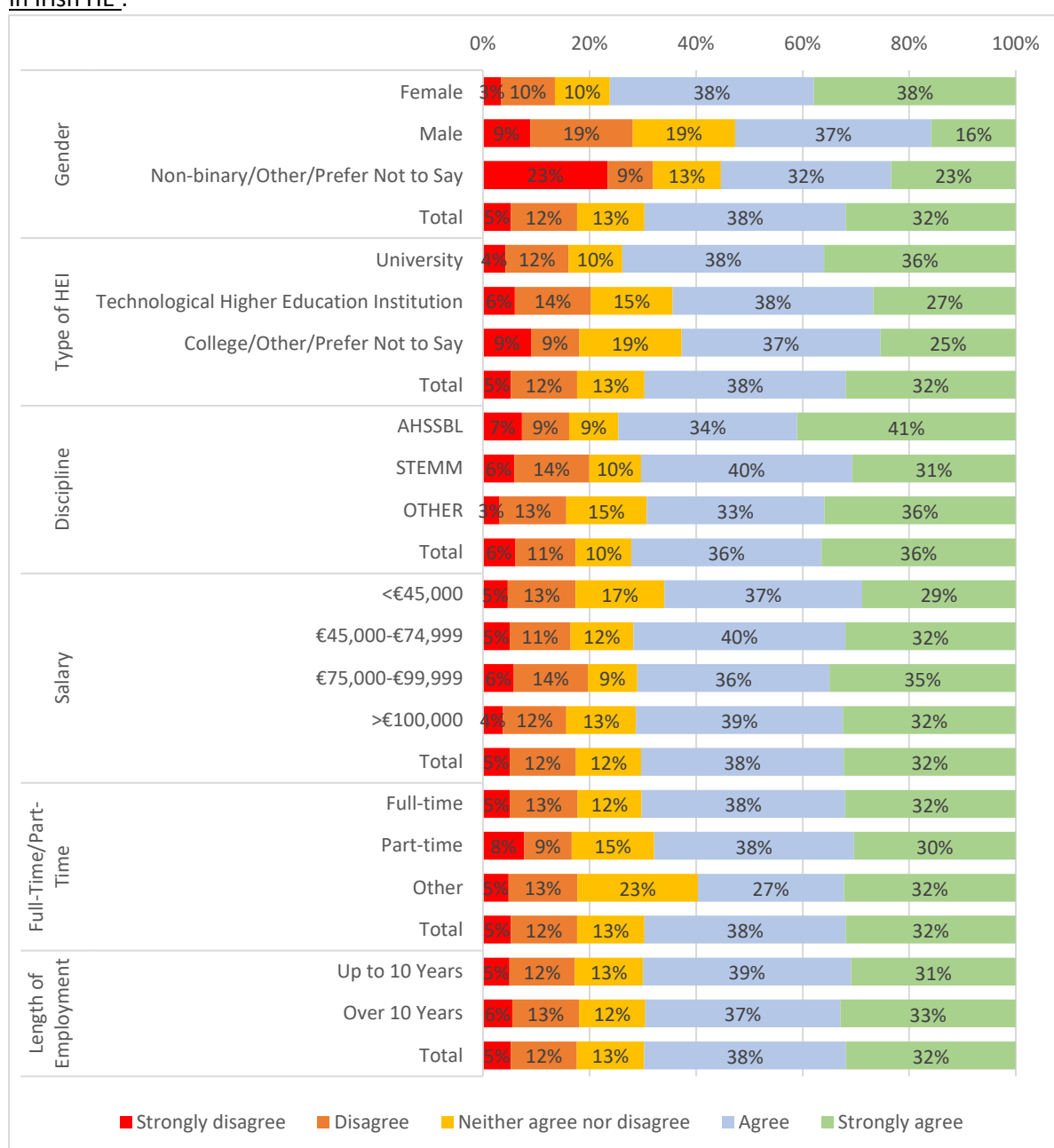
	Sample (Female/Male)		Staff Population (Female/Male)	
	Frequency	Percent	Frequency	Percent
University	841/292	74%/26%	11,244/9,020	55%/45%
Technological Higher Education Institution	490/185	73%/27%	6,314/5,790	52%/48%
College	86/35	71%/29%	1,130/578	66%/34%
Total	1,417/512	73%/27%	18,688/15,388	55%/45%

However, the relative size of each grouping is not of much concern when the results are being compared across the gender variable. However, when interpreting the results across other key variables then the gender disparity should be taken into account.

Quantitative Analysis of Results

After the demographic questions, respondents were asked to indicate their level of agreement with a set of statements. The first statement was ‘Gender inequality exists in Irish HE’. In 2016 at the aggregate level 56 percent of respondents agreed that gender inequality exists in Irish higher education. In this round of the survey 70 percent of respondents agreed or strongly agreed with the statement. However, there appears to be significant variation across gender with 76 percent of female respondents agreeing or strongly agreeing with the statement, compared against 53 percent of male respondents. There also appears to be some variation between universities and technological higher education institutions though to a lesser extent.

Figure 1: Breakdown of respondents’ levels of agreement to the statement ‘Gender inequality exists in Irish HE’.



The next set of statements set out to capture institutional responses to gender inequality, and the first statement in this set was ‘Actions taken by my HEI to advance gender equality since 2016 have been effective’. Figure 2 shows the levels of agreement with this statement across the key indicators of interest. At the overall level, 48 percent of respondents agree or strongly agree with the statement though this rises to 60 percent for male respondents and falls to 43 percent for female respondents. Thus, male respondents are more likely to think that their HEI’s efforts to advance gender equality have been effective compared to female respondents. The level of agreement with this statement is also very high for respondents earning over €100,000 per annum, though salary is likely to correlate strongly with seniority within HEIs and as a result these respondents are unlikely to judge their own efforts as being ineffective. There appears to be minimal substantive variation across other indicators of interest.

Figure 2: Breakdown of respondents’ levels of agreement to the statement ‘Actions taken by my HEI to advance gender equality since 2016 have been effective’.

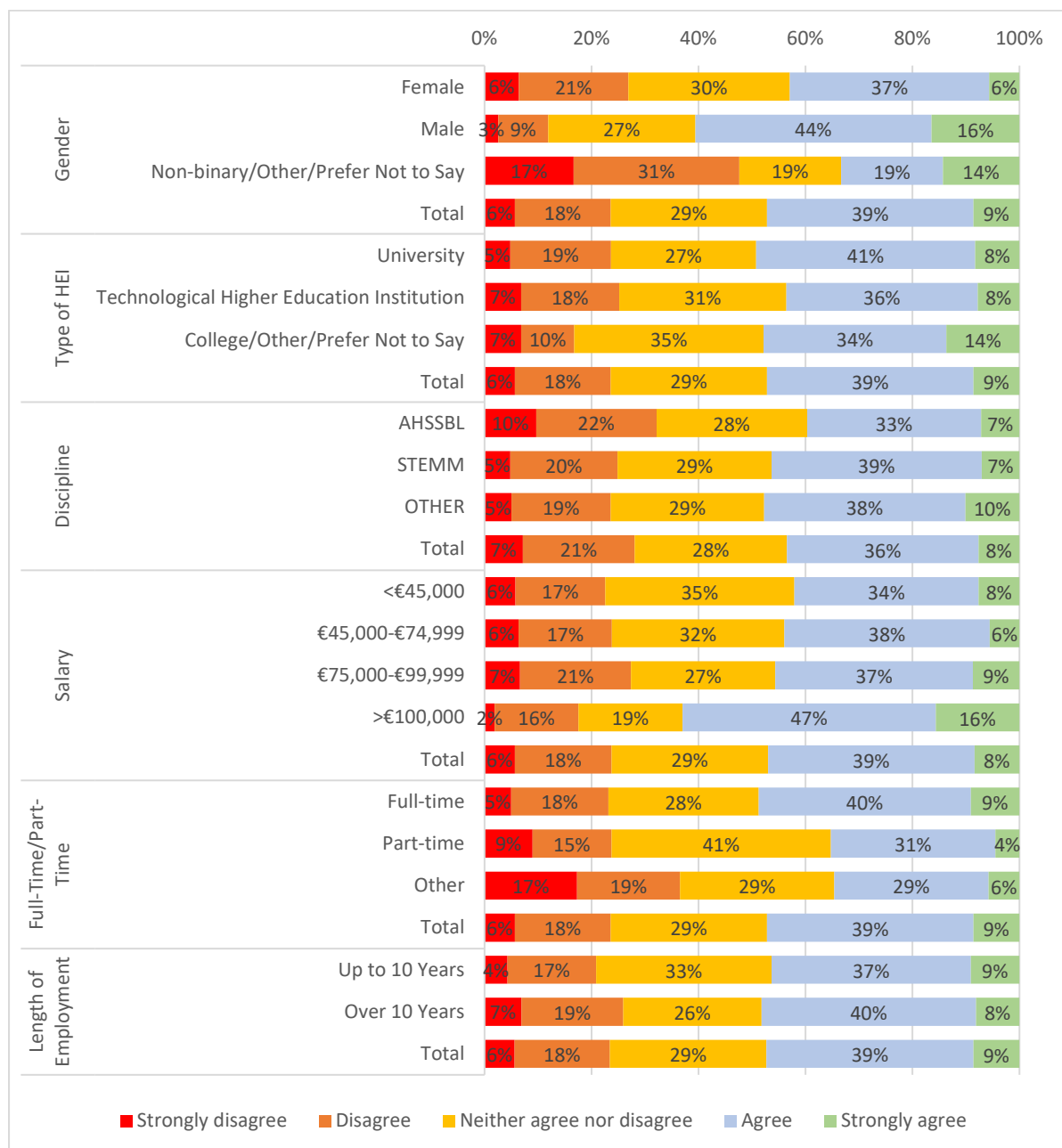


Figure 3 shows the levels of agreement with the statement ‘My HEI proactively promotes gender equality’ across the key indicators of interest. At the overall level, 67 percent of respondents agree or strongly agree with the statement though this rises to 83 percent for male respondents and falls to 63 percent for female respondents. Thus again, male respondents are more likely to think that their HEI’s is proactively promoting gender equality compared to female respondents. The level of agreement with this statement is also very high for respondents earning over €100,000 per annum. Though as seen in Table 21, more male respondents are in this category than female respondents. On the other hand though, salary is again likely to correlate strongly with seniority within HEIs, and as a result these respondents (regardless of gender) are unlikely to judge their own efforts as being not proactively promoting gender equality. There appears to be minimal substantive variation across other indicators of interest.

Figure 3: Breakdown of respondents’ levels of agreement to the statement ‘My HEI proactively promotes gender equality’.

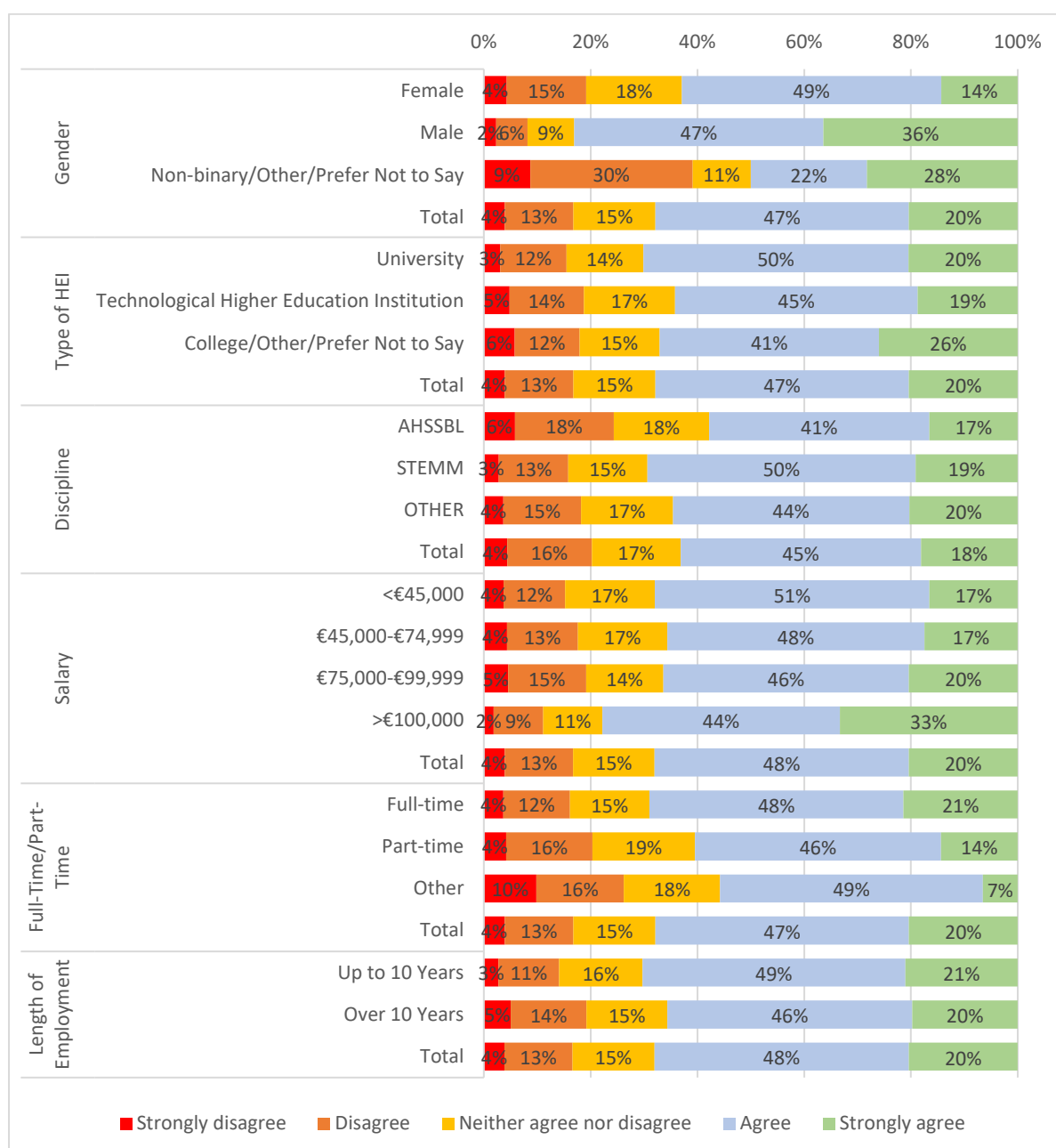
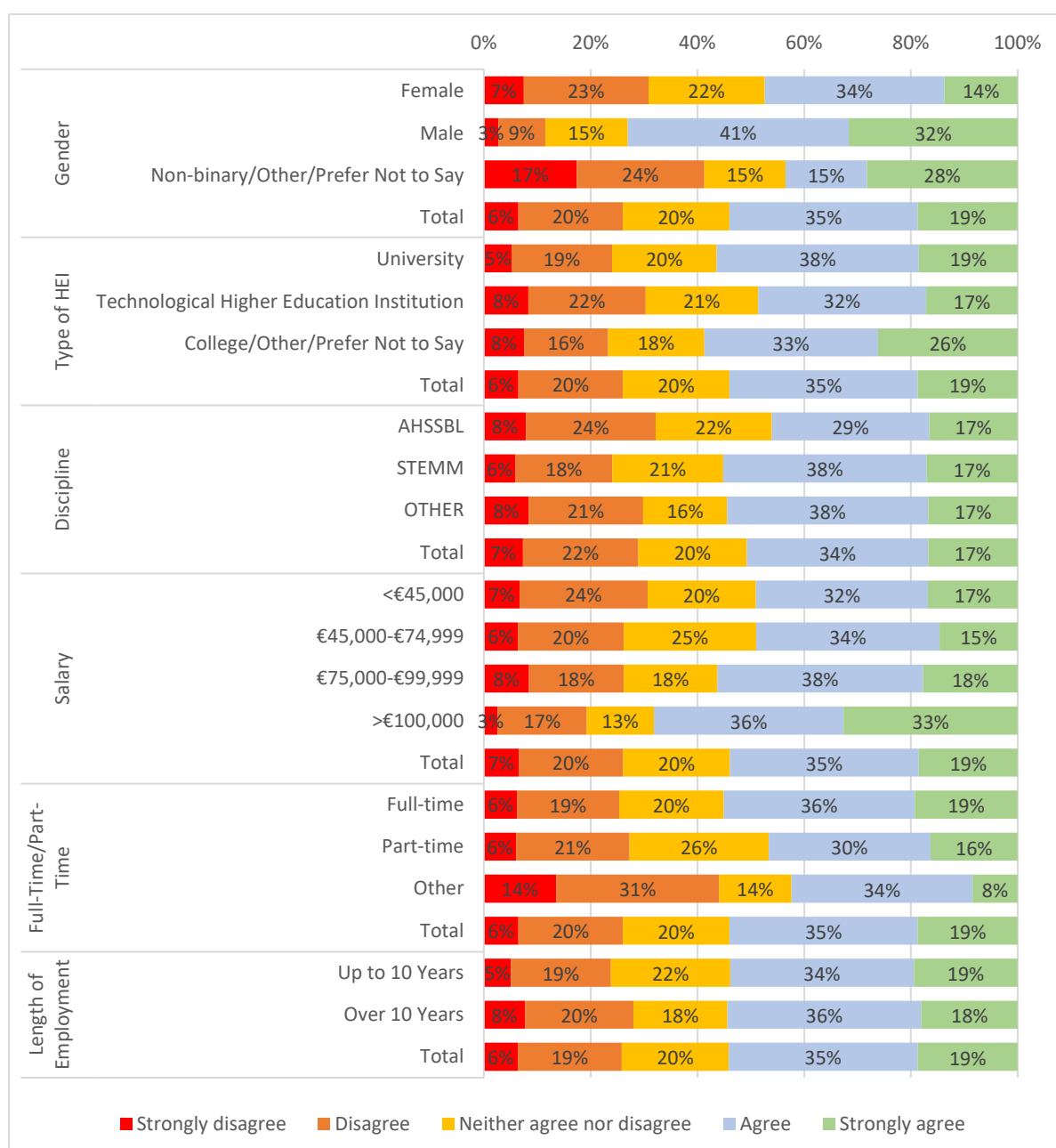


