



*There is some concern on the Campus that leadership appointments are,  
at times, linked to "networks" that include male-gendered networks  
Strategic Challenges Confronting UWI Mona: An Analysis and Response, 2003*

# STRATEGIC TRANSFORMATION TEAM

# GENDER IMPACT SURVEY

## Interim Report



Submitted by  
The Centre for Gender and Development Studies  
The University of the West Indies  
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# I. BACKGROUND

In May 2003 the Academic Board UWI Mona established a task force to consider and provide response to the strategic challenges confronted by the Mona Campus of the UWI. Fifteen broad strategic recommendations emerged from that exercise. In order to take these recommendations forward in terms of practicable strategies five sub-committees were established.

The Verene Shepherd subcommittee examined recommendations related to staff evaluation, reward systems and gender issues. In relation to gender, the initial work of the sub committee focused on a number of quantitative indicators in relation to the student and staff populations and the findings are laid out in the publication resulting from that exercise.<sup>1</sup>

A gap however, in the report was information of the qualitative experiences of both staff and students from a gender perspective. After subsequent consultations with representatives of the WIGUT, MONATS, and UAWU unions, a decision was taken to follow through with a gender survey (GIS) aimed at capturing information on these experiences.

The Regional Coordinating Unit of the Centre for Gender and Development Studies was commissioned to manage the activities related to the Survey, which will be used to inform strategic planning to eliminate gender bias and promote gender equality among staff and other stakeholders in an environment where opportunities and awards are based on merits and not on networks and patronage.

This initiative is congruent with efforts by the Association of Commonwealth Universities, which - through its Women's Programme – and in tandem with the Commonwealth Secretariat and UNESCO has attempted to develop a comprehensive approach to address gender disparities in higher education. The effort seeks to address the problem of women's poor participation from several perspectives - policy changes, raising awareness of the problem, improved skills and competencies for women, changing university structures and procedures, changing attitudes of men and women, and creating a more enabling ...environment.<sup>2</sup>

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<sup>1</sup> Strategic Repositioning : An Agenda for Action (2005)

<sup>2</sup> Eliminating Gender Disparities (EGD) in Higher Education

[www.thecommonwealth.org/.../uploadedfiles/4678edf8-bb69-4675-92b2-1b40f881dfaf\\_jasbirsinghpapera.pdf](http://www.thecommonwealth.org/.../uploadedfiles/4678edf8-bb69-4675-92b2-1b40f881dfaf_jasbirsinghpapera.pdf)

## II. METHODOLOGY

### SCHEDULE of ACTIVITIES

#### 1. September 08, 2006

An initial planning meeting was convened by Professor Barbara Bailey, the Research Director, with the Research Coordinator to determine the sequence and time-line of activities for the research as well as to finalize the project budget. Research Assistants were also identified at this meeting, who would be responsible for:

- a. Contacting all Departments / Units
- b. Identifying Focal Points within each Department / Unit
- c. Liaising with Focal points within each department / unit, to ensure timely completion and collection of completed instruments

#### 2. September 14, 2006

A follow-up meeting was then held on September 14, 2006 with the entire (five-member) Project Team to:

- a. Introduce the Research Team members
- b. Confirm Project Logistics, including:
  - i. The role and responsibilities of Team Members as determined in the Planning Meeting of September 08, 2006
  - ii. The Project Budget and the disbursement of funds. In this regard, research team members were asked to maintain time-logs, which would form the basis for payments.
  - iii. Reporting structures. Research Assistants would report to the Project Coordinator, who would in turn update the Research Director.
- c. Establish the Project Time Line

Based on discussions at that meeting the following time-line was developed:

Table 1: Projected Time Line for Gender Impact Survey

ACTIVITY	DATE
Notice on Pipeline	18 September 2006
Contact all departments (Establish Focal Points)	18 – 29 September, 2006
Distribution of Instruments to all departments	02 – 13 October, 2006
Contact all departments (Reminders about completion)	16 – 20 October, 2006
Collection of instruments from all departments	31 Oct – 03 Nov, 2006
Coding of Instruments	06 - 17 November, 2006
Data Entry and Processing	20 Nov – 01 Dec 2006
Report Writing	04 – 20 December 2006
Presentation of Results to STT and UWI Community	January 2007

### **1. September 18 - 29, 2006**

During this period an announcement was posted to all Mona staff members, via the UWI Pipeline (see Appendix Two), alerting them to the administration of the Survey and its importance; and encouraging them to actively participate. Additionally, contact was made with all departments and Focal Points identified for each.

### **2. October 02 – November 03, 2006**

During this period, instruments were delivered to the focal points of each of the one hundred and ten Units / Departments identified for inclusion in the Research. Together with written correspondence thanking them for their willingness to assist in the research process, Focal Points were required to sign for receipt of their packages and to indicate, to research assistants, convenient dates for collection of completed instruments (Appendix Three)

Follow-up calls were then made to each Focal Point to remind them of dates for collection of completed instruments from their Unit / Department

Return visits were made by Research Assistants to collect completed instruments and in many instances, several return visits were made in an effort to facilitate a better response rate.

### **3. November 03, 2006 – December 2006**

An update was presented to the Strategic Transformation Team on November 03, 2006 at which the challenges experienced in the implementation of the research programme were presented for discussion. Based on the issues outlined, members of the Team made the following recommendations:

- a. That the deadline for the completion of the Survey be extended
- b. Assistance be sought by the WIGGUT Office in encouraging its members of staff to participate in the Survey
- c. Incentives should be offered to Focal Points to ensure follow-up and the collection of as many instruments as possible

Discussions were held between the STT Secretariat to determine the amount of honoraria to be paid to focal points and the conditions to be satisfied for payment. It was decided that Focal Points would receive JMD 2,000 upon submission of at least 75% of completed instruments for their respective Unit / Department.

An updated notice, from the Office of the Principal, detailing the extension to Units / Departments was posted to all staff via the UWI Pipeline (Appendix Four)

Following discussions between the STT Secretariat and the Centre, the timeline was revised as follows:

Table 2: Adjusted Time Line for Gender Impact Survey

ACTIVITY	DATE
Notice on Pipeline	18 September 2006
Contact all departments (Establish Focal Points)	18 – 29 September, 2006
Distribution of Instruments to all departments	02 – 13 October, 2006
Contact all departments (Reminders about completion)	16 – 20 October, 2006
Collection of instruments from all departments	31 October – 01 December 2006
Coding of Instruments	
Coding for data processing	Up to December 08, 2006
Coding of qualitative data	
Data Entry and Processing	08 December – January 12, 2007
Report Writing	12 January– 02 February, 2007
Presentation of Results to STT and UWI Community	February 2007

#### 4. April 12, 2007

The Strategic Transformation Team was presented a summary of preliminary findings at their meeting of April 12, 2007. The complete findings were then scheduled to be presented at the Meeting of the Academic Board of May 2007.

#### **INSTRUMENT DEVELOPMENT (See Appendix One)**

The design of the instrument was informed by issues emerging from interviews with senior female academics about their experiences at the UWI Mona, conducted by identified by Professor Leo-Rhynie to inform the presentation of a paper at the Hermione McKenzie Conference: The University of the West Indies: Bridging the gap with the community.<sup>3</sup>

A subsequent brainstorming session was convened with some of these academics to determine the breadth of issues impacting their experiences on the campus. The exercise produced variables to be examined with regards to differential experiences at the various stages of one's career with the UWI, Mona

The questionnaire was developed around these variables, which included:

1. Demographics (Items 1 – 10)
2. Time Audit (Items 11 - 14)
3. Work and the Work Environment (Items 15 – 23)
4. Allocation of Resources (Items 24 – 28 / 35 - 36 )
5. Career Path (Items 29 – 34)
6. Sexual Harassment in the workplace (Items 37 – 43)

Feedback was received from individuals on the Mona Campus as well as from the Strategic Transformation Team, before the instrument was finalised and administered

<sup>3</sup> NEED TO INCLUDE NAME AND YEAR OF PAPER

## LIMITATIONS and INSIGHTS

1. Despite requests for a notice detailing the objectives of the research to be posted to the UWI Pipeline on September 19, 2006 the notice only appeared on September 24, 2006 and omitted to indicate that the initiative was supported and encouraged by the Campus Principal. Attempts to have the omission corrected were ignored.

Consequently, in many instances, members of staff indicated complete ignorance of the research, which negatively impacted on their willingness to actively participate.

2. Focal Points, despite agreeing in principle to monitor the research process in their respective Unit/Department, delegated their duties to other members of staff, many of whom were unwilling to follow-up to ensure completion of instruments. This unwillingness to facilitate the research resulted in a time-lag for the collection of instruments.
3. In some instances focal Points made enquires into the possibility of payment for completing Focal Point duties. Interestingly however, despite offers of an incentive made to Focal Points during the extended period of the research exercise, this offer was declined and response rates remained disappointing.
4. Several reasons were given by staff members for not completing the instrument. These included:
  - a. A general indifference to the relevance and usefulness of the exercise
  - b. The complexity and length of the instrument, which was considered discouraging
  - c. Irrelevance of gender concerns to them (Particularly male respondents)
  - d. Concerns about the confidentiality of the responses recorded
  - e. Insufficient time to complete the instrument
5. Return rate was particularly low as a result of the factors listed above. Moreover, in many instances respondents did not complete all items of the instrument, which may affect the applicability of the results. In the instance that a similar exercise is repeated, consideration should be given to have instruments completed on a face to face basis, with assistance from field researchers.
6. While the sample is large enough to be considered representative, it was hoped that a full population survey be completed. Consequently, because the population completing the survey was self selected and not randomly selected by the research team, findings may not be applicable to the overall UWI Mona population.



### III.PRESENTATION of FINDINGS

#### Demographic Factors

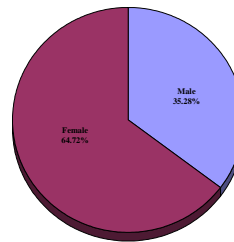
##### 1. Sex Composition of the Sample

Of the three hundred and seventy-seven respondents, two hundred and forty-four (64.72%), who completed the Survey, were women, indicating an almost 2:1 female to male ratio of respondents. (See Table 3 and Figure 1) The male and female sub samples represent approximately 13% and 14% respectively of the total male/female Mona Campus population, excluding persons in the UAWU category. The sample is therefore representative of the population, but self-selected rather than randomly selected. Findings no doubt will indicate trends related to the population, but there are limits to the extent to which findings can be regarded as generalizable to the population. Presumably the commonly held perception that “gender” does not address issues of relevance to men, might account for the fact that the survey instrument was overwhelmingly completed by women

Table 3: Sex Composition of Survey Respondents

Sex	Count	Percent
Male	133	35.28%
Female	244	64.72%
Total	377	100

Figure 1: Sex Composition of Survey Respondents



##### 2. Age

The sample, when disaggregated on the basis of age and sex, revealed that males predominated in the 20 – 39 and 50 and over age bands, whereas the majority of the females (61.5%) were in the 30 – 49 age bands, with fewer females than males represented in the over 50 age group. The male respondents therefore presumably indicates entry and senior level of their career paths, whereas females were predominantly at the mid-career point.

Table 4: Distribution of Survey Respondents by Age and Sex

Age	Male		Female	
	Count	Percent	Count	Percent
20-29	39	29.32	52	21.76
30-39	36	27.07	73	30.54
40-49	31	23.31	74	30.96
50-59	18	13.53	31	12.97
60 and over	9	6.77	9	3.77

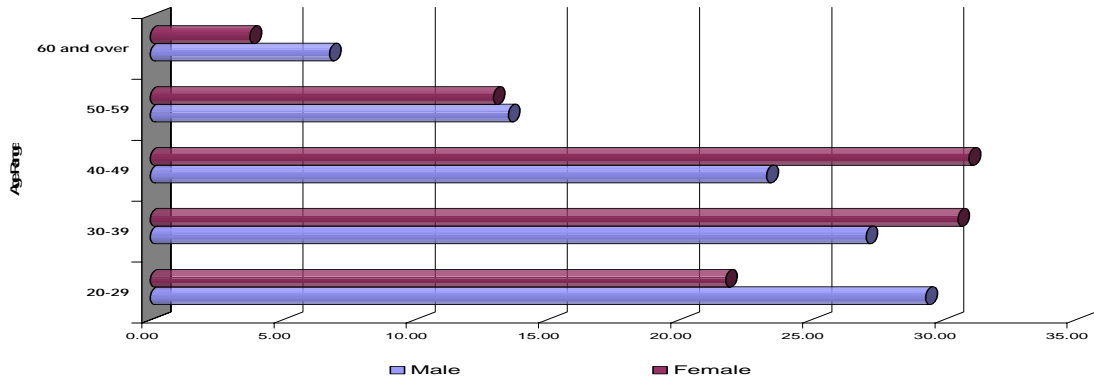


Figure 2: Distribution of Survey Respondents by Age and Sex

### 3. Marital Status

Of all the men who responded, the majority indicated that that they were married (51.91%), as opposed to the majority of females, who indicated that they were either single, divorced, separated or widowed (60.49%). A larger proportion of females than males who responded indicated that although not married, they were living with a partner to whom they were not married.

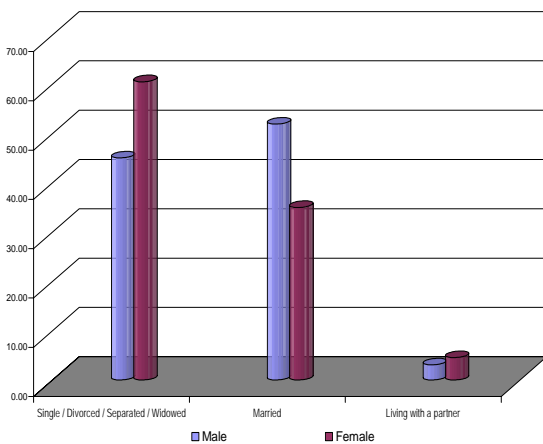


Figure 3: Survey Respondents by Marital Status

The findings may indicate that of those persons responding, more women than men do not have a permanent partner as a support system and may point to the increased burden of women who may have an individual economic and care responsibility for households (including children) as single persons and/or parents.

This would in many ways reflect a growing societal norm driven by shifting gender ideologies, the increasing prevalence of female headed households and declines in rates of marriage.

Table 5: Survey Respondents by Marital Status by Sex

Marital Status	Male		Female	
	Count	Percent	Count	Percent
Single / Divorced / Separated / Widowed	59	45.04	147	60.49
Married	68	51.91	85	34.98
Living with a partner	4	3.05	11	4.53

It is therefore not surprising that when the data were examined in terms of the interaction between age and marital status, men in all age groups indicated higher rates of marriage than women and in all the age groups, while a larger proportion of females reported being either single, divorced, separated or widowed in all age groups, save the 20 – 29 age band.



Table 6: Survey Respondents by Marital Status and Age Group and Sex

AGE	MARITAL STATUS					
	Single / Divorced / Separated / Widowed		Married		Living with a partner	
	Male	Female	Male	Female	Male	Female
20-29	22.14%	18.07%	6.11%	2.10%	0.76%	1.68%
30-39	11.45%	15.55%	13.74%	13.45%	2.29%	1.68%
40-49	6.11%	18.07%	17.56%	12.61%	0.00%	0.42%
50-59	3.05%	5.88%	10.69%	6.30%	0.00%	0.42%
60 and over	2.29%	2.52%	3.82%	1.26%	0.00%	0.00%

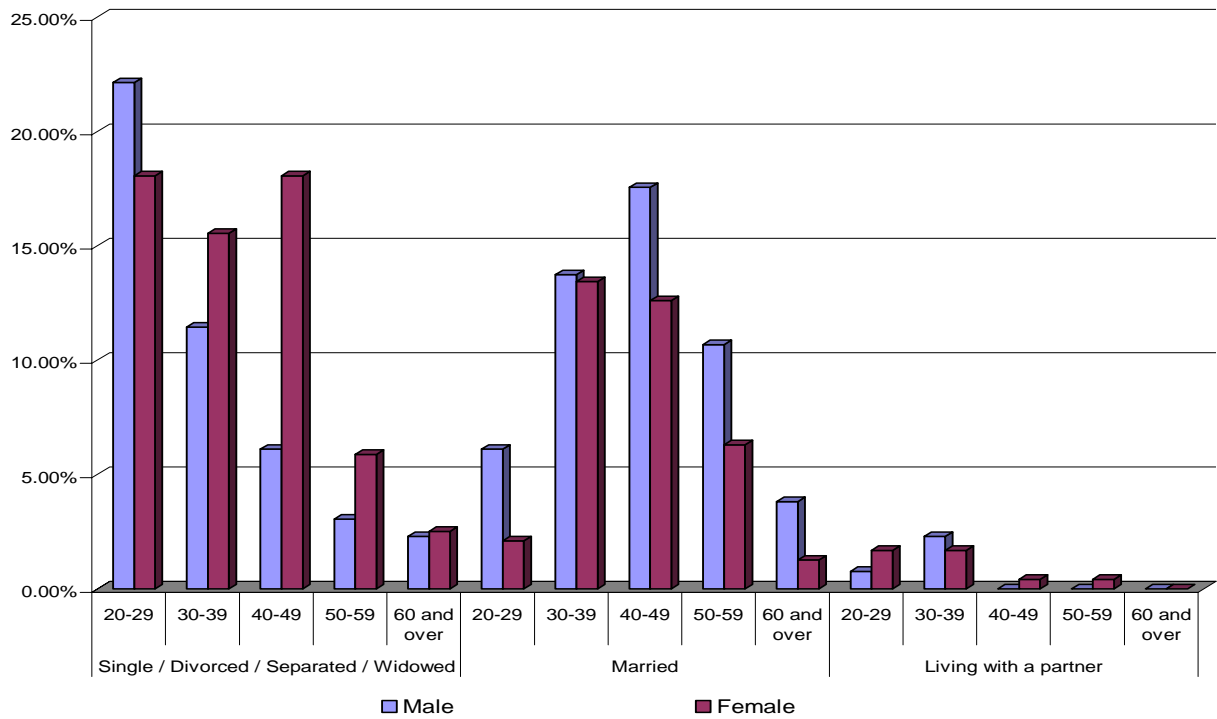


Figure 4: Survey Respondents by Marital Status and Age Group and Sex

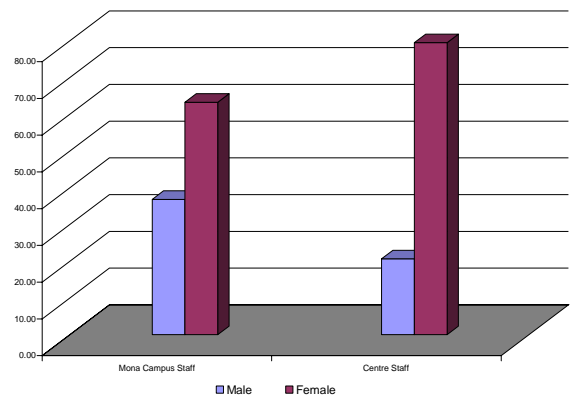
#### 4. Distribution of Sample by Campus and Centre

The majority (92.07%) of the sample represented staff attached to Campus Units, whereas the remaining 7.92% were attached to the Vice Chancellery. Of those attached to Campus Units 36.8% were males and 63.2% female. Similarly of respondents attached to the Vice Chancellery 20.6% were male.

Table 7: Survey Sample by Campus and Centre

Sex	Campus Staff		Centre Staff	
	Count	Percent	Count	Percent
Male	124	36.8	7	20.6
Female	213	63.2	27	79.4
<b>Total</b>	<b>337</b>	<b>92.07</b>	<b>29</b>	<b>7.92</b>

Figure 5: Survey Sample by Campus and Centre



#### 5. Bargaining Unit

When the sample was disaggregated on the basis of Bargaining Unit, 41.08% (145) of the sample belonged to WIGUT, while the remaining 58.92% (208) was drawn from MONATS. This represents a 1:1.4 ratio of WIGUT to MONATS respondents.

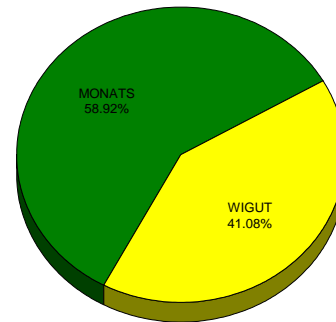


Figure 6: Survey Sample by Campus and Centre

When the sample was disaggregated on the basis of sex and bargaining unit, in keeping with the general population distribution the majority of respondents in both WIGUT and MONATS were female.

Table 8: Distribution of sample by Sex and Bargaining Unit

	Male		Female		TOTAL
	Count	Percent	Count	Percent	
WIGUT	67	46.2%	78	53.8%	145
MONATS	59	28.8%	146	71.2%	205

When the sample was further sub-divided on the basis of sub-categories of WIGUT and MONATS, the majority of males were drawn from the WIGUT academic category (46.03%), while the majority of females were from the MONATS administrative category (51.79%). See Table 8 and Figure 7.

