DIVERSITY REPORT 2023

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IPZ Diversity Working Group
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November 21, 2023
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Contents

This is the second Diversity Report of the Department of Political Science (IPZ). It follows the first report that was published two years ago. The Diversity Working Group of the IPZ intends to make the department a more open space and a more diverse community.

To reach that goal we have a strategy relying on three main pillars. First, we engage in fact-finding and deliberation and maintain a space in which diversity questions are front and center. Our second pillar is dedicated to raising awareness and sensitizing members of the department. We do so through various events providing a possibility for reflection. Finally, we work on concrete tools and instruments and propose them to the department.

This report is part of our fact-finding mission to get a fuller picture of how members of the department and students perceive the IPZ and where they think that we fall short of our ambition.

1 Executive Summary

Students and staff overall evaluate the climate at the department very positively. Across a number of dimensions the department is perceived as an open and respectful place (see section 4 for more details). These results are very much in line with the results from the last diversity survey with virtually no changes.

The Diversity Working Group of the IPZ has since its inception had a main focus on three groups that have traditionally been disadvantaged in Swiss academia: women, people with a migration background, and first-generation university students. The survey results here support this focus. We asked students and staff whether they felt that they were disadvantaged and over 81% do not feel disadvantaged. Those who feel disadvantaged were asked due to which group characteristic this is. The top three answers were gender, social origin, and race & ethnicity (see subsection 5.2).

We also asked students and staff several open questions and analyzed the individual responses. One question asked where the department could improve and from these open text questions we identify six common themes:

Among students the following three issues stand out when analyzing the open responses (see subsection 5.3):

1) Classroom dynamics can be improved to create a more open space (specifically gender but also additional dimensions). [n=9]
2) Disability & mental health and how the department and university handle these challenges. [n=8]
3) Challenges for first-generation students (habitus, jargon, academic norms, navigating 'the system'). [n=5]

Among members of the department (staff) we find the following three issues being mentioned most often (see subsection 5.3):

4) Lack of descriptive representation and demand for more inclusive hiring at all academic levels. [n=4]
5) Substantive representation in teaching curricula. [n=4]
6) Inclusion of disabled students and staff. Lack of information and of a disability inclusion policy. [n=2]

Some of these issues are not new and we do have initiatives or instruments that are aimed at mitigating them. Some examples of that include the diversity events every fall semester (relates to point 3), the application monitoring tool that is being set up by the end of the year (relates to point 4) or the diversity teaching event and open classroom document (relates to point 1). Other points that are newer, e.g. points 2 and 6, serve as an impulse for the Diversity Group.

2 Administrative Data

For one dimension, sex, we can access administrative data via our departmental HR office. As this data comes from the University HR system it is binary.

Figure 1: Share of Women Among IPZ Staff
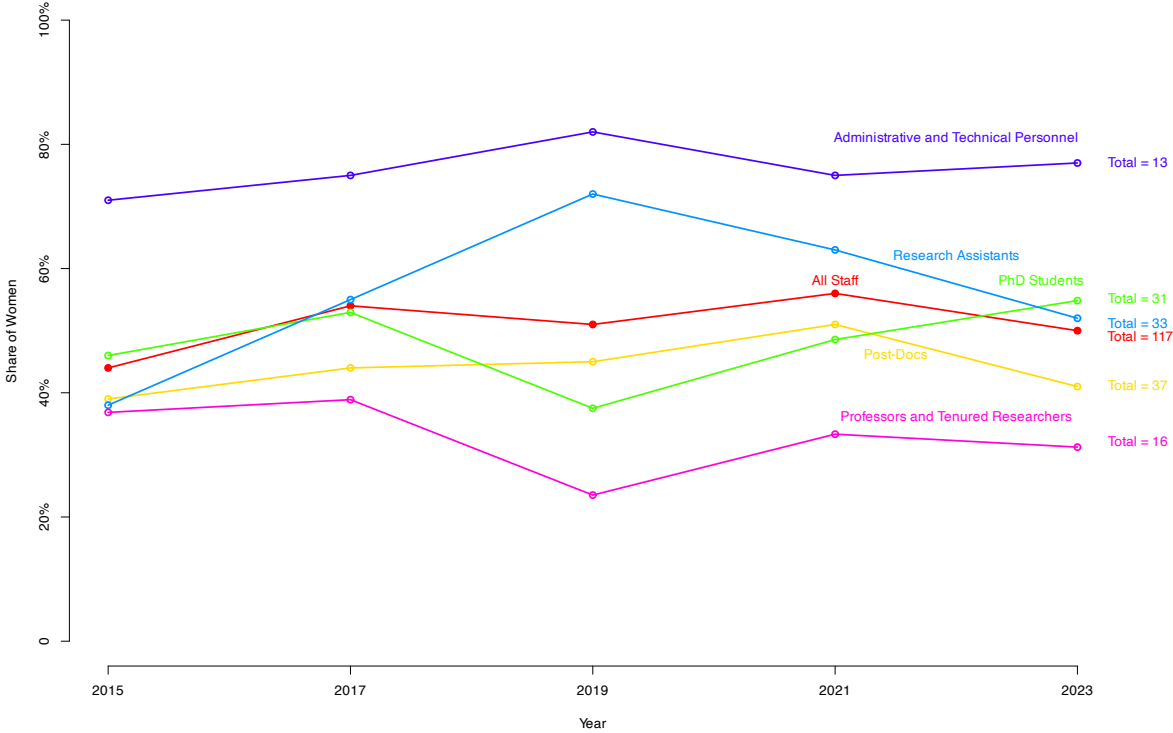
Note: Data is collected bi-annually and shows the share of women in the respective groups.