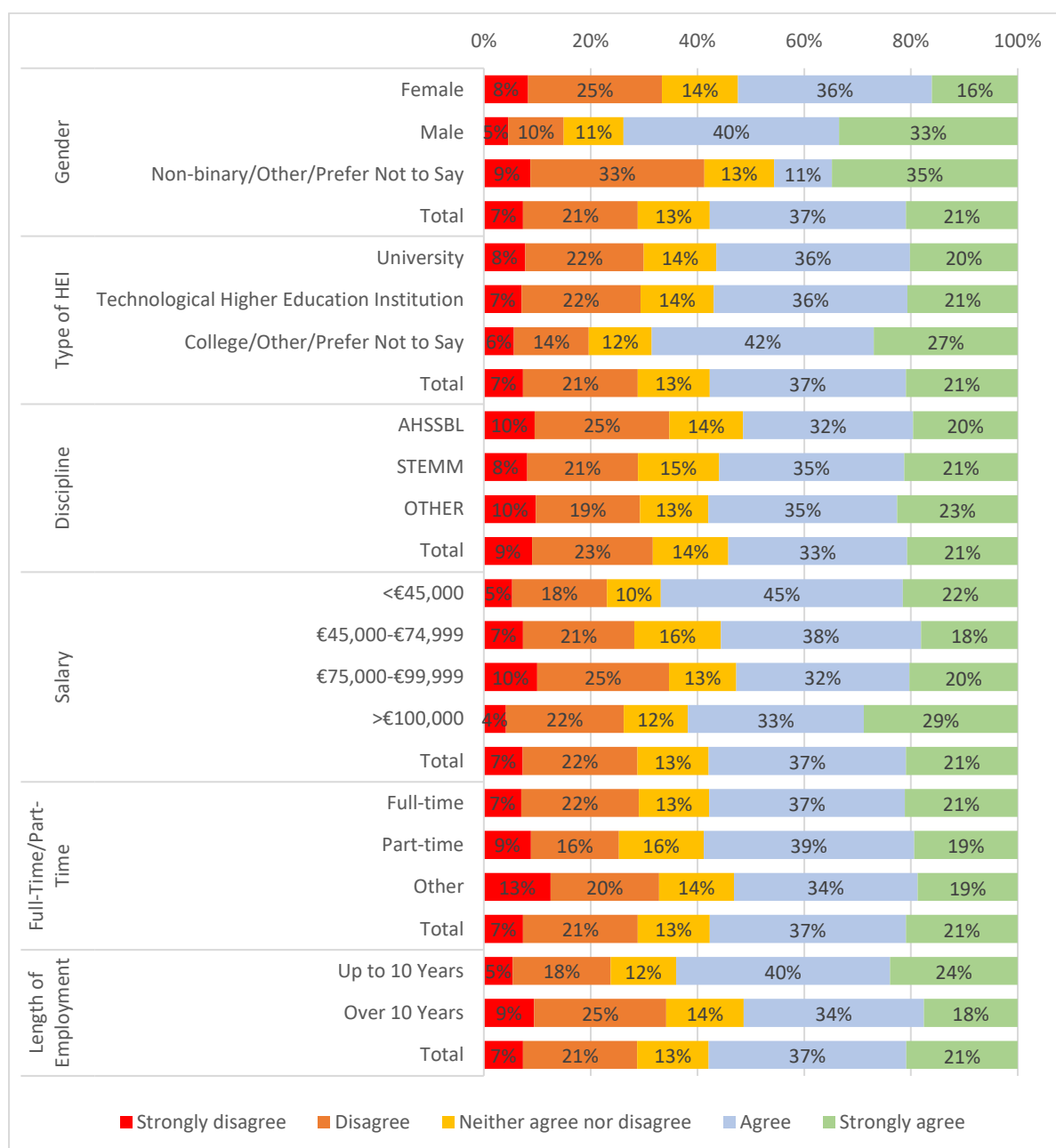
Figure 4 presents a similar picture to that observed in Figures 2 and 3, in that at the overall level 54 percent of respondent agree or strongly agree with the statement ‘[t]he leaders (President, Vice Presidents, Deans) and senior management at my HEI are visible in addressing issues around gender equality’. This rises to 73 percent for male respondents and falls to 48 percent for female respondents. Again, male respondents are more likely to think that the senior management in their HEI are visible on gender equality issues. In addition, respondents earning over €100,000 per annum (who are likely to be the senior management with HEIs) also demonstrate high levels of agreement with the statement. There appears to be minimal substantive variation across other indicators of interest.

Figure 4: Breakdown of respondents’ levels of agreement to the statement ‘The leaders (President, Vice Presidents, Deans) and senior management at my HEI are visible in addressing issues around gender equality’.



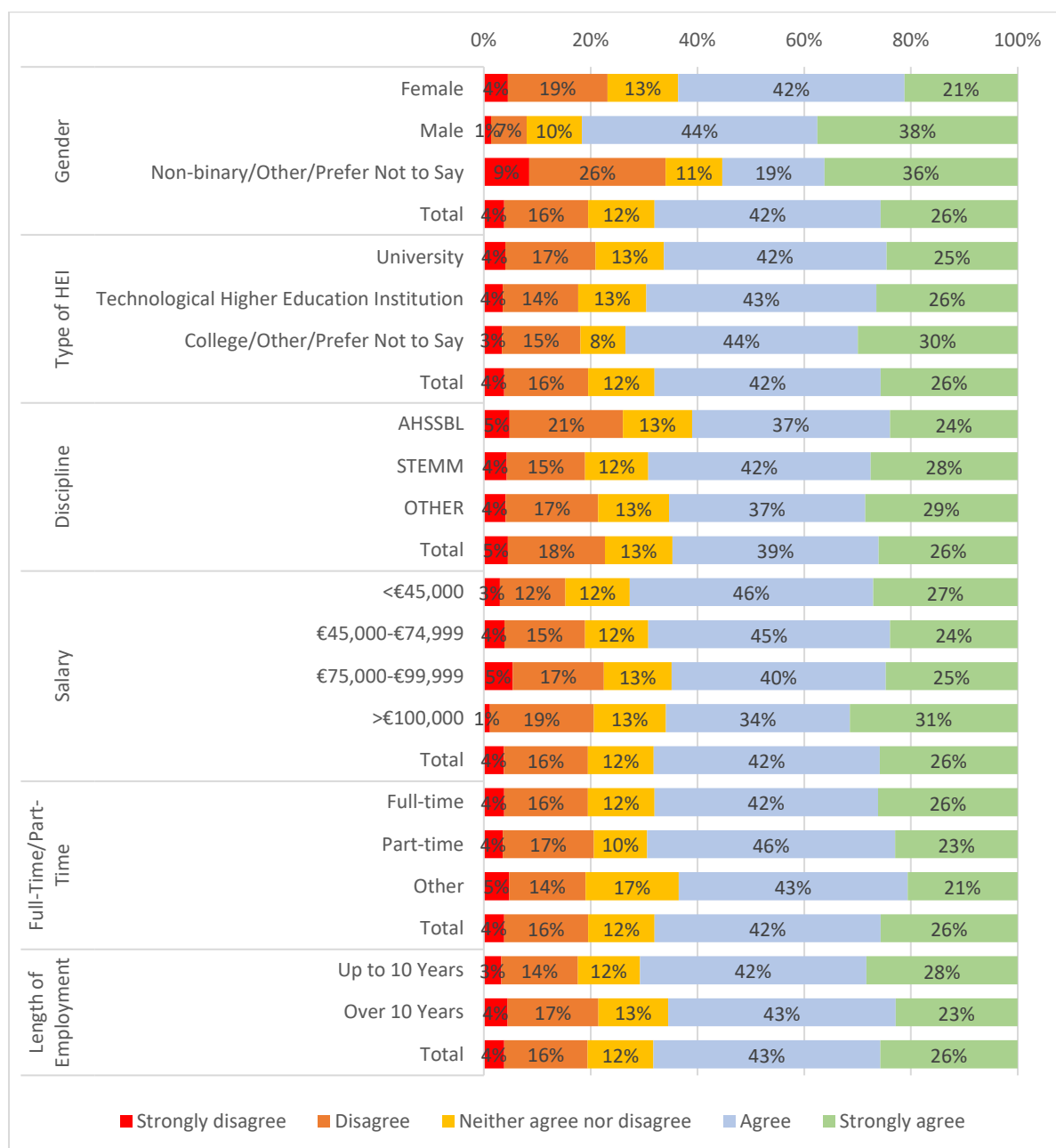
The next set of statements aim to capture the level of inclusivity within HEIs. The first of which is presented in Figure 5 below. Respondents were asked for their level of agreement with the statement 'I am treated equally by staff in management positions, irrespective of my gender'. At the aggregate level, 68 percent agree or strongly agree with the statement. Though when broken down across gender this increases to 73 percent for male respondents and falls to 52 percent for female respondents.

Figure 5: Breakdown of respondents' levels of agreement to the statement 'I am treated equally by staff in management positions, irrespective of my gender'.



A similar picture is presented in Figures 6 and 7, which provides the breakdown of responses to the statements, 'I am treated equally by all colleagues, irrespective of my gender' and 'I am treated equally by students, irrespective of my gender' respectively. Much like that seen in Figure 5, for Figure 6 at the overall level 68 percent of respondents agree or strongly agree with the statement, and again the variation across gender is interesting in that 82 percent of male respondents agree or strongly agree that they are treated equally by colleagues whereas only 63 percent of female respondents share this opinion. Furthermore, there appears to be minimal substantive variation across other indicators of interest.

Figure 6: Breakdown of respondents' levels of agreement to the statement 'I am treated equally by all colleagues, irrespective of my gender'.



For Figure 7, at the aggregate level 67 percent of respondents agree or strongly agree with the statement, 'I am treated equally by students, irrespective of my gender' and again the same pattern emerges across gender as 80 percent of male respondents agree or strongly agree that they are treated equally by students whereas only 62 percent of female respondents share this opinion. Furthermore, there appears to be minimal substantive variation across other indicators of interest.

Figure 7: Breakdown of respondents' levels of agreement to the statement 'I am treated equally by students, irrespective of my gender'.

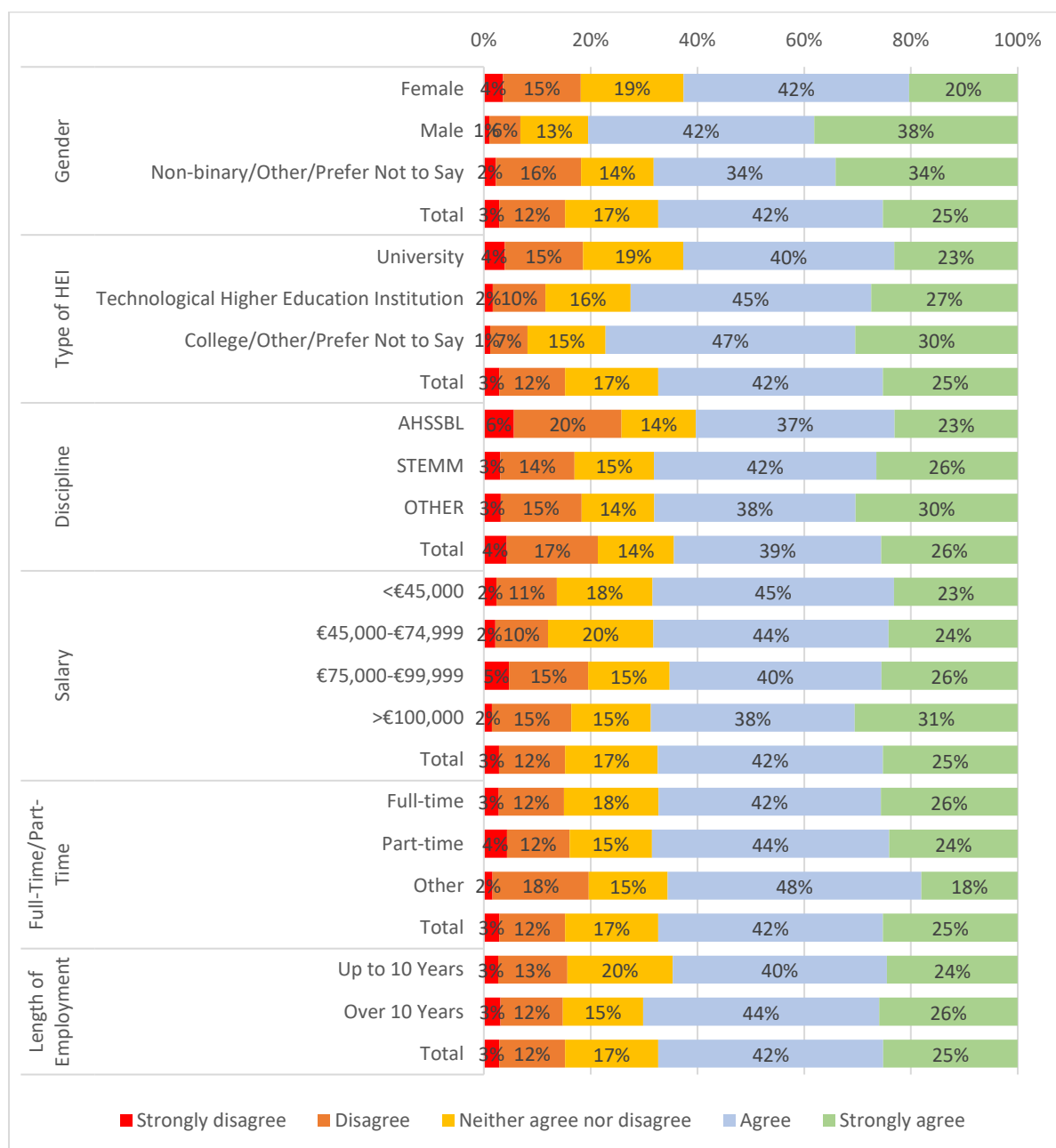
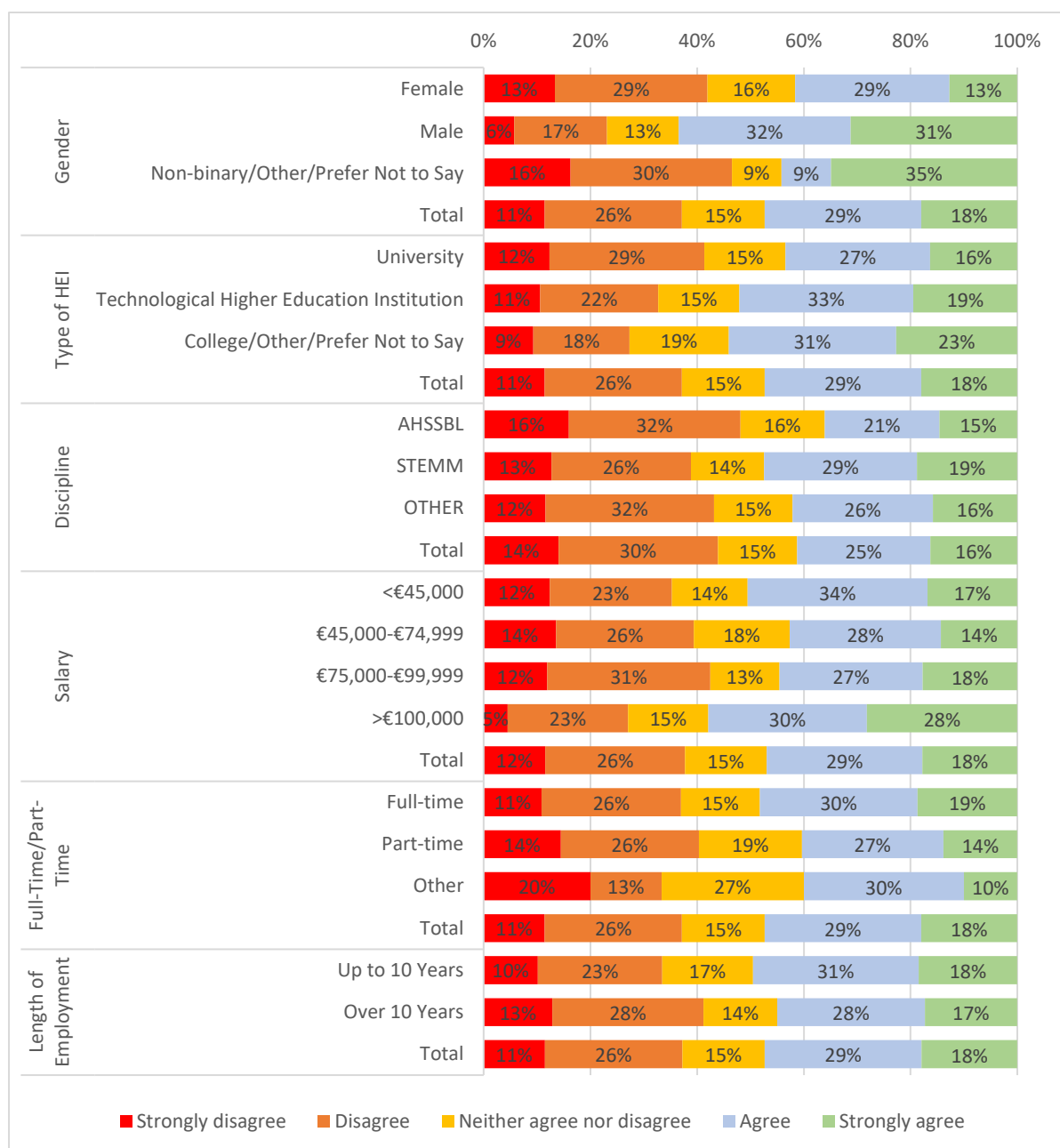


Figure 8 presents the breakdown of respondents' level of agreement with the statement 'I have the same opportunities for career progression as my colleagues who do the same job regardless of my gender', and again male respondents are more likely to agree or strongly agree with the statement (63 percent) compared against their female counterparts (42 percent). There is also some interesting variation across some indicators of interest, for example, full-time respondents express stronger levels of agreement (49 percent) with the statement than part-time respondents (41 percent), and respondents from STEMM departments express higher levels of agreement (48 percent) than their colleagues in AHSSBL departments (36 percent).

Figure 8: Breakdown of respondents' levels of agreement to the statement 'I have the same opportunities for career progression as my colleagues who do the same job regardless of my gender'.



Finally in this section, Figure 9 presents the breakdown of responses to the statement ‘I have been encouraged to apply for promotion or jobs at a higher grade’, and for the first time in the survey the variation across gender is relatively minimal. Overall 35 percent of respondents agree or strongly agree with the statement, which rises to 39 percent when solely examining male respondents and falls to 33 percent for female respondents.

Figure 9: Breakdown of respondents’ levels of agreement to the statement ‘I have been encouraged to apply for promotion or jobs at a higher grade’.



Questions 18 to 23 in the survey provided respondents opportunities to detail the areas which they perceive to represent the challenges to addressing gender inequality, and to highlight some examples of good practice they had experienced. For each question, lists of options were presented to respondents, and depending on the question, respondents could pick as many as they wished, or selected the most important to them. The analysis of this section of the survey presents all the results across the gender variable, as throughout the analysis so far, this has repeatedly demonstrated substantive variation.