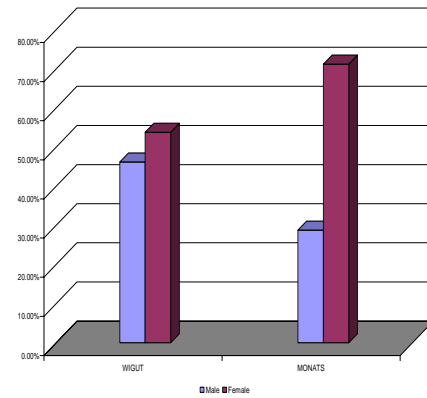


Figure 7: Distribution of sample by Sex and Bargaining Unit

Table 9: Survey Respondents by Bargaining Unit and Sex

Bargaining Unit	Male		Female	
	Count	Percent	Count	Percent
WIGUT Academic	58	46.03%	55	24.55%
WIGUT Senior Admin.	6	4.76%	17	7.59%
WIGUT Professional	3	2.38%	6	2.68%
MONATS Admin.	24	19.05%	116	51.79%
MONATS Technical	35	27.78%	30	13.39%

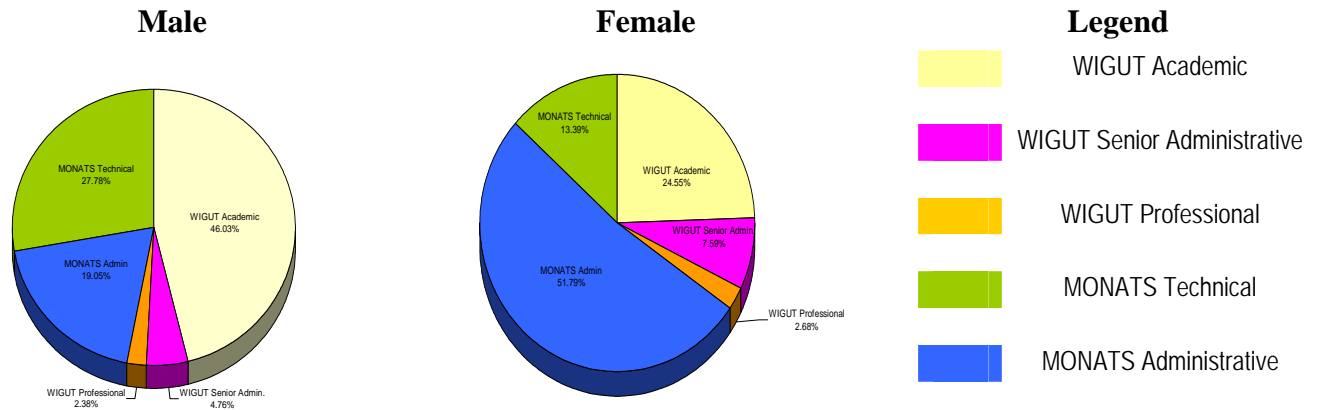
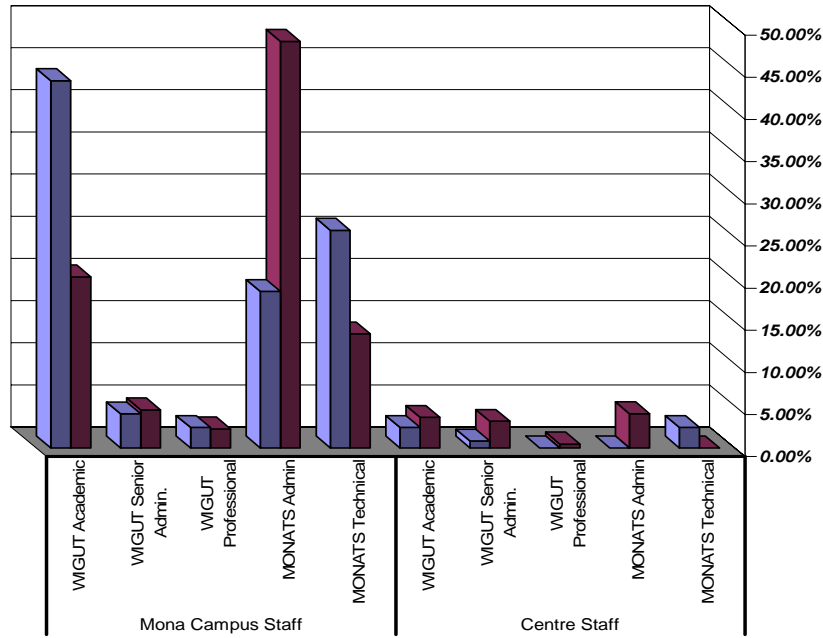


Figure 8: Survey Respondents by Sex and Bargaining Unit



	Mona Campus Staff					Centre Staff				
	WIGUT Academic	WIGUT Senior Admin.	WIGUT Professional	MONATS Admin	MONATS Technical	WIGUT Academic	WIGUT Senior Admin.	WIGUT Professional	MONATS Admin	MONATS Technical
Male	43.55%	4.03%	2.42%	18.55%	25.81%	2.42%	0.81%	0.00%	0.00%	2.42%
Female	20.27%	4.50%	2.25%	48.20%	13.51%	3.60%	3.15%	0.45%	4.05%	0.00%

Figure 9: Survey Respondents by Bargaining Unit , Sex and Mona Campus / Vice Chancellery

## 6. Faculty

When the sample was disaggregated by faculty and sex, male employees completing the Survey, dominated the Faculty of Pure and Applied Sciences and marginally outnumbered females in the Faculties of Social Sciences and Law.

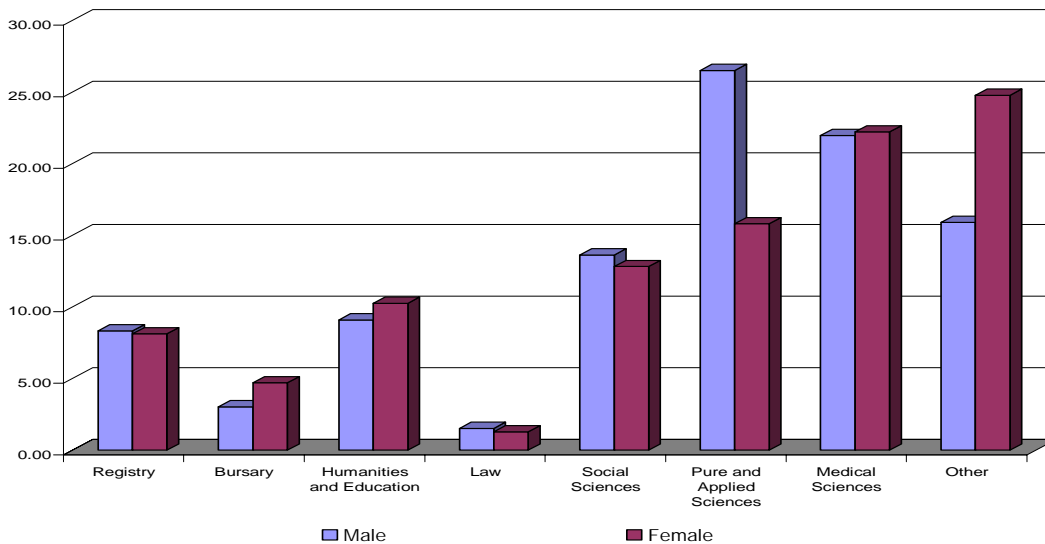


Figure 10: Survey Respondents by Faculty

Conversely, females outnumbered males in the Bursary, the Faculty of Humanities & Education and slightly so in the Faculty of Medical Sciences.

Females also dominated departments listed as “Other,” which included:

- |  |   |
|--|---|
| Business Development Office              | Office of Administration                        |
| Caribbean Child Development Centre       | Office of Planning and Inst. Research           |
| CCDC, SCS                                | Office of the Deputy Principal                  |
| Commercial Unit                          | Office of the Vice Chancellor                   |
| Community Health and Departmental        | Pathology                                       |
| CSI- Cultural Studies Initiative         | Phillip Sherlock Centre                         |
| Deputy Principal's Office                | Principal's Office                              |
| Distance Education                       | Principal's Office- Planning and Inst. Research |
| EMD                                      | Projects Office                                 |
| Estate Management Development            | Research Unit                                   |
| I.C.E.N.S                                | School of Continuing Studies                    |
| Library                                  | Student Financing                               |
| Maintenance Services Dept.               | TMRI/ERU  |
| Mona Information and Technology Services | UWI Bookshop                                    |
| Mona Institute of the Applied Sciences   | University Press                                |
| Natural Products Institute               | UWIDEC  |

It is noteworthy however, that even within this group, men continued to dominate science-related departments such as Mona Information and Technology Services, Mona Institute of the Applied Sciences, Pathology and Tropical Medicine Research Institute (TMRI).

In keeping with the overall distribution of males and females by Bargaining Unit, in all faculties except Law, the majority of male respondents were WIGUT Academic, whereas the majority of female respondents were MONATS Administration.

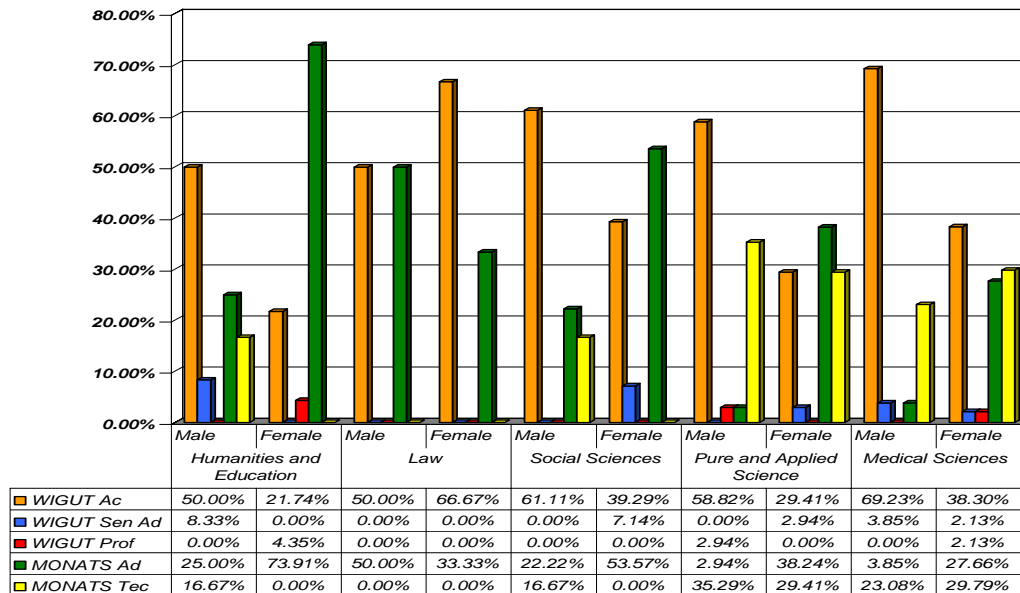


Figure 11: Survey Respondents by Sex, Faculty and Bargaining Unit

## 7. Employment Status

This question was not completed by respondents as expected. As a result, the only data on employment status that could be considered were full time / part time. Of those who responded to this item, the majority of both males (67.18%) and females (60.11%) reported being full time, but with a larger proportion of males in this category. Far fewer persons reported being part time, but with more females (4.31%) than males (3.05%) in this category.

Table 9: Survey Respondents by Employment Status

Status	Male	Female
Full time	67.18%	60.11%
Part-time	3.05%	4.31%

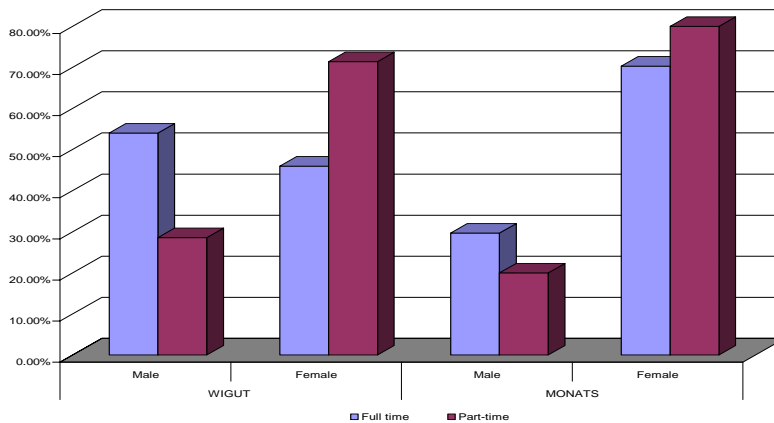


Figure 12: Survey Respondents by Employment Status

When the data was further disaggregated on the basis of bargaining unit, responses indicate that in both bargaining units, there were more male than female full time employees and conversely there were more female than male part time employees.

Status	WIGUT				MONATS			
	Male		Female		Male		Female	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full time	47	54.02%	40	45.98%	38	29.69%	90	70.31%
Part-time	2	28.57%	5	71.43%	1	20.00%	4	80.00%

Table 10: Survey Respondents by Employment Status and Bargaining Unit

When these data were disaggregated on the basis of full time / part time employment status and faculty, in all faculties more males than females reported full time employment status, while in Medical Sciences and Pure and Applied Sciences there were more female than male part time employed workers. In the case of Social Sciences, more males reported part time status and in the Humanities and Education equal proportions reported being part time. These groups included persons belonging to both WIGUT and MONATS bargaining units.

STATUS	Humanities and Education		Law		Social Sciences		Pure and Applied Sciences		Medical Sciences	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Full time	75.00%	58.30%	100.00%	66.70%	61.10%	50.00%	76.50%	51.40%	72.40%	59.60%
Part-time	8.30%	8.30%			5.60%	3.60%	2.90%	5.40%	3.40%	7.70%

Table 11: Survey Respondents by Contract Type and Faculty

## 8. Years of Service

While fewer male (14.5%) than female (16.5%) employees completing the survey had under one year's service to the UWI, Mona, the majority of female employees (52.67%) indicated lengthier periods of service between six and up to 24 years of service. It is noteworthy however, that while females predominate in the 6 – 24 years category, compared with males (7.63%), some fall off of female employees (5.76%) was registered at the 25 years of service mark. Males (32.82%) predominated in the 1-5 year band. As with age, these data indicate that male respondents are therefore primarily at the entry and exit levels of their career paths, whereas females were predominantly at the mid-career point.

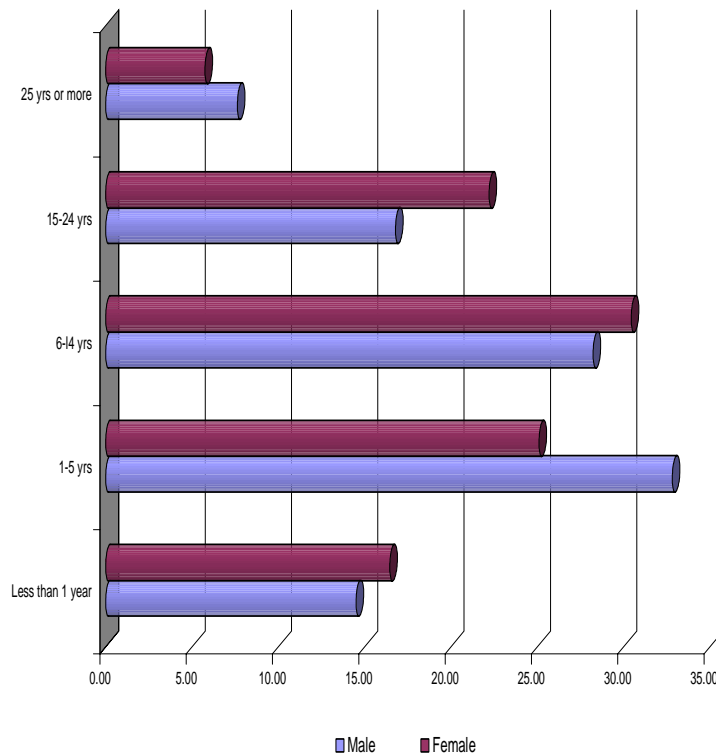


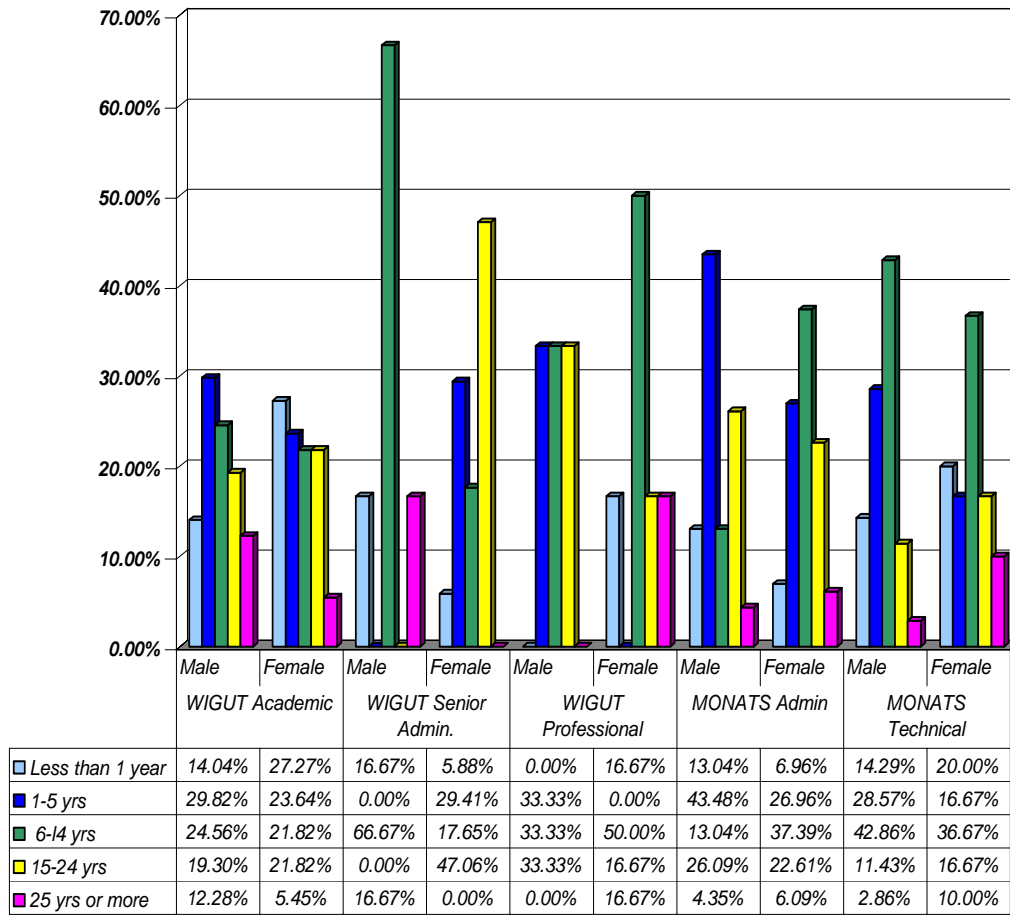
Figure 13: Survey Respondents by Years of Service and Sex

Length of Service	Male		Female	
	Count	Percentage	Count	Percentage
Less than 1 year	19	14.50	40	16.46
1-5 yrs	43	32.82	61	25.10
6-14 yrs	37	28.24	74	30.45
15-24 yrs	22	16.79	54	22.22
25 yrs or more	10	7.63	14	5.76

Table 12: Survey Respondents by Years of Service and Sex

When the data are further disaggregated on the basis of categories within Bargaining Units, the overall data masks the fact that females in the WIGUT academic grouping are clustered in the less than 1 – 5 year range (50.91%) while males are clustered in the 1 – 14 year range (54.38%). In the case of the MONATS Administrative category, males are clustered in the 1 – 5 year range (43.48%) while females are clustered in the 6 – 14 year range (37.39%). This trends may suggest that increasingly more females than males are joining the academic staff at entry level.

Figure 14: Survey Respondents by Years of Service and Bargaining Unit





# Knowledge of Opportunity at UWI

## 1. Channels of Knowledge of Opportunity

A greater proportion of female (14.35%) than male respondents (12.22%) indicated that they were made aware of opportunities at the UWI through formal channels such as newspaper advertisements and websites, while more male (38.17%) than female (27.43%) respondents were presented with employment opportunities via direct invitations from UWI administrators or academics.

It is noteworthy however to note that though females were not directly invited to join the staff, a greater proportion (47.26%) than males (37.9%) were made aware of opportunities via word of mouth. This could speak to the existence of both male and female networks, though operating at different levels. The existence of these networks becomes more plausible, when one considers that in the instance that a member of staff was made aware of an opportunity at the UWI via word of mouth, it primarily was by someone of the same sex. Seventy percent of males were informed by another male, while 62% of females were informed by another female. (See Figures 15 and 16)

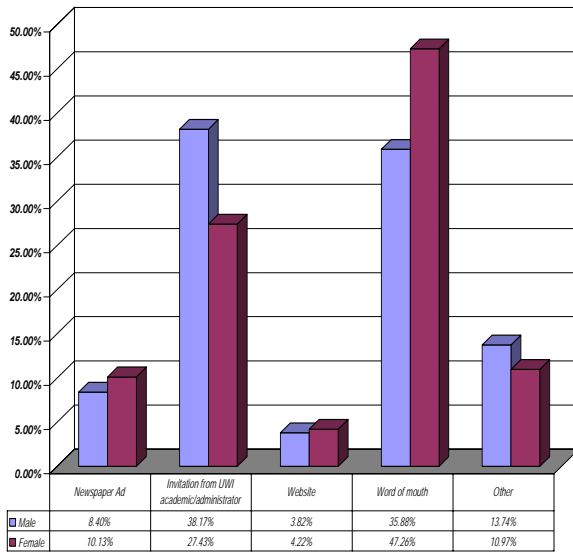


Figure 15 Channel by which Staff member was made aware of Job

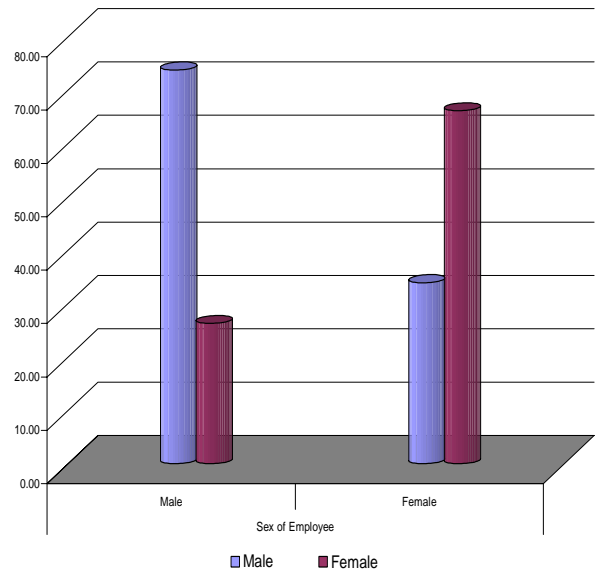


Figure 16: Sex of person informing current staff member of job opportunity

In terms of WIGUT Academic and Professional Staff, the most frequent channel through which they were made aware of a job was by invitation from a UWI academic, though this was more the case for males (66.78%) than females (50%). Secondly, was by word of mouth, and this was more the case for females (27.63%) than males (19.4%). Newspaper advertisement was the least used channel for both males (8.96%) and females (11.88%). This indicates that a major method of recruitment of academic staff has been through informal channels of communication.

In the case of MONATS female senior administrative staff, the most frequent channel was through invitation (35.29%), while for males, it was by word of mouth (33.33%).