Overall, the share of women is roughly 50% – one can see that the share of women differs by employee group – the group with the highest share of women is the administrative and technical personnel while the share of women is lowest for professors and tenured researchers.

Figure 1 shows that while most academic categories show a downward trend over the last two years, there is a modest increase of women among PhD students. However, the data also reveals a pronounced inverse correlation between the representation of women and both the status and remuneration across these academic categories.

3   Sample Description

The 2023 Diversity survey was carried out in the first half of May 2023. In total, we received responses from 330 students and members of the department. The share of people who started responding to the survey questions and then aborted is 12% and the median survey duration is 5 minutes.

- Almost 54% are women, 40% are men, 4% prefer not to say, and 1% is non-binary.

- 29% of respondents were born abroad, 16% were born here but have at least one parent born abroad, and 55% were born in Switzerland as well as both parents.

- 48% of respondents have parents without a university degree, 36% have at least one parent with a university degree, and 16% have at least one parent with a PhD.

- 70% of respondents describe themselves as heterosexual, 15% as bisexual/pansexual, 9% prefer not to say, 4% indicate gay/lesbian, and the rest is equally distributed between asexual and other.

- Asked whether they have a disability, about 90% responded with 'no', 8% responded with 'yes', and the rest preferred not to say.

- 83% of respondents are students (BA to MA ratio is almost 3 to 1), 7% are post-docs, 6% are PhD students, and 4% are professors.

- Among the students, there are about 84% majoring in political science.

There are slightly more women (+5%) and fewer heterosexual people (-8%) in the current sample than in the previous one. Overall, these sample characteristics are very similar to the sample drawn two years ago (Diversity Report 2021). This makes comparisons of responses to substantive questions possible and facilitates the interpretation.

4 Climate at the Department and the University

We surveyed respondents using broad questions on department and university climate to gauge perceptions and changes over time. Respondents rated the climate on five dimensions: homophobia, racism, sexism, elitism, unwelcomeness, and disrespect, ranging from negative to positive.

4.1 Climate in the Department

Overall, there is a high level of satisfaction with the climate in the department expressed by students and staff. The department, in general, performs very well, with one exception. Both, students and staff, note a degree of elitism. Additionally, students have rated the department lower on being welcoming compared to other areas.

Figure 2: How staff members perceive the department
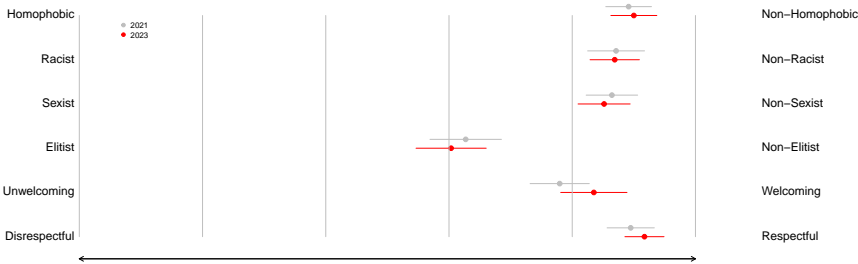
Note: Plot shows the average response on a six-point scale and the 95% confidence interval. Estimates in color show the current value and grey estimates show the results from the 2021 Diversity Survey.

Figure 3: How students perceive the department
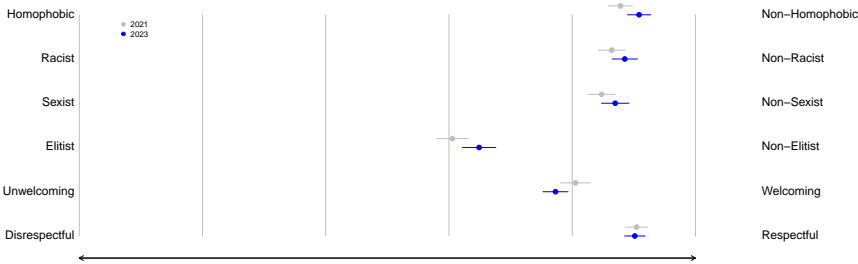
Note: Plot shows the average response on a six-point scale and the 95% confidence interval. Estimates in color show the current value and grey estimates show the results from the 2021 Diversity Survey.

In comparison to the previous report in 2021, the results exhibit a remarkable similarity, with a few subtle shifts. None of the changes are significant.

4.2 Climate in the University

We also asked the same question, regarding the five different climate dimensions, with regard to the university rather than the department.

Figure 4: How staff members perceive the university
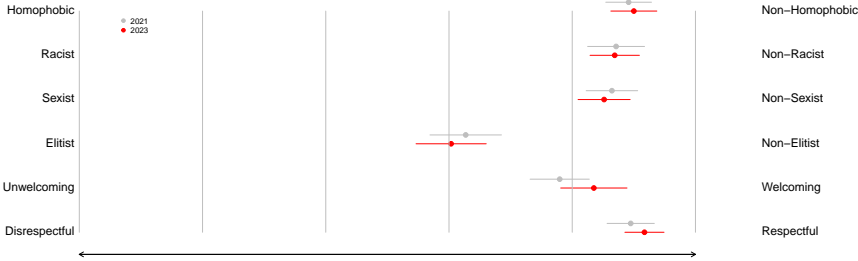
Note: Plot shows the average response on a six-point scale and the 95% confidence interval. Estimates in color show the current value and grey estimates show the results from the 2021 Diversity Survey.

Staff members evaluate one dimension weaker than all other dimensions (elitism) – we see a similar pattern when looking at the evaluation of the department. We observe a similar pattern among students and in addition, students also perceive the university as weaker in being welcoming.

