



University of  
Zurich<sup>UZH</sup>

## DIVERSITY REPORT 2021

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University of Zurich

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Dear reader,

The Diversity Group at the IPZ formed about two years ago and addresses questions of diversity in the department. In our first phase we focus specifically on three groups that have traditionally been disadvantaged in Swiss academia: women, people with an immigration background, and first generation university students. This report follows this structure and we present many results broken down by gender, migration, and educational background. We want to create and maintain an atmosphere in our department where everybody feels welcome.

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 quantitative picture of how members of the department think about diversity and how they perceive the department. The publication of the actual report also serves the second goal as we hope that many of you will read this and that the report is the first step towards making the situation for all people better.

This survey report is not a one-off project but we intend to re-run such surveys periodically. We hope to also be able to track the department performance in terms of diversity through the changing response patterns over time. As this is a repeated survey we are very happy for any feedback you have. The survey and this report reflect a prolonged group effort by the entire Diversity Group.

Dr. Loriana Crâșnic

Prof. Dr. Lucas Leemann

# 1 Basic Insights

Before delving into the survey responses and the emerging patterns it is worthwhile to look at who responded to our survey. The survey was fielded in October among staff and mid-December among students of the department. In total, we received 340 full responses which corresponds to a response rate among staff of about 57% and of about 18% among students. About one in ten respondents that started responding did not complete the survey. We have full responses from 71 members of the department (PhD, post-doc, profs, admin), 264 respondents that are students in the Department of Political Science, and five respondents that chose the 'other' category. The median survey duration was 4.8 minutes.

Gender, Parents' Education, and Migration Background

Half of all respondents are women, closely followed by men. About 1.5% of the respondents preferred to not indicate their gender and a little bit less than 1% chose 'non-binary' or 'other' (see Table A1). In terms of educational background, a little bit more than half of all respondents grew up with parents with no university degree, a third grew up with at least one parent with a university degree, and the remaining 15% grew up with at least one parent with a PhD (see Table A2). Most respondents' were born in Switzerland as well as their parents (about 60%). About 27% were born abroad and about 14% were born here but have at least one parent who was born abroad (see Table A3).

Roles and Disciplines

A little bit more than half all respondents are BA students, about one in four is a MA student and the rest is staff (see Table A4). Of all students in the survey about three quarters are majoring in Political Science (see Table A5).

Sexual Orientation

Slightly more than three out of four respondents self-identify as heterosexual, about 10% identify as bisexual, 5% as homosexual, almost 2% as asexual, and the rest prefers to not indicate their orientation or chose "other" (see Table A6).

Disabilities

We also asked people if they have a disability and 5% responded with a 'yes', about 2% preferred to not answer the question, and the other responded with 'no'. Among the respondents that self-identified as having a disability, the largest two groups suffer from a chronic medical condition (1.8% of all respondents) closely followed by 1.5% of respondents that suffer from a psychological condition (see Table A7).

Work Outside of University

In this section we only focus on students. We ask respondents whether they have held a paid position. A large majority of students, 75% in this survey, have payed positions in addition to pursuing their studies (see Table A24). Students with no migration background are more likely to have a payed position (see Table A25), women are more likely than men (see Table A26), and among students who have parents with university degrees or PhDs the share is slightly lower (see Table A27).

Caring Responsibilities

About 9% of all respondents reported that they have caring responsibilities (see Table A29). The large majority of these people belong to staff – only about 3% of all students report having caring responsibilities (see Table A30). We do not find meaningful differences across gender categories (see Table A31). Most respondents who have caring responsibilities also devote a lot of time to this and report that it amounts to more than 9 hours per week (see Table A32).

While we lack precise numbers on how these variables are distributed among all students and staff, it is difficult to assess how close the survey sample matches the target population. However, for most aspects the distribution is in the likely range. For the one variable where we can compare – sex is reported in the system – we seem to have an almost perfect match between sample distribution and population distribution. Finally, the

high (students) and very high (staff) participation rates are a further positive indicator for the data quality.

## 2 Subjective View of Being Disadvantaged

We have different questions to approach diversity. In this section we look at whether people feel that they belong to a minority group and whether they have experienced discrimination. The first question, whether one belongs to a minority group, has the advantage that we do not define categories but respondents can self-identify as being part of a minority.