In this instance the second most frequent channel for both males (16.67%) and females (29.41%) was by newspaper advertisement.

In the case of MONATS word of mouth was the most frequent channel for males and females in both the administration (54.55% and 57.52% respectively) and technical groups (54.29% and 55.17% respectively). In the case of MONATS technical staff, newspaper advertisements were for both males (11.43%) and females (20.69%) the second most used channel, whereas in the Administration sub group, the second most frequent channel for both males (27.27%) and females (15.04%) was by invitation. (See Figure 17)

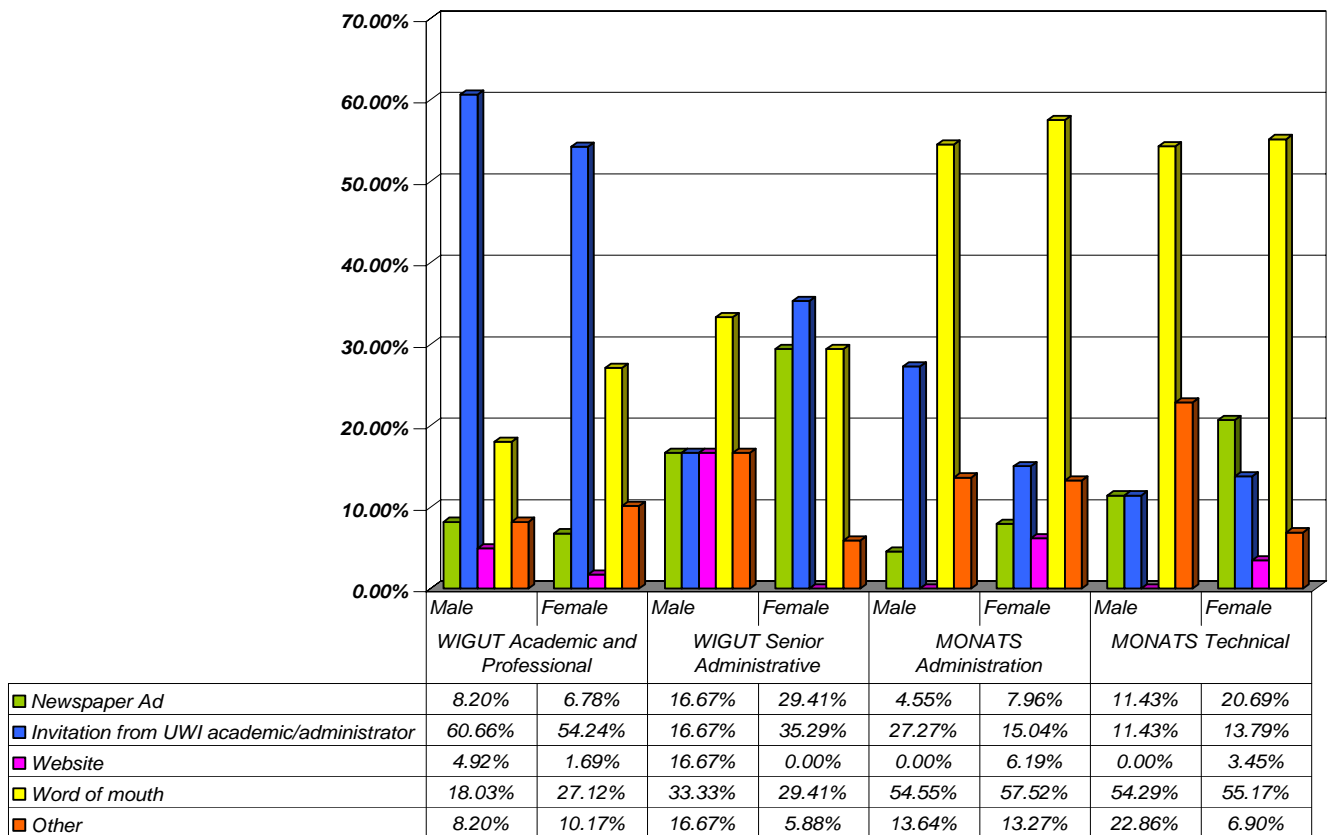


Figure 17: Channel by which Staff member was made aware of Job by Bargaining Unit

# Time Audit

## 1. Time Use

Overall, the majority of both males and females spent less than 20 ours per week on all listed activities, except for job-related activities. In that case, the most frequent response for female (3.84%) was 40 – 59 hours, whereas for males the most frequent response (3.08%) was 0 – 20 hours. Interestingly, despite the fact that female respondents reported working for more hours on the job, a similar proportion reported devoting a similar amounts of time as male respondents to other activities and spent more time than male respondents on children / grandchildren as well as on domestic duties.

Female respondents also recorded more time spent on personal business than did men. These patterns are indicative of the traditional sexual division of labour and the demands on females to carry out domestic home related duties.

On the other hand a larger proportion of male than female respondents recorded spending more than 110 hours on other activities, which included reading, socialising, and travelling. With a similar proportion of males (4.78%) than female respondents (4.06%) recording fewer hours of sleep.

Table 13: Survey Respondents' Time Use Audit

ACTIVITY	HOURS											
	0 - 20		21 - 39		40 - 59		60 - 89		90 - 109		> 110	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Job	3.08%	3.35%	0.27%	0.19%	2.67%	3.84%	2.94%	1.23%	0.00%	0.37%	0.14%	0.11%
Recreation	8.48%	8.35%	0.41%	0.48%	0.14%	0.22%	0.00%	0.00%	0.07%	0.00%	0.00%	0.04%
Spouse	8.00%	8.57%	0.55%	0.45%	0.41%	0.07%	0.07%	0.00%	0.07%	0.00%	0.00%	0.00%
Personal Business	8.54%	8.61%	0.48%	0.30%	0.00%	0.15%	0.07%	0.04%	0.00%	0.00%	0.00%	0.00%
Community Activity	9.02%	9.05%	0.07%	0.04%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Domestic Chores	8.61%	7.97%	0.41%	0.89%	0.00%	0.15%	0.00%	0.04%	0.07%	0.04%	0.00%	0.00%
Children / grand children	8.13%	7.71%	0.68%	0.71%	0.27%	0.45%	0.00%	0.11%	0.00%	0.04%	0.00%	0.07%
Sleep	4.78%	4.06%	0.89%	1.23%	3.08%	3.58%	0.34%	0.15%	0.00%	0.00%	0.00%	0.07%
Other Activities	9.09%	9.58%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	18.18%	17.70%

 Female Time Use

 Male Time Use

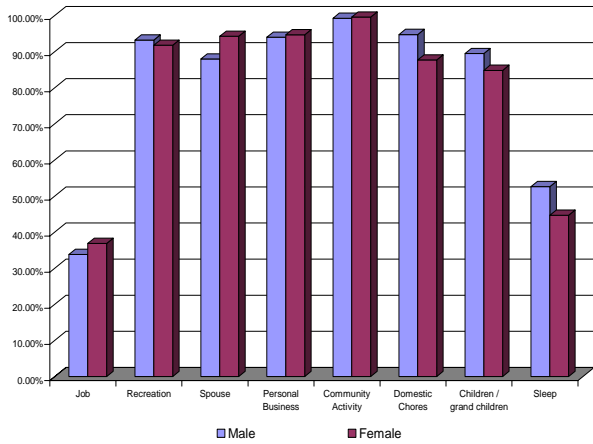


Figure 18: Male / Female Time Usage, 0 – 20 hours

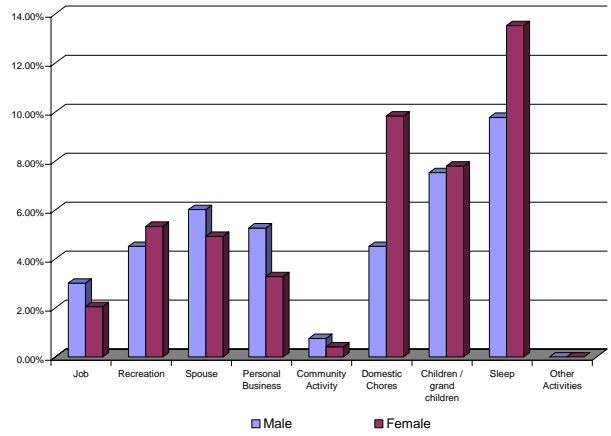


Figure 19: Male / Female Time Usage, 21 – 39 hours

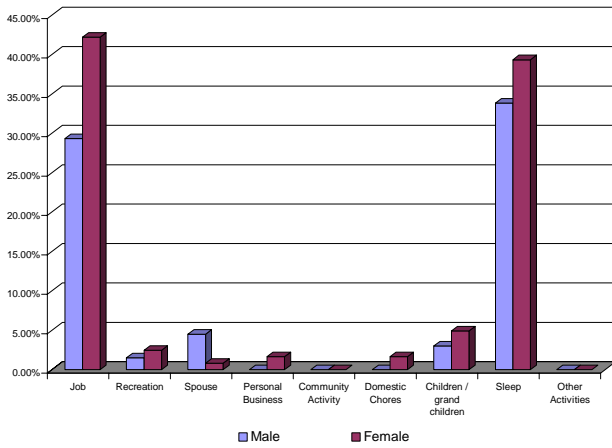


Figure 20: Male / Female Time Usage, 40 - 59 hours

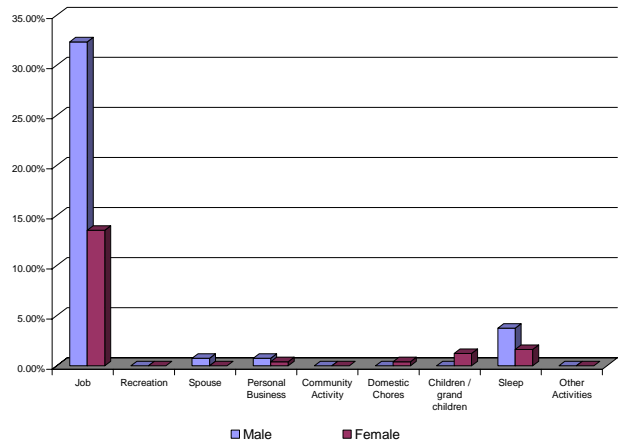


Figure 21: Male / Female Time Usage, 60 - 89 hours

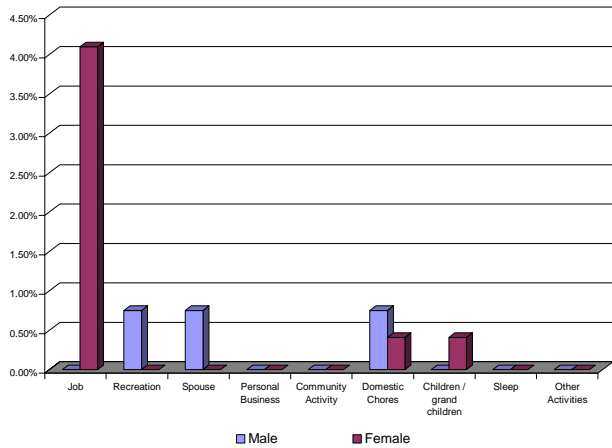


Figure 22: Male / Female Time Usage, 90 – 109 hours

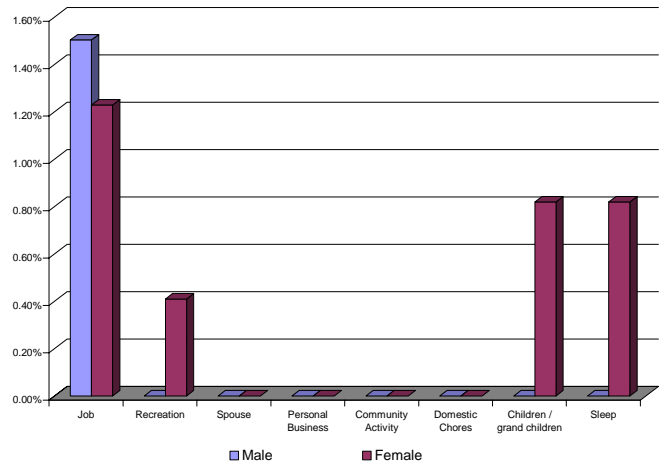


Figure 23: Male / Female Time Usage, > 110 hours

## 2. Time Management

Overall a fair proportion of both males (17.5%) and females (20.17%) indicated that they experienced “No conflict” in managing their time. Larger proportions of male than female respondents indicated experiencing a “Great Deal of conflict” (7.56% - M / 4.72% - F) and “Significant conflict” (15.97% - M / 11.37% - F)

On the other hand the pattern was reversed in the case of responses to “Some conflict” (40.28% - F / 30.45% M) and “Little Conflict” (26.54% – F / 21.85% - M)

Generally males therefore experienced more difficulty with time management than did females.

Table 14: Survey respondents’ Experience of Time Management

Experience	Male	Female
A great deal of conflict	7.56	4.27
Significant conflict	15.97	11.37
Some conflict	34.45	40.28
Little conflict	21.85	26.54
No conflict at all	20.17	17.54

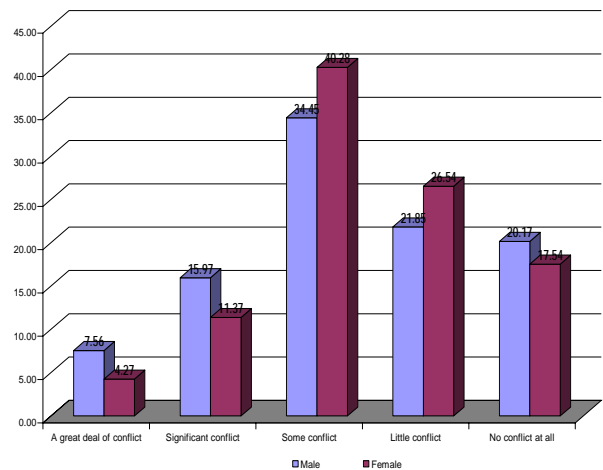


Figure 24: Survey respondents’ Experience of Time Management

When data were disaggregated on the basis of bargaining unit, the WIGUT Academic and Professional Grouping, the distribution of male / female responses was fairly consistent in relation to experience of a “great deal of conflict” / “significant conflict” in time management (28.33% - M / 29.31 – F). In terms of “Some conflict” a greater proportion of females (46.55%) than males (30.08%) reported this to be the case. Of note is the fact that a greater proportion of males (36.37%) experienced “Little” or “No conflict” compared with 20.13 % of females.

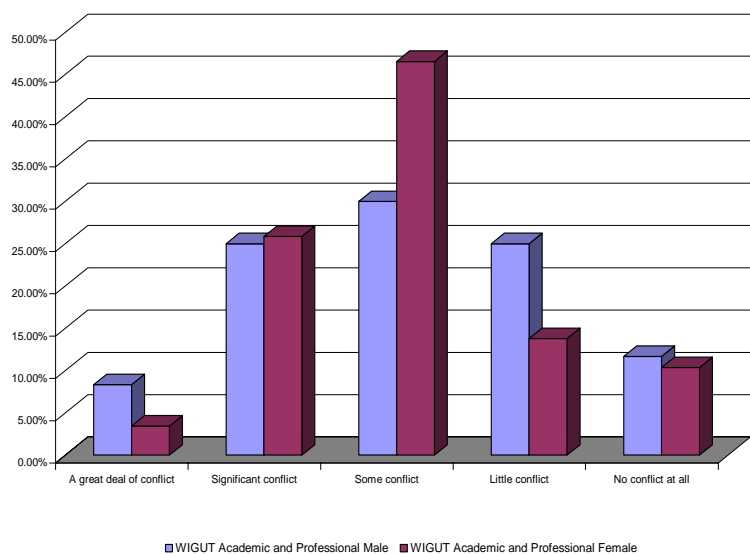
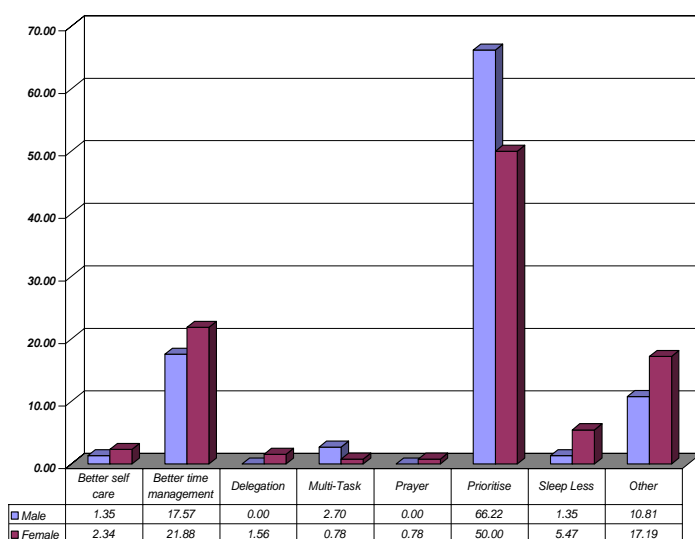


Figure 25: Survey respondents’ Experience of Time Management by Bargaining Unit

EXPERIENCE	WIGUT Academic and Professional		WIGUT Senior Administrative		MONATS Administration		MONATS Technical	
	Male	Female	Male	Female	Male	Female	Male	Female
A great deal of conflict	8.33%	3.45%	0.00%	6.25%	10.00%	5.21%	7.41%	4.00%
Significant conflict	25.00%	25.86%	20.00%	0.00%	0.00%	6.25%	11.11%	8.00%
Some conflict	30.00%	46.55%	60.00%	56.25%	40.00%	33.33%	29.63%	44.00%
Little conflict	25.00%	13.79%	20.00%	25.00%	15.00%	35.42%	18.52%	32.00%
No conflict at all	11.67%	10.34%	0.00%	12.50%	35.00%	19.79%	33.33%	12.00%

Table 15: Survey Respondents' Experience of Time Management by Bargaining Unit



In the overall sample respondents who indicated conflict with time management, were asked to indicate strategies used to overcome this. The most frequent response by both sexes was to prioritize activities (66.2% M / 60% F) The second most frequently identified strategy was attempting to manage time (17.57 M / 21.88 F). Interestingly more females (5.47%) than males (1.35%) managed competing demands by reducing time spent on sleep.

Figure 26: Time Management Strategies employed by Respondents

Female respondents also indicated that they were more likely than male respondents to employ “other” strategies, including delaying deadlines and ensuring that quality time is spent on every activity, when an opportunity presented itself.

Table 16: Time Usage: Respondents' Identified Areas of Priority

Priority	Male		Female	
	Count	Percentage	Count	Percentage
Work related activities	74	59.20%	98	43.36%
Home / Family related activities	12	9.60%	29	12.83%
Work and Home get approximately equal priority	36	28.80%	99	43.81%
Other activities	3	2.40%	0	0.00%

In an effort to manage competing demands, female respondents attempted one of two strategies: either to focus on work-related activities (43.36%) or to balance work and family related activities (43.81%). The majority of male respondents (59%) gave priority to work related activities. Female respondents also reported neglecting “other activities” (such as reading, exercising and watching television) in an attempt to manage their time.

These patterns of responses clearly illustrate how gender roles and expectations create a heavier burden for professional women than for men who can more readily ignore home related demands and focus on the demands of the job.

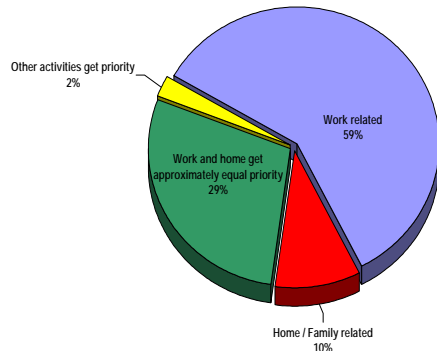
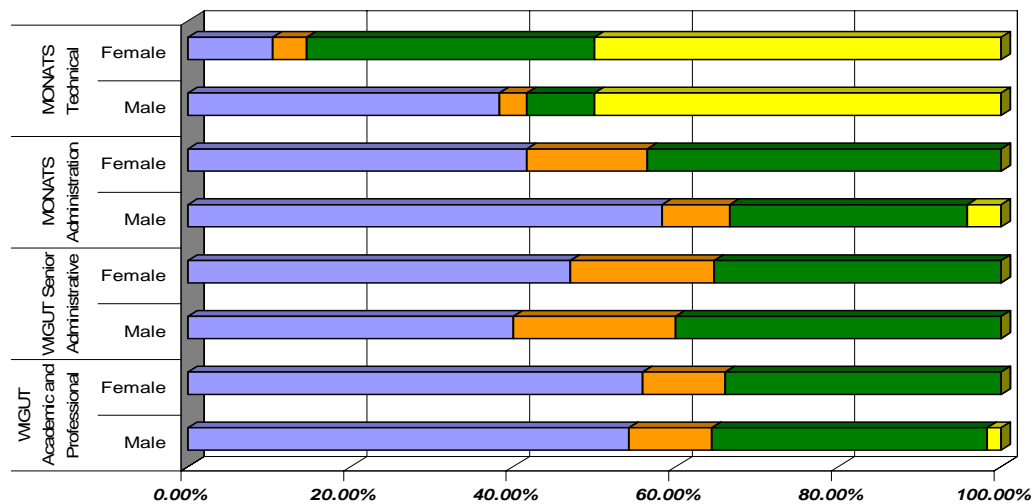


Figure 27: Time Usage - Male respondents' Areas of Priority



Figure 28: Time Usage - Female respondents' Areas of Priority

It is interesting to note however that when these data are disaggregated on the basis of bargaining unit, in the WIGUT Academic and Professional grouping the proportion of males to female responses to each option was almost equal in each instance. When there are competing demands the majority of both males and females reported giving priority to work related activities (54.24% and 55.93%) with far fewer giving home / family related activities (Males and Females 10.17%) Thirty four percent of both sexes indicate that they give approximately equal priority to work and home related demands.