Figure 5: How students perceive the university
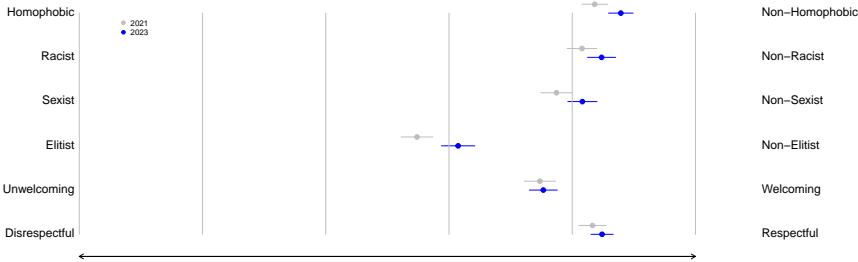
Note: Plot shows the average response on a six-point scale and the 95% confidence interval. Estimates in color show the current value and grey estimates show the results from the 2021 Diversity Survey.

In contrast to the 2021 survey, we see virtually no change among staff. When looking at the student numbers, we do see that the university scores on all dimensions are the same or slightly better than in the last survey. Students rate the department identically or more positively than the university

5 Subjective View of Being Disadvantaged

5.1 Closed Questions: Feeling Disadvantaged

To capture respondents' subjective perceptions of being disadvantaged, we asked them if they consider themselves being part of a minority group and whether they feel disadvantaged in class or at the department and if so, based on what group characteristics.

Overall, one-third of all survey participants indicate that they consider themselves to be part of a minority group (see Appendix Table A22). Further, 18.6 percent report that they feel disadvantaged in class or at the department (see Appendix Table A16). This share is twice as high amongst staff members as opposed to students (33.3% vs. 15.5%) (see Appendix Table A21). When the answers to this first question are further broken down by different socio-demographic characteristics, we observe notable differences along the lines of gender, education and migration background.

First, women are significantly more likely than men to report that they feel disadvantaged (see Figure 6). This difference is particularly pronounced amongst staff members (see Figure 7). While slightly more than one in ten of the male staff members report feeling disadvantaged, more than half of the female staff members do. While only a few indicate the category non-binary (four respondents) or other (three respondents), it appears that a majority of these people feel disadvantaged.

Figure 6: Share of Feeling Disadvantaged by Gender [n=61]
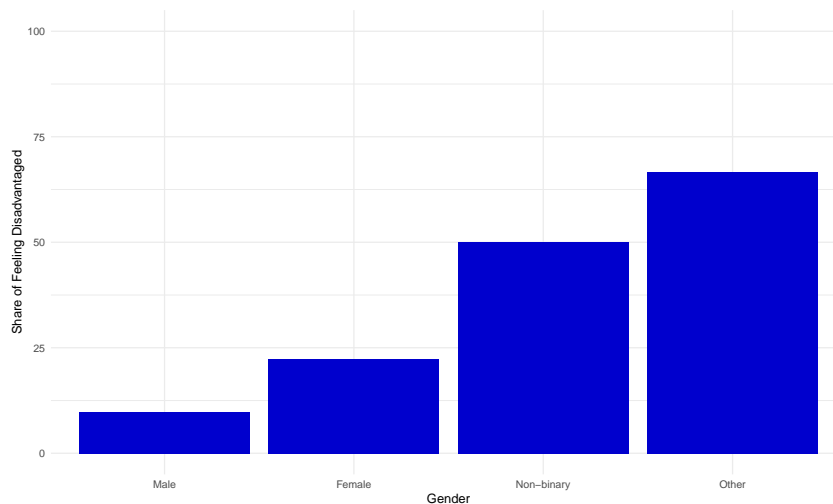
Note: Plot shows share of respondents that felt disadvantaged. Overall, the sample consists of 134 men, 176 women, four non-binary respondents, and three respondents that chose *other*.

We also observe more distinct feelings of disadvantage amongst first-generation academics. Around one-fifth of those with a non-academic family background report feeling disadvantaged (vs. 16% amongst those from higher educated families) (see Figure 8).

Lastly, students and staff members who have a direct or indirect migration background (i.e., are born abroad or have at least one parent born abroad) are more likely to report feeling disadvantaged (see Figure 9).

Overall, feelings of disadvantage are also reflected in people's perceptions of being part of a minority group. Slightly more than one-third of those who report they are part of a minority group say that they feel disadvantaged in class or at the department, whereas only ten percent of those who do not report feeling part of a minority group do (see Appendix Table A22).