Questions 18 to 20 asked respondents about supporting and advancing careers with Question 18 specifically asking for respondents to list the areas they think are of critical importance in supporting and advancing careers of staff of under-represented genders in Irish higher education. Respondents could select as many items from the list as they thought relevant. Figure 10 presents the distribution of choices across gender. As one can see from these distributions, both are relatively normal, though for male respondents there does appear to be a slight right skew. Table 23 provides the summary statistics of the choices made for Question 18, and female respondents on average selected around 11 choices, whereas male respondents selected around 9. The medians of each distribution with female respondents selecting 11 choices compared to 8 for male respondents.

Figure 10: Histogram of the distribution of the number of choices selected for Question 18.

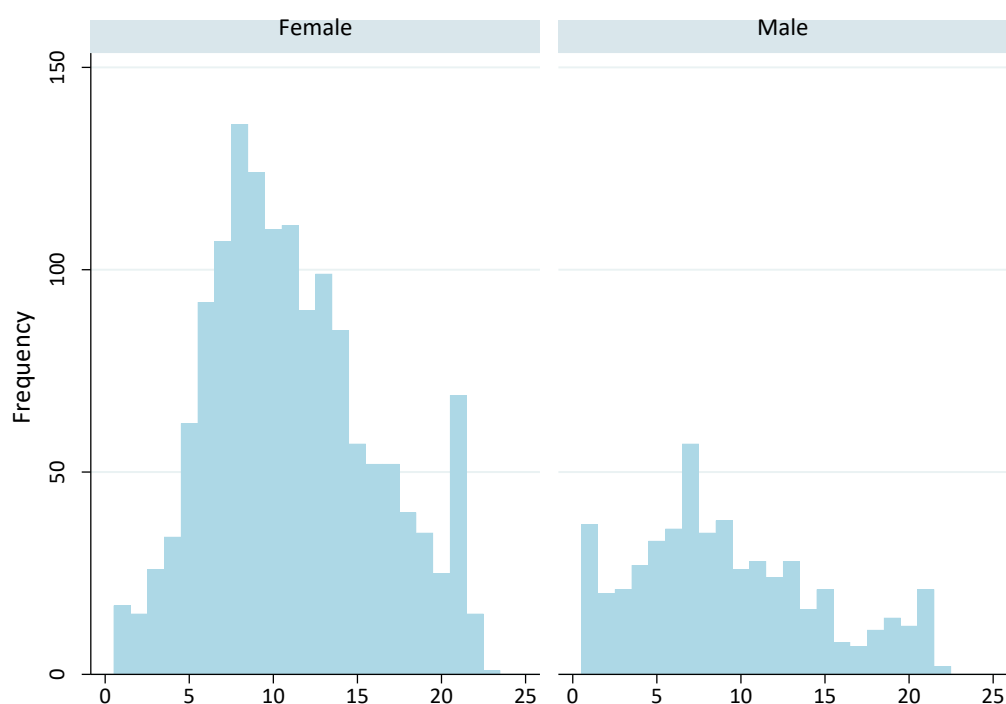


Table 23: Summary statistics of the number of choices selected for Question 18.

	Mean	Median	Minimum	Maximum	Count
Female	11.15	11	1	23	1455
Male	9.28	8	1	22	522
Non-binary/Other/Prefer Not to Say	7.98	7.5	1	21	48
Total	10.59	10	1	23	2025

Figure 11 presents the breakdown of choices selected by respondents across gender. Choices have been ranked from most selected by female respondents to least, and the percentage figures indicated the percent of male or female respondents who selected each option. Of the 23 options available to respondents, 14 were selected by at least 50 percent of female respondents. In contrast, only 6 choices were selected by at least 50 percent of male respondents.

For female respondents the top five choices were:

1. Promotion/progression (83 percent)
2. Flexible working (77 percent)
3. Career development opportunities' (72 percent)
4. Availability of secure contracts/employment (68 percent)
5. Childcare/carers' provision and supports (67 percent)

For male respondents the top five choices were:

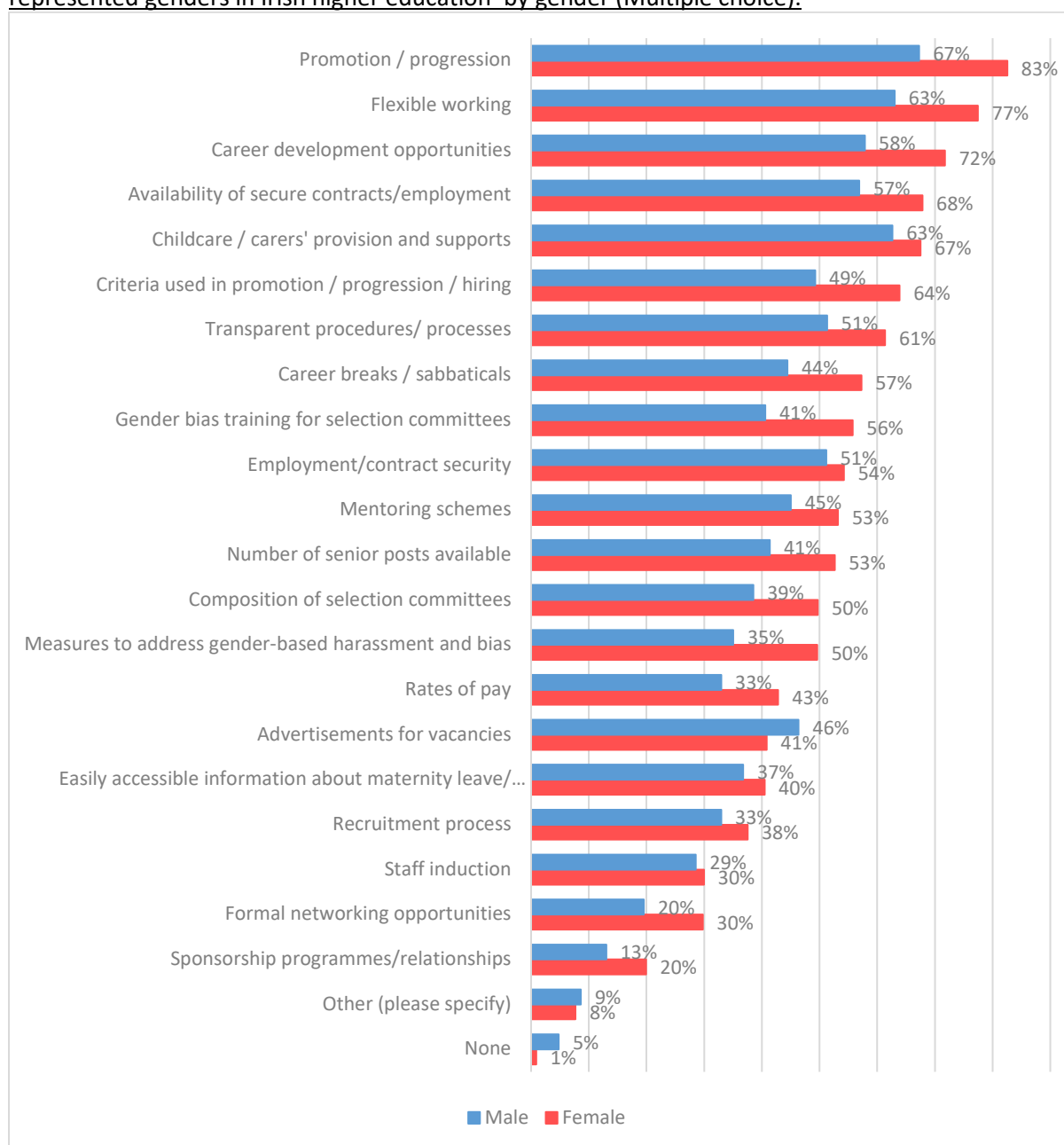
1. Promotion/progression (67 percent)
2. Flexible working (63 percent)
3. Childcare/carers' provision and supports (63 percent)
4. Career development opportunities' (58 percent)
5. Availability of secure contracts/employment (57 percent)

Of the 23 available choices, 20 were selected by a higher percentage of female respondents than male respondents. The list below presents the cases where the difference between genders was at least 10 percent.

1. Promotion / progression (15 percent)
2. Gender bias training for selection committees (15 percent)
3. Criteria used in promotion / progression / hiring (15 percent)
4. Measures to address gender-based harassment and bias (15 percent)
5. Flexible working (14 percent)
6. Career development opportunities (14 percent)
7. Career breaks / sabbaticals (13 percent)
8. Number of senior posts available (11 percent)
9. Composition of selection committees (11 percent)
10. Availability of secure contracts/employment (11 percent)
11. Formal networking opportunities (10 percent)
12. Transparent procedures/ processes (10 percent)
13. Rates of pay (10 percent)

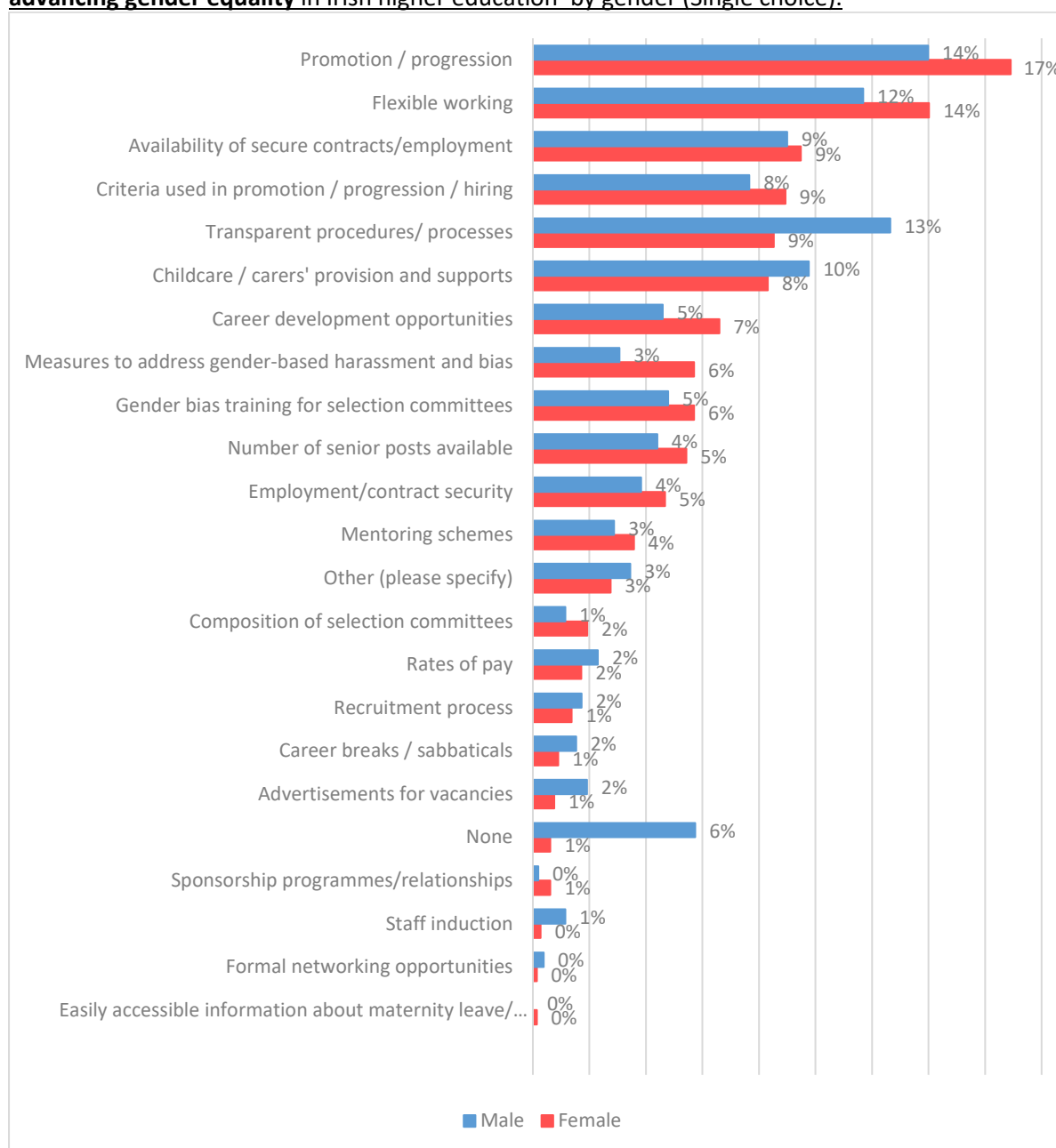
Only three options were chosen by a greater percentage of male respondents than female respondents, advertisements for vacancies' which was selected by 46 percent of male respondents compared to 41 percent of female respondents, 'none' which was selected by 5 percent of male respondents compared to 1 percent of female respondents, and 'other' which was selected by 9 percent of male respondents compared to 8 percent of female respondents. Within the 'other' category where respondents could provide their own areas which they thought were missing from the list, paternity leave was mentioned repeatedly by respondents.

Figure 11: Areas of ‘critical importance in supporting and advancing careers of staff of under-represented genders in Irish higher education’ by gender (Multiple choice).



Question 19 asked respondents ‘[o]f the areas you have identified [that support and advance careers in your HEI] please indicate which area should be the main priority in advancing gender equality in Irish higher education’. For this question, respondents could only choose one option. Figure 12 presents the choices made by respondent by gender.

Figure 12: Areas in supporting and advancing careers of staff that ‘should be the main priority in advancing gender equality in Irish higher education’ by gender (Single choice).



For female respondents the top five choices were:

1. Promotion/progression (17 percent)
2. Flexible working (14 percent)
3. Availability of secure contracts/employment (9 percent)
4. Criteria used in promotion/progression/hiring (9 percent)
5. Transparent procedures/processes (9 percent)

For male respondents the top five choices were:

1. Promotion/progression (14 percent)
2. Transparent procedures/processes (13 percent)

3. Flexible working (12 percent)
4. Availability of secure contracts/employment (9 percent)
5. Criteria used in promotion/progression/hiring (8 percent)

The difference across genders within this question are for the most part relatively minor. However, 6 percent of male respondents chose 'none of the options' as being the main priority, which contrasts against only 1 percent of female respondents.

Question 20 asked for respondents to list the areas in which you have experienced good practice in supporting and advancing careers of staff of under-represented genders. Figure 13 presents histograms of the distribution of choices across gender. As one can see from these distributions, both are heavily skewed, with female respondents appearing to selected fewer choices than male respondents. This is further supported by Table 24 which provides the summary statistics of the number of choices made for Question 20. Female respondents on average selected around 3 choices, whereas male respondents selected around closer to 5. The medians of each distribution with female respondents selecting 2 choices compared to 3 for male respondents.

Figure 13: Histogram of the distribution of the number of choices selected for Question 20.

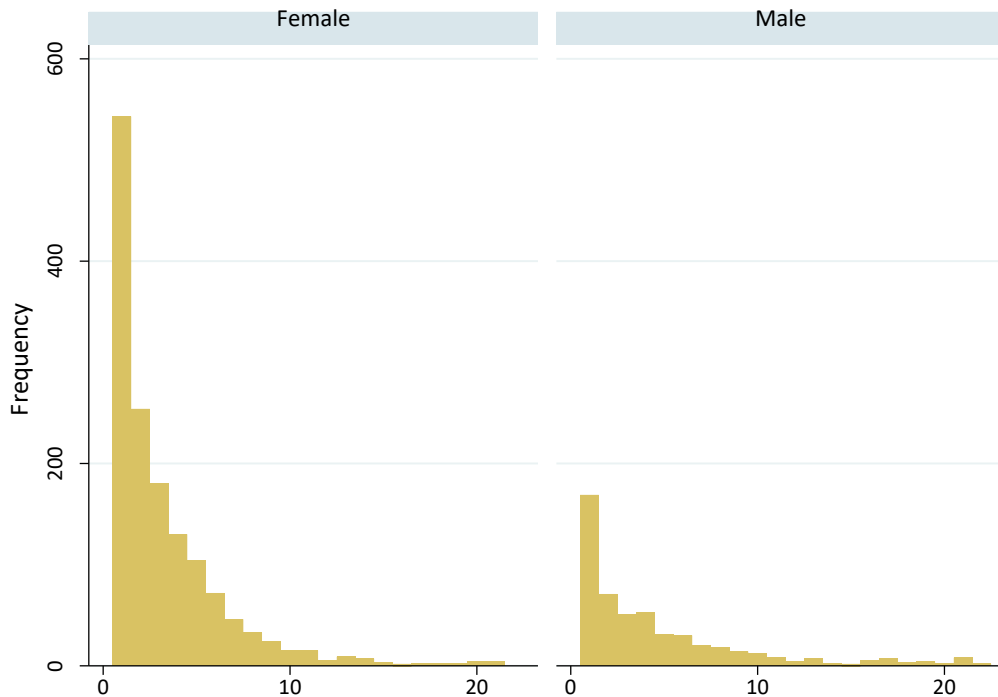


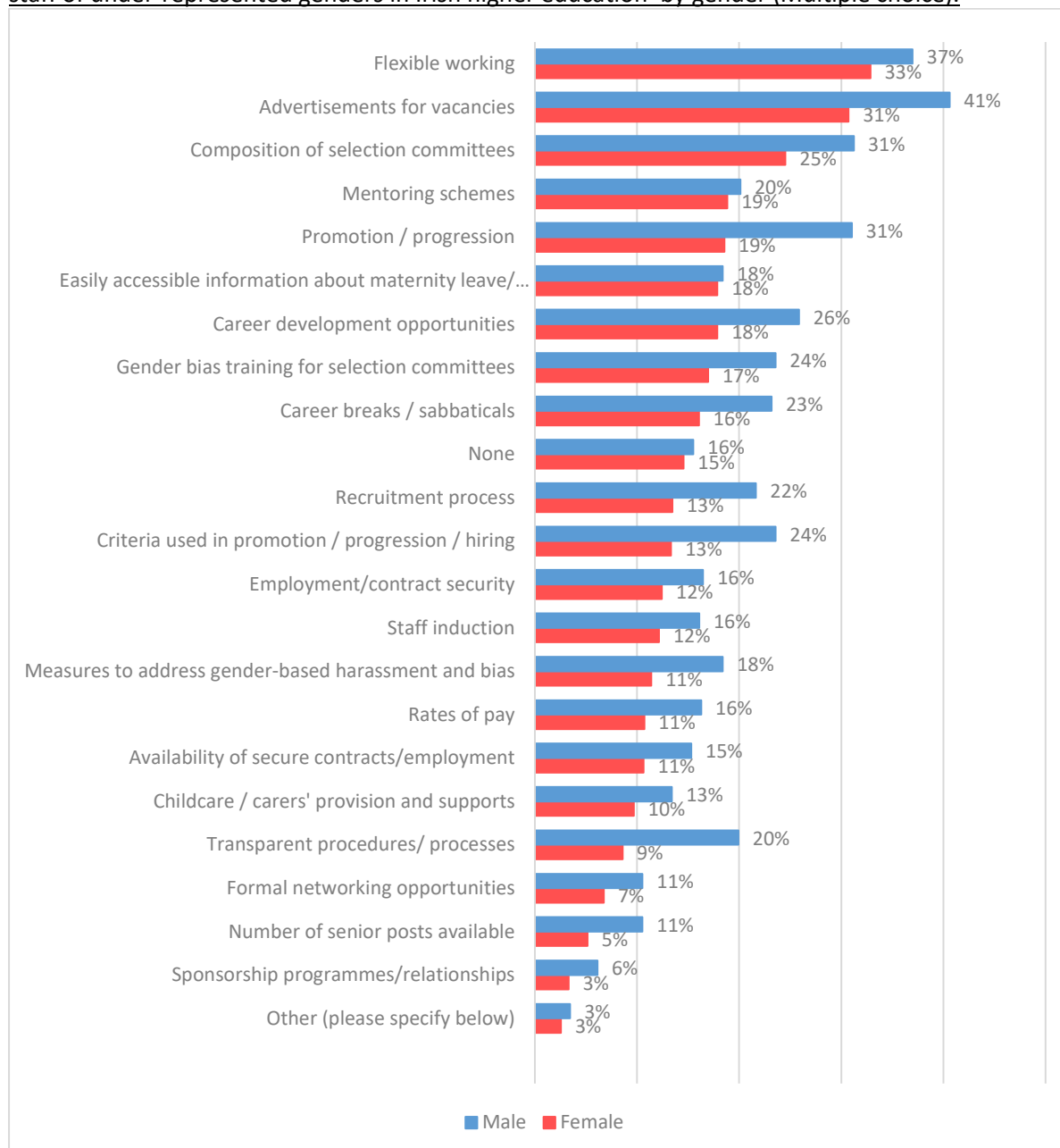
Table 24: Summary statistics of the number of choices selected for Question 20.