Would you consider yourself belonging to a minority group?

Overall, about 29% of all respondents consider themselves belonging to a minority group (see Table A9). We can now break this down along the three main dimensions (gender, education background, and migration background). There is no difference between men and women, while non-binary people as well as respondents indicating 'other' do feel as a minority (see Table A10) for students. When looking at staff, we find that slightly more women consider themselves to be part of a minority (see Table A13). When we turn to education background of one's parents, we see that with less educated parents the share increases. Especially among staff respondents we see that first generation academics consider themselves a minority (see Table A12 and Table A11). We find an interesting breakdown when looking at the respondent's migration background. The lowest share is found among respondents who were born in Switzerland and where both parents were also born in Switzerland. Respondents born abroad show about the same share as the survey average (for staff, less so for students). But among those born in Switzerland with at least one parent born abroad a higher share consider themselves as a minority (see Table A14 and Table A15). Finally, when we break this down by role in the department, we see that more people self-identify as belonging to a minority group in the department than among the students (see Table A16).

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

The majority of respondents do not feel disadvantaged, while about one in eight does feel disadvantaged. The number of people that prefer to not respond is unusually high with 31% (see Table A17). There is no difference between men and women among the students although there is a clear difference with non-binary respondents – all non-binary respondents feel disadvantages (see Table A18). Among staff we see that more women feel disadvantaged than men (see Table A19). While there seems to be little relationship with the educational background of one's parents (see Table A20) for students and staff. There appear to be more differences across different migration backgrounds – people with migration background answer about twice as often yes to this question (see Table A21) but there are no considerable differences between students and staff with respect to migration background. Members of staff are more likely to feel disadvantaged than students (see Table A22). Finally, there is a large overlap between self-identifying as a minority and feeling that one is disadvantaged (see Table A23).

### 3 Climate at the Department and the University

We turn now to how respondents perceive the climate in the department, how students are perceived, and staff is perceived.

Overall, about 27% are very satisfied and a further 47% are satisfied. About 6% are dissatisfied or very dissatisfied (see Table A37). When looking at gender, we can see that men are more likely to be very satisfied than any other gender category (see Table A38). When looking at the migration background we see that respondents where both parents were born abroad have the highest share of responses being very satisfied (see Table A39). Finally, for the educational background of the parents we see that there are fewer very satisfied respondents among those whose parents do not have a university degree (see Table A40). Overall, satisfaction is high but we do see differences that (partially) map onto specific groups.

Overall, satisfaction with student behavior is positive albeit slightly lower than satisfaction with the department. About 20% are very satisfied and 48% are satisfied (see Table A41). As before, we see that women are somewhat less likely to be very satisfied (see Table A42). When looking at the immigration background we see similar patterns as for the department (see Table A43). Respondents are very satisfied with staff at the department. About 29% are very satisfied and 50% are satisfied. Almost 6% are dissatisfied or very dissatisfied (see Table A45). Patterns are again mostly similar across subgroups.

We asked all respondents to rate the department on a five point scale on a number of specific dimensions. We show the average response as well as the first and third quartile. We can see that staff and students have a very similar perception of where the department can be located on all six dimensions. The weakest scores are found on *elitist – non-elitists* and on *unwelcoming – welcoming*.

How satisfied or dissatisfied are you with the overall campus climate/environment at the Department of Political Science during the past 12 months?

How satisfied or dissatisfied are you with the overall environment created by students/staff?

Perception of the Department

Figure 1: How staff members perceive the department

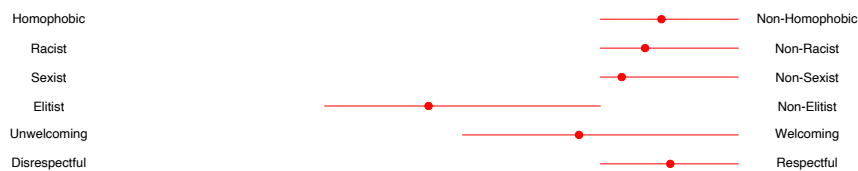
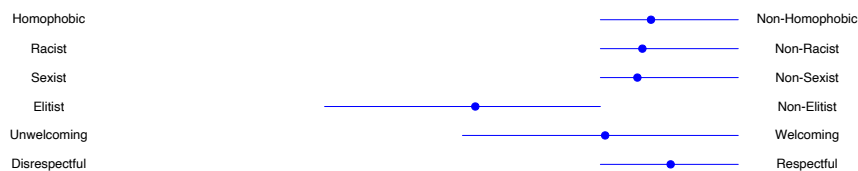


Figure 2: How students perceive the department



We also asked all respondents to rate the university on the same six dimensions. We again show the average response as well as the first and third quartile. While the overall pattern is similar to the department we can see that students and staff diverge a little bit more. We also see that staff responses show more variation than before.