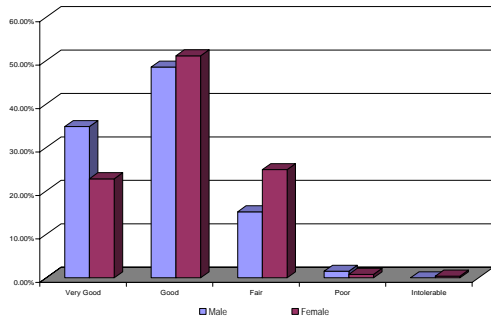


	WIGUT Academic and Professional		WIGUT Senior Administrative		MONATS Administration		MONATS Technical	
	Male	Female	Male	Female	Male	Female	Male	Female
Other activities get priority	1.69%	0.00%	0.00%	0.00%	4.17%	0.00%	50.00%	50.00%
Work and home get approximately equal priority	33.90%	33.90%	40.00%	35.29%	29.17%	43.52%	8.33%	35.42%
Home / Family related	10.17%	10.17%	20.00%	17.65%	8.33%	14.81%	3.33%	4.17%
Work related	54.24%	55.93%	40.00%	47.06%	58.33%	41.67%	38.33%	10.42%

Figure 29: Time Usage - Respondents' Identified Areas of Priority by Bargaining Unit

# Work and the Work Environment

## 1. Quality of Relationships

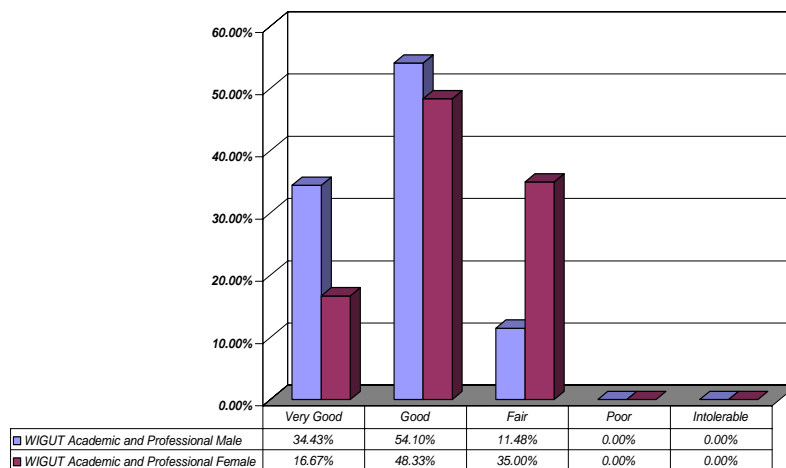


While an almost equal percentage of male and female respondents (48.5% and 51.1% respectively) felt that the relationships among colleagues were “good” in their department, a greater proportion of males (34.8%) than female respondents (22.8%) felt that the relationships were “very good.” Conversely, a larger percentage of females (25.7%) than males (16.7%) rated relationships as “fair” / “poor” Only one female respondent (0.40%) perceived relationships to be “intolerable.”

Figure 30: Quality of relationships among colleagues

Table17: Quality of Relationships among colleagues

Quality of Relationship	Male		Female	
	Count	Percentage	Count	Percentage
Very Good	46	34.80%	54	22.80%
Good	64	48.50%	121	51.10%
Fair / Poor	22	16.70%	61	25.70%
Intolerable	0	0.00%	1	0.40%



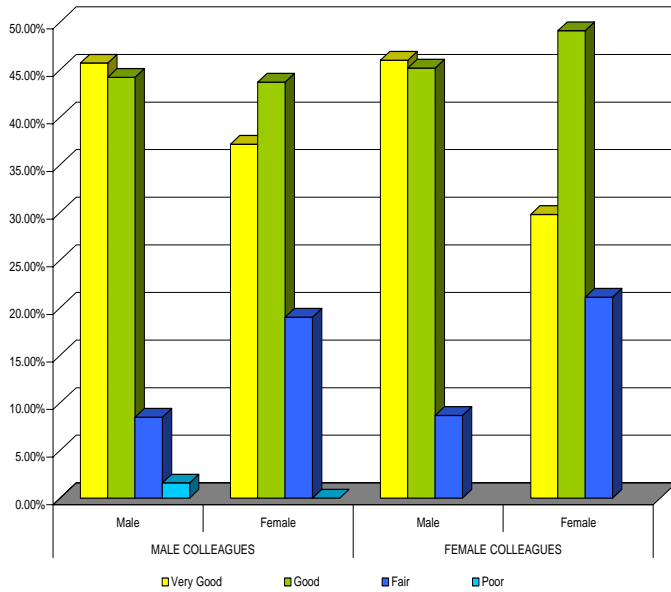
Although a fairly large proportion of both males (78.535) and females (65%) in the WIGUT academic and Professional grouping having “good” / “very good” relationships, a larger proportion of females (35%) than males (11.48%) reported that relations with colleagues were only “fair” Males therefore appear to have better working relationships with colleagues than do females.

Figure 30: Quality of relationships among colleagues by Bargaining Unit



Table 18: Quality of Relationships with Male and Female Colleagues

Quality of Relationships with male / female colleagues	MALE COLLEAGUES				FEMALE COLLEAGUES			
	Male		Female		Male		Female	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Very Good	59	45.70%	86	37.20%	58	46.00%	68	29.80%
Good	57	44.20%	101	43.70%	57	45.20%	112	49.10%
Fair	11	8.50%	44	19.00%	11	8.70%	48	21.10%
Poor	2	1.60%	0	0.00%				



A greater proportion of males (89.9%) reported having “very good” and “good” relationships with other males than did females with other females (78.1%). Reports of poor relationships among females was almost three times as high (21.1%) as that reported by among males (8.5%) confirming the widely held perception that working relationships among women are often contentious. This is further confirmed by the fact that the majority of female (91.2%) having “very good” / “good” relationships with male colleagues and an almost similar proportion of males (89.2) concurred that they had “very good” / “good” relationships with female colleagues.

Figure 31: Quality of Relationships with Male and Female Colleagues

When responses were disaggregated on the basis of Bargaining Unit, a similar pattern emerged for the WIGUT academic and professional grouping. Almost all males (96.7%) reported having “very good” / “good” relationships with other males, but with a somewhat lesser extent with females (78.34%) The majority of females, however, reported having “very good”/ “good relationships with male colleagues (92.32) than with other females (76.7%) and a fairly large proportion indicated having poor relationships with other females (23.33%) This was only the case of same sex male relationships for males for only 3.33% of respondents.

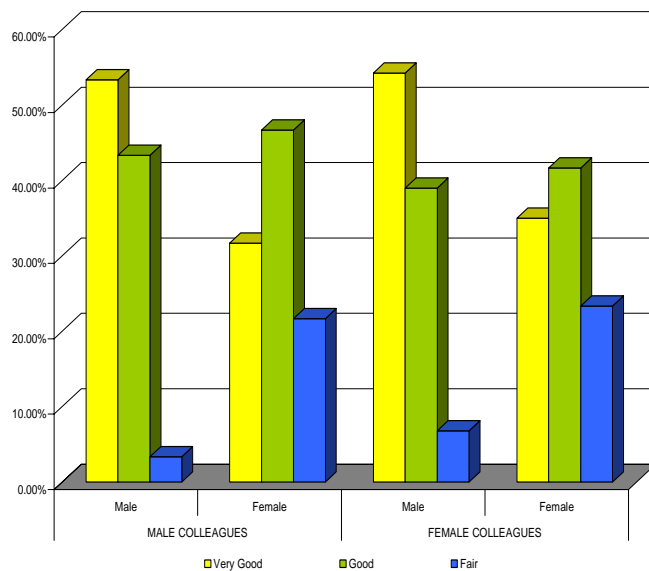


Figure 32: Quality of Relationships by Bargaining Unit

Those who reported having poor working relationships were asked to identify factors that accounted for this. In the case of male colleagues, both male and female respondents identified “Office culture and politics” and “personality differences” as the main reasons for these poor and/or intolerable relationships.

Additionally, male respondents identified age differences (“age-gap”) as one of the reasons for which relationships between themselves and male colleagues were poor. Similarly, while both male and female respondents identified “Office culture and politics” as the main reasons for poor and/or intolerable relationships with female colleagues, only female respondents identified a “lack of respect” between themselves and female colleagues as a reason for the poor and/or intolerable relationships among females.

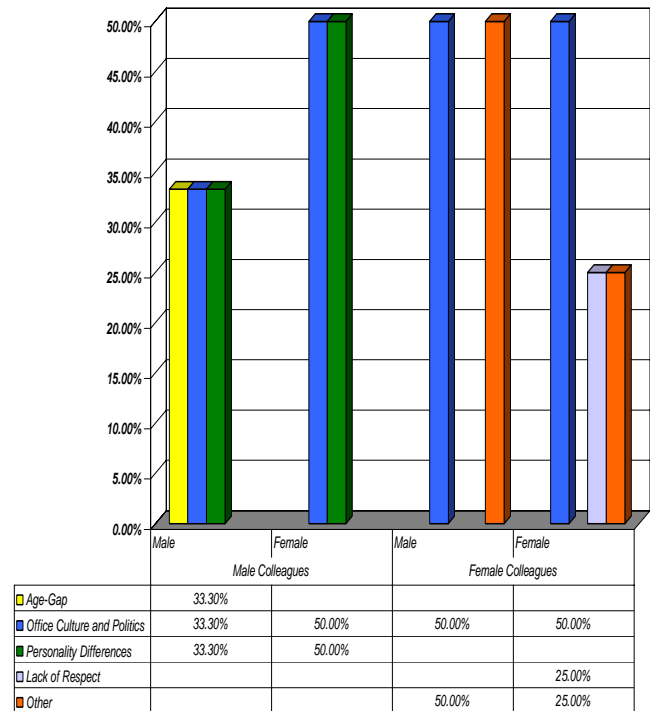


Figure 33: Reasons for poor / intolerable relationships

Organisational culture is therefore identified as a major factor accounting for poor working relationships in the institution, regardless of sex of respondent.

## 2. Possibilities of Upward Mobility

In the overall sample, male (83.7%) more so than female (64.4%) respondents believed that the process of career advancement at the institution favoured men and women equally.

On the other hand, there were those who were of the opinion that the opposite sex enjoyed greater opportunity for upward mobility in the institution, though to varying degrees.

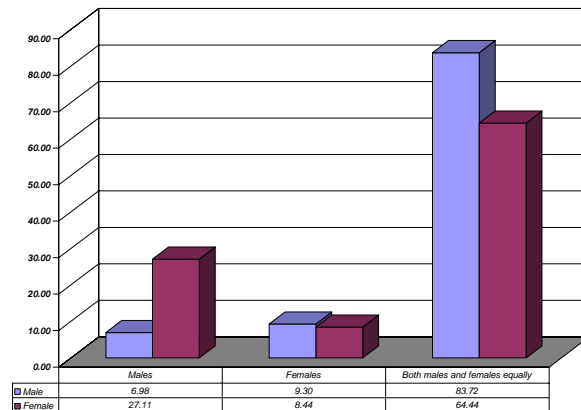
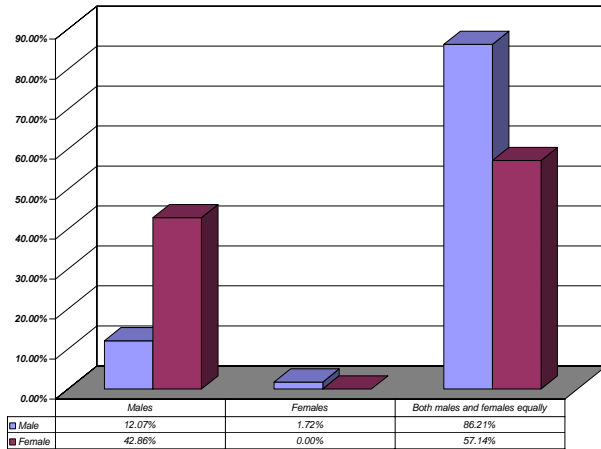


Figure 33: Perceptions of Mobility by Sex of Respondent

Almost equal proportion of male respondents (9.3%) and female respondents (8.4%) believed that career advancement was in favour of female employees, but almost four times more female respondents (27.1%) than males (7%) believed that males had an advantage.

Female respondents therefore felt more disadvantage than males in this regard.



In the WIGUT Academic / Professional grouping, a much larger proportion of males (86.21%) than females (57.14%) was of the opinion that both sexes had equal opportunity for upward mobility in the institution. Consequently, a fairly large proportion of females (42.86%) were of the opinion that opportunities favoured males. Interesting, 12.07% of males concurred and were of the opinion that males were favoured over females.

Figure 33: Perceptions of Mobility by Sex of Respondent and bargaining unit

Reasons given by respondents for differential advancement possibilities included having better qualifications, more time to devote to a career and one sex being perceived as better workers.

Figure 34: Reasons for Perceptions of Mobility

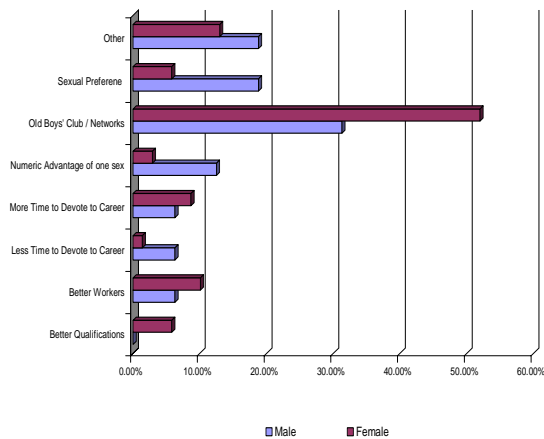


Table 19: Reasons for Perceptions of Mobility

Reasons for Advancement	Male		Female	
	Count	Percent	Count	Percent
Better Qualifications	0	0.00%	4	5.80%
Better Workers	1	6.30%	7	10.10%
Less Time to Devote to Career	1	6.30%	1	1.40%
More Time to Devote to Career	1	6.30%	6	8.70%
Numeric Advantage of one sex	2	12.50%	2	2.90%
Old Boys' Club / Networks	5	31.30%	36	52.20%
Sexual Preference	3	18.80%	4	5.80%
Other	3	18.80%	9	13.00%

Overwhelmingly however, female respondents cited the existence of male networks as the reasons for which male employees were more likely to enjoy greater opportunity for upward mobility.

Responses included:

- Because decisions are made over drinks or other forms of socializing... and personality is considered a plus over performance. (Male)
- It is easier for males to abscond from competing responsibilities (especially i.e. family) to focus on work.
- Male- because the U.W.I tend have a mindset of male dominance and feel that the man should be the leader in all areas of its administration. This has always the trend.
- There appears to be a 'glass ceiling' culture with a preference towards male leadership with only few women in top positions.

### 3. Work Satisfaction: Stress vis à vis Fulfilment

#### a. On the Job Stress

When asked about their work experience at the UWI Mona campus, it is interesting to note the reversal of male / female ratios in the two extreme categories.

A greater proportion of female (13.56%) than male respondents (10.28%) found the experience of working at the UWI to be very stressful while a greater proportion of males than females indicated that it was not at all stressful. (Males: 12.15% / Females: 8.47%)

On the other hand, male (32.71%) and female (32.2%) respondents indicated similar extents to which the experience of working at the UWI had been either stressful or slightly stressful, (M -44.86% / F - 45.76%). A significant proportion of both males and females however find working at UWI Mona to be either stressful or slightly stressful.

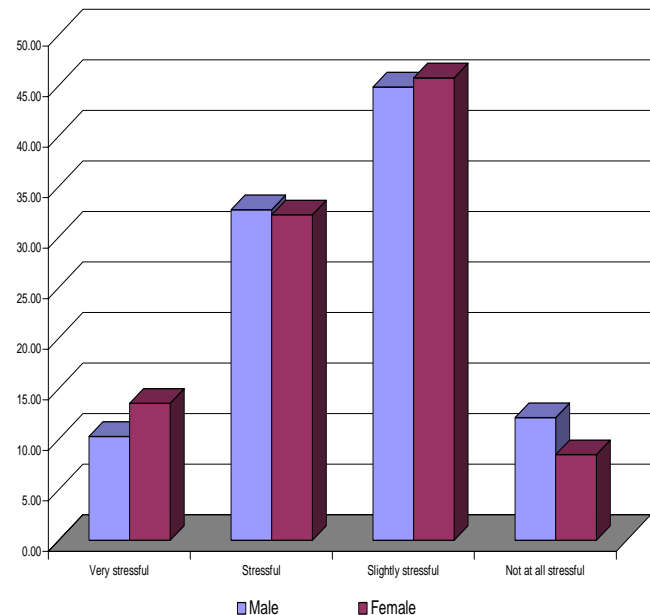


Figure 35: Respondents' Perceptions of On the Job Stress

Experience	Male		Female	
	Count	Percentage	Count	Percentage
Very stressful	11	10.28	24	13.56
Stressful	35	32.71	57	32.20
Slightly stressful	48	44.86	81	45.76
Not at all stressful	13	12.15	15	8.47

Table 20: Respondents' Perceptions of On the Job Stress

When disaggregated on the basis of Bargaining Unit, although a significant proportion of both male (51.93%) and female (58.49%) academics agreed that working at UWI was stressful or very stressful, this was more the case for females than males. Conversely, a somewhat larger proportion of male respondents (48.07%) than female respondents (41.51%) were of the opinion that the job was only slightly stress or not at all stressful. Overall, female academics reported somewhat more on the job stress than their male counterparts.

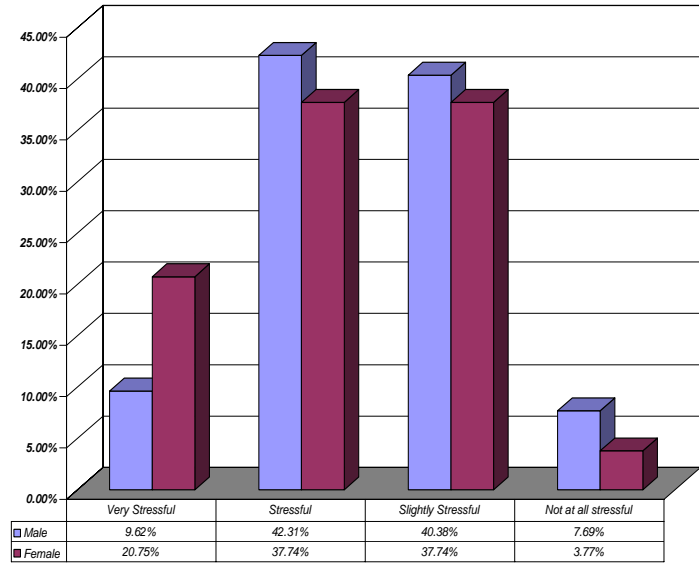


Figure 36: Respondents' Perceptions of On the Job Stress By Bargaining Unit

For both male and female respondents the two main reasons identified for on the job stress were overwork (51.2% / 36.2%) and poor management (9.3% / 15.3%) the third reasons for females was a lack of resources and for males, interpersonal relationships (7%).

Table 21: Reasons for Experience of Job Stress

Reasons for Experience of Stress	Male		Female	
	Count	Percent	Count	Percent
Bureaucracy	2	4.70%	6	8.70%
Improper Equipment	3	7.00%	4	5.80%
Interpersonal Relationships	3	7.00%	3	4.30%
Lack of Std. Policy	1	2.30%	4	5.80%
No resources	2	4.70%	10	14.50%
Overwork	22	51.20%	25	36.20%
Poor Management	4	9.30%	11	15.90%
Underemployed	1	2.30%	1	1.40%
Other	5	11.60%	5	7.20%

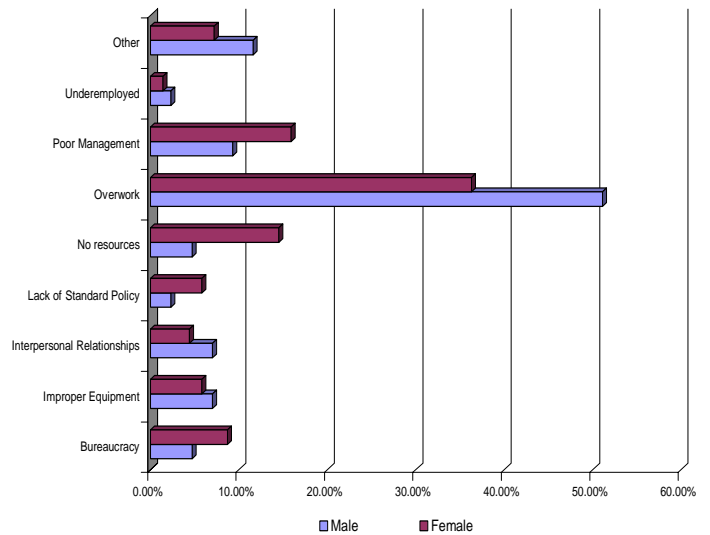
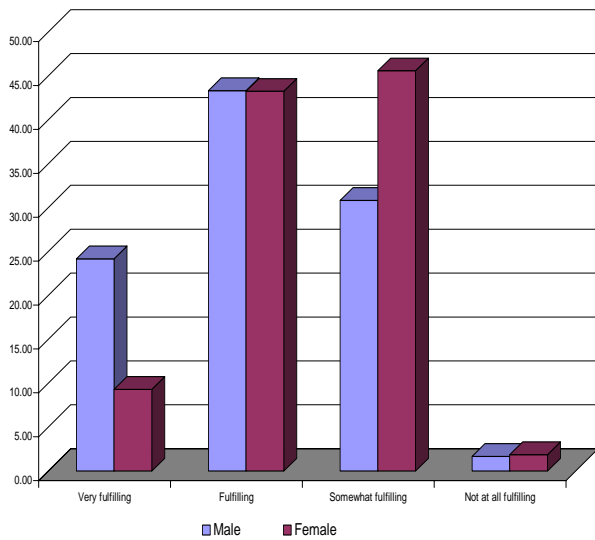


Figure 37: Reasons for Experience of Job Stress

## b. Job Fulfilment



In spite of high incidence of on the job stress just over two thirds of all male respondents (67.5%) indicated that their work experience was “very fulfilling” or “fulfilling”, whereas just over half of all female respondents (52.56%) indicated this to be the case.

On the other hand, just under half of all female respondents (47.44%) felt that their experiences at the UWI, Mona were only “somewhat fulfilling” or “not at all fulfilling” compared to less than one third of male respondents who felt the same way (32.5%) Males therefore have a greater sense of job fulfilment than do females.