	Mean	Median	Minimum	Maximum	Count
Female	3.29	2	1	21	1455
Male	4.58	3	1	22	522
Non-binary/Other/Prefer Not to Say	2.96	1	1	21	48
Total	3.62	2	1	22	2025

There is a potential irony here in that male respondents appear to be have experienced more good practice in supporting and advancing careers of under-represented genders than female respondents. This is seen further in Figure 14.

Choices in Figure 14 have again been ranked from most selected by female respondents to least, and the percentage figures indicated the percent of male or female respondents who selected each option. Of the 23 options available to respondents, only 3 were selected by at least 25 percent of female respondents. In contrast, only 6 choices were selected by at least 25 percent of male respondents.

Figure 14: Areas 'in which you have experienced good practice in supporting and advancing careers of staff of under-represented genders in Irish higher education' by gender (Multiple choice).



For female respondents the top five choices were:

1. Flexible working (33 percent)
2. Advertisements for vacancies (31 percent)
3. Composition of selection committees (25 percent)
4. Mentoring schemes (19 percent)
5. Promotion/progression (19 percent)

For male respondents the top five choices were:

1. Advertisements for vacancies (41 percent)
2. Flexible working (37 percent)
3. Composition of selection committees (31 percent)
4. Promotion/progression (31 percent)
5. Career development opportunities (26 percent)

Of the 23 available choices, all 23 were selected by a higher percentage of male respondents than female respondents. The list below presents the cases where the difference between genders was at least 10 percent.

1. Promotion / progression (12%)
2. Transparent procedures/ processes (11%)
3. Criteria used in promotion / progression / hiring (10%)
4. Advertisements for vacancies (10%)

Questions 21 to 23 asked respondents about organisational culture and structure with Question 21 specifically asking for respondents to list the areas of **organisational culture and structure** which they see as key to ensuring gender equality in Irish higher education. Respondents could select as many items from the list as they thought relevant. Figure 15 presents the distribution of choices across gender. As one can see from these distributions, female is relatively normally distributed compared to the right-skewed distribution for male respondents. Table 25 provides the summary statistics of the choices made for Question 21, and female respondents on average selected close to 14 choices, whereas male respondents selected around 10. The medians of each distribution with female respondents selecting 12 choices compared to 9 for male respondents.

Figure 15: Histogram of the distribution of the number of choices selected for Question 21.

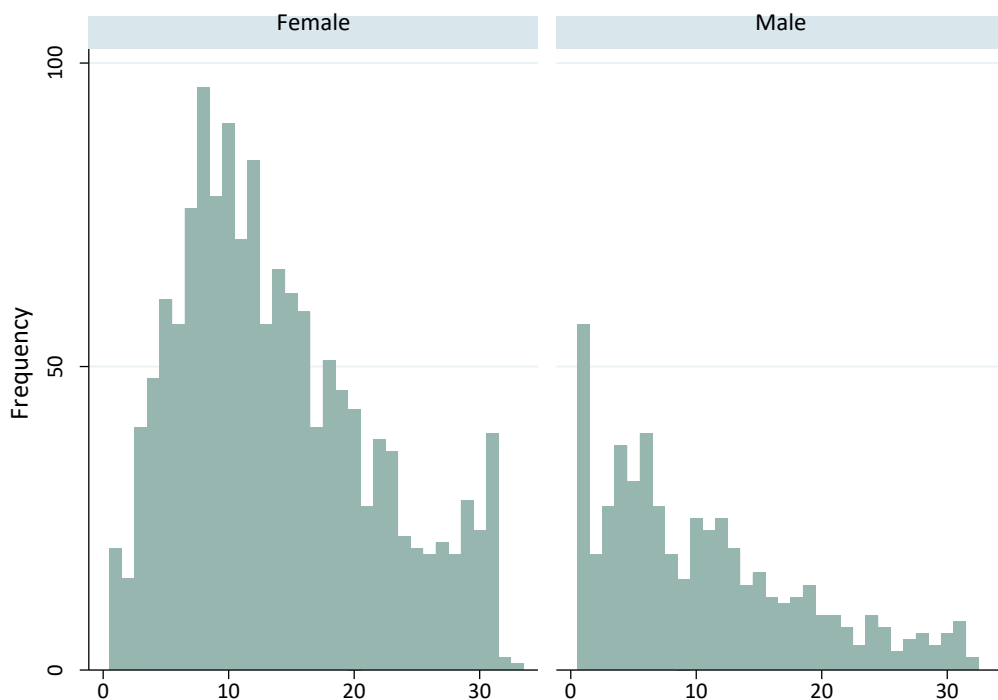


Table 25: Summary statistics of the number of choices selected for Question 21.

	Mean	Median	Minimum	Maximum	Count
Female	13.90	12	1	33	1455
Male	10.62	9	1	32	522
Non-binary/Other/Prefer Not to Say	7.40	6	1	29	48
Total	12.90	12	1	33	2025

Figure 11 presents the breakdown of choices selected by respondents across gender. Choices have been ranked from most selected by female respondents to least, and the percentage figures indicated the percent of male or female respondents who selected each option. Of the 33 options available to respondents, 14 were selected by at least 50 percent of female respondents. In contrast, only 5 choices were selected by at least 50 percent of male respondents.

For female respondents the top five choices were:

1. Availability of women as role models (71 percent)
2. Commitment of line-managers to gender equality (65 percent)
3. Gender balance on senior management teams at institutional level (64 percent)
4. Overall culture (64 percent)
5. Equal pay / increments (62 percent)

For male respondents the top five choices were:

1. Equal pay / increments (54 percent)
2. Challenging sexist comments or innuendoes (53 percent)
3. Commitment of line-managers to gender equality (52 percent)
4. Overall culture (52 percent)
5. Availability of women as role models (50 percent)

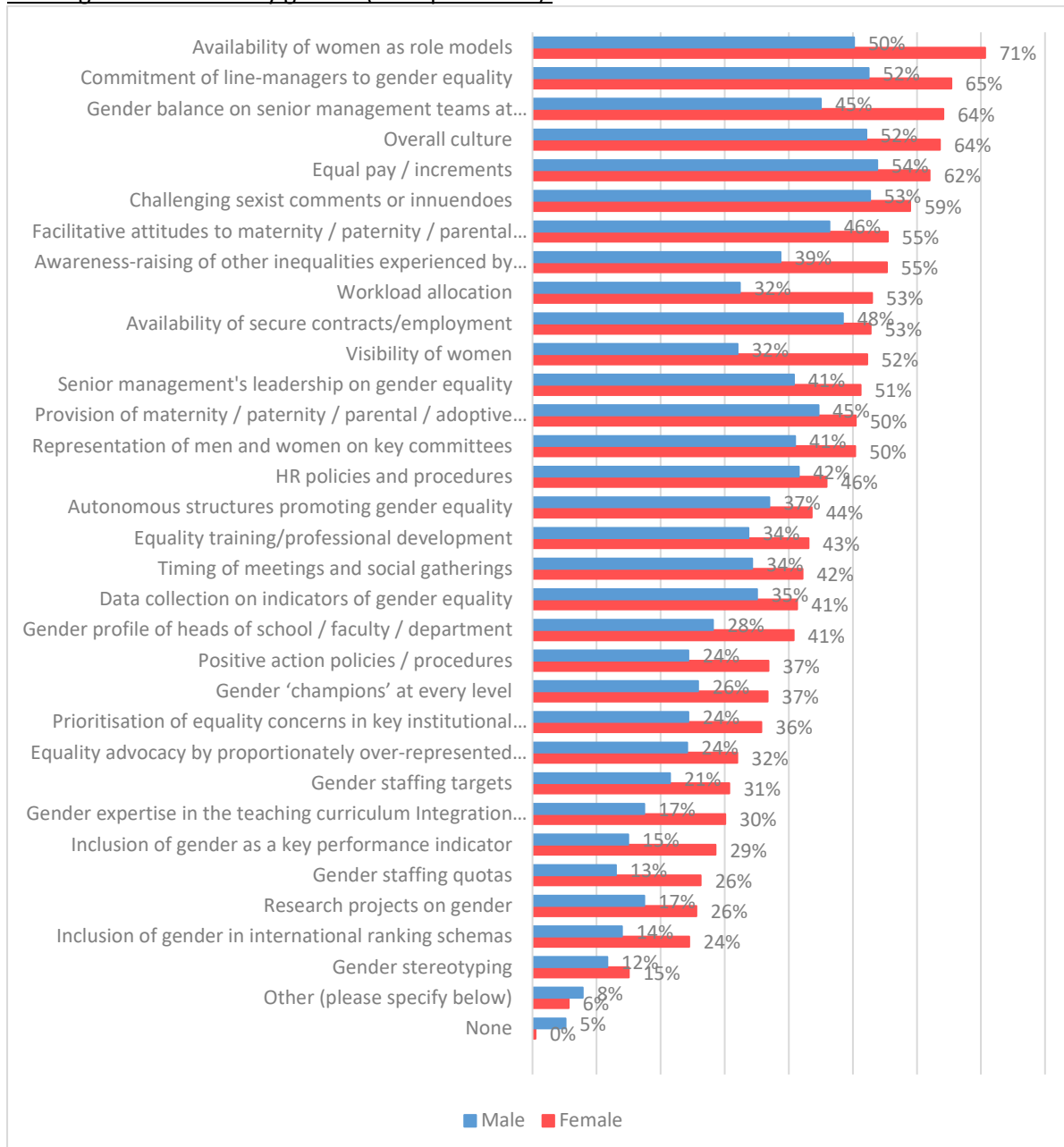
Of the 33 available choices, 31 were selected by a higher percentage of female respondents than male respondents. The list below presents the cases where the difference between genders was at least 10 percent.

1. Workload allocation (21%)
2. Availability of women as role models (21%)
3. Visibility of women (20%)
4. Gender balance on senior management teams at institutional level (19%)
5. Awareness-raising of other inequalities experienced by some women (e.g., racism, ableism) (17%)
6. Inclusion of gender as a key performance indicator (14%)
7. Gender staffing quotas (13%)
8. Commitment of line-managers to gender equality (13%)
9. Gender expertise in the teaching curriculum Integration of the gender dimension into teaching and learning (13%)
10. Gender profile of heads of school / faculty / department (13%)
11. Positive action policies / procedures (13%)
12. Overall culture (11%)
13. Prioritisation of equality concerns in key institutional decisions (11%)
14. Gender 'champions' at every level (11%)
15. Inclusion of gender in international ranking schemas (10%)

16. Senior management's leadership on gender equality (10%)

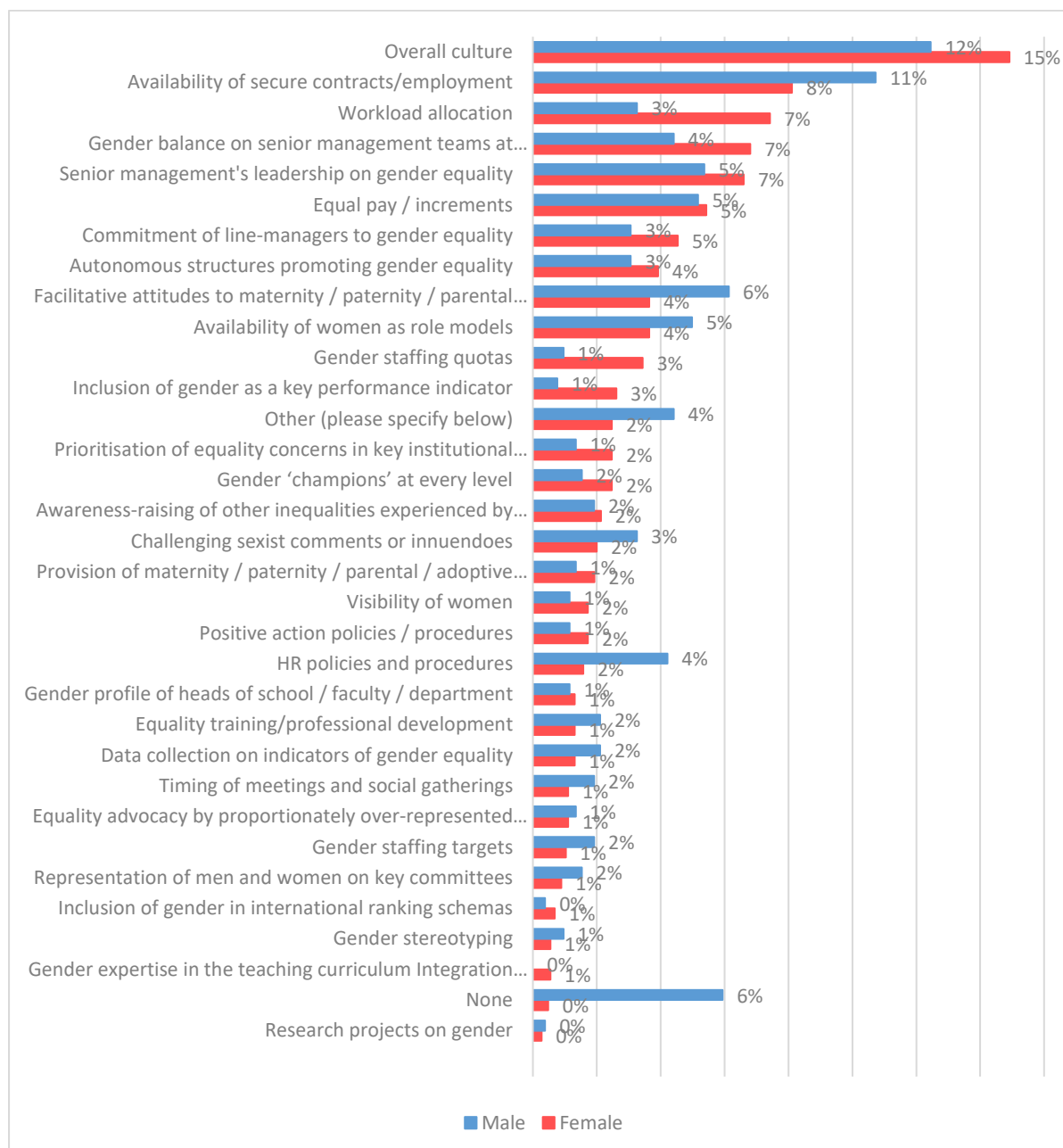
Only two options were chosen by a greater percentage of male respondents than female respondents, 'none' which was selected by 45 percent of male respondents compared to less than 1 percent of female respondents, and 'other' which was selected by 8 percent of male respondents compared to 6 percent of female respondents.

Figure 16: Areas of '**organisational culture and structure** which are key to ensuring gender equality in Irish higher education' by gender (Multiple choice).



Question 22 asked respondents ‘[o]f the areas you have identified [within the organisational culture and structure of your HEI] please indicate which area should be the main priority in advancing gender equality in Irish higher education’. For this question, respondents could only choose one option. Figure 17 presents the choices made by respondent by gender.

Figure 17: Areas within the organisational culture and structure that ‘should be the main priority in advancing gender equality in Irish higher education’ by gender (Single choice).



For female respondents the top five choices were:

1. Overall culture (15 percent)
2. Availability of secure contracts/employment (9 percent)
3. Workload allocation (7 percent)
4. Gender balance on senior management teams at institutional level (7 percent)
5. Senior management's leadership on gender equality (7 percent)

For male respondents the top five choices were:

1. Overall culture (12 percent)
2. Availability of secure contracts/employment (11 percent)
3. Facilitative attitudes to maternity / paternity / parental / adoptive / carers' leave (6 percent)
4. None (6 percent)
5. Availability of women as role models (5 percent)

The difference across genders within this question are for the most part relatively minor. However, for 6 percent of male respondents to choose 'none of the options' as being the main priority, is somewhat disconcerting, this contrasts against less than 1 percent of female respondents.

Question 23 asked for respondents to list the aspects of organisational culture and structure in which they have experienced good practice in supporting gender equality in Irish higher education. Figure 18 presents histograms of the distribution of choices across gender. As one can see from these distributions, both are heavily skewed, with female respondents appearing to selected fewer choices than male respondents given the height of the lowest number of choices bars. This is further supported by Table 26 which provides the summary statistics of the number of choices made for Question 23. Female respondents on average selected around 3 choices, whereas male respondents selected around 5. The medians of each distribution with female respondents selecting 2 choices compared to 3 for male respondents.

Figure 18: Histogram of the distribution of the number of choices selected for Question 23.