Figure 7: Share of Feeling Disadvantaged by Gender and Role
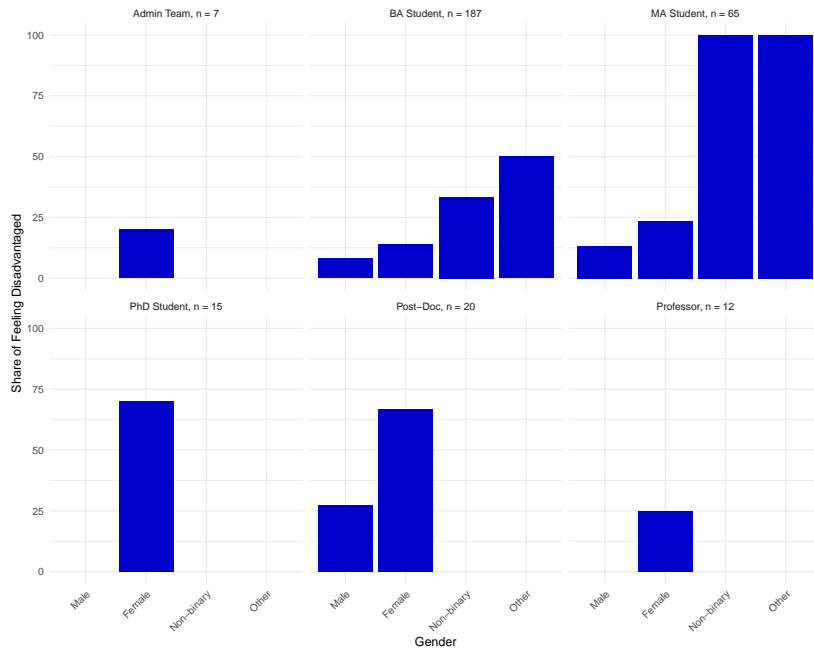
Figure 8: Share of Feeling Disadvantaged by Parents' Educational Background
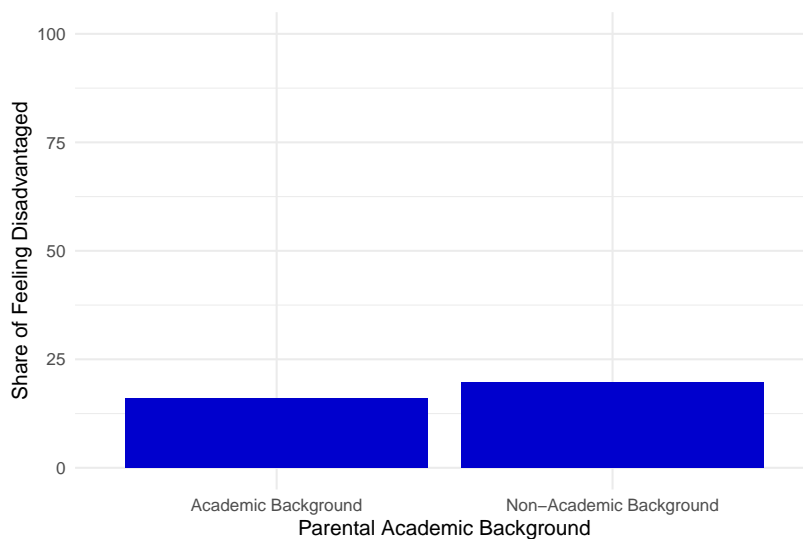
Note: We define those who have at least one parent with a university degree as having an academic family background.

This is further underlined by the results of the second question (i.e., based on what group characteristics respondents felt disadvantaged) (see Figure 10). Amongst all those reporting that they feel disadvantaged, when asked about the group characteristics based on which they do so, the subjective perceptions strongly match the objectively observed characteristics. More than half mention they feel disadvantaged based on their gender and around one in three based on social origin. Also, race or ethnicity are important factors, with around one-fourth of the subjectively disadvantaged mentioning this aggregated category. Additionally, around one in six mention disability or sexual orientation. Slightly more than ten percent of subjectively disadvantaged respondents also chose the category other, indicating that there are dimensions we are currently not capturing in the answer option.[1]

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[1]Future versions of the survey, could expand on these or include an open text field.

Figure 9: Share of Feeling Disadvantaged by Migration Background
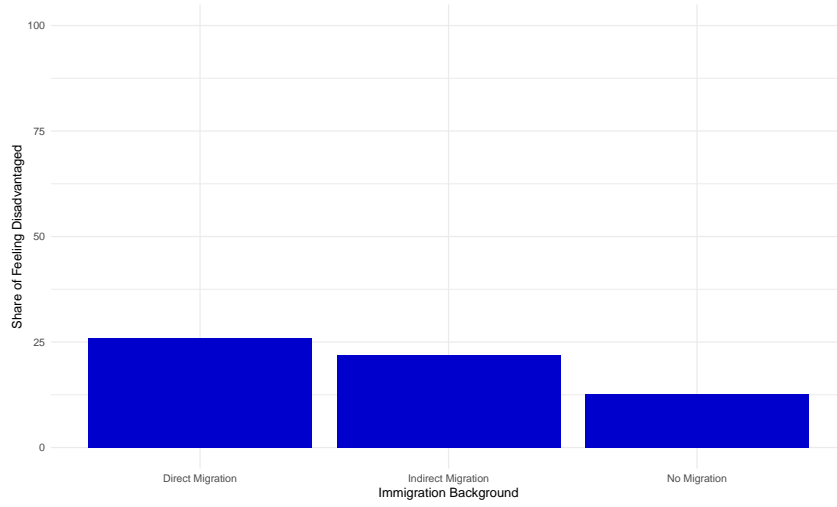
Note: We define those born outside Switzerland as having a direct migration background and those who are born in Switzerland but have at least one parent born outside Switzerland as having an indirect migration background.

Figure 10: Why Felt Disadvantaged
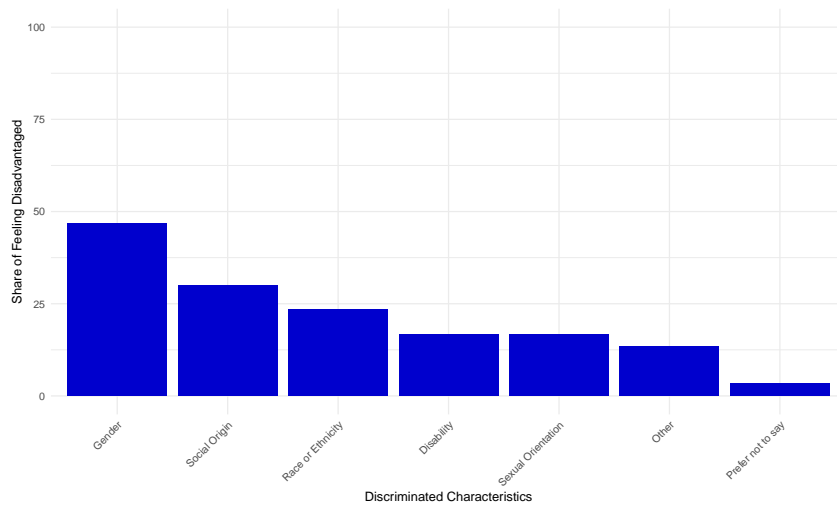
Note: Respondents were able to provide multiple answers to this question. This means that the bars do not add up to 100 percent and have to be read separately as "amongst all respondents who report they felt disadvantaged, X percent indicate that they felt disadvantaged because of Y".