Figure 38: Respondents' Perceptions of Job Fulfilment By Bargaining Unit

Experience	Male		Female	
	Count	Percentage	Count	Percentage
Very fulfilling	29	24.17	20	9.30
Fulfilling	52	43.33	93	43.26
Somewhat fulfilling	37	30.83	98	45.58
Not at all fulfilling	2	1.67	4	1.86

Table 22: Respondents' Perceptions of Job Fulfilment

When the data were disaggregated on the basis of Bargaining Unit, a similar trend emerged.

Male academics (76.79%), more so than female academics (61.42%) reported they found their jobs to be fulfilling / very fulfilling, consequently a larger proportion of female (38.18%) than male academics (28.13%) therefore reported that the work experience was only somewhat fulfilling.

Interestingly only one male academic reported that work was not at all fulfilling.

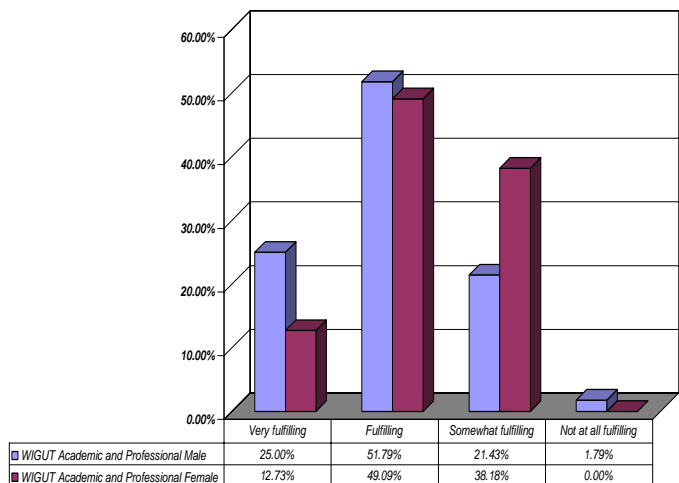


Figure 39: Respondents' Perceptions of Job Fulfilment by Bargaining Unit

#### 4. Peer Relations

In the instance of relations with senior peers, more male (23.08%) than female respondents (15.49%) felt highly respected in these relationships.

Conversely more female respondents (82.3%) than male respondents (76.16%) felt either respected or only somewhat respected by their senior peers. It is noteworthy that female respondents (2.21%) were three times as likely as male respondents (0.77%) to feel not respected at all by senior peers.

This could speak to a need for improved inter-personal and gender relations, given the age distribution of the sample, where males were generally senior to females.

Experience	Male		Female	
	Count	Percent	Count	Percent
Highly Respected	36	27.48	46	20.26
Respected	77	58.78	148	65.20
Somewhat respected	18	13.74	33	14.54

Table 23: Respondents' Relations with Junior Colleagues

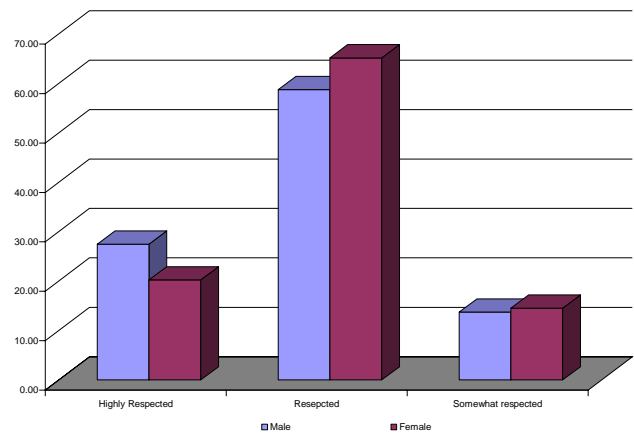


Figure 40: Respondents' Relations with Junior Colleagues

Experience	Male		Female	
	Count	Percent	Count	Percent
Highly Respected	30	23.08	35	15.49
Respected	67	51.54	135	59.73
Somewhat respected	32	24.62	51	22.57
Not respected at all	1	0.77	5	2.21

Table 24: Respondents' Relations with Senior Colleagues

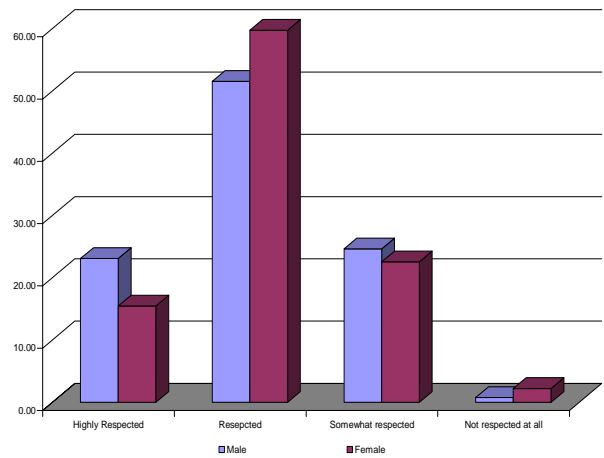


Figure 41: Respondents' Relations with Senior Colleagues

In excess of 75% of all males and females indicated that they experienced respect from colleagues in both junior and senior positions in the institutions. Just about 25% of all males and females therefore felt that they were only somewhat respect or not respected at all by persons in both junior and senior positions.

# Allocation of Resources

## 1. Equal access to Opportunity

In every instance a larger proportion of male than female respondents were of the opinion that there was equal access to the range of listed benefits, but there were two areas in which female respondents felt strongly that there was unequal access: Opportunities for promotions (F - 19.4% M- 7.3%) and Appointments to leadership positions (F – 30.3% & M - 3.4% ).

These findings corroborate views expressed by females about opportunities for upward mobility.

As in the case of responses to possibility for upward mobility at the Mona Campus, female respondents cited the existence of gender bias and male networks as reasons for which access to the opportunities under investigation was unequal for males and females.

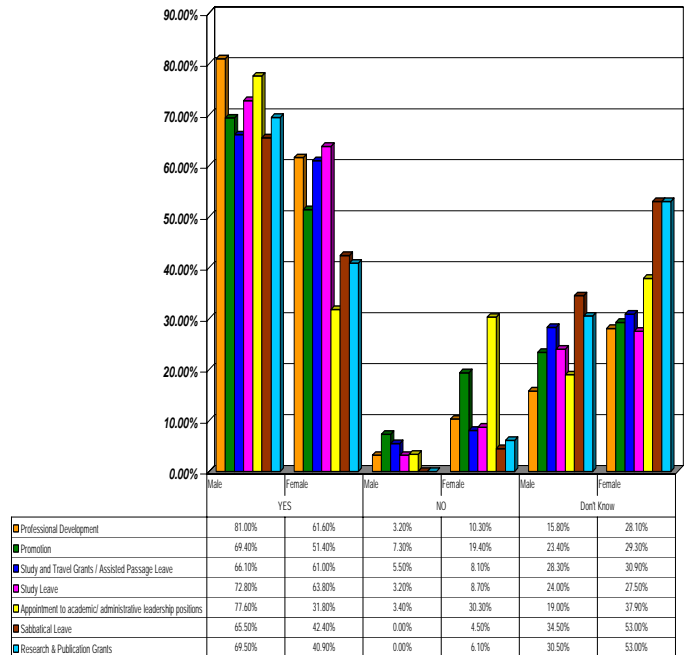


Figure 42: Respondents' Perceptions of Access to Opportunities

Statements made by female respondents to explain these inequalities included:

- ‘A male leadership culture / Boys’ club culture’
- ‘Old boys club, Lodge meetings, etc. still the basis for decisions and recommendations’
- ‘The powers that be in the campus favour male personnel’
- ‘More males are promoted despite the presence of qualified females’
- ‘You tend to see more males than females "moving up"’

In addition to the existence of specifically male networks, some respondents felt that one would be better placed to access opportunity “if you are in the clan” or “knew people in high places”

One respondent also contended that the distribution of resources is so structured to prevent some persons from accessing opportunities: “It is very sad but it is how far a boss will go if he/she likes you. As for Assisted Passage Leave- when you have reached the place to receive it, they move it to another level. So you will never get the opportunity.”



On the other hand one respondent believed that that “somehow females are able to induce their bosses into giving them the opportunity” – suggesting that some females are rewarded on the basis of favour rather than merit.

The pattern of responses in the WIGUT Academic and Professional grouping mirrored that of the overall sample. The two areas in which there was widest disagreement between males and females were in relation to Promotion and Appointment to academic / leadership positions. In the first instance only 3.39% of male respondents were of the opinion that opportunities for both sexes were not equal, whereas this was the opinion of 25.86% of female respondents. In relation to the second point, whereas only 3.92% males felt opportunities were unequal, 32.61% females felt this to be the case.

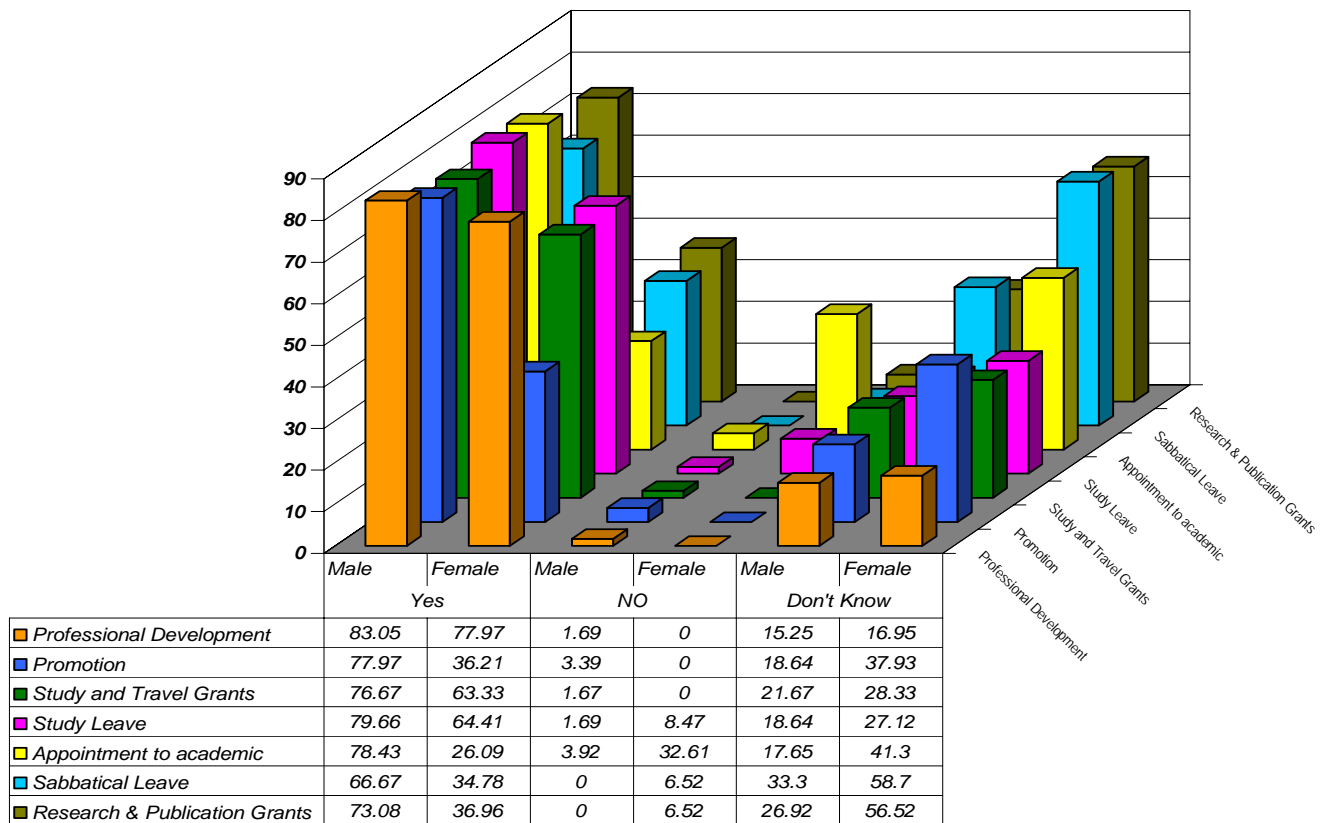


Figure 43: Respondents' Perceptions of Access to Opportunities by Bargaining Unit

## 2. Work Space

Almost half of all male respondents (48.06%) enjoyed office space designated for their exclusive use, compared with less than one third of the female respondents (32.02%) who enjoyed the same accommodations.

Conversely the larger proportion of females than male respondents although having their own desk and space either shared an office with one or more persons, (17.54 F / 10.54% M) or were in an open plan office with no partitions (F 18.42% M 9.40%)

A larger proportion of males (13.18%) than females (10.95%) however, shared a small office with more than one person.

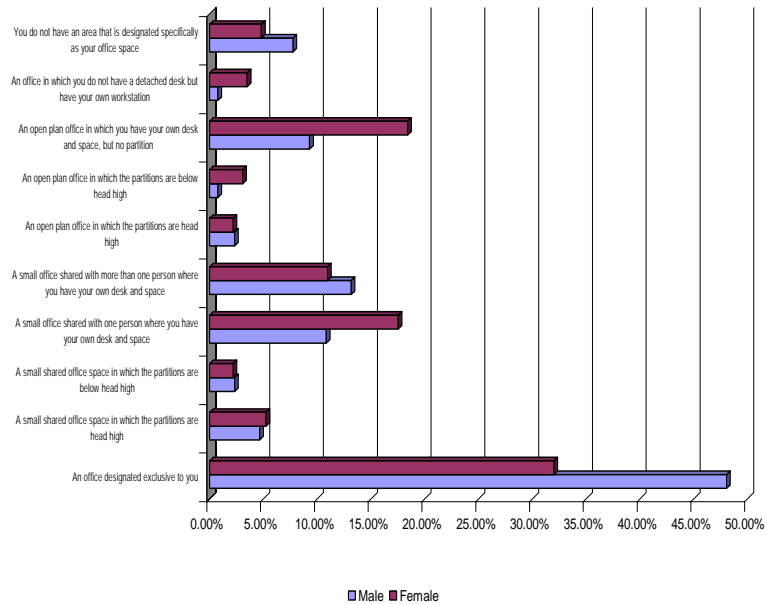


Figure 44: Designated work space by sex

Designated work Space	Male		Female	
	Count	Percent	Count	Percent
- An office designated exclusive to you	62	48.06%	73	32.02%
- A small shared office space in which the partitions are head high	6	4.65%	12	5.26%
- A small shared office space in which the partitions are below head high	3	2.33%	5	2.19%
- A small office shared with one person where you have your own desk and space	14	10.85%	40	17.54%
- A small office shared with more than one person where you have your own desk and space	17	13.18%	25	10.96%
- An open plan office in which the partitions are head high	3	2.33%	5	2.19%
- An open plan office in which the partitions are below head high	1	0.78%	7	3.07%
- An open plan office in which you have your own desk and space, but no partition	12	9.30%	42	18.42%
- An office in which you do not have a detached desk but have your own workstation	1	0.78%	8	3.51%
- You do not have an area that is designated specifically as your office space	10	7.75%	11	4.82%

Table 25: Designated work space by sex

In terms of designated work space males in the WIGUT Academic and Professional grouping seemed to be better accommodated than their female counterparts. In terms of having Office space exclusively designated this was the case for 77.8% of males compared with 54.2% of females. Twenty-two percent of all females shared a small office with one person while another 10% shared an office with more than one person while this was the case of 9.84 and 4.92 % of males respectively. Another 10% of females reported being in an open office plan with no partitions, while only 3% of male respondents were in this category.

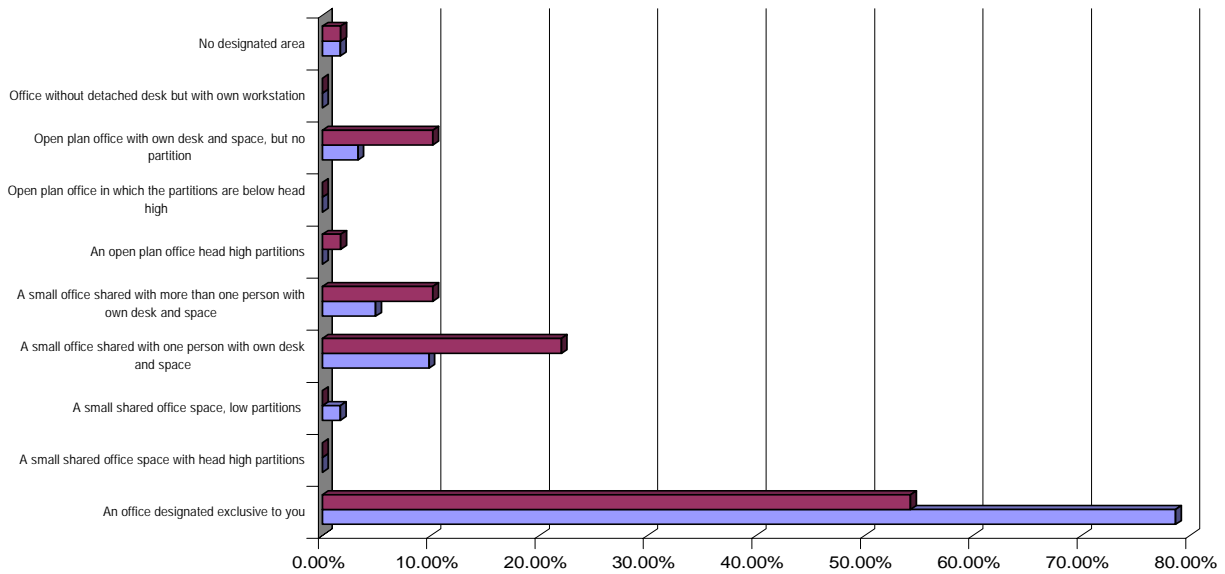


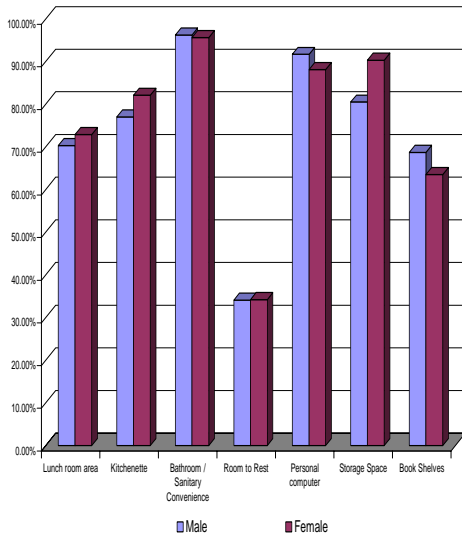
Figure 45: Designated work space by sex by Bargaining Unit

### 5. Access to facilities

Of the seven facilities examined, in all instances, the difference between male and female access in the overall sample was marginal.

Item	Male		Female	
	Count	Percent	Count	Percent
1. Lunch room area	90	70.30%	164	72.90%
2. Kitchenette	97	77.00%	183	82.10%
3. Bathroom / Sanitary Convenience	125	96.20%	219	95.60%
4. Room to Rest	42	34.10%	75	34.20%
5. Personal computer	110	91.67%	185	88.10%
6. Storage Space	95	80.50%	187	90.30%
7. Book Shelves	79	68.70%	129	63.50%

Table 26: Respondents' Access to Facilities by Sex



Male respondents had more access than female respondents to personal computers (M/F: 91.67%/88.10%) and book shelves (M/F: 68.7%/63.5%), which could be a reflection of the large percentage of the male sample that indicated that they were academic staff (46.03%). Female respondents indicated that they had more access than male respondents to lunch room areas (F/M: 72.9%/70.3%) kitchenettes (F/M 82.1% / 77%) and storage space (F/M:00.3%).

Both male and female respondents indicated almost identical access to places to rest (M/F: 34.1%/34.2%) In both cases there appears to be limited access to this facility.

Figure 46: Respondents' Access to Facilities by Sex

Data on access to Personal computers, storage space and book shelves were disaggregated by Bargaining Unit. In the WIGUT Academic and Professional sub group, the proportion of males and females having access to these facilities was extremely high but in each instance a margin of male advantage was evident: Personal computers (M 93.1% F 89.&) Storage space (M 92.9% / F 84.5%) Book shelves (M 94.7% / F 89.7%)

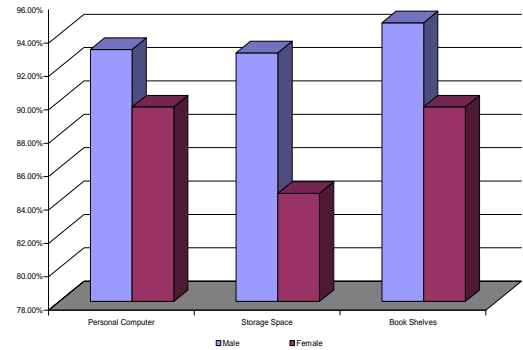


Figure 47: Respondents' Access to Selected Facilities by Sex

### 3. Access to Parking

With regards to access to parking, a greater proportion of female(42.3%) than male respondents (34%) indicated that they enjoyed access to parking “all the time”. Conversely, a higher proportion of male (48.5%) than female respondents (32.7%) indicated that they had access to parking “most times”. On the other hand, a larger segment of the female sample (4.2%) compared than the male sample (2.9%) reported never having access to parking facilities.

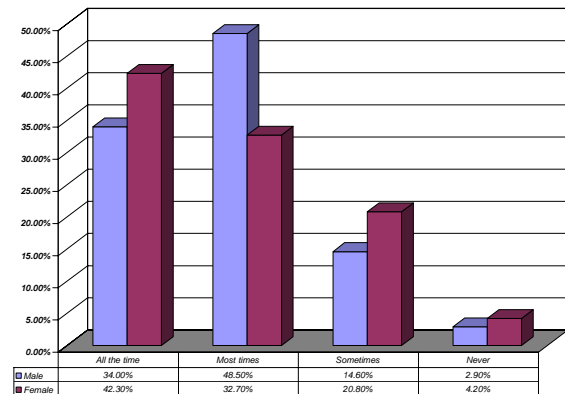


Figure 48: Respondents' Access to Parking

#### 4. Access to equipment

In response to the question of availability of equipment in their department and/or unit, in six of nine cases more male than female respondents indicated that the equipment was available to them whenever it was required. Interestingly however, with regards to eight of the nine pieces of equipment more male than female respondents also indicated that the equipment was never available to them when required. In all instances, save one, more female than male respondents indicated that the equipment was not required for their jobs.