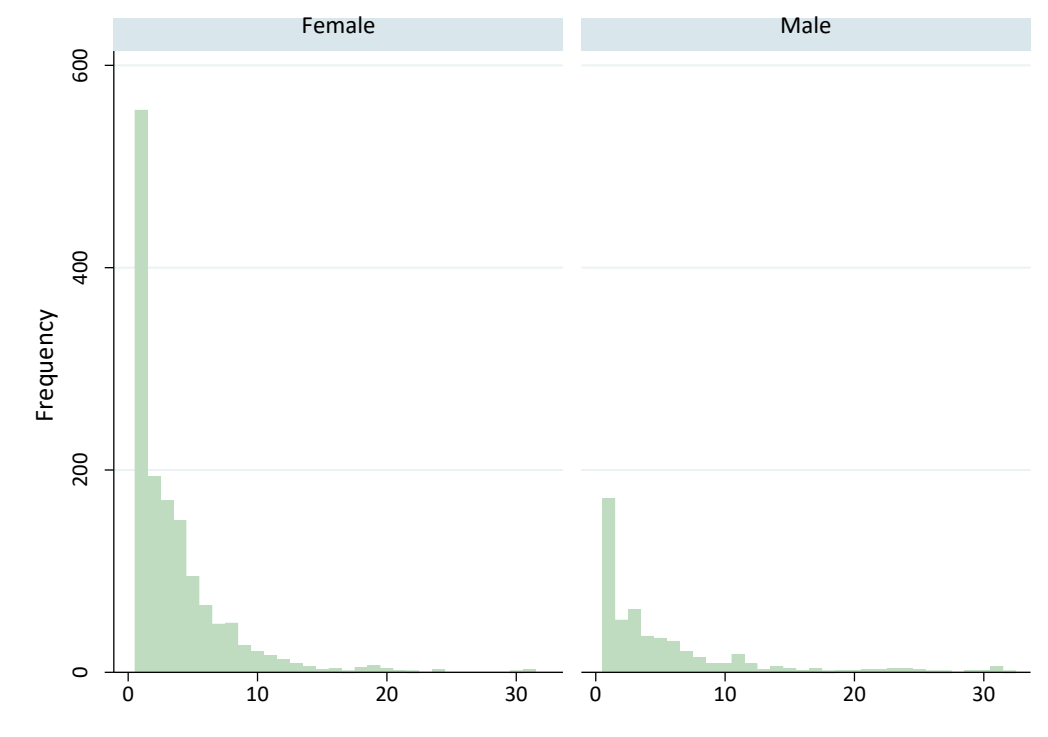


Table 26: Summary statistics of the number of choices selected for Question 23.

	Mean	Median	Minimum	Maximum	Count
Female	3.67	2	1	31	1455
Male	5.49	3	1	32	522
Non-binary/Other/Prefer Not to Say	3.31	1	1	23	48
Total	4.13	3	1	32	2025

Much like what was observed for Question 20, there is another potential irony here in that male respondents appear to be have experienced more good practice in organisational culture and structure that has supported under-represented genders than female respondents. This is seen further in Figure 19.

Choices in Figure 19 have again been ranked from most selected by female respondents to least, and the percentage figures indicated the percent of male or female respondents who selected each option.

Of the 33 options available to respondents, only one was selected by at least 25 percent of female respondents. In contrast, 6 choices were selected by at least 25 percent of male respondents.

For female respondents the top five choices were:

1. Availability of women as role models (34 percent)
2. Equal pay / increments (23 percent)
3. Equality training/professional development (20 percent)
4. Visibility of women (19 percent)
5. Provision of maternity / paternity / parental / adoptive / carers' leave cover (18 percent)

For male respondents the top five choices were:

1. Availability of women as role models (41 percent)
2. Equal pay / increments (35 percent)
3. Overall culture (29 percent)
4. Commitment of line-managers to gender equality (28 percent)
5. HR policies and procedures (27 percent)

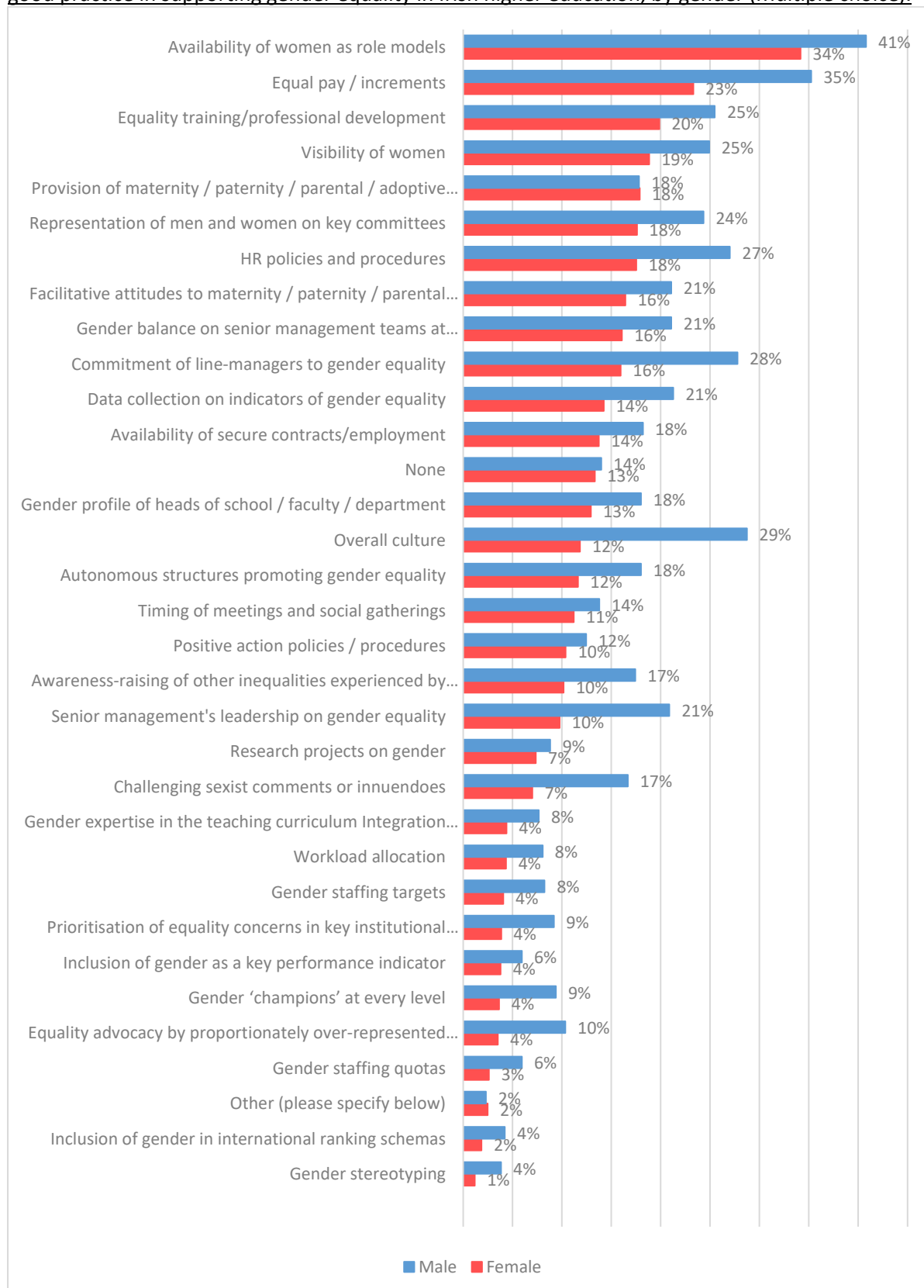
Of the 33 available choices, 32 was selected by a higher percentage of male respondents than female respondents. The list below presents the cases where the difference between genders was at least 10 percent.

1. Overall culture (17 percent)
2. Equal pay / increments (12 percent)
3. Commitment of line-managers to gender equality (12 percent)
4. Senior management's leadership on gender equality (11 percent)
5. Challenging sexist comments or innuendoes (10 percent)
- 6.

Only one option was chosen by a greater percentage of female respondents than male respondents, 'other' which was selected by slightly over 2 percent of female respondents compared to 2 percent of male respondents.

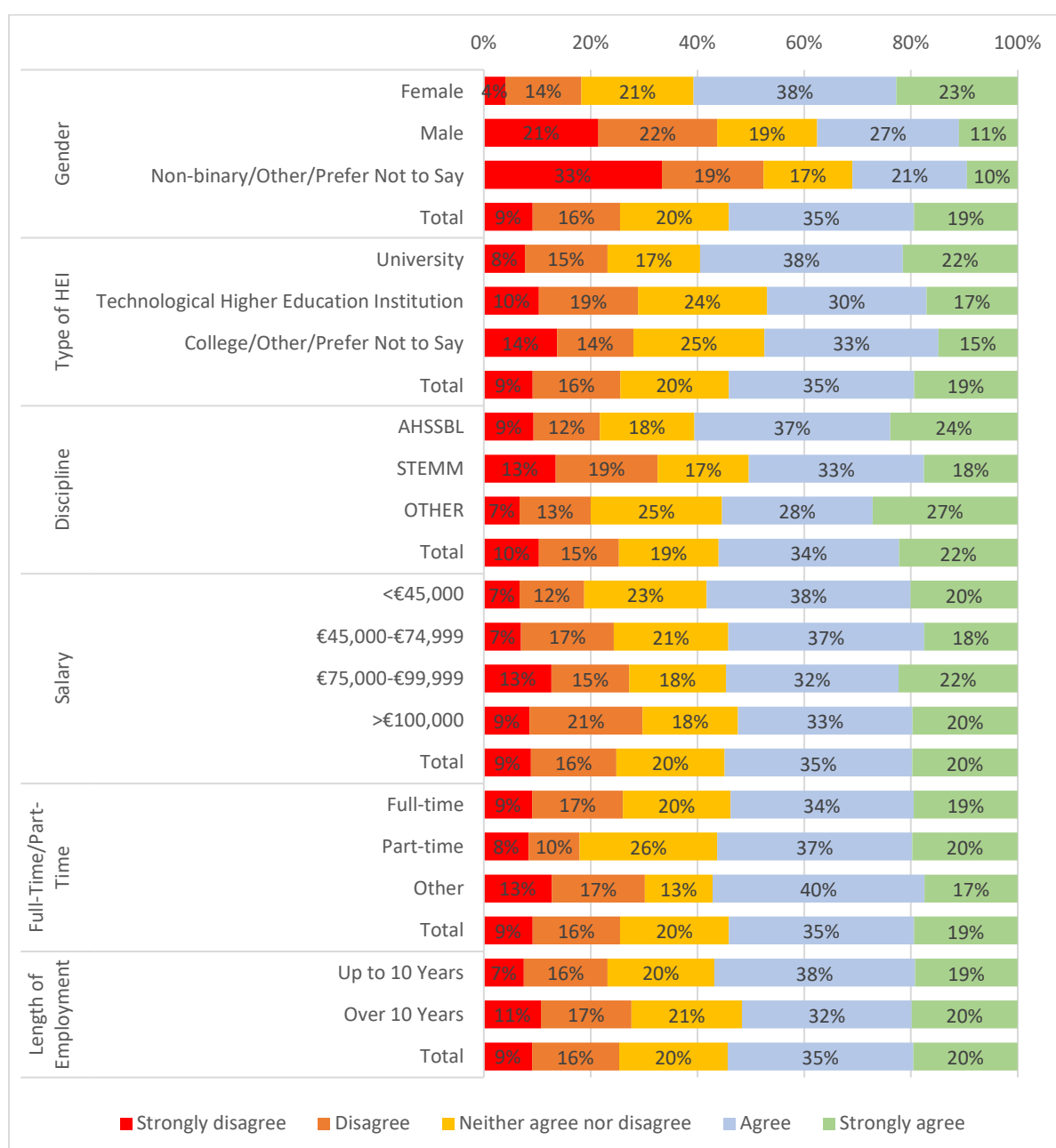
Finally, it is worth noting that 14 percent of male respondents and 13 percent of female respondents chose 'none' to indicate that there were no aspects of organisational culture and structure where they have experienced good practice, which is a sizable proportion within the cohort.

Figure 19: 'Aspects of organisational culture and structure' in which respondents have experienced good practice in supporting gender equality in Irish higher education, by gender (Multiple choice).



The next section of the survey concentrated on potential initiatives to increase gender equality. Figure 20 presents respondents' levels of agreement with the statement '[t]argets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education'. At the aggregate level, 54 percent of respondents agree or strongly agree with the statement. This rose to 61 percent for female respondents and fell to 38 percent for male respondents. There also appears to be higher levels of agreement with the statement in universities (54 percent agree or strongly agree) compared to technological higher education institutions (47 percent). There appears to be minimal substantive variation across other indicators of interest.

Figure 20: Breakdown of respondents' levels of agreement to the statement 'Targets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education'.



Respondents' levels of agreement with the statement, 'I support the use of temporary positive action initiatives (e.g. targeted gender recruitment) on behalf of the under-represented gender in order to attain gender equality in Irish higher education' are presented in Figure 21. At the aggregate level, 64 percent of respondents agree or strongly agree with the statement. Though when disaggregated at the gender level, this rises to 71 percent of female respondents, compared to only 47 percent of male respondents.

Figure 21: Breakdown of respondents' levels of agreement to the statement 'I support the use of temporary positive action initiatives (e.g. targeted gender recruitment) on behalf of the under-represented gender in order to attain gender equality in Irish higher education'.

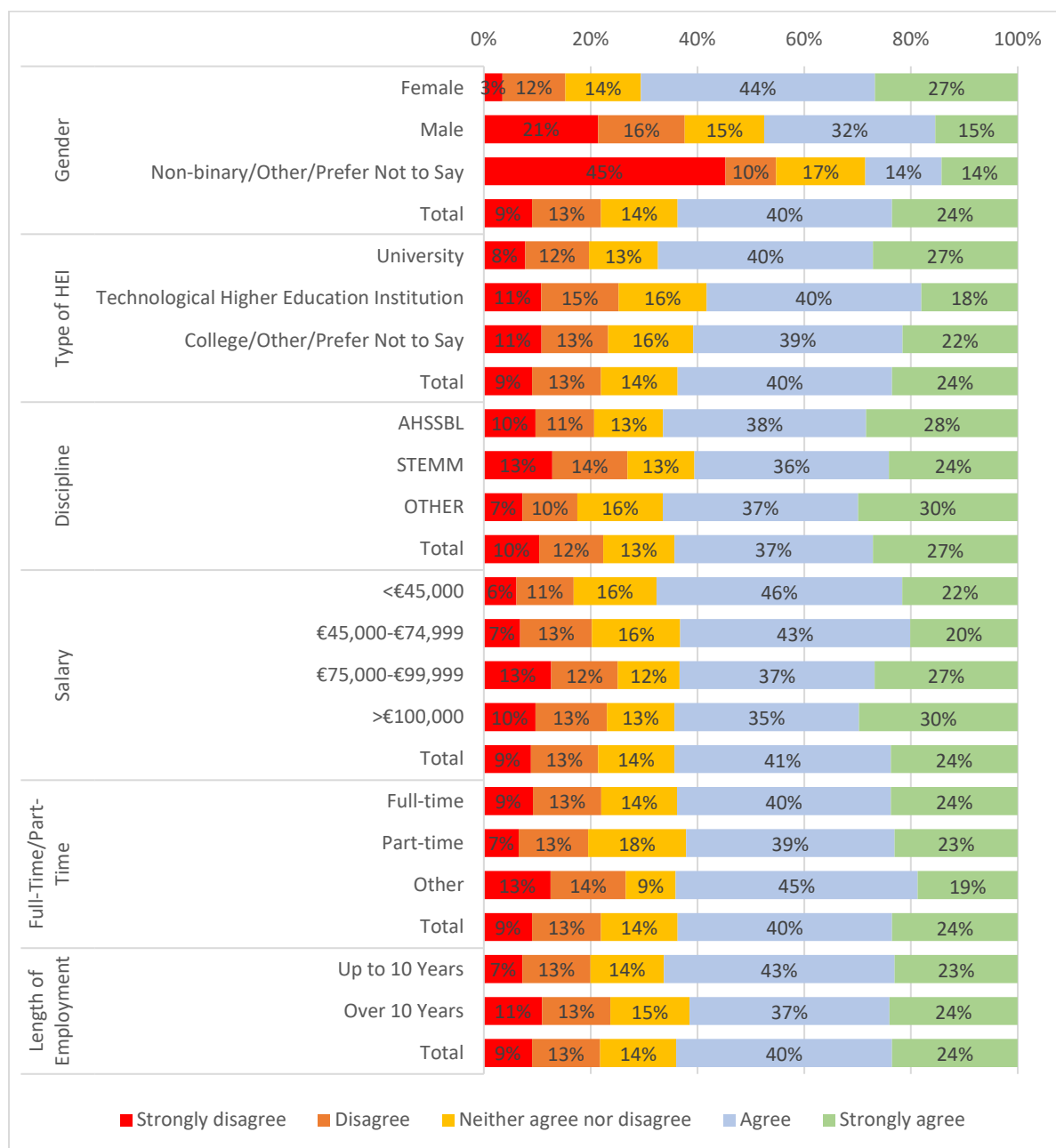
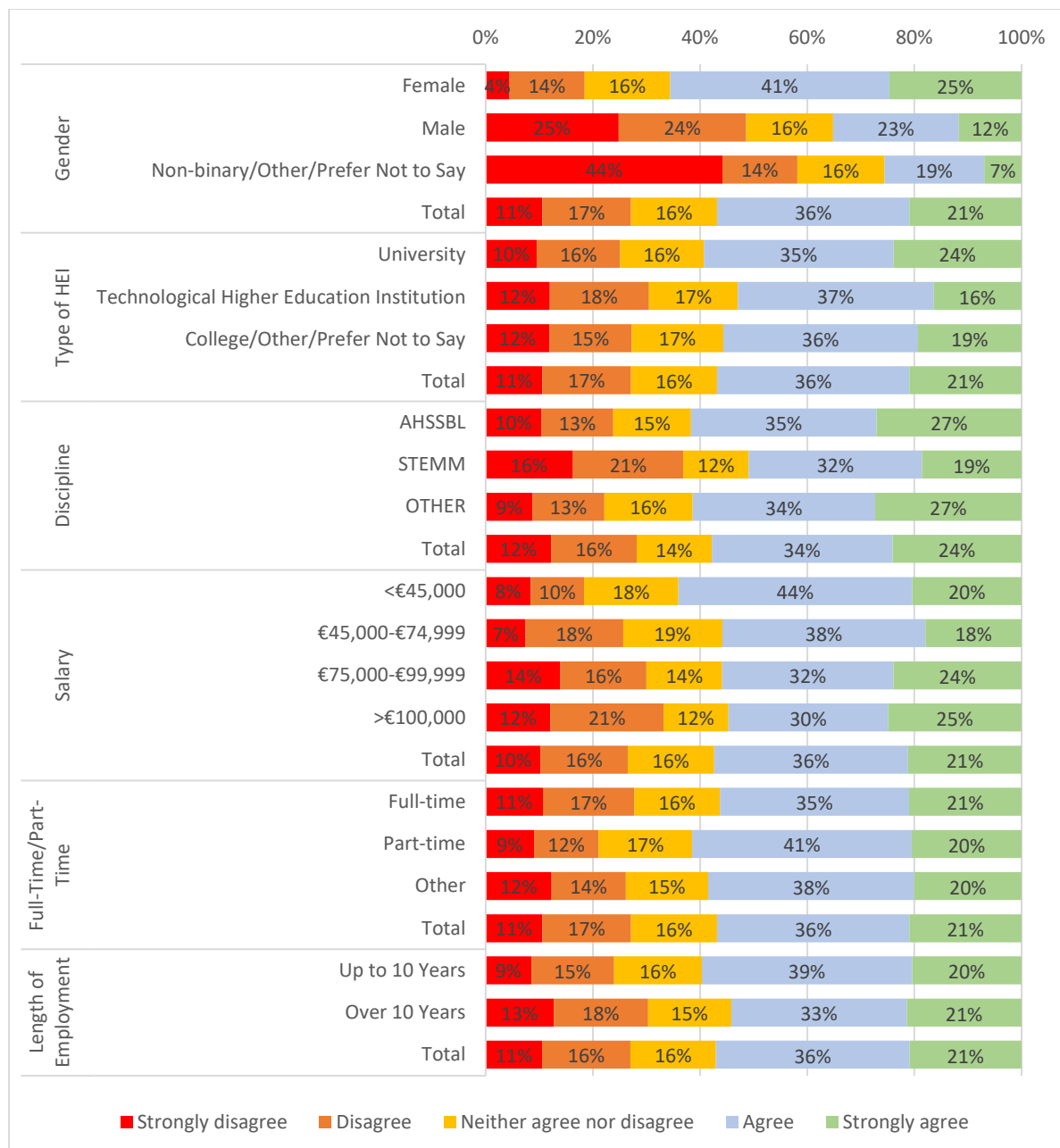