5.2 Open Questions: Feeling Disadvantaged

In response to inquiries regarding perceived disadvantages within the department or classroom setting, participants expressing such sentiments were invited to provide a brief narrative of their experiences. The findings unveiled distinctive challenges faced by students and staff, shedding light on nuanced aspects of perceived disadvantages.

Among students, the predominant concern relates to *unequal classroom dynamics*, with a noteworthy emphasis on gender, ethnicity, sexual orientation, first-generation, and social background (n=10). Thus, students reported instances of gendered classroom dynamics, heteronormativity, and the invisibility of non-binary individuals. Moreover, students with migrant backgrounds disclosed encounters wherein inquiries about their names' origins contributed to an uncomfortable environment.

Disability- and mental health-related challenges emerged as the second prominent theme among students (n=8). A prevalent issue highlighted by respondents involves the experiences of blindness, neurodiversity, autism, or Attention Deficit Hyperactivity Disorder (ADHD). Participants expressed grievances regarding the lack of information on disability inclusion policies and support mechanisms on the departmental website. Notably, concerns were raised about the UZH's disability policy, specifically the sluggish process of disadvantage compensation known as "Nachteilsausgleich" (NTA). The introduction of the new module booking system has significantly increased the difficulties faced by students with disabilities. Revealing the final course bookings shortly before the start of the semester has been noted as an obstacle to efficient preparation for barrier-free learning experiences. Furthermore, participants highlighted the adverse impact on students coping with ADHD during the exam period and when lecturers opt to teach 90-minute courses without a break.

The academic *challenges encountered by first-generation students* constituted the third significant theme among student respondents (n=5). These challenges center on difficulties in understanding academic habitus and navigating specialized jargon, particularly for those unfamiliar with established academic norms. Consequently, there is an expressed need for additional support programs, especially at the beginning of the Bachelor's degree, to mitigate the unique challenges faced by first-generation students and facilitate a smoother integration into the academic milieu.

Additional themes included the limited online accessibility of courses hindering the reconciliation of studies with employment or caregiving responsibilities (n=5), and difficulties of non-German speakers in following courses (n=3).

Among staff members, the foremost concern relates to the presence of *gender bias in teaching and evaluations* (n=4). This issue is reflected in student evaluations, where women reportedly receive more negative assessments than their male counterparts. Additionally, there are reported challenges in being perceived as authoritative and competent teachers in the classroom, underscoring broader issues related to gender dynamics and perceptions within the educational environment.

Highlighting a second significant theme, some female staff members expressed concerns over the *gendered burden of voluntary work* placed upon them (n=3). They articulated that, despite declining such responsibilities, they find themselves more frequently tasked with administrative and voluntary duties for the department or the chair. This reported pattern contributes to an uneven professional landscape for men and women at similar career stages.

Other notable topics highlighted in the open questions include concerns about the easier informal integration within the department for male colleagues (n=2), discriminatory remarks in the workplace and antiquated views on gender and non-binary persons among superiors (n=2), the lack of diversity at senior professional levels (n=2), and the lack of disability inclusion at the department (n=1).

5.3 Open Questions: Suggestions for Improvement

Towards the conclusion of the survey, respondents were invited to share insights on potential improvements within the department to foster a more inclusive and diverse academic environment.

First, students emphasized the need for an improvement in *classroom dynamics* (n=13), advocating for proactive measures to encourage women's participation, ensuring gender-balanced interactions, promoting the use of inclusive language, cultivating a welcoming discussion atmosphere, fostering intersectional thinking and discussions.

Second, a number of students (n=8) underscored issues related to *substantive representation* and enhancing teaching diversity. These recommendations transcend mere classroom dynamics and extend to the substantive content of courses. Suggestions included decentralizing Western teaching approaches and content, incorporating more lectures and seminars on perspectives from the Global South, and ensuring more inclusive syllabi.

Another key area identified by students (n=7) was the need for additional events to *facilitate student exchanges and networking opportunities*. They expressed a desire for more informal gatherings to aid first-generation students in building networks, highlighting the perceived lack of networking opportunities at IPZ, which is a disadvantage for students without pre-existing networks based on social status or parental connections.

Moreover, students (n=5) advocated for better *descriptive representation*, emphasizing the importance of a more diverse group of professors and lecturers. While acknowledging ongoing discussions on diversity within the department, they found a deeper connection and understanding when staff members incorporated their personal diverse experiences into teaching.

Other suggestions include maintaining the diversity events (n=4), providing gender-neutral toilets (n=4), enhancing online resources to accommodate studies alongside work and caregiving responsibilities (n=3), promoting group work to facilitate student exchanges (n=3), ensuring barrier-free teaching materials (n=2), raising awareness for mental health issues (n=2), and improve the disability policy, in particular the NTA system.

In evaluating the perspectives of the staff members, several notable suggestions for improvement emerged. Foremost among these recommendations is the advocacy for a more robust commitment to *descriptive representation* through more inclusive hiring practices at all professional levels (n=4).

Parallel concerns pertain to *substantive representation* (n=4). Staff members underscored the necessity for a more diversified curriculum. They call for better integration of non-traditional perspectives and advocate for the incorporation of feminist or post-colonial viewpoints and courses focusing on the Global South.