Figure 3: How staff members perceive the university

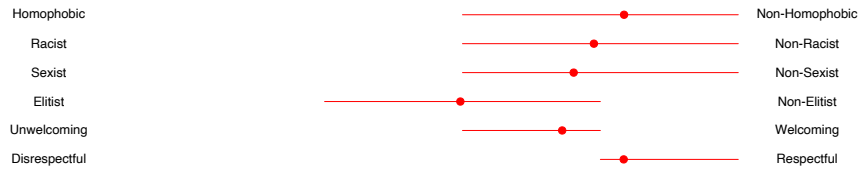
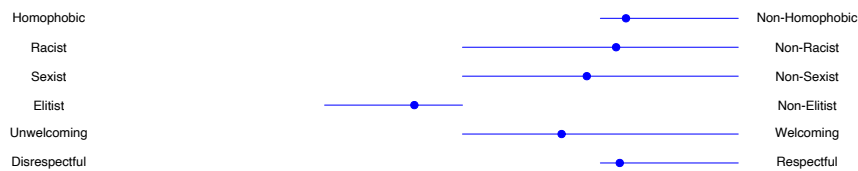


Figure 4: How students perceive the university



## 4 Open Questions

At the end of the survey we asked two open questions, so that participants could give feedback in their own words. One was a question devoted specifically to classroom participation (“What do you think would help students that are not participating a lot to become more engaged in the classroom?”), while the second was an open-ended question (“If there is anything you would like to add, including anything you would like to elaborate on with regards to any of the previous questions, please use the space below to provide us with feedback.”).

### 4.1 Classroom Participation

Overwhelmingly, students suggested having **more discussions in small groups** (28 out of 120 respondents). This allows students to prepare, gives them time to think, and generally encourages them to more actively participate. Some explicitly mentioned the positives of using breakout rooms in Zoom. Others also welcomed making seminars in general smaller.

Many also mentioned that for them, it was important for the lecturer to **create a welcoming atmosphere** (7 out of 120), where they would not feel judged by possibly giving “false” answers (10 out of 120) or where pressure to perform would not be too high.

Some students also mentioned that what could potentially help is **calling on them** (8 out of 120). They suggested the lecturer could call on them randomly, or in order, and one person also mentioned calling on women more explicitly, as otherwise men would take up too much space.



Related to the above, some students suggested that the lecturers should **ask harder, more controversial or normative questions** (6 out of 120). Students would then feel that their own opinion is asked, and this would encourage them to speak up more. Providing questions to accompany the readings and assigning more written work were two further suggestions that touched on this point that students would sometimes like to be challenged more, or asked about their own opinion.

Students also suggest that **lecturers could be more proactive themselves**. Some generally mentioned that lecturers should motivate students more (5 out of 120), or be better discussion moderators. Others more concretely suggested having more interactive seminars and lectures (8 out of 120), or bringing up interesting topics.

With respect to attendance, a few mentioned that participation would improve if attendance would be mandatory (3 out of 120). The majority, however, **welcomed the flexible schedule** afforded to them through the online teaching (13 out of 120), and many also prefer to have this option in the future as well (for instance by recording lectures and making them available through podcasts). Providing for structures that would compensate for disadvantages in living conditions, including this flexibility in the times during which they can take seminars (but also, as one person mentioned, providing holistic psychological counseling resources), is very important to students. Many, of course, also miss the in-person lecturers and seminars, especially as these give them opportunity to meet other people (8 out of 120).

Speaking to this idea of **providing accommodating compensatory structures**, some students wished that lecturers would allow people to participate through different forms, not just in-class discussions. Being able to write in the chat function, or being able to give live anonymous survey answers, were two timely suggestions proposed. Some students also suggested going beyond the classroom atmosphere – they wished students would be more free with respect to their choice of courses.