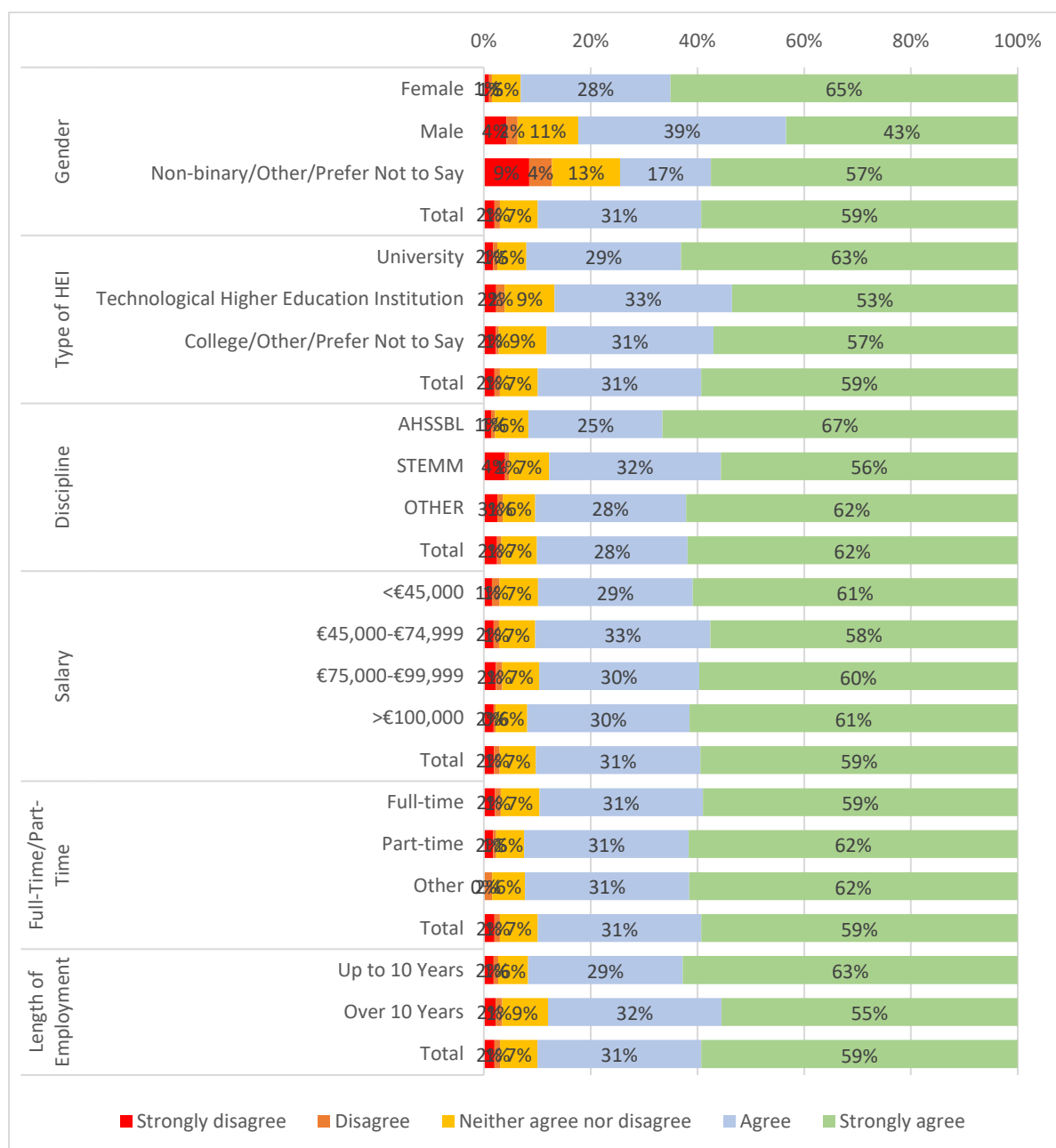
Figure 22 presents a similar story to that outlined in Figures 20 and 21 in that when respondents were asked if they were in favour of temporary gender-based quotas to promote gender equality in Irish higher education, female respondents expressed more positive responses to the statement (66 percent agree or strongly agree) compared against male respondents (35 percent). There appears to be minimal substantive variation across other indicators of interest.

Figure 22: Breakdown of respondents' levels of agreement to the statement 'I am in favour of the introduction of temporary gender-based quotas to promote gender equality in Irish higher education'.



The final statement in the survey examined the value of gender equality to respondents, and 90 percent of respondents at the overall level agree or strongly agree with the statement, '[t]he achievement of gender equality in Irish higher education is important to me'. The variation across most indicators of interest is minimal. However, again the variation across gender is very interesting, as 93 percent of female respondents agree or strongly agree with the statement, whereas only 82 percent of male respondents do the same. One could argue that almost all women see gender equality as being very important and a large cohort of males feel the same, however there is a small but sizable proportion of men who do not see gender equality as important, potentially because they evaluate that the achievement of this could have a negative effect upon themselves and their own careers.

Figure 23: Breakdown of respondents' levels of agreement to the statement 'The achievement of gender equality in Irish higher education is important to me'.



Computerised Qualitative Analysis

The final question in the survey (Q26) asked 'If there is anything else you would like to add about gender equality in Irish higher education, please use the box below'. For Q26, there were 807 comments overall, however, due to the small sample size of respondents who identified as non-binary, other, or preferred not to say, these cases were removed from this analysis. This removed 25 cases. Cases with 3 or fewer characters were also excluded. This removed empty cells, and cases with answers like 'N/A' or 'no' which did not provide us with anything to work with. This removed a further 10 cases. Once the data was trimmed in the above manner, we were left with 771 cases that were over three characters in length.

This question was open-text and had no limit on the amount of material that respondents could provide. A result of this is that there is considerable variation in the amount of text respondents provided. Some provided terse answers, others provided miniature essays. Figure 24 show this through plotting responses by the numbers of characters they contain. Most responses were less than 1000 characters in length but there are a few cases where comments are extremely lengthy (>2000 characters).

Figure 24: Plot of responses to Q26 against number of characters in comment field

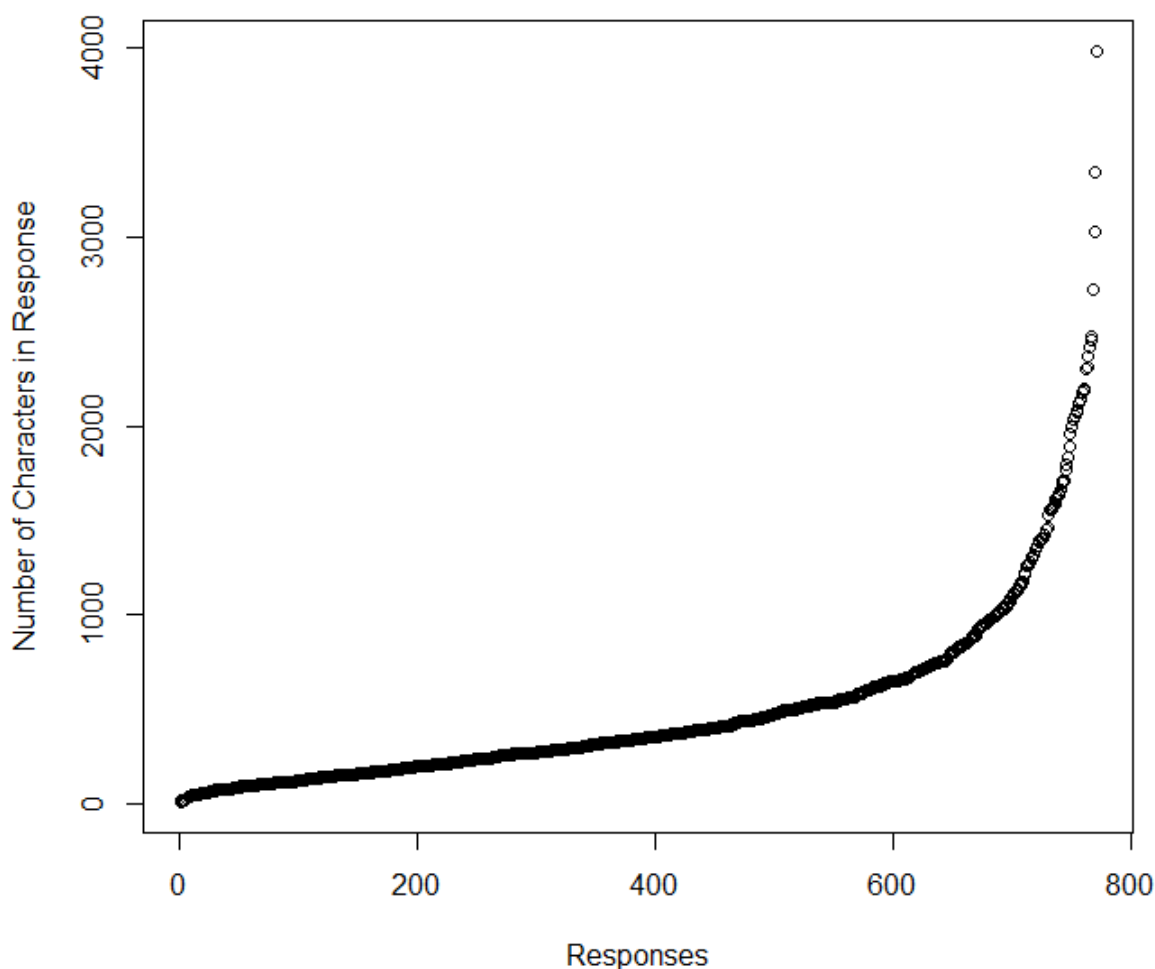


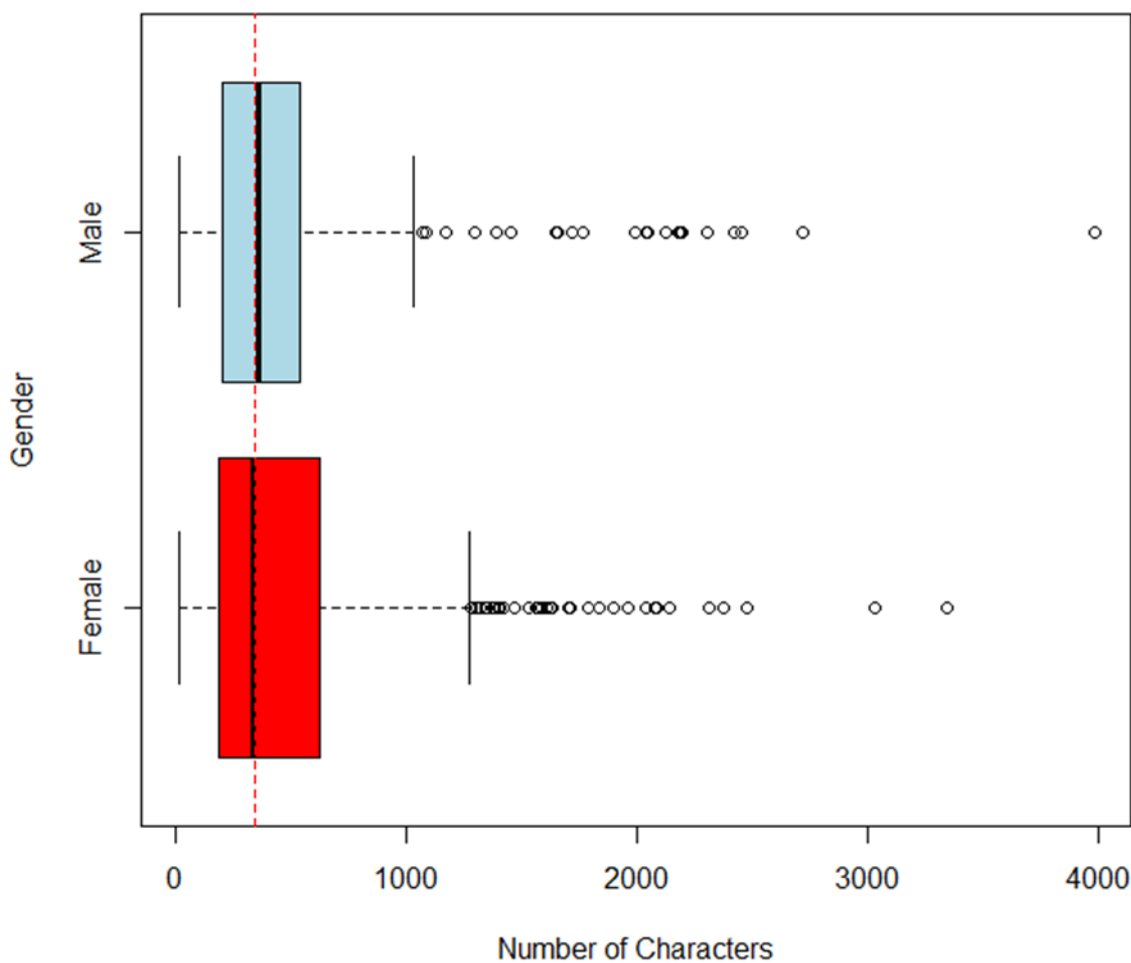
Table 27 provides summary statistics of the number of characters, that is the number of letters, spaces and punctuation marks provided in a response, used by respondents in their responses to Question 26. This table shows that on average at the overall level, the length of a response was close to 500 characters in length, though the median length was only 343 characters. The minimum length of a response was nine characters, and the maximum length was 3,985 characters. It is notable again, that although there are fewer comments from male respondents, the average length of their comments is greater than that provided by female respondents.

Table 27: Summary statistics of Q26 by gender

	Count	Mean	Median	SD	IQR	Minimum	Maximum
Female	563	482	337	451	434	9	3,342
Male	208	524	354	575	338	14	3,985
Total	771	493	343	488	409	9	3,985

A large difference between mean and median values is typically an indication of a non-normal or skewed distribution, and Figure 25 demonstrates this skewness through boxplots. Over fifty percent of responses use fewer than 343 characters, in contrast, there are a smaller number of cases which use a lot of characters. A distribution such as this pulls the mean away from the median.

Figure 25: Boxplots of the number of characters in response to Q26 by gender



To move beyond just the length of responses. Before the analysis could be conducted, some initial steps were taken. First of all, a comprehensive spell check was implemented which tried to remove any common incorrect spellings present in the data. Secondly, any common phrases were changed to a single keyword. For example, unsurprisingly a common combination of words used in Q26 was 'gender equality', so rather than having these two words evaluated separately when they were most commonly used together, we combined them so that they would be identified as a single word by the statistical software. The underscore symbol was used to identify that this is a keyword which tends to be separated by a space, but which should be evaluated together in the analysis as being different from the individual words, 'gender' and 'equality'. For completeness, the same was done for 'gender' and 'inequality'.

Once the preliminary stages of cleaning the corpus of data had been completed, the data were ready to be entered into the statistical software. The first step of this was to remove punctuation and symbols that cluttered the corpus. The second step was to segment the corpus of data into individual tokens, usually words separated by white space. The final step was to remove common 'stop words' that are of little intrinsic value to the analysis (such as "the", "a", "an", and "in") and whose presence would suppress words and phrases that are important to the analysis. Our statistical software had a built-in list of these common words, though this list was also supplemented further by examining the frequency of individual words and removing extraneous and unnecessary words by adding them to the stop word list.

Traditional text analysis would also stem words removing suffixes and common endings of words so that word stems could be examined together. This has not been done here as to do so would lose nuance and mean that we would be unable to distinguish between words that are very similar but have crucial differences.

At this point we are left with a corpus of data that is now ready for analysis, and one initial way of examining the corpus would be to view the frequency of keywords. Figure 26 presents the 75 most frequently occurring words in a word cloud, with the relative size of the word being an indication of its frequency. As we can see from this graphic, "women", "gender", and "gender_equality" are the most commonly used words in the corpus.

Figure 26: Wordcloud of the 75 most frequently occurring words



However, by themselves word clouds are not particularly enlightening. They are a good way of viewing the corpus quickly but beyond the most frequently used words it is difficult to evaluate the relative placement of terms. For example, “gender_inequality”, “responsibilities”, and “opportunities” are at the top of the graphic, but which one is the most used of these terms? As such, this word cloud should be seen as a useful first step but not an end point in itself.