Staff members also articulate d the need to improve the inclusion of disabled staff and students (n=2). The absence of a discernible disability inclusion policy was emphasized, with specific recommendations encompassing the provision of information for students, the implementation of a mandatory accessibility statement on syllabi, and the organization of diversity events and mentorship programs for disabled staff and students.

Other suggestions include the need for more staff diversity workshops and self-reflection events (n=4), an anonymous complaint box (n=1), gender-neutral toilets (n=1), and fostering openness to diverse political views (n=1). There was a call for greater professorial presence at diversity events (n=1), increased support for non-EU/EFTA citizens' admin/immigration issues (n=1), and a proposal for regular informal gatherings of first-generation students and staff to exchange experiences (n=1).

A1 Appendix: Tables

This final section provides all tables that are referenced in the main text as well as a number of additional tables.

A1.1 Responses to Questions About Respondent Identity

The first part of this report provides some socio-biographic information of the participants of the survey.

	%
Female	53.30
Male	40.60
Prefer not to say	3.90
Non-binary	1.20
Other	0.90

Table A1: What is your gender?

	#
Female	176
Male	134
Prefer not to say	13
Non-binary	4
Other	3

Table A2: What is your gender?

	%
Parents no uni degree	47.60
At least 1 parent uni	36.40
At least 1 parent PhD	16.10

Table A3: Educational background of parents

	%
Born in CH & Parents CH	55.50
Born abroad	28.50
Born CH & at least 1 parent not CH	16.10

Table A4: Immigration background

	%
BA Student	57.60
MA Student	21.20
Post-Doc	6.70
PhD Student	4.80
Professor / Head of Research	4.20
Other	3.30
Admin Team	2.10

Table A5: What is your role in the department?

	%
Political Science	83.70
Other, please specify	6.60
History	5.40
Communication Sciences	1.60
Sociology	1.60
Business administration	0.40
Economics	0.40
Religious Studies	0.40

Table A6: What is your major?

	%
Heterosexual	69.30
Bisexual/Pansexual	15.50
Prefer not to say	8.80
Gay/Lesbian	4.00
Asexual	1.20
Other	1.20

Table A7: What is your sexual orientation?

	%
No	90.00
Yes	7.60
Prefer not to say	2.40

Table A8: Do you have a disability?

A1.2 Responses to Substantive Diversity Questions

	%
No	62.70
Yes	33.60
Prefer not to say	3.60

Table A9: Would you consider yourself belonging to a minority group?

↦ ... by gender (only students)

	Man	Woman	Non-binary	Other	Prefer not to say
No	65.70	66.20	25.00	33.30	25.00
Prefer not to say	2.80	0.70	0.00	0.00	50.00
Yes	31.50	33.10	75.00	66.70	25.00
N	108.00	148.00	4.00	3.00	8.00

Table A10: STUDENTS: Minority group X Gender

↦ ... by gender (only staff)

	Man	Woman	Non-binary	Other	Prefer not to say
No	73.10	50.00			20.00
Prefer not to say	0.00	7.10			40.00
Yes	26.90	42.90			40.00
N	26.00	28.00	0.00	0.00	5.00

Table A11: STAFF: Minority group X Gender

↦ ... by parents' educational background (students)

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
No	79.50	65.70	57.70
Prefer not to say	2.60	2.90	3.10
Yes	17.90	31.40	39.20
N	39.00	102.00	130.00

Table A12: STUDENTS: Minority group X Parents' Educ

↦ ... by parents' educational background (staff)

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
No	71.40	72.20	40.70
Prefer not to say	14.30	0.00	7.40
Yes	14.30	27.80	51.90
N	14.00	18.00	27.00

Table A13: STAFF: Minority group X Parents' Educ

↦ ... by migration background (students)

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
No	50.90	48.90	72.20
Prefer not to say	9.10	0.00	1.80
Yes	40.00	51.10	26.00
N	55.00	47.00	169.00

Table A14: STUDENTS: Minority group X Migration

↦ ... by migration background (staff)

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
No	56.40	50.00	64.30
Prefer not to say	10.30	0.00	0.00
Yes	33.30	50.00	35.70
N	39.00	6.00	14.00

Table A15: STAFF: Minority group X Migration

A1.3 Subjective View of Being Disadvantaged

	%
No	81.40
Yes	18.60

Table A16: Do you consider yourself part of a group that is being disadvantaged at the department and in classes?

↦ ... by gender (students)

	Male	Female	Non-binary	Other	Prefer not to say
No	90.70	83.70	50.00	33.30	25.00
Yes	9.30	16.30	50.00	66.70	75.00
N	108.00	147.00	4.00	3.00	4.00

Table A17: STUDENTS: Gender X being disadvantaged at IPZ

↦ ... by gender (staff)

	Male	Female	Non-binary	Other	Prefer not to say
No	88.50	46.40			66.70
Yes	11.50	53.60			33.30
N	26.00	28.00	0.00	0.00	3.00

Table A18: STAFF: Gender X being disadvantaged at IPZ

↦ ... by parents' educational background

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
No	77.40	86.60	78.80
Yes	22.60	13.40	21.20
N	53.00	119.00	151.00

Table A19: Educational Background X being disadvantaged at IPZ

↦ ... by migration background

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
No	73.60	75.50	86.90
Yes	26.40	24.50	13.10
N	87.00	53.00	183.00

Table A20: Migration Background X being disadvantaged at IPZ

↦ ... by role in the department

	Other	Staff	Student
No	87.50	66.70	84.50
Yes	12.50	33.30	15.50
N	8.00	57.00	258.00

Table A21: Do you consider yourself part of a group that is disadvantaged in the department and/or in classes?