## 4.2 Overall Comments

As a response to the final open-ended question, a majority of students (12 out of 58 respondents) mentioned that the current pandemic situation made it very hard for them to assess the climate at the IPZ. The fact that everything now is online was also mentioned by a few as one of the reasons for why they didn't feel part of a welcoming or warm institution. Even so, one student mentioned that the IPZ felt **less welcoming than other study courses** they were attending at the UZH. Another mentioned that they felt as if the IPZ has **no collective identity**, especially compared to other universities in English-speaking countries. Another mentioned that there are very few events organized or promoted by the IPZ and/or the student council, which would encourage people to meet each other (the Prüfungstutorate were mentioned as being very good though).

While a few students expressed negative opinions towards diversity initiatives in general, and the survey in particular (2 out of 58), many students welcomed the survey and the fact that the IPZ was taking the issue of diversity seriously more generally (5 explicit mentions and many more suggestions for improvement as detailed below). Overall, students seem to agree that the **IPZ is not actively discriminating** (although one student explicitly mentioned having gone through a clearly sexist experience), but that **more needs to be done**. For a first-year student, it came as a surprise that the IPZ (and more generally UZH) did not explicitly **make a statement** that it is anti-sexist, anti-racist or anti-homophobic.

One issue that was often mentioned could be improved was the **diversity of the student body as well as the lecturers** (4 out of 58). One student mentioned that the IPZ feels elitist because students are not very diverse, and seem to come from upper-class Swiss families, at least compared to other courses of studies and other universities. Several other students echoed this sentiment and mentioned the prevalence of white men among lecturers and that **more women and people belong to minority groups should be hired** so that students experience diversity and that they have role models.

With respect to the **diversity in learning materials**, several students mentioned that the syllabi could be re-thought (7 out of 58). One student mentioned that the topics discussed in courses were very much based on a Western understanding of politics and democracy, another that there was **little diversity in worldviews** lecturers taught. Generally, **topics such as discrimination and/or sexism** were not tackled enough according to another student.

With respect to the **atmosphere during lectures and seminars**, students pointed out the following. Two students mentioned the fact that gender equitable language was not used by everyone. Another student mentioned that greater care needs to be directed at how opinions about other cultures are expressed, so that they are not discriminating. A few students who identify as conservative decried the lack of political pluralism and felt themselves unfree to express their opinion. However, by far, most respondents mentioned that they feel **women were particularly discriminated against** during classes, in various ways (5 out of 58). The opinions of men were sometimes elevated above that of women, and the latter cut off when speaking. Not just at the student-level, but at the lecturer level one student mentioned noticing a difference – when women taught, the class was much calmer and quieter. Another student felt that some elder male professors had a much better relationship with men than with women, and that some young female assistants made women work harder. Sometimes, sexist or borderline racist comments were also tolerated in online discussion chats during live lectures, as another student pointed out.

With respect to **issues outside of the lectures and seminars**, the negative influence of the ICF Church was mentioned, especially with respect to women's issues but also tolerance towards other religions. This influence was very visible among students at the IPZ, and this is not questioned/pushed back enough by lecturers, according to one student. According to another student, the blood-drive at the UZH is a reminder that as a gay person, they are a second-class citizen. Gender-neutral toilets was something that another student explicitly mentioned as an anti-discriminatory initiative that the IPZ should implement. Another student mentioned there was still little understanding or recognition shown for people who have problems due to (unseen) disabilities. And one student mentioned that generally, the IPZ and UZH should think more about who is invited as a guest speaker and thereby given voice and legitimacy.



## 5 Conclusion

This is our first diversity report. The role is to provide a quantitative assessment of how various stakeholders of the department perceive the climate in and outside the classroom. It also allows us to see where there are differences across groups. At first sight, these results are very positive with often large majorities feeling comfortable. But at second glance, there is also another side to these results. About one in eight respondents feels discriminated against and this should give us pause.