Figure 27 uses the same information as Figure 26 but plots the relative frequency of the top 75 words instead. From this we can see that “women” is the most used word with over 600 instances in the corpus. This is followed by “gender” with around 500 instances. After this there is a large gap between the second most used and third most used with “gender_equality” being used almost 300 times.

Figure 27: Relative frequency of words used in responses to Q26

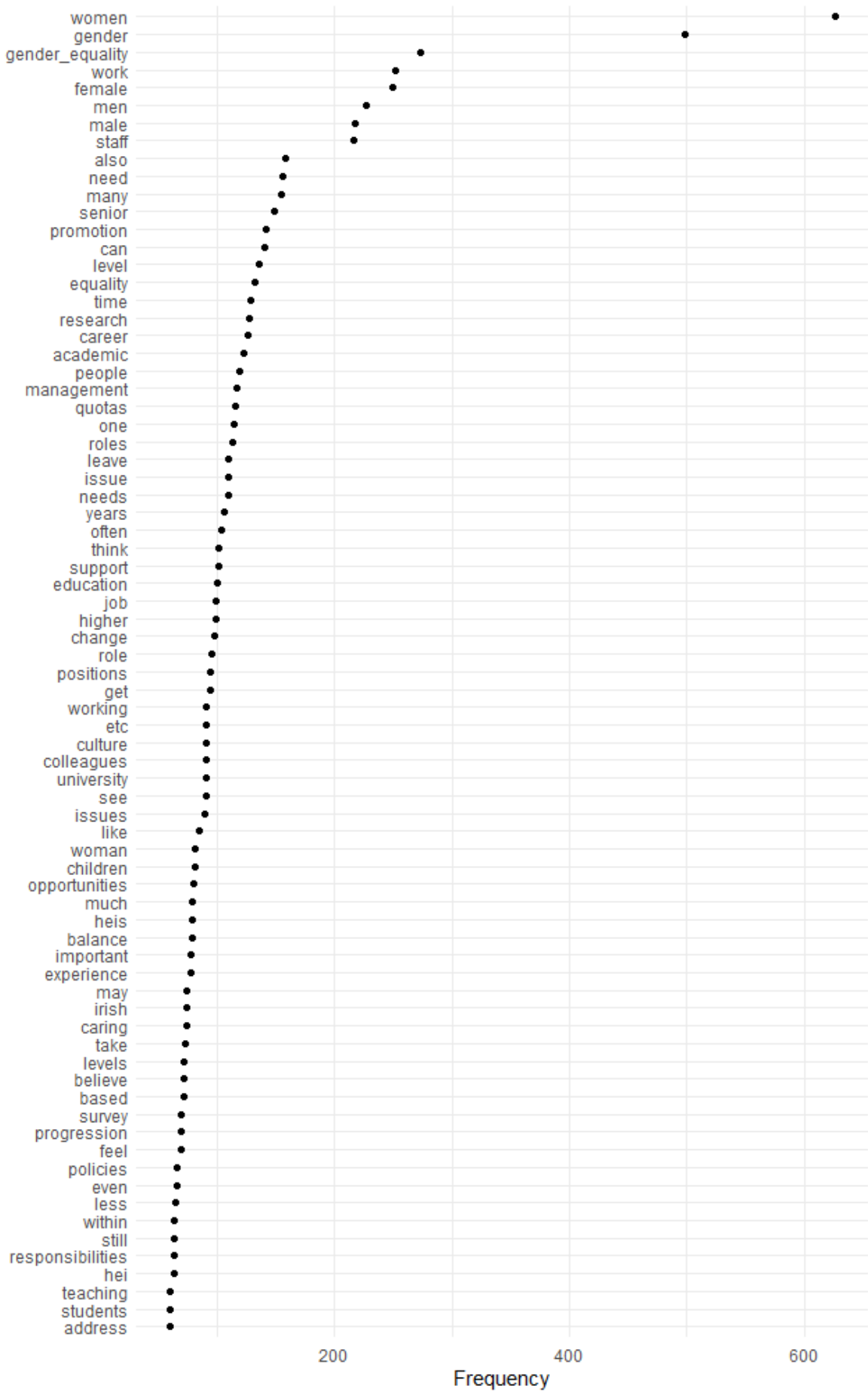


Table 28: Ranking of the most used words by gender

Word	Female	Male	Word	Female	Male
women	1	2	experience	51	73
gender	2	1	take	52	-
work	3	8	issues	53	29
gender_equality	4	4	progression	54	-
staff	5	12	colleagues	55	21
female	6	3	levels	56	-
men	7	6	may	57	62
male	8	5	important	58	41
senior	9	40	responsibilities	59	-
need	10	17	still	60	-
many	11	14	within	61	-
also	12	11	contracts	62	-
time	13	75	much	63	33
promotion	14	24	feel	64	76
research	15	46	believe	65	54
leave	16	-	students	66	-
career	17	31	less	67	85
level	18	16	maternity	68	-
can	19	10	academics	69	-
academic	20	25	teaching	70	-
management	21	43	made	71	-
one	22	26	pay	72	-
change	23	-	even	73	68
support	24	89	hei	74	79
needs	25	39	based	75	38
years	26	50	balance	76	19
working	27	-	irish	77	30
roles	28	22	academia	78	-
often	29	37	policies	79	44
issue	30	23	training	80	-
people	31	13	promoted	81	-
higher	32	45	childcare	82	-
job	33	42	workload	83	-
think	34	36	committees	84	-
culture	35	78	sector	85	72
equality	36	7	lot	86	-
etc	37	60	initiatives	87	-
university	38	57	terms	88	88
get	39	32	key	89	-
quotas	40	9	however	90	63
role	41	28	hours	91	-
like	42	64	given	92	-
children	43	93	address	93	55
woman	44	84	school	94	-
opportunities	45	83	way	95	74
see	46	35	gender_inequality	96	51
caring	47	-	funding	97	-
education	48	15	females	98	77
heis	49	90	seen	99	56
positions	50	20	athena	100	-

While we could view the corpus as being a single body of data or 'bag of words', it can also be viewed as two separate collections of data, one provided by female respondents, the other by male respondents, and these corpora are never going to be identical, as the life experiences of each group presumably will have an influence on how each, in general, approach answering the question.

Table 28 presents the ranking of the top 100 words used by female respondents with the relative rank of the same word for male respondents. Each group has been colour-coded so that high ranked words are green, and lower ranked words are red, with words in-between these poles moving along a continuum from yellow to orange.

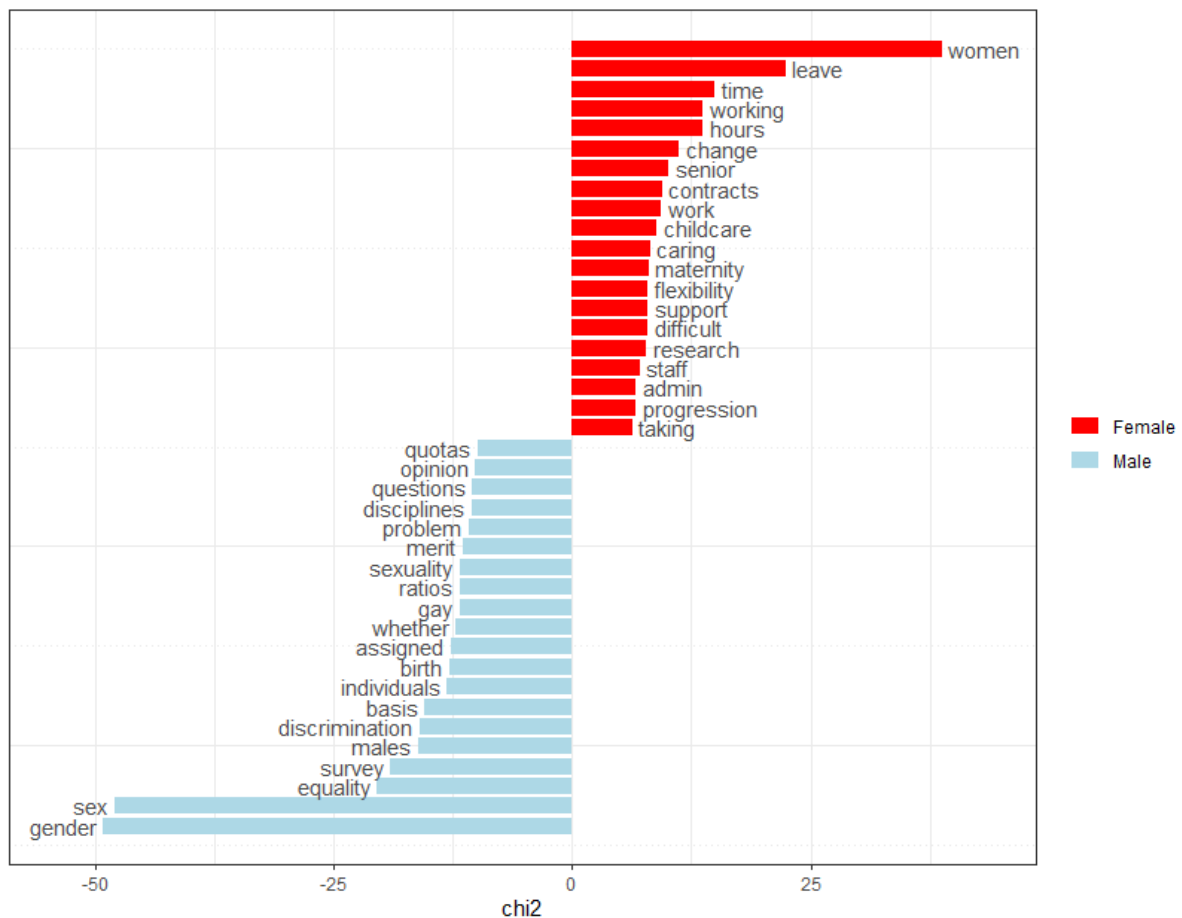
As can be seen from this table, at the top end of the table there is remarkable consistency. 'Women' is the most used word for female respondents and is the second most used for male respondents. Whereas for male respondents, 'gender' is the most used word and the second most used word for female respondents. Beyond these similarities, there appears to be notable differences across groups. For example, for female respondents, 'time' is the thirteenth most used word, whereas for male respondents it is the seventy-fifth, and 'support' is the twenty-fourth most used word for female respondents, whereas for male respondents it is the eighty-ninth. It is also interesting to note that the relative placement across each group for words such as 'children' and 'maternity', all of which point to the difference in ways that respondent of each group have approached answering this question.

It is worth pointing out though that from these single words removed from the initial context, we cannot disentangle how respondents feel about these words used. Thus, we should be careful about over-interpreting the results here. However, we can draw on responses to earlier questions in the survey to supplement the analysis. For example, the word 'quotas' is the ninth most used word for male respondents. This could indicate that male respondents are more sceptical or resistant to the introduction of quotas than female respondents, but by itself we would be on shaky ground. However, Figures 20, 21 and 22 would appear to indicate that a sizable proportion of male respondents disagree or strongly disagree with these policies.

We can also compare the whole corpus across gender, and the language respondents used to complete the survey, to see if these various groups use different terminology to each other. To identify significant differences across groups contained within a corpus we use a statistical measure called 'keyness' which uses the relative frequency of words across two parts of a corpus to see if there are differential associations of keywords between a target and a reference group. For example, Figure 28 presents the relative frequencies of words used by female respondents against the relative frequencies of words used by male respondents.

Female respondents tend to use words such as 'women', 'leave' 'time', and 'working' more than their male counterparts. Whereas male respondents are more likely to use words such as 'gender', 'sex', 'equality', and as mentioned above 'quotas'.

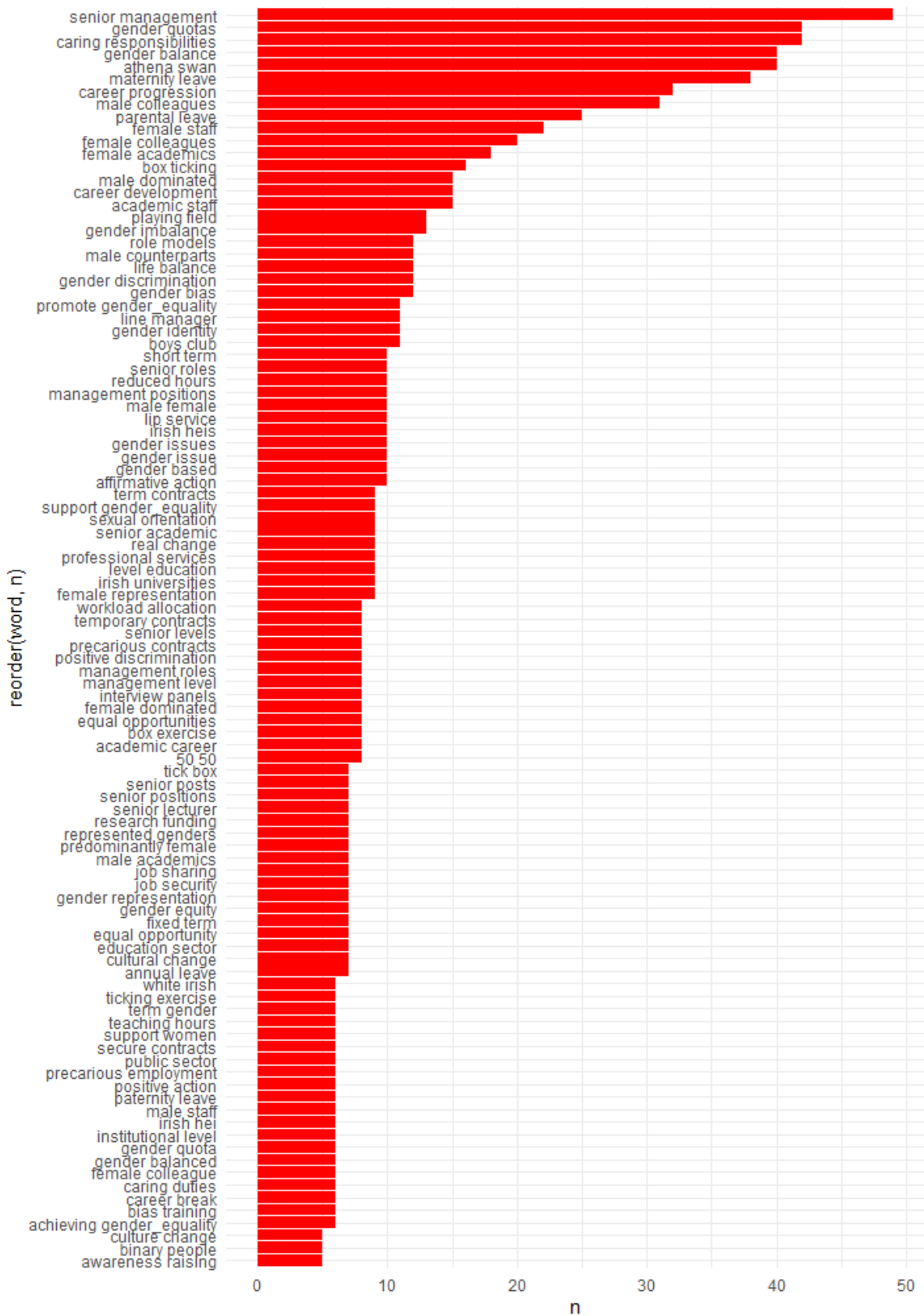
Figure 28: Relative Frequency Analysis (Keyness) for Q26



So far, the analysis has been of individual words, which has shown us the frequency of words used by respondents at an aggregate level, and some patterns with how these frequencies change when respondents are disaggregated by gender. The next step is then to identify which words are most associated with one another. Within the statistical software this was done by creating a feature co-occurrence matrix which records the number of co-occurrences of tokens.

This feature co-occurrence matrix can then be visualised in a semantic network to illustrate which words are most associated with one another. The width of the bars linking words indicates the strength of the relationship between the words. Figure 29 presents a semantic network and as we would expect the most frequently used words in the corpus thus far, “women”, and “gender” form the central axis from which all the other words branch.

Figure 29: Most frequently occurring bigrams for Q26



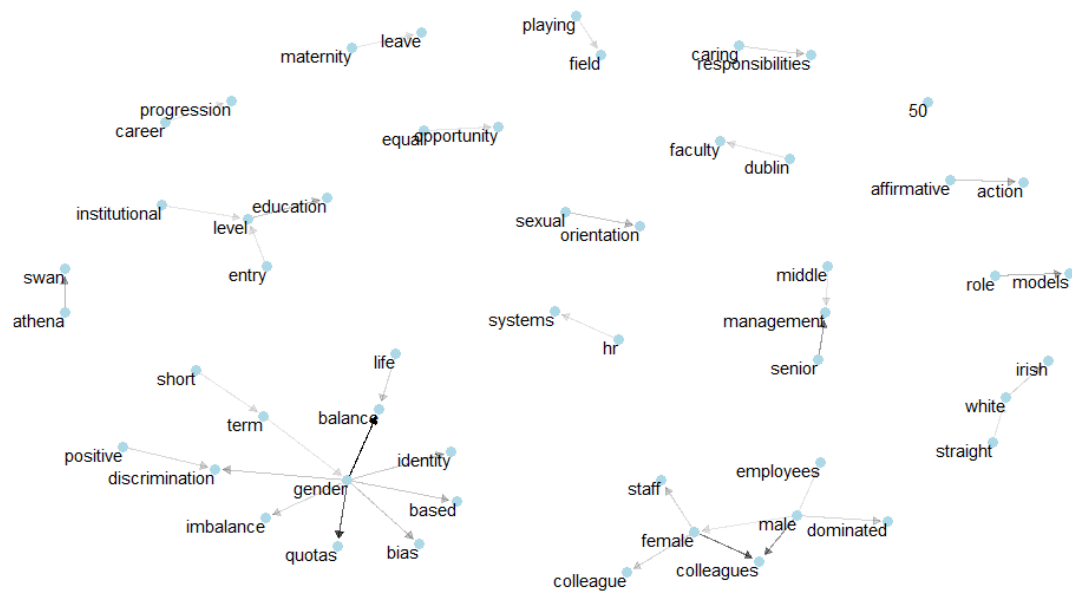
The final step is to see how the bigrams relate to each other rather than just viewing them in isolation from one another. The charts presented below show the bigrams used by female respondents in Figure 30, and the bigrams used by male respondents in Figure 31. The smaller number of comments left by male respondents means that there is a smaller corpus of data to work with and is the reason why the chart is more sparsely populated in this instance.

These bigram networks visualise the relationships among words simultaneously, rather than just a selected word, and words frequently associated with each. As such, the charts are a visualisation of a Markov chain, which is a common model in text processing, where the choice of a word depends on the previous word in the chain. The arrows linking words show the direction of association. Examining the links between words through following the arrows builds commonly used phrases within the corpus.