Table 27 provides additional detail.

Item	Item available whenever required		Item sometimes available		Item never available when required		Item not required	
	Male	Female	Male	Female	Male	Female	Male	Female
Lap Top Computer	34.70%	28.40%	18.60%	17.80%	8.50%	6.60%	38.10%	47.20%
Digital Camera	21.70%	13.80%	7.80%	11.20%	18.30%	7.40%	52.20%	67.60%
CD Player	26.50%	23.30%	2.60%	5.60%	10.30%	6.10%	60.70%	65.00%
Radio / Cassette Recorder	16.20%	30.10%	9.40%	5.40%	12.80%	7.00%	61.50%	57.50%
Television	24.40%	28.40%	12.60%	7.20%	7.60%	5.20%	55.50%	59.30%
Video Player / Recorder	20.50%	22.70%	11.10%	4.30%	9.40%	6.50%	59.00%	66.50%
DVD Player	22.40%	16.10%	12.10%	5.60%	8.60%	7.80%	56.90%	70.60%
Overhead Projector	49.20%	42.50%	12.70%	13.00%	3.40%	3.10%	34.70%	41.50%
Multi media	52.50%	44.00%	15.00%	15.70%	3.30%	3.70%	29.20%	36.60%

Table 27: Respondents' Access to Equipment by Sex

All the equipment listed in the item relating to access to equipment can be used to enhance teaching and learning in various ways. It is therefore interesting to note that there were six instances in which over 50% of female respondents indicated that these items were never required (Digital camera, CD Player, Cassette Recorder, Television, Video Player / Recorder, DVD) whereas this was the case in three instances for male (CD player, Radio Cassette recorder and DVD Player). Males therefore make more use of these teaching tools.

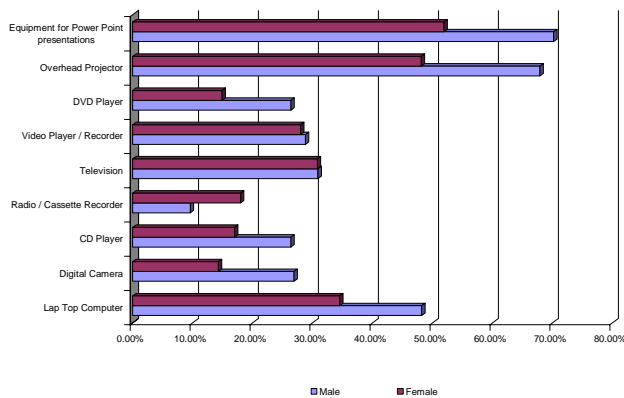


Figure 49: Respondents' Access to Equipment by Sex by Bargaining Unit - Access when required

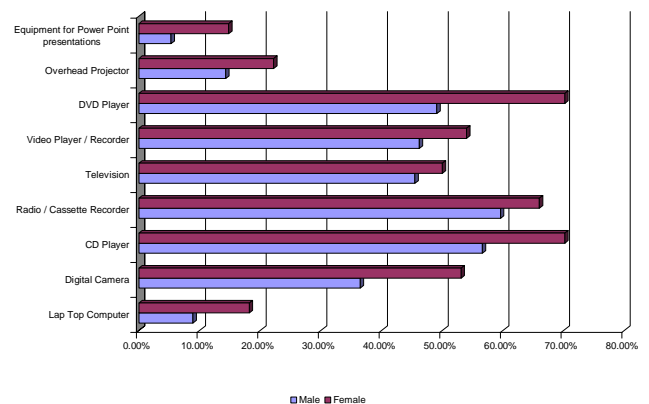


Figure 50: Respondents' Access to Equipment by Sex by Bargaining Unit - Access NOT required

The Mona campus has invested heavily to ensure that lecture rooms are equipped with multi media presentation. According to the data, male lecturers (72.0%) report having greater access to this equipment whenever required than female lecturers (51.09%), whereas 14.8% of female lecturers never required this equipment; compared with 5.3% of male lecturers.

Several factors may account for these differences:

1. Females have less demand for use of this equipment,
2. Use of rooms by females that are not multi media ready,
3. Competing demands for equipment, with males having preference.

Data related to the WIGUT Academic and Professional subgroup indicate that except in the case of overhead projectors and equipment for multi media presentations, these items were used by a fairly small proportion of both the male and female respondents. Further, it is interesting to note that in every instance a larger proportion of females than males indicated that these items were never required by them

# Career Path

## 1. Satisfaction with Career Progression

Questions around satisfaction with the progression of their Career Path at the UWI revealed that a greater proportion of male respondents (53.3%) than female (48.3%) were satisfied with the ways in which their career had progressed. Conversely a greater proportion of females (56.2%) than males (46.7%) were dissatisfied with the progression of their careers at the UWI.

Satisfied	MALE		FEMALE	
	Count	Percent	Count	Percent
Yes	56	53.30%	78	43.80%
No	49	46.70%	100	56.20%

Table 28: Respondents' Satisfaction with Career Progress

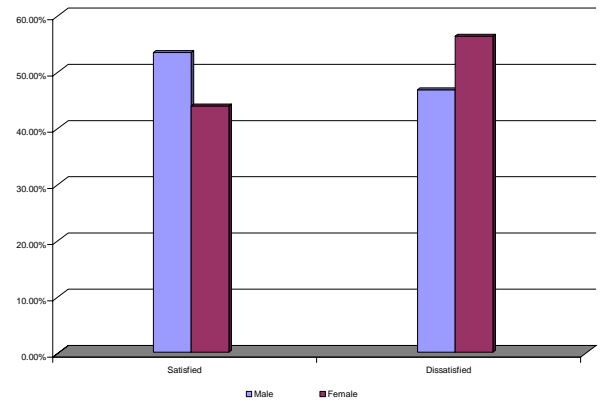
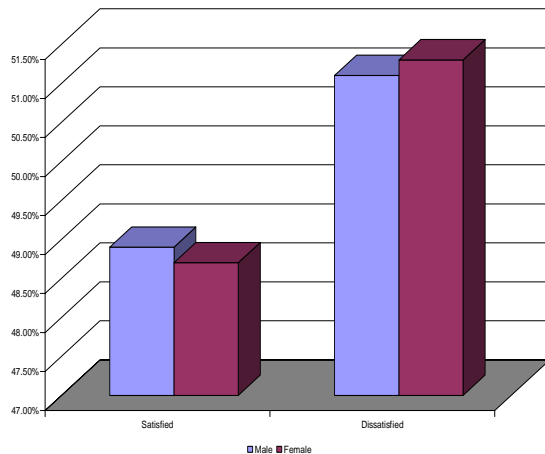


Figure 51: Respondents' Satisfaction with Career Progress



When disaggregated on the basis of bargaining unit, in the WIGUT Academic and Professional sub-group, just under one half of both male (48.9%) and female (48.7%) respondents reported that their careers had progressed satisfactorily with approximately 51% of both sexes being dissatisfied with progress in this regard. (See Table 29)

Figure 52: Respondents' Satisfaction with Career Progress By Bargaining Unit

Satisfied	WIGUT Academic and Professional				WIGUT Senior Administration				MONATS Administration				MONATS Technical			
	Male		Female		Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	23	48.90	19	48.70	2	66.70	9	64.30	11	52.40	32	35.20	16	57.10	9	42.90
No	24	51.10	20	51.30	1	33.30	5	35.70	10	47.60	59	64.80	12	42.90	12	57.10

Table 29: Respondents' Satisfaction with Career Progress by Bargaining Unit

## 2. Perceptions of Reasons for Dissatisfaction with Career Progression

Respondents in the overall sample cited reasons including age bias, preferential treatment and standards for promotion as some of a mix of reasons for unsatisfactory career progress, as detailed in Table 30 below.

Barrier	Male		Female	
	Count	Percent	Count	Percent
Academic Qualification	2	4.30%	2	2.50%
Age Bias	1	2.20%	1	1.30%
Lack of resources	1	2.20%	1	1.30%
Lack of support	9	19.60%	15	19.00%
Limited possibility for promotion	3	6.50%	27	34.20%
Personal barriers	5	10.90%	7	8.90%
Preferential treatment	1	2.20%	2	2.50%
Standards for promotion	13	28.30%	13	16.50%
Other	11	23.90%	11	13.90%

Table 30: Respondents' Perceptions of Reasons for Dissatisfaction with Career Progress by Bargaining Unit

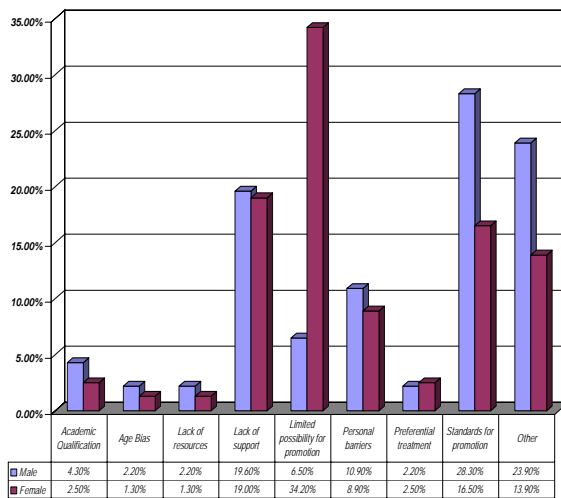


Figure 53: Respondents' Perceptions of Reasons for Dissatisfaction with Career Progress by Bargaining Unit

The top three reasons for lack of satisfactory progress given by females in the overall sample were: 'Limited possibilities for promotion' (34.2%); lack of support (19.0%); and, unclear 'standards for promotion' (16.5%). The top three reasons given by males were: 'standards for promotion' (28.3%); "Lack of support" (19.6%); and, 'Personal barriers' (10.9%). There was therefore some overlap in terms of barriers identified by both sexes who identified unclear standards for promotion and lack of support being common to both groups as reasons for unsatisfactory career progress.

Other reasons cited for career dissatisfaction included:

1. Red tape by HRMD
2. My responsibilities far exceed my job classification.
3. Oppression and suppression



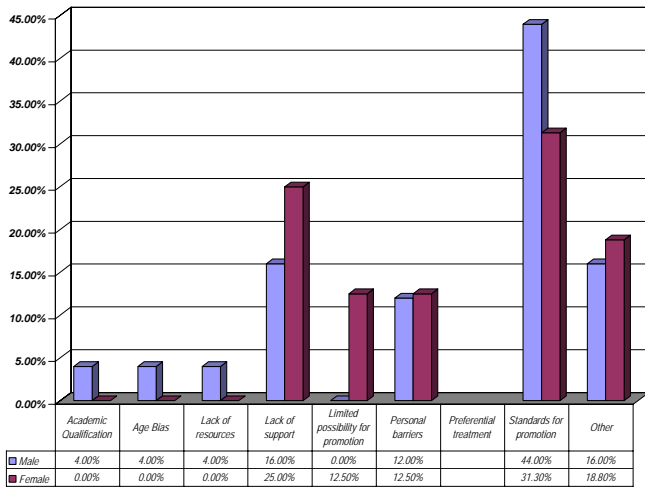


Figure 54: Respondents' Perceptions of Reasons for Dissatisfaction with Career Progress by Bargaining Unit

When disaggregated on the basis of bargaining unit, in the WIGUT Academic and Professional sub-grouping, as with the overall sample, overwhelmingly, both male and female respondents indicated that 'standards for promotion' (M-44% / F- 31.3%) and 'lack of support' (M- 16% / F – 25%) were reasons for unsatisfactory career progress with the former being more critical for males and the latter more critical for females.

### 3. Contributing Factors to Career Progression

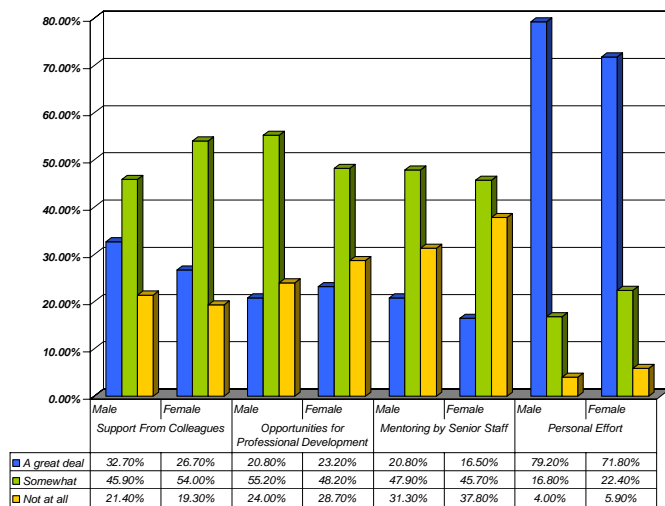


Figure 55: Contributing Factors to Career Progress

Over seventy percent of both male (79.20%) and female (71.8%) respondents identified "Personal effort" as the main factor that facilitated career advancement in the institution. It is noteworthy that in the case of both "support from colleagues" and "mentoring by senior staff", a larger proportion of male (32.7% / 20.8%) than female respondents (26.7% / 16.5%) indicated that these factors facilitated career advancement.

When disaggregated on the basis of bargaining unit, in the WIGUT Academic and Professional sub group, male respondents (78.6%) to a greater degree than female respondents (68.9%) claimed that personal effort was responsible for career advancement. On the other hand, a larger proportion of female (32.6%) than male (26.7%) respondents identified support from colleagues as facilitating their career advancement, the reverse was true of mentoring by senior staff, which was identified by 22.7% male respondents compared to 20.8% female respondents as facilitating career advancement.

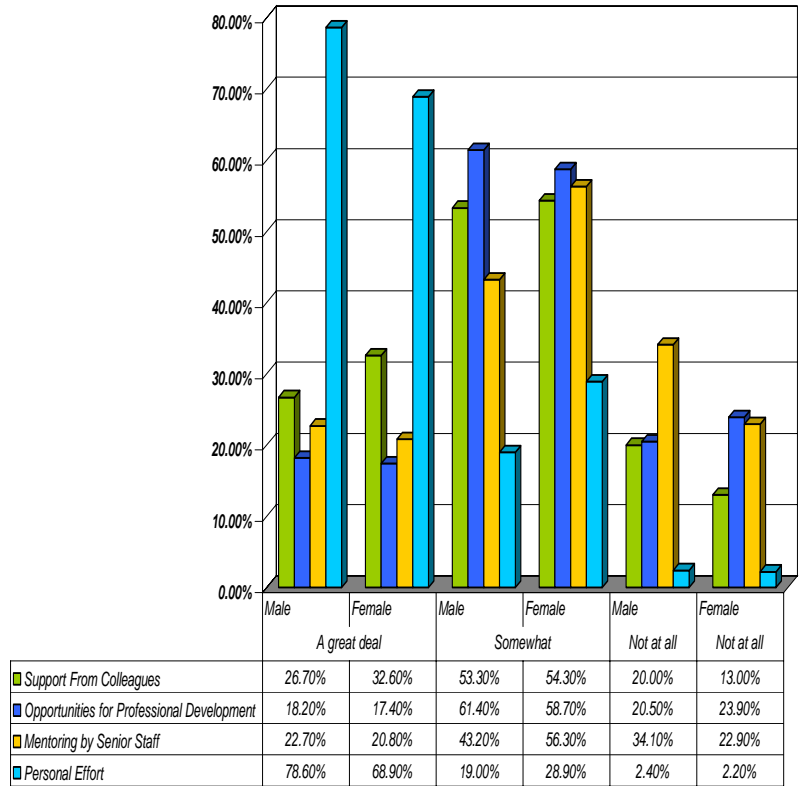


Figure 56: Contributing Factors to Career Progress by Bargaining Unit

#### 4. Criteria used to Determine Professional Advancement

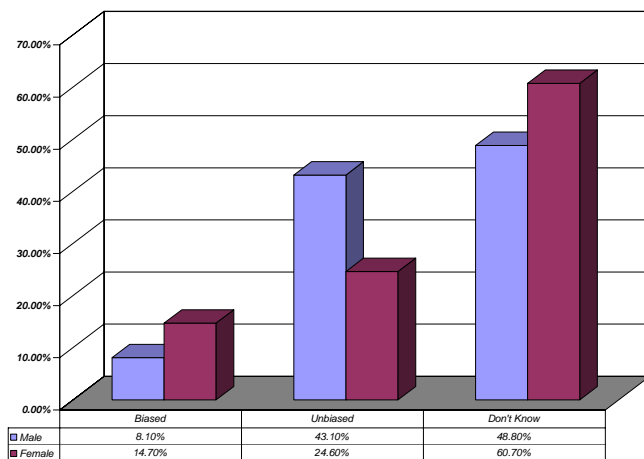
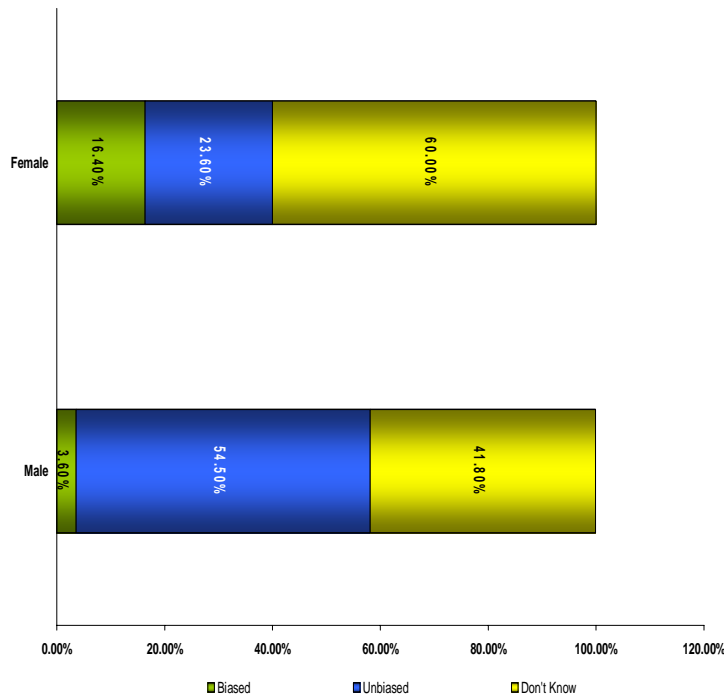


Figure 57: Criteria used to determine Professional Advancement

While the largest proportion of male (48.8%) and female (60.7%) respondents in the overall sample stated that did not know if the criteria used and applied for determining professional advancement at UWI Mona were biased, a larger proportion of female (14.7%) than male (8.1%) respondents were of the opinion that the criteria used were, in fact, biased.



Responses within the WIGUT Academic and Professional sub group were similar to those of the larger sample, where significant proportions of both male (41.8%) and female (60%) of respondents indicated that they did not know if the criteria used and applied for determining professional advancement at UWI Mona were biased. However, whereas 54.5% of male respondents were of the opinion that criteria were not biased, this was the opinion of only 26.3% of female respondents. Within this sub group, female respondents (16.4%) were, therefore, almost five times as likely as male respondents (3.6%) to believe that the criteria were in fact biased.

Figure 58: Criteria used to determine Professional Advancement

### 5. Perceptions of Institutional Favouritism

Overwhelmingly, respondents perceived that males were favoured over females in the institution, due in large part to the existence of an “Old Boys Club”. Other reasons for males being favoured included the perception that they had more time to devote to their careers as well as this being due to preferential treatment.

Reasons	Males Favoured				Females Favoured			
	Male		Female		Male		Female	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Culture	0	0.00%	1	3.70%	0	0.00%	1	33.30%
More time to devote to career	1	16.70%	4	14.80%	1	33.30%	0	0.00%
Old Boys Club	1	16.70%	6	22.20%				
Preferential treatment	4	66.70%	7	25.90%	0	0.00%	1	33.30%
Sexual Preference	0	0.00%	8	29.60%	2	66.70%	1	33.30%
Other	0	0.00%	1	3.70%				

Table 31: Respondents’ Perceptions of Institutional Favouritism

Interestingly enough, when the data were disaggregated on the basis of bargaining unit, more male (33.3%) than female (22.2/11.1%) respondents identified the existence of an “Old Boys Club” and “preferential treatment’ as reasons for which males were favoured in the institution.

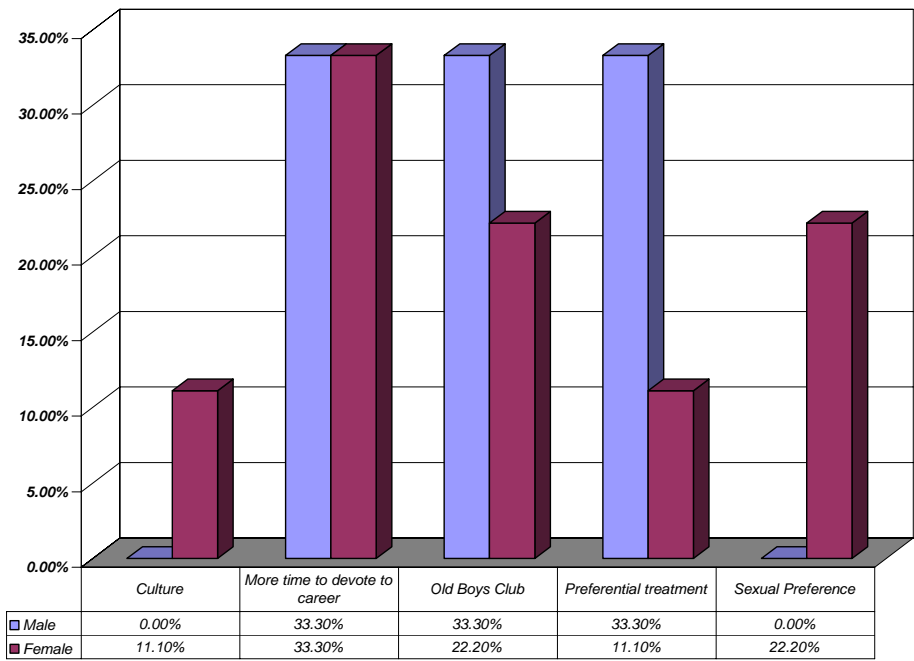


Figure 59: Respondents’ Perceptions of Institutional Favouritism by Bargaining Unit

# Harassment

## 1. Harassment of Staff by Staff

In examining the issue of harassment on the campus, respondents were questioned around 17 scenarios. Of the 406 incidents of harassment reported, 324 (80%) of them were directed towards female respondents, with 86.4% of that 324 (280 incidents) being perpetrated by male members of staff. Given the ratio of males to females in the sample (1:1.7) female staff experience twice as much harassment as do male staff members.