Overall, we see that subjective views of belonging to a minority are not always perfectly captured by the three main groups we focus on (women, first generation students and staff, and people with a migration background). Nevertheless, we do see systematic differences across the three objective groups and the subjective item of belonging to a minority. An additional insight is that the relationship between the objective categories and the subjective item are much stronger for staff members than for students. This could be due to age, as staff members are older on average and may have more (negative) experiences, or it could reflect a difference between the climate in the department and the climate in the teaching environment.

The climate questions are illuminating as we see how staff and students feel about the department and the university across a number of dimensions. While the scores are positive on most items it is important to remember that this reflects the average perceptions. The department is perceived as relatively respectful and non-homophobic, and is evaluated lower on the sexism and racism scales. The department also scores low on the – elitist-non-elitist – and – unwelcoming-welcoming – scales. The latter, the unwelcoming-welcoming dimension, shows that there is a large variance in the responses. This item is also important because it captures a respondent's general feeling of being part of this department whether as a student or as a staff member. In the next iteration, we will extend this item to ensure that it captures the 'belonging' aspect and is not confounded with a desire to produce excellent teaching and research.

How could the department be more welcoming? One part of the answer to this question can be found in the many responses to the open questions. Respondents note the lack of visible diversity among staff, recognize that certain social-economic groups are much more represented, and that learning material often seems to reflect the identity of the person teaching. In subsection 4.2 one can find more specific examples.

The insights of this report inform us immediately as we work on ways to address diversity issues in the department. But the survey is also helpful as we will periodically repeat it and that will allow us to track change and see whether the subjective responses of specific groups improve.

As this is the first such report, we welcome feedback and criticism. Our hope is that we will rework the survey for the next round and that it can then stay somewhat constant for several iterations. Hence, now is the time get in touch if you think we should make any changes - just send us an e-mail at [diversity@ipz.uzh.ch](mailto:diversity@ipz.uzh.ch).

## 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.

	%
Woman	49.40
Man	48.50
Prefer not to say	1.50
Non-binary	0.30
Other	0.30

Table A1: What is your gender?

	%
Parents no uni degree	53.80
At least 1 parent uni	31.20
At least 1 parent PhD	15.00

Table A2: Educational background of parents

	%
Born in CH & Parents CH	59.70
Born abroad	26.50
Born CH & at least 1 parent not CH	13.80

Table A3: Immigration background

	%
BA Student	55.00
MA Student	22.60
PhD Student / Lecturer	7.90
Post-Doc / Lecturer	7.60
Professor	3.20
Admin Team	2.10
Other	1.50

Table A4: What is your role in the department?

→ ... only students were asked next question

	%
Political Science	73.10
Other, please specify	13.60
Communication Sciences	4.50
History	4.20
Prefer not to say	2.30
Sociology	1.50
Geography	0.40
Religious Studies	0.40

Table A5: What is your major?

	%
Heterosexual	77.60
Bisexual/Pansexual	10.60
Gay/Lesbian	5.30
Prefer not to say	4.10
Asexual	1.80
Other	0.60

Table A6: What is your sexual orientation?

	%
No	92.40
Yes	5.30
Prefer not to say	2.40

Table A7: Do you have a disability?

	%
None & Prefer not to say	94.70
Chronic illness/medical condition	1.80
Mental health/psychological condition	1.50
Attention deficit/hyperactivity disorder	0.90
Cognitive or learning disability	0.90
Physical/Mobility condition that does not affect walking	0.90
Asperger's/Autism Spectrum	0.60
Speech/Communication condition	0.60
Blind/Low vision	0.30
Deaf/Hard of hearing	0.30
Other	0.30
Physical/Mobility condition that affects walking	0.30
Prefer not to say	0.30

Table A8: What type(s) of disabilities do you have? (Check all that apply)

## A1.2 Responses to Substantive Diversity Questions

	%
No	69.70
Yes	28.50
Prefer not to say	1.80

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	73.20	72.10	0.00	0.00	25.00
Prefer not to say	0.80	2.10	0.00	0.00	25.00
Yes	26.00	25.70	100.00	100.00	50.00

Table A10: STUDENTS: Minority group X Gender

↳ ... by gender (only staff)

	Man	Woman	Non-binary	Other	Prefer not to say
No	64.30	60.70			100.00
Prefer not to say	2.40	0.00			0.00
Yes	33.30	39.30			0.00

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	76.30	71.80	69.90
Prefer not to say	0.00	1.30	2.60
Yes	23.70	26.90	27.50