Figure 30: Markov chain bigram network (female respondents)



Figure 31: Markov chain bigram network (Male respondents)



The steps taken in this final stage of the analysis is never going to be a replacement of reading individual comments and learning from them. However, research of this type is never meant to be that to begin with. Rather it extends the analysis conducted elsewhere which asked if responses to questions differed across key characteristics and takes this a step further to ask if the choices of words and phrases respondents use also differ across key characteristics, which in our case is across gender.

The results of the analysis in this section show that, in general, female respondents approached answering this question in a substantively different way to male respondents. One is wary of overstating the results here, and this should not be seen as being reflective of all respondents. However, there does appear to be a case that male respondents are more likely to use descriptive language which tends to be a reflection that there is a problem and ultimately a restatement of that problem. In contrast, female respondents tend to use more prescriptive language in that their acknowledgement that there is a problem is implicit and should be taken as a given, as such, female respondents are more likely to use words that, in their opinion, would solve or at least, alleviate, the problem.

Summary

The results of the analysis conducted support the notion that at the aggregate level, respondents largely align into one of two viewpoints, which is in turn is largely structured by the gender of the respondent. From the outset of the substantive questions on gender inequality, female respondents were more likely to think that gender inequality existed in Irish higher education, whereas male respondents were less likely to agree with this notion. Male respondents were also more likely to think that their HEI was taking action to advance and proactively promote gender equality, compared against female respondents who appeared to support these statements less effusively.

When asked about their treatment by colleagues, management, and students, over fifty percent of female respondents to each statement reported that they felt that they were treated equally by these groups. However, between three-quarters and two-thirds of male respondents felt they were treated equally by these groups. In this regard, although most female respondents felt that they are being treated equally, there is still a large cohort - compared to male respondents - who feel that they are not being treated equally.

In the section of the survey on initiatives to increase gender equality, male respondents were less likely to agree with initiatives such as targets, positive actions, or quotas, though still being likely to report that gender equality was important to them. The tendency for responses of male respondents to be contradicted by the experiences of female respondents was also noted in the multiple-choice questions where males respondents were more likely to have experienced good practice that supported under-represented genders than female respondents, and in the computerised qualitative analysis where male respondents on average provided longer open text answers, but were less likely than female respondents to articulate potential solutions to the problem of gender inequality.

Second Gender Equality Review of Irish Higher Education Institutions, National Online Survey

Background

The Higher Education Authority (HEA) has initiated a Second National Review of Gender Equality in Irish Higher Education Institutions (HEIs). The HEA has a statutory responsibility to promote the attainment of equality of opportunity in higher education (HE). The HEA is committed to addressing gender inequalities in higher education and to supporting Irish HEIs to create an inclusive culture and environment where individuals are able to thrive, irrespective of gender.

In 2016, a national survey was carried out by the HEA, and the results were published in the *HEA National Review of Gender Equality in Irish Higher Education Institutions*. Since then, the Athena SWAN Charter has been extended to Ireland implementing the recommendations in that 2016 report. In 2018, the Gender Equality Taskforce developed the *Gender Action Plan 2018-2020* and recommended a number of additional initiatives to progress organisational and cultural change. The HEA Centre of Excellence for Equality, Diversity and Inclusion has since been established with the objective of ensuring sustainable progress towards gender equality through centralised support for HEIs and dissemination of good practice.

The Second National Review of Gender Equality will assess the progress made since the 2016 Review and the perception of gender equality among HEI staff and make recommendations to ensure the continued advancement of gender equality in the higher education sector.

The Review is being undertaken in close partnership with the higher education sector and in consultation with all stakeholders. Accordingly, we would welcome your participation in this online consultation to gain insight into your view of gender equality for staff in Irish higher education.

Completion of the online consultation will take approximately 5-10 minutes.

The consultation responses will be collated to provide an overall picture of gender equality across the Irish higher education sector. Your input is critically important and is much appreciated. If you have any questions about, or difficulty completing, this online consultation please email edi@hea.ie.

Who should take part and why should you take part?

All staff working in HEIs in the Republic of Ireland. We aim to assess awareness among all staff of policies and supports to address gender equality in Irish HE and to consult staff on their views on/experiences of gender equality in Irish HE. By taking part in this consultation, you are helping us to identify areas for improvement, and ways to make those improvements.

PLEASE NOTE: PARTICIPATION IN THIS SURVEY IS VOLUNTARY AND NO IDENTIFYING INFORMATION IS REQUESTED.

Data Protection and Confidentiality

This consultation will not ask you to provide any identifying information and your responses are confidential and anonymous. Responses will be reported at a national level rather than as individual cases or at the level of HEI.

All responses are anonymous. Please only answer questions with which you are comfortable. All data collected will be held securely and confidentially in accordance with our security policies. The HEA will only process data in line with the General Data Protection Regulation and the Data Protection Act 2018. At no point will the information you provide be shared in a way that would allow you to be personally identified.

The HEA regrets that it is not in a position to personally meet with any individuals who provide a submission or to address personal grievances. Respondents are requested not to submit any details of grievances which are the subject of legal proceedings.

If you have any questions about this consultation that have not been answered by this information page, please contact edi@hea.ie.

For more information on how the HEA as data controller processes personal data, please see the link to our Data Privacy Notice below.

https://hea.ie/about-us/data_protection/

Demographics

To understand your answers in more context we would be grateful if you could provide us with some personal demographic information as part of this consultation. The amount of information you provide us with is entirely up to you; please only disclose information with which you are comfortable, but the more you provide, the more useful it will be for us when analysing your response. Where you do not wish to disclose information, please choose the 'prefer not to say' option. All of the information you provide will be held confidentially in full compliance with data protection legislation as outlined above.

1. What is your age?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 and over
- Prefer not to say

2. What gender (if any) do you most identify with?

Please choose only one of the following:

- Woman
- Man
- Non-binary
- Other
- Prefer not to say

3. Is your gender identity the same as the gender you were assigned at birth?

Please choose one of the following:

- Yes
- No
- Prefer not to say

4. Do you have a disability including a mental or physical illness?

Please choose only one of the following:

- Yes
- No
- Prefer not to say

5. What is your disability?

Please select any that are applicable to you:

- ASD or Asperger's, ADHD or ADD
- Blind or visually impaired
- Deaf or hard of hearing
- Mental health difficulty
- Physical or mobility related disability
- Significant ongoing physical illness
- Specific learning difficulty e.g. dyslexia
- Other, please specify:
- Prefer not to say

6. With which ethnic group do you most identify?

The categories below are those to be used by the Central Statistics Office for Census 2022. While the HEA acknowledges their limitations, we use them here per the recommendation of the National Athena SWAN Ireland Intersectionality Working Group in their May 2020 statement on the use of ethnicity categories in Irish higher education:

<https://hea.ie/assets/uploads/2020/07/Intersectionality-WG-Statement-on-Ethnicity-Categories-in-Irish-HE.pdf>

Please choose only one of the following:

- Asian or Asian Irish
 - Chinese
 - Indian/Pakistani/Bangladeshi
 - Any other Asian background
- Black or Black Irish
 - African
 - Any other Black background
- Other including mixed group/background
 - Arabic

- Mixed Background
- Other
- White
 - Irish
 - Irish Traveller
 - Roma
 - Any other White background
- Prefer not to say

7. What is your sexual orientation?

Please choose only one of the following:

- Asexual
- Bisexual
- Gay
- Heterosexual/straight
- Lesbian
- Queer
- A sexual orientation not listed here
- Prefer not to say

8. Do you have any caring responsibilities for a child/children and/or another adult/s?

- No
- Yes
- Prefer not to say.

9. If yes, please select all that apply:

If you share care responsibilities equally then please answer as the primary carer.

- Primary carer of a child or children (under 18 years)
- Primary carer of a child or children who is disabled or has a health condition or illness, or temporary care needs (under 18 years)
- Primary carer or assistant for a disabled adult or adults (18 years and over)
- Primary carer or assistant for an older person or people (65 years and over)
- Secondary carer (another person carries out main caring role)
- A combination of the above
- Prefer not to say.

10. What higher education institution do you currently work in?

Please choose only one of the following:

- Atlantic Technological University (GMIT, ITS, LYIT)
- Dublin City University
- Dun Laoghaire Institute of Art and Design
- Dundalk Institute of Technology
- Institute of Technology Carlow
- Mary Immaculate College
- Maynooth University
- Munster Technological University
- National College of Ireland
- National College of Art & Design

- National University of Ireland, Galway
- Royal College of Surgeons in Ireland
- St Angela's College, Sligo
- Technological University Dublin
- Technological University of the Shannon: Midlands Midwest
- Trinity College Dublin
- University College Cork
- University College Dublin
- University of Limerick
- Waterford Institute of Technology
- A HEI not listed here
- Prefer not to say

11. What is your area of work/disciplinary area?

Please choose only one of the following:

- Academic: Arts, Humanities, Social Sciences
- Academic: Business and Law
- Academic: Education
- Academic: Health
- Academic: Medicine
- Academic: Nursing
- Academic: Science, Technology, Engineering, Mathematics
- Agriculture, forestry, fisheries and veterinary
- Domestic, hair and beauty services
- Hospitality, travel, tourism, transport and leisure services and sports
- Professional, Managerial and Support Services
- Research Centre/Institute
- Research Fellow
- Security services, military, and defence
- Technical Support
- Other
- Prefer not to say

12. What is your current role/grade by pay grade?

Please choose only one of the following:

- >€130,000
- €115,000-€129,999
- €100,000-€114,999
- €75,000-€99,999
- €60,000-€74,999
- €45,000-€59,999
- €30,000-€44,999
- €15,000-€29,999
- <14,999
- Prefer not to say

13. On what contractual basis are you currently employed?

Please choose all that apply.

- Full-time permanent / indefinite duration

- Part-time permanent / indefinite duration
- Full-time fixed-term contract
- Part-time fixed-term contract
- Hourly paid
- Other (please specify)
- Prefer not to say

14. How long have you been employed at your HEI?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31-35 years
- 36-40 years
- More than 40 years
- Prefer not to say

Gender inequality in Irish higher education

15. Using the scale provided, please indicate your level of agreement with the following statement:

Gender inequality exists in Irish HE.

- Strongly Disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree
- Don't Know

Institutional Response to Gender Inequality

16. Using the scale provided, please indicate your level of agreement with the following statements. Please choose the appropriate response for each item:

- Actions taken by my HEI to advance gender equality since 2016 have been effective.
- My HEI proactively promotes gender equality.
- The leaders (President, Vice Presidents, Deans) and senior management at my HEI are visible in addressing issues around gender equality.
 - Strongly Disagree
 - Disagree
 - Neither agree or disagree
 - Agree
 - Strongly Agree
 - Don't Know

Inclusivity

Using the scale provided, please indicate your level of agreement with the following statements. Please choose the appropriate response for each item:

- I am treated equally by staff in management positions, irrespective of my gender.
- I am treated equally by all colleagues, irrespective of my gender.
- I am treated equally by students, irrespective of my gender.
- I have the same opportunities for career progression as my colleagues who do the same job regardless of my gender.
- I have been encouraged to apply for promotion or jobs at a higher grade.
 - Strongly Disagree
 - Disagree
 - Neither agree or disagree
 - Agree
 - Strongly Agree
 - Don't Know

Supporting and Advancing Careers

18. Please list the areas which you think are of critical importance in **supporting and advancing careers of staff** of under-represented genders in Irish higher education.

Please tick as many items on the list provided as are relevant, from your perspective.

- Advertisements for vacancies
- Availability of secure contracts/employment
- Career breaks / sabbaticals
- Career development opportunities
- Childcare / carers' provision and supports
- Composition of selection committees
- Criteria used in promotion / progression / hiring
- Easily accessible information about maternity leave/ entitlements
- Employment/contract security
- Flexible working
- Formal networking opportunities
- Mentoring schemes
- Number of senior posts available
- Promotion / progression
- Rates of pay
- Recruitment process
- Sponsorship programmes/relationships
- Staff induction
- Transparent procedures/ processes
- None
- Other (please specify)

19. Of the areas you have identified please indicate which area should be the **MAIN PRIORITY in advancing gender equality** in Irish higher education.

Please choose only one of the following

- Advertisements for vacancies
- Availability of secure contracts/employment
- Career breaks / sabbaticals
- Career development opportunities
- Childcare / carers' provision and supports
- Composition of selection committees
- Criteria used in promotion / progression / hiring
- Easily accessible information about maternity leave/ entitlements
- Employment/contract security
- Flexible working
- Formal networking opportunities
- Mentoring schemes
- Number of senior posts available
- Promotion / progression
- Rates of pay
- Recruitment process
- Sponsorship programmes/relationships
- Staff induction
- Transparent procedures/ processes
- None
- Other (please specify)

20. Please list areas in which you have experienced **GOOD PRACTICE in supporting and advancing careers** of staff of under-represented genders in Irish higher education.

Please tick as many items on the list provided as are relevant, from your perspective.

- Advertisements for vacancies
- Availability of secure contracts/employment
- Career breaks / sabbaticals
- Career development opportunities
- Childcare / carers' provision and supports
- Composition of selection committees
- Criteria used in promotion / progression / hiring
- Easily accessible information about maternity leave/ entitlements
- Employment/contract security
- Flexible working
- Formal networking opportunities
- Mentoring schemes
- Number of senior posts available
- Promotion / progression
- Rates of pay
- Recruitment process
- Sponsorship programmes/relationships
- Staff induction
- Transparent procedures/ processes
- None

- Other (please specify)

Organisational culture and structure

21. Please list the areas of **organisational culture and structure** which are key to ensuring gender equality in Irish higher education. (Areas to consider are representation, visibility, policies etc.)

Please tick as many items on the list provided as are relevant, from your perspective.

- Autonomous structures promoting gender equality
- Availability of secure contracts/employment
- Availability of women as role models
- Awareness-raising of other inequalities experienced by some women (e.g., racism, ableism)
- Challenging sexist comments or innuendoes
- Commitment of line-managers to gender equality
- Data collection on indicators of gender equality
- Equal pay / increments
- Equality advocacy by proportionally over-represented staff groups
- Equality training/professional development
- Facilitative attitudes to maternity / paternity / parental / adoptive / carers' leave
- Gender balance on senior management teams at institutional level
- Gender 'champions' at every level
- Gender expertise in the teaching curriculum Integration of the gender dimension into teaching and learning
- Gender profile of heads of school / faculty / department
- Gender staffing quotas
- Gender staffing targets
- Gender stereotyping
- HR policies and procedures
- Inclusion of gender as a key performance indicator
- Inclusion of gender in international ranking schemas
- Overall culture
- Positive action policies / procedures
- Provision of maternity / paternity / parental / adoptive / carers' leave cover
- Representation of men and women on key committees
- Research projects on gender
- Senior management's leadership on gender equality
- Timing of meetings and social gatherings
- Visibility of women
- Workload allocation
- None
- Other (please specify below)

22. Of the areas you have identified please indicate which area should be **the MAIN PRIORITY in advancing gender equality** in Irish higher education.

Please choose only one of the following

- Autonomous structures promoting gender equality
- Availability of secure contracts/employment
- Availability of women as role models
- Awareness-raising of other inequalities experienced by some women (e.g., racism, ableism)
- Challenging sexist comments or innuendoes
- Commitment of line-managers to gender equality
- Data collection on indicators of gender equality
- Equal pay / increments
- Equality advocacy by proportionally over-represented staff groups
- Equality training/professional development
- Facilitative attitudes to maternity / paternity / parental / adoptive / carers' leave
- Gender balance on senior management teams at institutional level
- Gender 'champions' at every level
- Gender expertise in the teaching curriculum Integration of the gender dimension into teaching and learning
- Gender profile of heads of school / faculty / department
- Gender staffing quotas
- Gender staffing targets
- Gender stereotyping
- HR policies and procedures
- Inclusion of gender as a key performance indicator
- Inclusion of gender in international ranking schemas
- Overall culture
- Positive action policies / procedures
- Provision of maternity / paternity / parental / adoptive / carers' leave cover
- Representation of men and women on key committees
- Research projects on gender
- Senior management's leadership on gender equality
- Timing of meetings and social gatherings
- Visibility of women
- Workload allocation
- None
- Other (please specify below)

23. Please list which **aspects of organisational culture and structure in which you have experienced GOOD PRACTICE** in supporting gender equality in Irish higher education. (Areas to consider are representation, visibility, policies etc.)

Please tick as many items on the list provided as are relevant, from your perspective.

- Autonomous structures promoting gender equality
- Availability of secure contracts/employment
- Availability of women as role models
- Awareness-raising of other inequalities experienced by some women (e.g., racism, ableism)
- Challenging sexist comments or innuendoes
- Commitment of line-managers to gender equality

- Data collection on indicators of gender equality
- Equal pay / increments
- Equality advocacy by proportionally over-represented staff groups
- Equality training/professional development
- Facilitative attitudes to maternity / paternity / parental / adoptive / carers' leave
- Gender balance on senior management teams at institutional level
- Gender 'champions' at every level
- Gender expertise in the teaching curriculum Integration of the gender dimension into teaching and learning
- Gender profile of heads of school / faculty / department
- Gender staffing quotas
- Gender staffing targets
- Gender stereotyping
- HR policies and procedures
- Inclusion of gender as a key performance indicator
- Inclusion of gender in international ranking schemas
- Overall culture
- Positive action policies / procedures
- Provision of maternity / paternity / parental / adoptive / carers' leave cover
- Representation of men and women on key committees
- Research projects on gender
- Senior management's leadership on gender equality
- Timing of meetings and social gatherings
- Visibility of women
- Workload allocation
- None
- Other (please specify below)

Initiatives

24. Using the scale provided, please indicate your level of agreement with the following statements. Please choose the appropriate response for each item:

- Targets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education.
- I support the use of temporary positive action initiatives (e.g. targeted gender recruitment) on behalf of the under-represented gender in order to attain gender equality in Irish higher education.
- I am in favour of the introduction of temporary gender-based quotas to promote gender equality in Irish higher education.
 - Strongly Disagree
 - Disagree
 - Neither agree or disagree
 - Agree
 - Strongly Agree
 - Don't Know

Valuing gender equality

25. Using the scale provided, please indicate your level of agreement with the following statement.

The achievement of gender equality in Irish higher education is important to me.

- Strongly Disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly Agree
- Don't Know

Further comments

26. If there is anything else you would like to add about gender equality in Irish higher education, please use the box below.

Like the rest of your responses to this survey, any information you provide is anonymous and will only be reported in aggregate.

Please do not include identifying information in this text box.