↦ ... whether R felt disadvantaged

	Minority	Non-Minority	Prefer not to say
Yes	35.20	10.10	12.50
No	64.80	89.90	87.50
N	108.00	207.00	8.00

Table A22: Belonging to Minority Group and Feeling Disadvantaged

	%
Disability	16.67
Gender	46.67
Other	13.33
Prefer not to say	3.33
Race or Ethnicity	23.33
Sexual Orientation	16.67
Social Origin	30.00

Table A23: Based on what group characteristic(s) do you feel disadvantaged?

	%
Disability	0.38
Gender	4.20
I have not experienced such situations	88.93
Other	3.05
Prefer not to say	1.15
Race or Ethnicity	0.76
Social Origin	2.29

Table A24: feeling disadvantaged due to

Table A23 displays based on what group characteristics respondents who report feeling disadvantaged do so at IPZ. In contrast to this, Table A24 reports answers of respondents who do not feel to be part of a disadvantaged group to the question of whether they felt disadvantaged at IPZ. In other words, Table A23 contains data from respondents having answered "Yes" in Table A21, and Table A24 from respondents who said "No" in reply to the same question. The rows sum to more than 100% because multiple replies were possible and the table gives back the percentage of people having stated that they felt disadvantaged due to for instance social origins, regardless of whether they indicated other reasons or not.

	staff	Disability	Gender	Race	Social	Other	PNTS	NE
1	Other	0.00	1.67	0.00	0.00	0.00	0.00	0.00
2	Staff	3.33	18.33	11.67	10.00	1.67	1.67	0.00
3	Student	13.33	26.67	11.67	20.00	11.67	1.67	0.00

Table A25: feeling disadvantaged due to X by occupation type

A1.3.1 Paid Work

These questions are only analyzed for respondents that are students in the department and not for staff members with the exception of Table A30.

	%
Yes	60.80
No	37.70
Prefer not to say	1.50

Table A26: Have you held a paid position in 2020?

↦ ... by immigration background

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
No	56.20	41.30	31.30
Prefer not to say	2.10	0.00	1.80
Yes	41.70	58.70	66.90
N	48.00	46.00	166.00

Table A27: Paid position X Immigration

↦ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
No	40.00	37.80	0.00	33.30	20.00
Prefer not to say	2.90	0.00	0.00	0.00	20.00
Yes	57.10	62.20	100.00	66.70	60.00
N	105.00	143.00	4.00	3.00	5.00

Table A28: Paid position X Gender

↦ ... by parents' educational background

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
No	51.40	41.60	30.30
Prefer not to say	0.00	1.00	2.50
Yes	48.60	57.40	67.20
N	37.00	101.00	122.00

Table A29: Paid position X Parents' Education

	Other	Staff	Student
Don't know / Prefer not to say	20.00	0.00	0.40
I did not work	25.00	1.70	38.30
No, I worked, but not that much	12.50	0.00	13.70
Yes, at least four days a week (80-100%)	25.00	81.00	3.10
Yes, at least one day a week (20-39%)	25.00	1.70	28.10
Yes, at least three days a week (60-79%)	0.00	13.80	3.90
Yes, at least two days a week (40-59%)	12.50	1.70	12.90
N	8.00	58.00	256.00

Table A30: Workload by role in department

A1.3.2 Caring Responsibilities

	%
No	89.40
Yes	8.20
Prefer not to say	2.40

Table A31: Were you responsible for caring for a child or dependent adult?

	#
No	295
Yes	27
Prefer not to say	8

Table A32: Were you responsible for caring for a child or dependent adult?

↦ ... by role in the department

	Other	Staff	Student
No	45.50	64.40	96.90
Prefer not to say	36.40	5.10	0.40
Yes	18.20	30.50	2.70
N	11.00	59.00	260.00

Table A33: Were you responsible for caring for a child or dependent adult?

↦ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
No	91.80	89.80	100.00	100.00	53.80
Prefer not to say	0.00	1.70	0.00	0.00	38.50
Yes	8.20	8.50	0.00	0.00	7.70
N	134.00	176.00	4.00	3.00	13.00

Table A34: Were you responsible for caring for a child or dependent adult?

	%
Not responsible for child or dependent adult	91.20
more than 9 hours a week	66.70
5-9 hours per week	18.50
0-4 hours per week	11.10
Prefer not to say	3.70

Table A35: How much time per week?

↦ ... by role in the department

	Other	Staff	Student
0-4 hours per week	0.00	5.60	28.60
5-9 hours per week	0.00	11.10	42.90
more than 9 hours a week	100.00	77.80	28.60
Prefer not to say	0.00	5.60	0.00
N	2.00	18.00	7.00

Table A36: How much time per week?

A1.3.3 Satisfaction with Climate in the Department

The full survey question was "We are now interested in your personal experience and how you perceive the climate at the Department of Political Science (IPZ). How satisfied or dissatisfied were you with the overall campus climate/environment at the Department of Political Science during the past 12 months? ".

	%
Very Satisfied	32.70
Satisfied	51.20
Neither Satisfied or Dissatisfied	11.20
Dissatisfied	1.80
Very Dissatisfied	1.50
Prefer not to say	1.50

Table A37: Satisfaction with climate

↦ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
Very Satisfied	38.80	28.40	25.00	33.30	30.80
Satisfied	49.30	55.70	50.00	66.70	7.70
Neither Satisfied or Dissatisfied	9.70	10.80	25.00	0.00	30.80
Dissatisfied	1.50	1.70	0.00	0.00	7.70
Very Dissatisfied	0.70	2.30	0.00	0.00	0.00
Prefer not to say	0.00	1.10	0.00	0.00	23.10
N	134.00	176.00	4.00	3.00	13.00

Table A38: Satisfaction with climate

↦ ... by immigration status

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
Very Satisfied	41.50	30.20	29.00
Satisfied	40.40	47.20	57.90
Neither Satisfied or Dissatisfied	11.70	18.90	8.70
Dissatisfied	0.00	3.80	2.20
Very Dissatisfied	3.20	0.00	1.10
Prefer not to say	3.20	0.00	1.10
N	94.00	53.00	183.00

Table A39: Satisfaction with climate

↦ ... by parents' educational background

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
Very Satisfied	32.10	38.30	28.70
Satisfied	45.30	50.00	54.10
Neither Satisfied or Dissatisfied	17.00	8.30	11.50
Dissatisfied	0.00	2.50	1.90
Very Dissatisfied	5.70	0.00	1.30
Prefer not to say	0.00	0.80	2.50
N	53.00	120.00	157.00

Table A40: Satisfaction with climate

A1.3.4 Satisfaction with Student Behavior

The full survey question was "Please think about your experiences with students at the Department of Political Science. How satisfied or dissatisfied are you with the overall environment created by students?".