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	84.60	75.00	43.30
Prefer not to say	0.00	3.60	0.00
Yes	15.40	21.40	56.70

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	68.80	50.00	77.10
Prefer not to say	2.10	4.80	1.10
Yes	29.20	45.20	21.80

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	69.00	20.00	62.50
Prefer not to say	0.00	0.00	4.20
Yes	31.00	80.00	33.30

Table A15: STAFF: Minority group X Migration

↳ ... by role in the department

	Other	Staff	Student
No	100.00	63.40	70.80
Prefer not to say	0.00	1.40	1.90
Yes	0.00	35.20	27.30

Table A16: Minority group X Role in Department

### A1.3 Subjective View of Being Disadvantaged

	%
No	56.20
Prefer not to say	31.30
Yes	12.50

Table A17: Do you consider yourself part of a group that is being disadvantaged at the department and in classes?

↳ ... by gender (students)

	Man	Woman	Non-binary	Other	Prefer not to say
No	59.30	51.50	0.00	100.00	33.30
Prefer not to say	33.00	40.40	0.00	0.00	0.00
Yes	7.70	8.10	100.00	0.00	66.70

Table A18: STUDENTS: Gender X being disadvantaged at IPZ

↳ ... by gender (staff)

	Man	Woman	Non-binary	Other	Prefer not to say
No	64.30	53.60			
Prefer not to say	16.70	21.40			
Yes	19.00	25.00			

Table A19: 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	47.40	60.00	56.20
Prefer not to say	42.10	25.60	32.10
Yes	10.50	14.40	11.70

Table A20: 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	55.00	70.00	53.10
Prefer not to say	27.50	15.00	37.90
Yes	17.50	15.00	9.00

Table A21: Migration Background X being disadvantaged at IPZ



↳ ... by role in the department

	Other	Staff	Student
No	80.00	60.00	54.20
Prefer not to say	20.00	18.60	36.30
Yes	0.00	21.40	9.50

Table A22: Do you consider yourself part of a group that is being disadvantaged at the department and in classes?

↳ ... whether R felt disadvantaged

	No	Prefer not to say	Yes
No	51.80	50.00	63.90
Prefer not to say	45.10	25.00	8.20
Yes	3.00	25.00	27.80

Table A23: belonging to a minority group X being disadvantaged at IPZ

### 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 A28.

	%
Yes	75.00
No	25.00

Table A24: 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	42.20	26.80	20.20
Yes	57.80	73.20	79.80

Table A25: Paid position X Immigration

⇒ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
No	31.10	19.40	0.00	0.00	50.00
Yes	68.90	80.60	100.00	100.00	50.00

Table A26: Paid position X Gender

⇒ ... by parents' educational background

	At least 1 parent PhD	At least 1 parent uni	Parents no uni degree
No	27.80	26.30	23.70
Yes	72.20	73.70	76.30

Table A27: 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	0.00	1.40	25.00
No, I worked, but not that much	0.00	1.40	18.90
Yes, at least four days a week (80-100%)	40.00	70.40	5.70
Yes, at least one day a week (20-39%)	40.00	1.40	27.70
Yes, at least three days a week (60-79%)	0.00	19.70	8.70
Yes, at least two days a week (40-59%)	0.00	5.60	13.60

Table A28: Workload by role in department

### A1.3.2 Caring Responsibilities

	%
No	90.00
Yes	8.80
Prefer not to say	1.20

Table A29: Were you responsible for caring for a child or dependent adult?

↳ ... by role in the department

	Other	Staff	Student
No	100.00	69.00	95.50
Prefer not to say	0.00	1.40	1.10
Yes	0.00	29.60	3.40

Table A30: Were you responsible for caring for a child or dependent adult?

↳ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
No	89.10	92.30	0.00	100.00	60.00
Prefer not to say	0.60	0.60	100.00	0.00	20.00
Yes	10.30	7.10	0.00	0.00	20.00

Table A31: 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	6.50
5-9 hours per week	1.20
0-4 hours per week	0.60
Prefer not to say	0.60

Table A32: How much time per week?