Of note is the fact that females reported being harassed by another female in 11% (36 instances) of the cases, while in 2% of the cases (8 instances) they report being harassed by both sexes.

On the other hand, males reported that 60.97% of these incidents were perpetrated by females and 28.04% (23) were perpetrated by males, with only eight incidents (2%) involving both sexes.

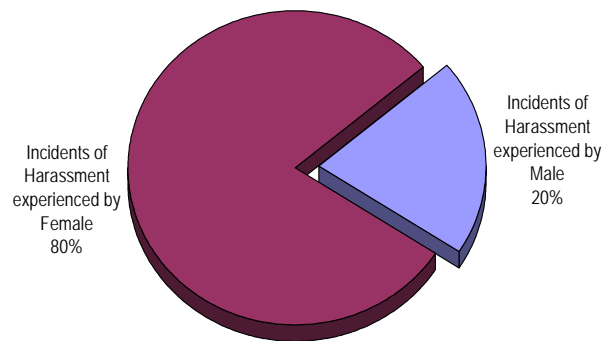


Figure 60: Incidents of harassment reported by Male and Female Staff

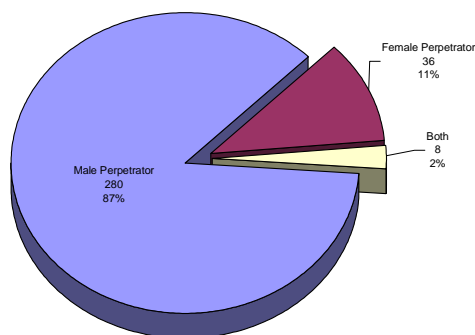


Figure 61: Harassment of Female respondents by Sex of Offender

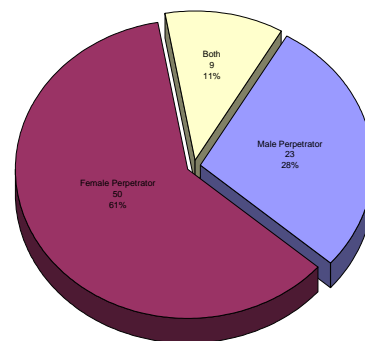


Figure 62: Harassment of Male respondents by Sex of Offender

In none of the seventeen categories of harassment did male respondents report more than six incidents. Detailed data in relation to these categories are therefore only presented in relation to female respondents.

Of all types of harassment reported by female respondents, those of a sexual nature were most prevalent, in the following rank order:

1. Suggestive remarks or jokes of a sexual nature.
2. Looks with sexual overtones
3. Teasing with sexual overtones
4. Gestures with sexual overtones
5. Pressures for dates
6. Leaning over/Cornering / Grabbing

Although in a few cases, the perpetrator was identified as female, in the overwhelming majority of cases, the perpetrator was male.

Next in rank order for female staff was Verbal abuse of a non-sexual nature. See Table 32 and figure 63

**Table 32: Male / Female Reports of Types of Harassment by Sex of Staff Offender**

Behaviour Experienced	Male Respondents				Female Respondents			
	Male Perpetrator		Female Perpetrator		Male Perpetrator		Female Perpetrator	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Teasing with sexual overtones	3	37.50%	5	62.50%	35	92.10%	1	2.60%
Suggestive remarks or jokes of a sexual nature	4	36.40%	6	54.50%	61	93.80%	2	3.10%
Looks with sexual overtones	3	33.30%	6	66.70%	50	98.00%	1	2.00%
Gestures with sexual overtones	2	25.00%	6	75.00%	30	93.80%	1	3.10%
Communication (letters/phone calls/emails)	0	0.00%	4	66.70%	11	78.60%	2	14.30%
Leaning over/Cornering / Grabbing	1	16.70%	5	83.30%	19	95.00%	1	5.00%
Exposure to pornographic material	0	0.00%	1	50.00%	2	50.00%	2	50.00%
Deliberate exposure of body with suggested sexual overtones	0	0.00%	3	100.00%	3	75.00%	1	25.00%
Styles of dress that make you uncomfortable	5	100.00%	0	0.00%	0	0.00%	6	100.00%
Pressures for dates	1	50.00%	1	50.00%	20	90.90%	2	9.10%
Physical contact, E.g. Touching or Fondling	1	25.00%	3	75.00%	14	87.50%	2	12.50%
Physical attack by an aggressor, motivated by a sexual intent	0	0.00%	2	100.00%	3	75.00%	1	25.00%
Sexual relations	0	0.00%	0	0.00%	2	66.70%	1	33.30%
Stalking	0	0.00%	1	100.00%	8	88.90%	1	11.10%
Verbal abuse of a non-sexual nature	3	25.00%	4	33.30%	19	63.30%	9	30.00%
Verbal abuse of a sexual nature	0	0.00%	1	50.00%	3	60.00%	2	40.00%
Physical abuse of a non-sexual nature	0	0.00%	1	100.00%	0	0.00%	1	100.00%

When data on the top six incidents of harassment reported by female staff were disaggregated on the basis of sex of the perpetrator, male staff members were reported as being primarily responsible.

Compared with males, the incidents in which females were predominantly incriminated, in terms of frequency, were:

- (a) Verbal abuse of a non-sexual nature
- (b) Exposure to styles of dress that make you uncomfortable
- (c) Exposure to pornographic material
- (d) Verbal abuse of a sexual nature
- (e) Sexual relations

At least three of these incidents suggest that, in a few instances, female staff members are exposed to same sex sexual violations. (See Figure 63)

Although not shown graphically males reported, to a lesser extent, same sex incidents, with the most prevalent in terms of frequency being:

- (a) Exposure to styles of dress that make you uncomfortable
- (b) Suggestive remarks of a sexual nature
- (c) Teasing with sexual overtones

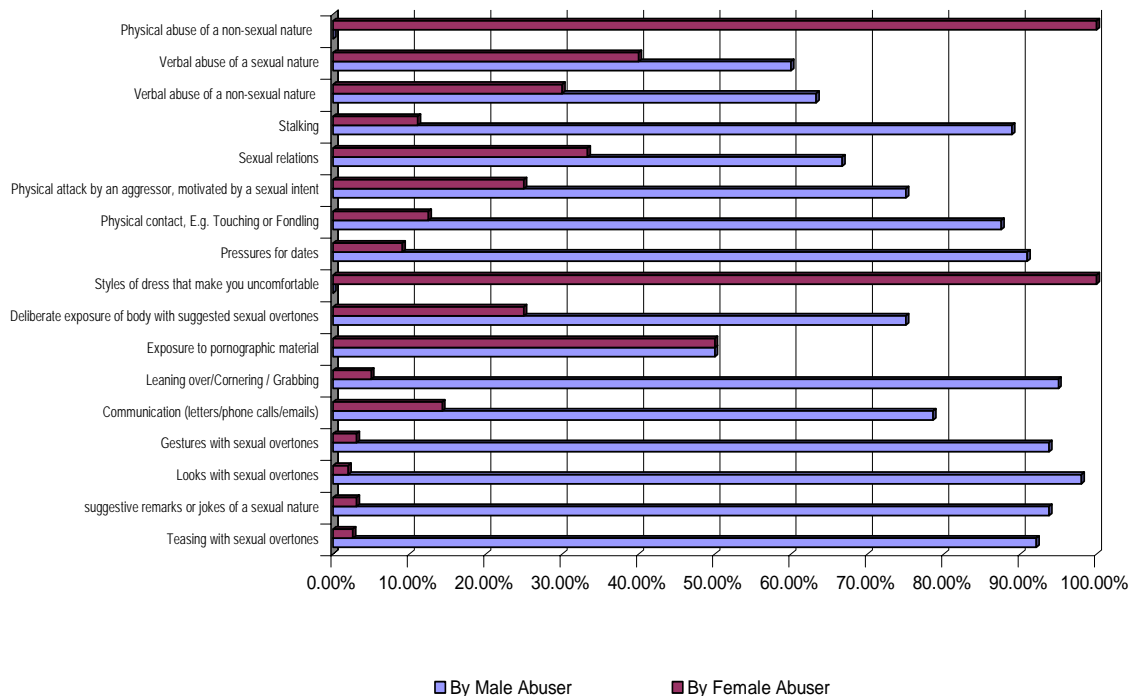


Figure 63: Female Reports of Types of Harassment by Sex of Offender

When the data were further disaggregated on the basis of Bargaining Unit, given the ratio of WIGUT to MONATS respondents in the sample (1:1.4), a larger proportion of incidents were reported by MONATS than by WIGUT respondents. The WIGUT to MONATS ratio of incidents of harassment was 1:2.3

The actual ratio of incidents of harassment to number of respondents from MONATS was 1:1.8, whereas for WIGUT it was 1:0.74, which is more than twice the level of harassment in the MONATS respondents.

In both Units, however, the majority of incidents were reported by female staff with females in MONATS and WIGUT reporting 73% and 81% of incidents respectively.

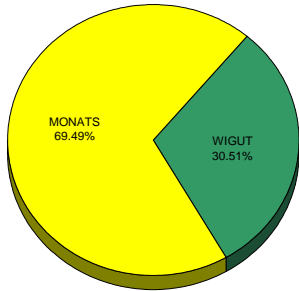


Figure 64: Incidence of Harassment by Bargaining Unit

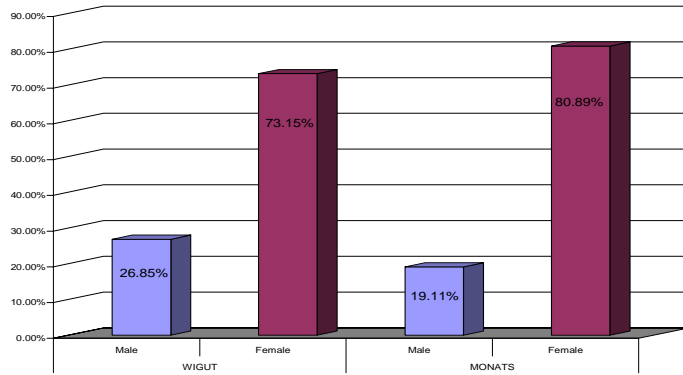


Figure 65: Ratio of reports of harassment by Male and Female Staff by Bargaining Unit



**Table 33: Ratio of reports of harassment by Male and Female Staff by Bargaining Unit**

Offence	WIGUT						MONATS					
	Male Respondents			Female Respondents			Male Respondents			Female Respondents		
	By Male Abuser	By Female Abuser	Both Sexes	By Male Abuser	By Female Abuser	Both Sexes	By Male Abuser	By Female Abuser	Both Sexes	By Male Abuser	By Female Abuser	Both Sexes
Teasing with sexual overtones	1	1		0	0		2	4		20	1	
suggestive remarks or jokes of a sexual nature	1	2		22	0		2	4		35	2	
Looks with sexual overtones	2	1		14			1	5		30	1	
Gestures with sexual overtones	1	2		7	0		1	4		21	1	
Communication (letters/phone calls/emails)		1	2	3	0		0	1		7	2	
Leaning over/Cornering / Grabbing				4			1	5		13	1	
Exposure to pornographic material				1				1		1	1	
Deliberate exposure of body with suggested sexual overtones				3				3			1	
Styles of dress that make you uncomfortable		2						3			4	
Pressures for dates		1		6	0		1			13	2	
Physical contact, E.g. Touching or Fondling		1		5			1	2		7	2	
Physical attack by an aggressor, motivated by a sexual intent		1								3	1	
Sexual relations											1	
Stalking		1		4						3	1	
Verbal abuse of a non-sexual nature	2	2	4	5	4		1	2	1	12	6	2
Verbal abuse of a sexual nature				1				1	1	2	2	
Physical abuse of a non-sexual nature		1									1	
<b>TOTALS</b>	<b>7</b>	<b>16</b>	<b>6</b>	<b>75</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>35</b>	<b>2</b>	<b>167</b>	<b>30</b>	<b>2</b>
Total incidents of harassment	29 (27%)			79 (73%)			47 (19.1%)			199 (80.9%)		
Total incidents by Bargaining Unit	108						246					

## 2. Harassment of Staff by Students

Trends were however, slightly different for incidents of harassment perpetrated by students against staff at the Mona campus. Staff reported fewer incidents of harassment perpetrated by students compared to those perpetrated by other staff members.

Of the 161 incidents of harassment by students, eighty-nine cases (55%) were directed at female staff members and seventy-two (45%) at males. Given the ratio of males to females in the sample in this instance, male staff members actually experienced higher levels of harassment (1:0.54) from students than did female members of staff (1:0.36)

Male staff members reported that 76% (55) of incidents of harassment were perpetrated by female students, with 13% (18) involving both sexes and 6% (4) involving a male perpetrator.

On the other hand, female respondents reported that 69% (61) of incidents were perpetrated by male students, 22% (20) by females and 9% (8) involved both sexes.

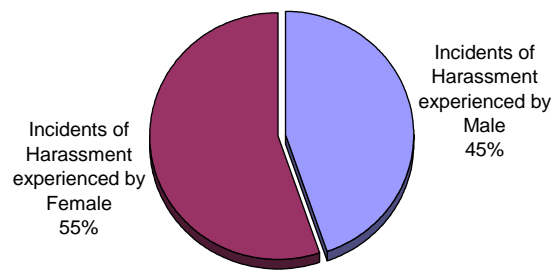


Figure 66: Incidents of harassment of Male and Female Staff by Students

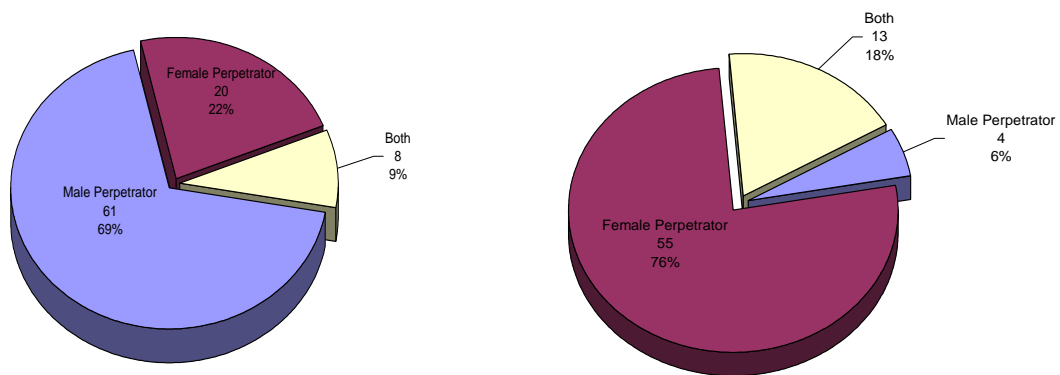


Figure 67: Sexual Harassment of Female Staff by Sex of Offender

Figure 68: Sexual Harassment of Male Staff by Sex of Offender

Of all types of harassment reported by female respondents, the most frequently perpetrated - in all but one instance - by male students, in the following rank order, were:

1. Looks with sexual overtones
2. Suggestive remarks or jokes of a sexual natures
3. Teasing with sexual overtones
4. Gestures with sexual overtones
5. Communication via letters, phone calls, email etc.

The two top categories reported by female staff involving female students were:

1. Exposure to style of dress that made you uncomfortable
2. Deliberate exposure of body with sexual overtones

In the case of male respondents, the main type of offence perpetrated by female students, in the following rank order, were:

1. Exposure to style of dress that make you uncomfortable
2. Suggestive remarks of a sexual nature
3. Looks with sexual overtone
4. Teasing with sexual overtones
5. Gestures with sexual overtones

These patterns suggest that in the case of harassment by students it appears as if female students are more aggressive in terms of sexual advances, which may well be explained by the overwhelming female majority in the student population.

(See Table 34 and Figures 69 and 70)

**Table 34: Male / Female Reports of Types of Harassment by Sex of Student Offender**

Offence	Male Respondents				Female Respondents			
	Male Perpetrator		Female Perpetrator		Male Perpetrator		Female	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Teasing with sexual overtones	0	0.00%	7	87.50%	10	100.00%	0	0.00%
suggestive remarks or jokes of a sexual nature	1	8.30%	9	75.00%	11	91.70%	0	0.00%
Looks with sexual overtones	0	0.00%	9	100.00%	14	100.00%	0	0.00%
Gestures with sexual overtones	0	0.00%	5	100.00%	6	100.00%	0	0.00%
Communication (letters/phone calls/emails)	0	0.00%	3	50.00%	5	83.30%	1	16.70%
Leaning over/Cornering / Grabbing	0	0.00%	2	100.00%	3	75.00%	0	0.00%
Exposure to pornographic material	0	0.00%	0	0.00%	1	50.00%	1	50.00%
Deliberate exposure of body with suggested sexual overtones	0	0.00%	3	60.00%	0	0.00%	5	100.00%
Styles of dress that make you uncomfortable	0	0.00%	11	78.60%	1	8.30%	10	83.30%
Pressures for dates	0	0.00%	1	100.00%	4	100.00%	0	0.00%
Physical contact, E.g. Touching or Fondling	0	0.00%	1	100.00%	2	100.00%	0	0.00%
Physical attack by an aggressor, motivated by a sexual intent	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Stalking	1	50.00%	1	50.00%	1	100.00%	0	0.00%
Verbal abuse of a non-sexual nature	2	40.00%	2	40.00%	2	18.20%	3	27.30%
Verbal abuse of a sexual nature	0	0.00%	0	0.00%	0	0.00%	0	0.00%

When data on the top six incidents of harassment reported by female staff were disaggregated on the basis of sex of the perpetrator, male staff members were reported as being primarily responsible.

Compared with males, the incidents in which females were predominantly incriminated, in terms of frequency, were:

- (f) Verbal abuse of a non-sexual nature
- (g) Exposure to styles of dress that make you uncomfortable
- (h) Exposure to pornographic material
- (i) Verbal abuse of a sexual nature
- (j) Sexual relations

At least three of these incidents suggest that, in a few instances, female staff members are exposed to same sex sexual violations. (See Figures 69 and 70)

Although not shown graphically males reported, to a lesser extent, same sex incidents, with the most prevalent in terms of frequency being:

- (d) Exposure to styles of dress that make you uncomfortable
- (e) Suggestive remarks of a sexual nature
- (f) Teasing with sexual overtones

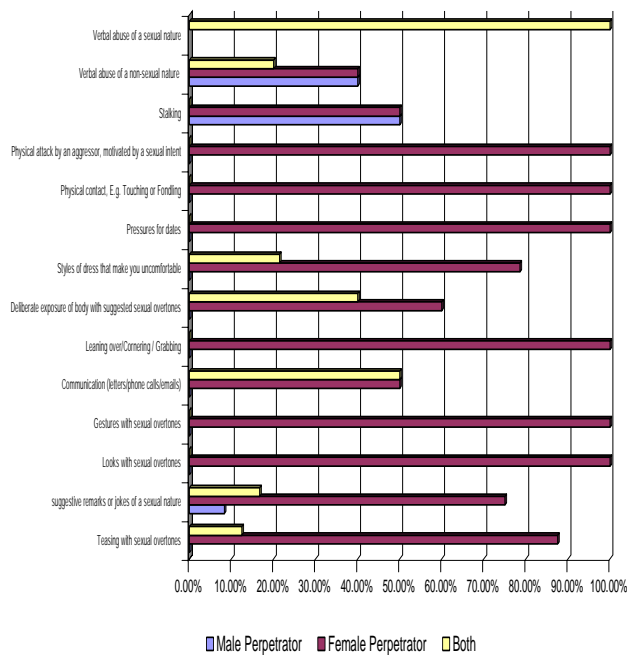


Figure 69: Male Reports of Types of Harassment by Sex of Student Offender

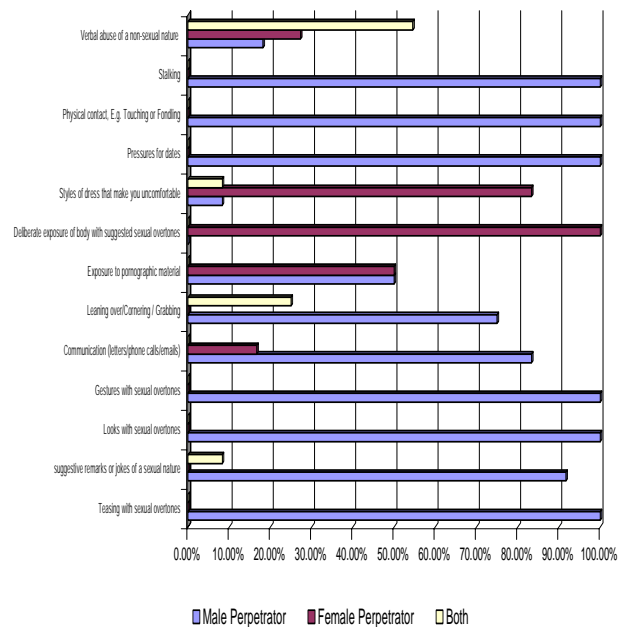


Figure 70: Female Reports of Types of Harassment by Sex of Student Offender

When the data were further disaggregated on the basis of Bargaining Unit, in terms of frequencies, members of both Bargaining Units reported almost the exact number of incidents (WIGUT 65, MONATS 64). However, when the number of respondents in each sub set is taken into account, the ratio of staff to incidents is higher in the case of WIGUT (1:0.44) than in MONATS (1:0.30).

Although numerically more incidents were reported by females than males in the MONATS Unit, and almost the exact number in the case of WIGUT (See Figures 71 and 72) in terms of a ratio of incidents to number of persons in the sub set, in both Bargaining Units males experienced higher levels of harassment by students.