	%
Very Satisfied	30.40
Satisfied	59.10
Neither Satisfied or Dissatisfied	0.00
Dissatisfied	5.20
Very Dissatisfied	0.70
Prefer not to say	4.50

Table A41: Satisfaction with student behavior

↦ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
Very Satisfied	37.00	26.30	0.00	100.00	10.00
Satisfied	56.30	63.20	100.00	0.00	30.00
Neither Satisfied or Dissatisfied	0.00	0.00	0.00	0.00	0.00
Dissatisfied	4.20	5.30	0.00	0.00	20.00
Very Dissatisfied	0.80	0.70	0.00	0.00	0.00
Prefer not to say	1.70	4.60	0.00	0.00	40.00
N	119.00	152.00	3.00	2.00	10.00

Table A42: Satisfaction with student behavior

↦ ... by migration background

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
Very Satisfied	27.40	26.20	33.10
Satisfied	56.00	64.30	59.40
Neither Satisfied or Dissatisfied	0.00	0.00	0.00
Dissatisfied	7.10	4.80	4.40
Very Dissatisfied	0.00	2.40	0.60
Prefer not to say	9.50	2.40	2.50
N	84.00	42.00	160.00

Table A43: Satisfaction with student behavior

↦ ... by parents' educational background

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
Very Satisfied	19.60	28.00	36.10
Satisfied	76.10	62.60	50.40
Neither Satisfied or Dissatisfied	0.00	0.00	0.00
Dissatisfied	4.30	4.70	6.00
Very Dissatisfied	0.00	0.00	1.50
Prefer not to say	0.00	4.70	6.00
N	46.00	107.00	133.00

Table A44: Satisfaction with student behavior

A1.3.5   Satisfaction with Staff Behavior

The full survey question was "Please think about your experiences with lecturers and professors at the Department of Political Science. How satisfied or dissatisfied are you with the overall environment created by lecturers and professors?".

	%
Very Satisfied	38.70
Satisfied	55.20
Neither Satisfied or Dissatisfied	0.00
Dissatisfied	2.40
Very Dissatisfied	1.30
Prefer not to say	2.40

Table A45: Satisfaction with staff behavior

↦ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
Very Satisfied	43.80	35.40	50.00	33.30	30.00
Satisfied	52.90	58.40	50.00	66.70	30.00
Neither Satisfied or Dissatisfied	0.00	0.00	0.00	0.00	0.00
Dissatisfied	0.80	3.70	0.00	0.00	0.00
Very Dissatisfied	0.80	1.20	0.00	0.00	10.00
Prefer not to say	1.70	1.20	0.00	0.00	30.00
N	121.00	161.00	2.00	3.00	10.00

Table A46: Satisfaction with staff behavior

↦ ... by migration background

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
Very Satisfied	42.20	34.80	38.10
Satisfied	50.60	60.90	56.00
Neither Satisfied or Dissatisfied	0.00	0.00	0.00
Dissatisfied	1.20	2.20	3.00
Very Dissatisfied	1.20	2.20	1.20
Prefer not to say	4.80	0.00	1.80
N	83.00	46.00	168.00

Table A47: Satisfaction with staff behavior

↦ ... by parents' educational background

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
Very Satisfied	40.80	45.00	33.10
Satisfied	55.10	52.30	57.60
Neither Satisfied or Dissatisfied	0.00	0.00	0.00
Dissatisfied	4.10	1.80	2.20
Very Dissatisfied	0.00	0.00	2.90
Prefer not to say	0.00	0.90	4.30
N	49.00	109.00	139.00

Table A48: Satisfaction with staff behavior

	%
No	81.90
Yes	18.10

Table A49: Do you consider yourself part of a group that is being disadvantaged at the department and in classes?

	Man	Woman	Non-binary	Other	Prefer not to say
No	88.50	86.40	0.00	100.00	33.30
Yes	11.50	13.60	100.00	0.00	66.70

Table A50: STUDENTS: Gender X being disadvantaged at IPZ

	Man	Woman	Non-binary	Other	Prefer not to say
No	77.10	68.20			
Yes	22.90	31.80			

Table A51: STAFF: Gender X being disadvantaged at IPZ

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	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
No	81.80	80.60	82.80
Yes	18.20	19.40	17.20

Table A52: Educational Background X being disadvantaged at IPZ

	Born abroad	Born CH & at least 1 parent not CH	Born in CH & Parents CH
No	75.90	82.40	85.60
Yes	24.10	17.60	14.40

Table A53: Educational Background X being disadvantaged at IPZ

	Other	Staff	Student
No	100.00	73.70	85.10
Yes	0.00	26.30	14.90

Table A54: Do you consider yourself part of a group that is being disadvantaged at the department and in classes?

	No	Prefer not to say	Yes
No	94.40	66.70	69.70
Yes	5.60	33.30	30.30

Table A55: belonging to a minority group X being disadvantaged at IPZ