↳ ... by role in the department

	Other	Staff	Student
0-4 hours per week	0.00	0.00	0.80
5-9 hours per week	0.00	1.40	1.10
more than 9 hours a week	0.00	28.20	0.80
Not responsible for child or dependent adult	100.00	70.40	96.60
Prefer not to say	0.00	0.00	0.80

Table A33: How much time per week?

### A1.3.3 Class Participation

These questions are only analyzed for respondents that are students in the department and not for staff members.

	%
About average	45.80
More frequent than average	35.20
Less frequent than average	18.20
Prefer not to say	0.80

Table A34: When you think about yourself, would you say that your participation is:

↳ ... by whether a R feels disadvantaged at the department and in classes

	No	Prefer not to say	Yes
About average	47.60	46.40	27.80
Less frequent than average	17.50	15.90	27.80
More frequent than average	35.00	36.20	38.90
Prefer not to say	0.00	1.40	5.60

Table A35: When you think about yourself, would you say that your participation is:

↳ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
About average	42.90	48.90	0.00	100.00	25.00
Less frequent than average	18.50	17.30	100.00	0.00	25.00
More frequent than average	38.70	32.40	0.00	0.00	50.00
Prefer not to say	0.00	1.40	0.00	0.00	0.00

Table A36: When you think about yourself, would you say that your participation is:

### A1.3.4 Satisfaction with Climate in the Department

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

	%
Very Satisfied	28.20
Satisfied	47.40
Neither Satisfied or Dissatisfied	14.10
Dissatisfied	4.70
Very Dissatisfied	1.50
Prefer not to say	4.10

Table A37: Satisfaction with climate

↳ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
Very Satisfied	31.50	26.20	0.00	0.00	0.00
Satisfied	44.20	51.80	0.00	100.00	0.00
Neither Satisfied or Dissatisfied	13.30	14.30	100.00	0.00	20.00
Dissatisfied	4.20	4.20	0.00	0.00	40.00
Very Dissatisfied	1.80	1.20	0.00	0.00	0.00
Prefer not to say	4.80	2.40	0.00	0.00	40.00

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	35.60	23.40	26.10
Satisfied	42.20	48.90	49.30
Neither Satisfied or Dissatisfied	11.10	10.60	16.30
Dissatisfied	6.70	10.60	2.50
Very Dissatisfied	0.00	4.30	1.50
Prefer not to say	4.40	2.10	4.40

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	33.30	32.10	24.60
Satisfied	45.10	40.60	51.90
Neither Satisfied or Dissatisfied	7.80	18.90	13.10
Dissatisfied	7.80	2.80	4.90
Very Dissatisfied	0.00	1.90	1.60
Prefer not to say	5.90	3.80	3.80

Table A40: Satisfaction with climate

### A1.3.5 Satisfaction with Student Behavior

The fill survey question was “We are again interested in your personal experience. How do you experience the behavior of **students at the Department of Political Science**? How satisfied or dissatisfied are you with the overall environment created by students?”.

	%
Very Satisfied	20.30
Satisfied	47.90
Neither Satisfied or Dissatisfied	13.80
Dissatisfied	7.10
Very Dissatisfied	0.90
Prefer not to say	10.00

Table A41: Satisfaction with student behavior

↳ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
Very Satisfied	22.40	18.50	0.00	100.00	0.00
Satisfied	47.30	50.00	0.00	0.00	20.00
Neither Satisfied or Dissatisfied	12.70	15.50	0.00	0.00	0.00
Dissatisfied	7.90	4.80	100.00	0.00	40.00
Very Dissatisfied	0.00	1.80	0.00	0.00	0.00
Prefer not to say	9.70	9.50	0.00	0.00	40.00

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	22.20	19.10	19.70
Satisfied	42.20	48.90	50.20
Neither Satisfied or Dissatisfied	12.20	10.60	15.30
Dissatisfied	8.90	10.60	5.40
Very Dissatisfied	0.00	6.40	0.00
Prefer not to say	14.40	4.30	9.40

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	17.60	19.80	21.30
Satisfied	51.00	44.30	49.20
Neither Satisfied or Dissatisfied	17.60	16.00	11.50
Dissatisfied	5.90	7.50	7.10
Very Dissatisfied	0.00	1.90	0.50
Prefer not to say	7.80	10.40	10.40

Table A44: Satisfaction with student behavior



### A1.3.6 Satisfaction with Staff Behavior

The fill survey question was “We are again interested in your personal experience. How do you experience the behavior of **staff at the Department of Political Science (lecturers and professors)**? How satisfied or dissatisfied are you with the overall environment created by students?”.

