Analysis of gender equality questions in employee survey

report 2019

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Chalmers.se/genie
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Chalmers medarbetarenkät 2019 included an expanded section on gender equality directed to academic personnel including doctoral students, in which several new questions were added. For information on theoretical background see appendix 1. The questions will be included in future surveys to highlight developments over time. Analyzing these questions the following conclusions can be drawn:

* Although gender differences as a total are generally small, male respondents give slightly better assessments regarding absence of discrimination and seeing oneself as being or becoming a successful researcher.

* However, female associate professors (docent) say the can see themselves as successful researchers in academia to a greater extent than their male counterparts. Assistant professors (forskarassistent) show a reversed pattern so that men are more likely than women to see themselves as successful researchers.

* Male respondents generally see their gender to affect their career to a lower extent than women, however, male assistant professors (forskarassistent) say this to a higher degree than males at other career steps.

* Female full professors (professorer) consider procedures to be less fair than men on the same career level. A similar pattern is found among doctoral students.

* Male professors (biträdande professorer) consider processes to be less fair than full professors (professorer) and male assistant professors (forskarassistent) consider processes to be less fair than women at the same career level.

* Female professors (biträdande professorer) say to a lesser degree than their male counterparts that colleagues found their research interesting.

* Male assistant professors (forskarassistent) say, in a follow-up question to what type of help they have received, that they have been helped to bridge time without financial support and to arrange employment, to a higher degree than their female counterparts.

* In terms of what type of support respondents want more of, women wish to receive more support in career planning and contacts with other researchers and networks, than men do.

Five questions were analyzed individual and together as an index running between 0 and 100 percent, where 100 means that all respondents agree fully, and 0 that no respondent agrees, in line with how other responses in the survey are analyzed. The five questions were:

- 1. “I experience that colleagues find his/her research interesting” (forskning intressant) Answered on a scale between 1 and 6: “No not at all” (1) “Yes, absolutely” (6).
- 2. “I feel that colleagues in my department have tried hard to help me professionally during my career, beyond what is formally required of them.” (kollegor hjälper) ”No they have not tried to help me at all” (1) ”yes they have tried hard to help” (6).
- 3. “I am or can see myself as a successful researcher in academia.” (framgångsrik forskare) “No not at all” (1) “Yes, absolutely” (6).
4. “I find my department to be a workplace free from discrimination, regardless of ethnicity, disability, gender, transgender identity, sexual orientation, religion or age.” (lika behandling) “Completely disagree” (1), ”completely agree (6). This question has been posed a number of times before.

5. “I feel that processes at my department are fair (for example recruitment and promotion of academic staff, including specialists, assignment of tasks, distribution of resources). (rättvisa procedurer) “No not at all” (1) “Yes, absolutely” (6).

For information on how the 1–6 response-scales are transferred to percent values see appendix 2.

The index values were labeled as follows:
70–100 percent agreement is labeled green meaning on the right track.
60–69 percent agreement is labeled yellow, meaning potential for improvement.
0–59 percent agreement is labeled red, meaning action is necessary.

The table 1 below show summaries of the findings for the gender related questions 1–5 mentioned above for Chalmers total (CT) and per department, when respondents from all career steps are included.

<table>
<thead>
<tr>
<th>Q</th>
<th>CT</th>
<th>ACE</th>
<th>BIO</th>
<th>E2</th>
<th>F</th>
<th>IMS</th>
<th>K</th>
<th>MV</th>
<th>M2</th>
<th>MC2</th>
<th>SEE</th>
<th>TME</th>
<th>CLS</th>
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<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>G</td>
<td>G</td>
<td>G</td>
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<tr>
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<td>G</td>
<td>G</td>
<td>G</td>
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<td>Y</td>
<td>G</td>
<td>G</td>
<td>R</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>Y</td>
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<tr>
<td>5</td>
<td>M</td>
<td>Y</td>
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<tr>
<td>Sum</td>
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<td>G</td>
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<td>G</td>
<td>Y</td>
<td>Y</td>
<td>G</td>
<td>R</td>
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</tbody>
</table>

Two additional questions were posed and answers are divided by gender along with the difference in tables 2 and 3. The first question analyzed is:

6. “I feel that my gender affects my chances to be a successful researcher”. (könstillhörighet påverkar möjligheter) “No not at all” (1) “Yes, absolutely” (6). A lower number indicates that gender is less important and should be considered optimal.
Table 2 Gender affecting career opportunities, all career stages for Chalmers total (CT) and per department. CLS is not divided by gender. Index scores between 1 and 100, with 100 percent meaning fully agree.