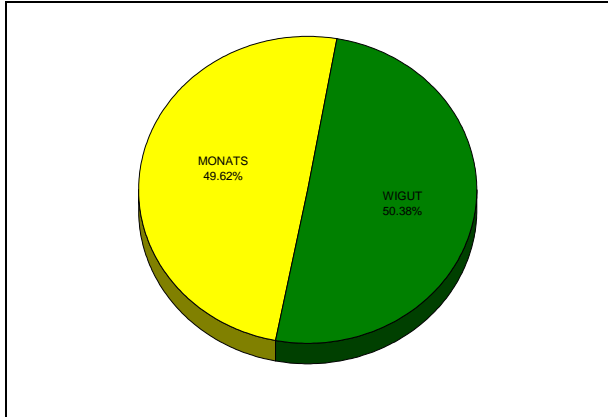


Figure 71: Incidence of Harassment by Bargaining Unit

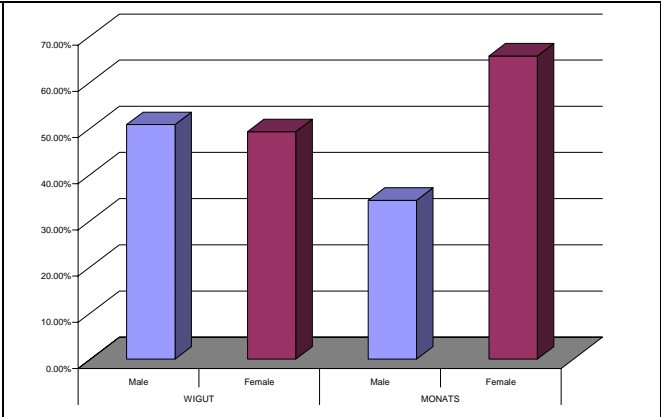


Figure 72: Ratio of reports of harassment by Male and Female Staff by Bargaining Unit

### 3. Effects of Sexual Harassment

Just under half of all female respondents (43.35%) compared to less than one-fifth of all male respondents (18.75%) indicated that the sexual harassment they endured was very much personally upsetting. Conversely, 37.5% of male respondents indicated that the experience of being sexually harassed was not at all personally upsetting, compared with only 13.3% of female respondents who felt the same way.

Effect	Male	Female
Very much	18.75%	43.35%
Somewhat	43.75%	43.35%
Not at all	37.50%	13.30%

Table 35: Effects of Sexual Harassment

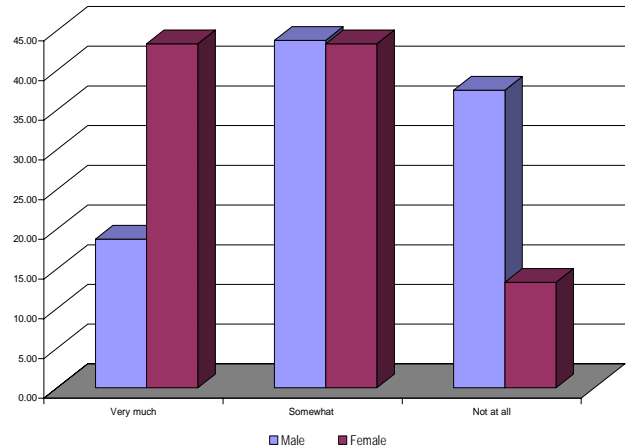


Figure 73: Effects of Sexual Harassment

Both sexes of respondents generally believed that the sexual harassment they experienced had no effect at all on their academic and/or professional performance.

Experience	Male		Female	
	Count	Percentage	Count	Percentage
Very much	0	0.00%	8	7.10%
Somewhat	11	23.40%	24	21.40%
Not at all	36	76.60%	80	71.40%

Table 36 : Effects of Sexual Harassment

Interestingly enough, while almost half of all female respondents felt very much personally upset by the experience of sexual harassment, only 7.10% of them believed that the experience had very much effect on their professional career.

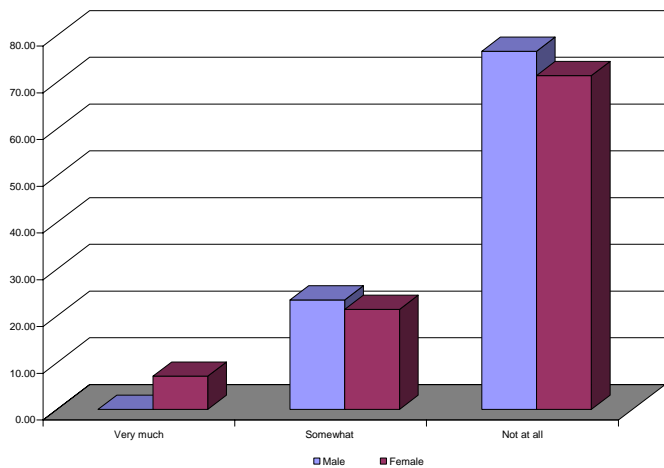


Figure 74: Effects of Sexual Harassment

#### 4. Reaction to Sexual Harassment

Consistent with the effect that both sexes of respondents noted that the harassment had them, more female than male respondents took action in response to the harassment they suffered.

It is noteworthy however, to note that twice as many female respondents as male respondents took no action

Action Taken	Male	Female
No action	14	28
Subsequently avoided the person	13	53
Spoke to family/friends	6	28
Complained to authorities	7	16
Talked to the person	20	44
Threatened formal action	1	9
Filed a formal grievance		4

Table 37 : Response to Sexual Harassment (Counts)

This could be a reflection of the fact that female respondents were more than twice as likely not to report the harassment as they felt that the institution would not respond or they perceived a lack of support by authorities.

It is of note that only female respondents indicated a lack of knowledge about what should be done in the instance of sexual harassment or were fearful of a reprisal in the instance that a report was made.

Table 38 gives additional details of the reasons identified by respondents for not making formal complaints about the harassment they endured.

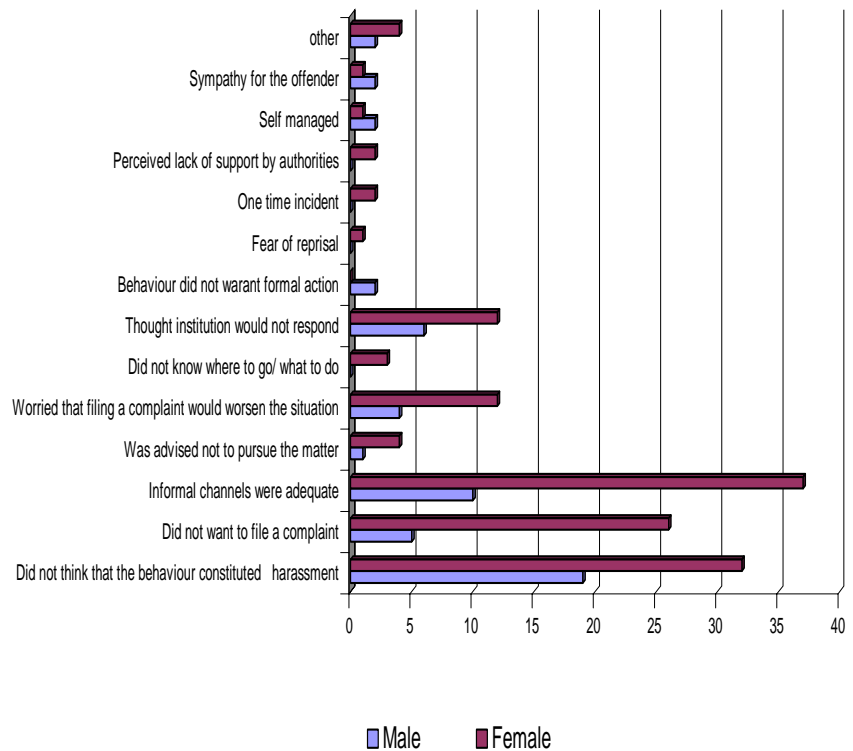


Figure 75: Reasons for not filing a formal grievance about sexual harassment (Counts)

<b>Reason for not taking any formal action</b>	<b>Male</b>	<b>Female</b>
Did not think that the behaviour constituted harassment	19	32
Did not want to file a complaint	5	26
Informal channels were adequate	10	37
Was advised not to pursue the matter	1	4
Worried that filing a complaint would worsen the situation	4	12
Did not know where to go/ what to do	0	3
Thought institution would not respond	6	12
Behaviour did not warrant formal action	2	0
Fear of reprisal	0	1
One time incident	0	2
Perceived lack of support by authorities	0	2
Self managed	2	1
Sympathy for the offender	2	1
other	2	4

Table 38: Reasons for not filing a formal grievance about sexual harassment

One hundred and twenty-two instances of fear of reprisal were recorded between male and female respondents. One hundred and three of these (84.4%) were recorded by female respondents, while 19 instances (15.6%) were recorded by male respondents.

Female respondents were most worried (34/ 33.01%) about reprisals that involved the perpetrator's attitude, while male respondents were most worried about reprisals that involved other people's attitude to them (7/ 36.84%)

Consistent with responses around the extent to which respondents felt that the sexual harassment had affected their academic / professional performance, only female respondents (15.53%) feared reprisals involving negative recommendations. This fear of receiving negative recommendation consequent to making a formal complaint, when considered in tandem with the high incidence of sexual harassment of female respondents by male staff members, may suggest that often harassment is at the hands of a senior male colleague, for many female members of staff. This may be substantiated by the fact that all of the four respondents indicating that sexual favours have been suggested as a condition for career advancement were female.

<b>Reprisal</b>	<b>Male</b>		<b>Female</b>	
	<b>Count</b>	<b>Percentage</b> (within male response)	<b>Count</b>	<b>Percentage</b> (within female response)
Negative Evaluations	3	15.79%	22	21.36%
Negative recommendations	0	0.00%	16	15.53%
Perpetrator's attitude to you	5	26.32%	34	33.01%
Conditions / safety at work	4	21.05%	13	12.62%
Other people's attitude to you	7	36.84%	18	17.48%

Table 39: Fear of Reprisal around reports of sexual harassment



## 5. Knowledge of UWI (Mona) Sexual Harassment Policies

Most male (41.4%) and female (30.6%) respondents, while aware that policy around sexual harassment existed, had not read the relevant clauses of Ordinance 8 - *Powers Of Appointment, Promotion And Dismissal*, related to "Misconduct," which includes [inter alia] any conduct, within or without the University precincts, that:

- i. involves an attack or a threat of attack on any person or involves the intimidation or attempted intimidation of any person; or
- ii. is disorderly, abusive, indecent or obscene; or
- iii. involves the sexual harassment of any member of the University or of the spouse, parent, brother, sister or child of a member of the University<sup>4</sup>

More than one-quarter of male (25.9%) and female (27.4%) respondents alike were not aware of the existence of policy around sexual harassment. Less than ten percent of male respondents (6.9%) and less than five percent (3.2%) of female respondents were fully conversant with the relevant clauses of the ordinance.

Knowledge Level	Male		Female	
	Count	Percentage	Count	Percentage
I did not know that there were any rules on this matter	15	25.90%	17	27.40%
I am aware that such rules exist but I have not read the relevant clauses	24	41.40%	19	30.60%
I have read the clauses but I could not describe most of their content	7	12.10%	11	17.70%
I have read the clauses and I am broadly aware of their content	8	13.80%	13	21.00%
I have read the clauses and I am very familiar with their content	4	6.90%	2	3.20%

Table 40: Knowledge of UWI rules on Sexual harassment, as per Ordinance Eight

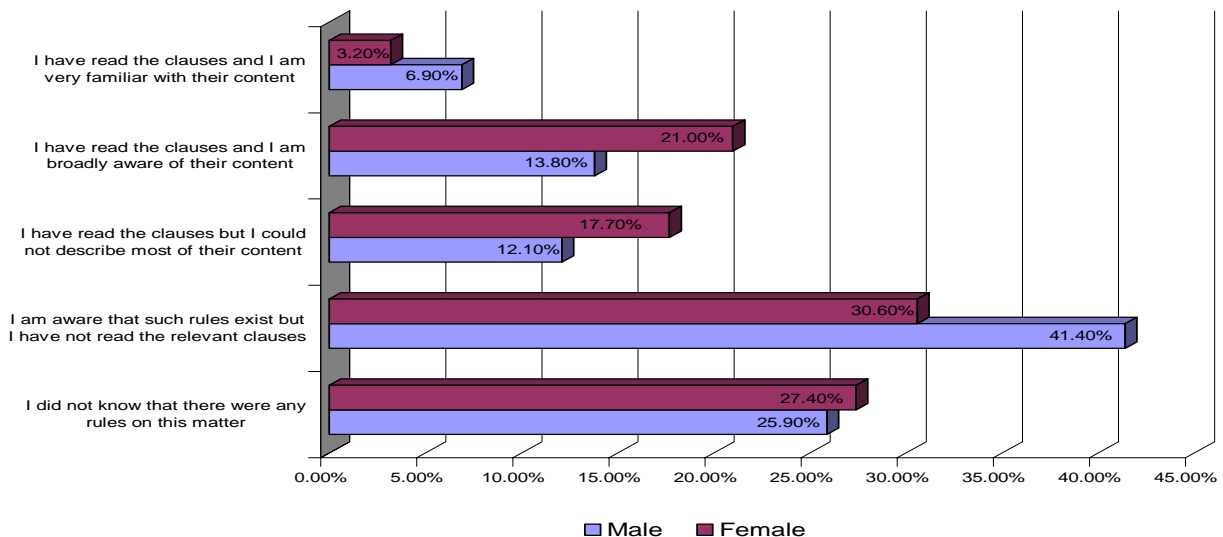


Figure 76: Knowledge of UWI rules on Sexual harassment, as per Ordinance Eight

<sup>4</sup>P Ordinance 8 - Powers Of Appointment, Promotion And Dismissal:  
<http://www.mona.uwi.edu/hrd/services/ordinance8.pdf>

The majority of all male (70.2%) and female (68.8%) respondents either did not know that a UWI policy document on sexual harassment existed, or were aware but had not read it.

Similar to trends observed with knowledge of the relevant clauses of Ordinance eight, less than ten percent of male respondents (5.3%) and less than five percent (3.3%) of female respondents were familiar with the content of a UWI policy document on sexual harassment.

Knowledge Level	Male		Female	
	Count	Percentage	Count	Percentage
I did not know that it existed	18	31.60%	19	31.10%
I am aware of the document but I have not read it	22	38.60%	23	37.70%
I have read the document but I could not describe most of its content	6	10.50%	9	14.80%
I have read the document and I am broadly aware of its content	8	14.00%	8	13.10%
I have read the document and I am very familiar with its content	3	5.30%	2	3.30%

Table 41: Knowledge of UWI rules on Sexual harassment, as per Ordinance Eight

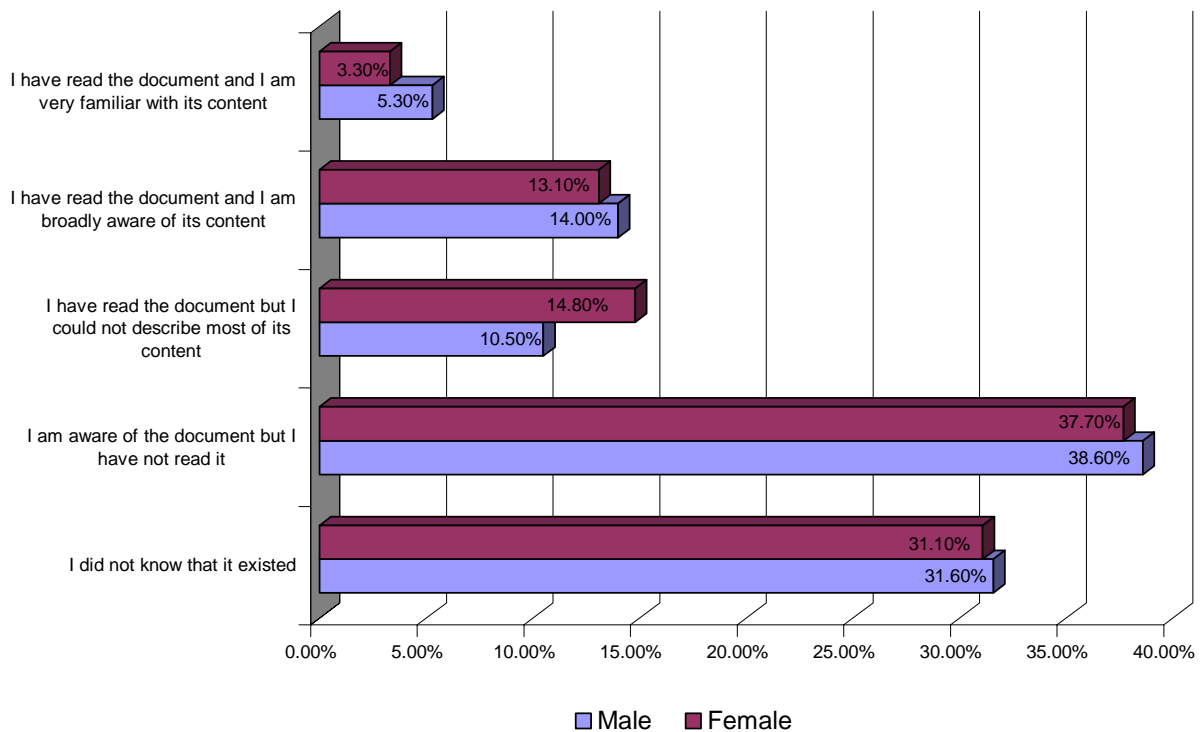


Figure 77: Knowledge of UWI rules on Sexual harassment, as per Ordinance Eight

Respondents familiar with the university’s policy document of sexual harassment

	More than adequate		Adequate		Somewhat inadequate		Completely inadequate		Not Sure		Don't Know	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Procedures to report harassment	4.30%	5.00%	47.80%	35.00%	8.70%	10.00%			17.40%	25.00%	21.70%	25.00%
Information on these procedures			27.30%	10.00%	31.80%	35.00%	0.00%	5.00%	18.20%	20.00%	22.70%	30.00%
Arrangements for investigation	0.00%	5.00%	50.00%	20.00%	0.00%	20.00%	0.00%	5.00%	13.60%	25.00%	36.40%	25.00%
Availability of counsellors	4.50%	0.00%	22.70%	25.00%	13.60%	25.00%			18.20%	15.00%	40.90%	35.00%
Arrangements for counselling			36.40%	30.00%	0.00%	10.00%	4.50%	5.00%	22.70%	20.00%	36.40%	35.00%
Sanctions for harassers	4.50%	0.00%	36.40%	15.80%	9.10%	31.60%	9.10%	5.30%	9.10%	21.10%	31.80%	26.30%
Strategies for enforcing sanctions			40.90%	26.30%	13.60%	15.80%	0.00%	5.50%	9.10%	26.30%	36.40%	26.30%

Table 42: Perceptions of Adequacy of UWI rules on Sexual harassment, as per Ordinance Eight

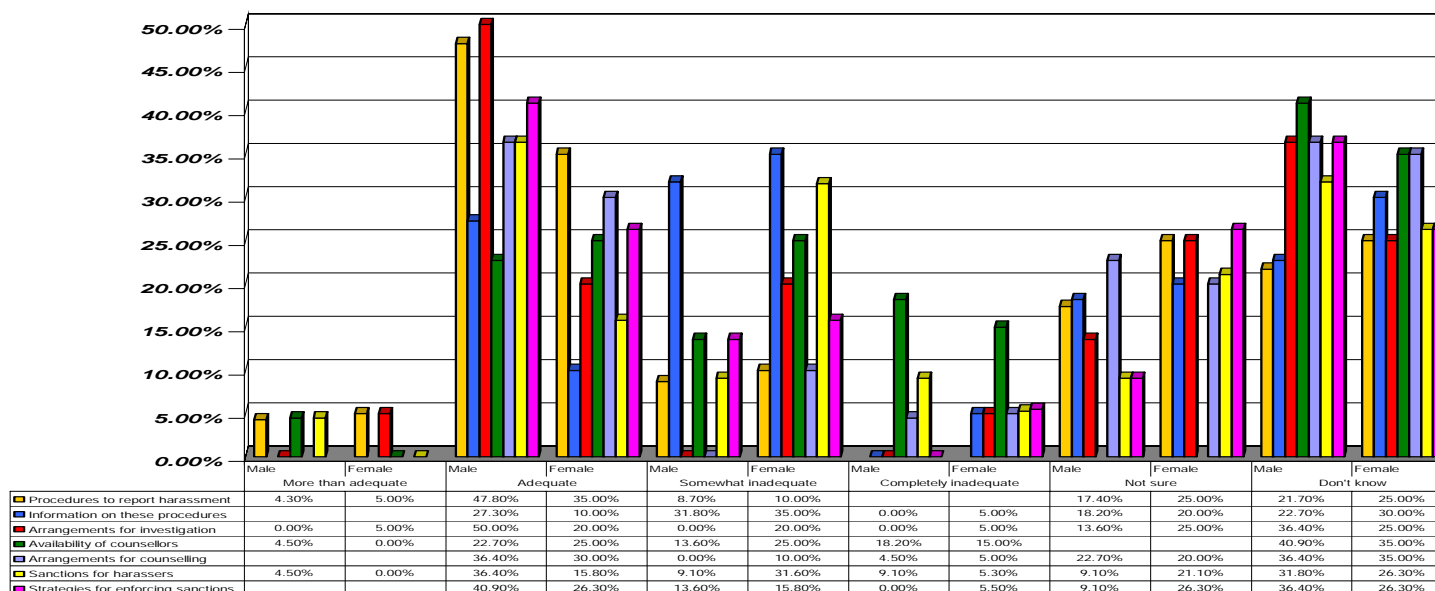


Figure 78: Perceptions of Adequacy of UWI rules on Sexual harassment, as per Ordinance Eight

## Recommendations

Based on the survey findings the following recommendations are suggested:

1. Employ more targeted mechanisms for the recruitment of academic staff e.g. advertisements at academic conferences and in academic journals
2. Provide facilities (e.g. day care, homework centres etc) to relieve the burden of family responsibility of female academics
3. Ensure that mechanisms are put in place to support the upward mobility of females into positions of academic leadership
4. Pay greater attention to the quality of life of academic staff by better alignment of student numbers with available resources
5. Identify strategies for the dissemination of key university rules related to promotion and entitlements of academic staff
6. Advance the work on benchmarking activities aimed at making promotion criteria more transparent
7. Ensure that there is no sex-discrimination in the assignment of work space
8. Given the importance of the use of technologies in teaching and learning, special courses targeting academics, and particularly females, should be mounted by the Instructional Development Unit (IDU).
9. Disseminate information on and implement the UWI Sexual Harassment Policy.