	%
Very Satisfied	28.80
Satisfied	49.70
Neither Satisfied or Dissatisfied	9.70
Dissatisfied	3.50
Very Dissatisfied	2.10
Prefer not to say	6.20

Table A45: Satisfaction with staff behavior

↳ ... by gender

	Man	Woman	Non-binary	Other	Prefer not to say
Very Satisfied	31.50	26.80	0.00	0.00	20.00
Satisfied	47.90	53.00	0.00	100.00	0.00
Neither Satisfied or Dissatisfied	9.70	9.50	0.00	0.00	20.00
Dissatisfied	3.00	3.00	100.00	0.00	20.00
Very Dissatisfied	1.20	3.00	0.00	0.00	0.00
Prefer not to say	6.70	4.80	0.00	0.00	40.00

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	33.30	23.40	28.10
Satisfied	44.40	48.90	52.20
Neither Satisfied or Dissatisfied	10.00	10.60	9.40
Dissatisfied	3.30	6.40	3.00
Very Dissatisfied	0.00	8.50	1.50
Prefer not to say	8.90	2.10	5.90

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	27.50	32.10	27.30
Satisfied	49.00	46.20	51.90
Neither Satisfied or Dissatisfied	15.70	8.50	8.70
Dissatisfied	2.00	0.90	5.50
Very Dissatisfied	0.00	1.90	2.70
Prefer not to say	5.90	10.40	3.80

Table A48: Satisfaction with staff behavior

### A1.3.7 Perception of the Department/University

Each plot shows the average response as well as the 25<sup>th</sup> and 75<sup>th</sup> percentile. The first two figure present the perception of the department. The third and forth plot show how the university is being perceived.

#### A1.3.8 Department

Figure 5: How staff members perceive the department

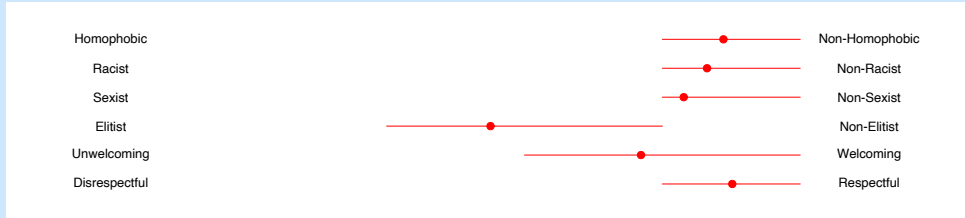
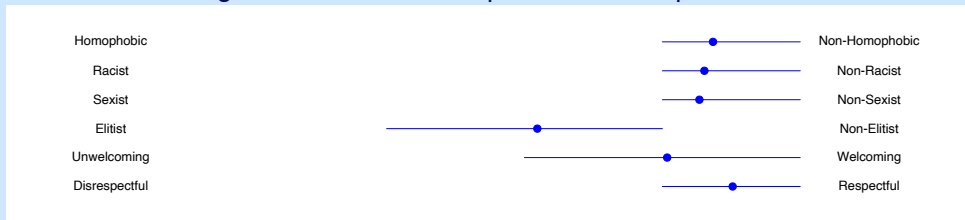


Figure 6: How students perceive the department



#### A1.3.9 University

Figure 7: How staff members perceive the university

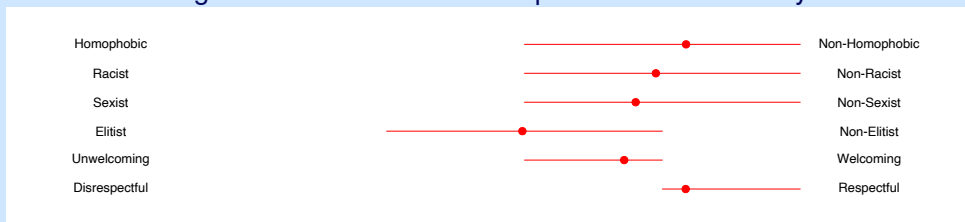


Figure 8: How students perceive the university