<table>
<thead>
<tr>
<th></th>
<th>CT</th>
<th>ACE</th>
<th>BIO</th>
<th>E2</th>
<th>F</th>
<th>IMS</th>
<th>K</th>
<th>MV</th>
<th>M2</th>
<th>MC2</th>
<th>SEE</th>
<th>TME</th>
<th>CLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>27</td>
<td>27</td>
<td>23</td>
<td>33</td>
<td>30</td>
<td>21</td>
<td>24</td>
<td>22</td>
<td>19</td>
<td>25</td>
<td>30</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>women</td>
<td>46</td>
<td>44</td>
<td>52</td>
<td>38</td>
<td>41</td>
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<td>51</td>
<td>45</td>
<td>42</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>-19</td>
<td>-17</td>
<td>-29</td>
<td>-5</td>
<td>-11</td>
<td>-17</td>
<td>-21</td>
<td>-27</td>
<td>-32</td>
<td>-20</td>
<td>-12</td>
<td>-14</td>
<td>-</td>
</tr>
</tbody>
</table>

The second question asked about the degree to which role models are male. Here varying results are found between departments, perhaps mirroring the gender balance within the research field.

- 7. “Most of the researchers that I regard as role models in my research field are men.” (forskare förebilder män) “No not at all” (1) “Yes, absolutely” (6).

Table 3 Male role models, all career stages per department and Chalmers total (CT) CLS not divided by gender. Index scores between 1 and 100, with 100 percent meaning fully agree.

<table>
<thead>
<tr>
<th></th>
<th>CT</th>
<th>ACE</th>
<th>BIO</th>
<th>E2</th>
<th>F</th>
<th>IMS</th>
<th>K</th>
<th>MV</th>
<th>M2</th>
<th>MC2</th>
<th>SEE</th>
<th>TME</th>
<th>CLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>60</td>
<td>49</td>
<td>42</td>
<td>72</td>
<td>60</td>
<td>43</td>
<td>61</td>
<td>67</td>
<td>70</td>
<td>65</td>
<td>55</td>
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<tr>
<td>women</td>
<td>56</td>
<td>36</td>
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<td>63</td>
<td>75</td>
<td>55</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>+4</td>
<td>+13</td>
<td>-1</td>
<td>-2</td>
<td>-9</td>
<td>-8</td>
<td>+7</td>
<td>+7</td>
<td>-10</td>
<td>0</td>
<td>-12</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The question about whether the respondent agrees to “I am or can see myself as a successful researcher in academia” (question 3 in table 1) was considered central for gender equality, and correlations between this questions and other questions in the survey have been explored. Correlation is the measure of how two or more variables (questions) are related to one another. A value of 1 means that two variables fully correlate.

Table 4 Correlations with “seeing myself as a successful researcher” (question 3), strength of correlation within parenthesis.

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue working in Academia (0,55)</td>
<td>Continue working in Academia (0,55–0,6)</td>
</tr>
<tr>
<td>I feel my work contributes (0,4–0,45)</td>
<td>I feel my work contributes (0,5–0,55)</td>
</tr>
<tr>
<td>I find my work meaningful (0,4–0,45)</td>
<td>I find my work meaningful (0,4)</td>
</tr>
<tr>
<td>I find goals motivating (0,4)</td>
<td>I find goals motivating (0,4–0,45)</td>
</tr>
<tr>
<td></td>
<td>There are good opportunities for career at Chalmers (0,45–0,5)</td>
</tr>
<tr>
<td></td>
<td>I feel tasks are interesting (0,4–0,45)</td>
</tr>
<tr>
<td></td>
<td>I feel demands and competence are aligned (0,4)</td>
</tr>
</tbody>
</table>

Table 4 shows that several correlations are similar between women and men (all career stages), however for women three additional items correlate, which indicate that these additional factors are important to further female careers: “Good career opportunities at Chalmers” can be interpreted as if women depend on staying in the same environment or that it is important for women that career opportunities are clearly spelled out.
More detailed findings – Chalmers total

The figure 1 below shows results for the top index results for the five first questions for Chalmers as a whole divided by gender. The legend to the right shows that the top bars represents men, the middle bar represents women and the third bar represents “other” as subjectively indicated.

Figure 1 Index, gender equality questions 1–5. Chalmers total, divided by gender.

As can be seen from figure 1, the gender equality index area total is green for both women and men. Three items are yellow for both women and men, indicating some problems: whether respondents feel that colleagues help more than is required; whether you are or can see yourself as a successful researcher in academia, and whether processes are experienced as fair.

In regard of whether colleagues help out of the ordinary (index question 2), a follow up questions was posed to those answering 1, 2 or 3 to question 2 (n=318): “What kind of help they would like more of?” suggesting “career planning (karriärplanering)” “help to bridge time without financial support (överbrygga tid utan försörjning)” and “contacts with other researchers and networks (kontakter med andra forskare och nätverk)” and “other – free text (annat ange fritext)”. The answers are shown in figures 2 and 3. For respondents answering 4, 5 or 6 to question 2 (n=1007), another follow-up question was posed asking in what areas they have already received help suggesting “career planning” “help to bridge time without financial support”, “arrange employment (ordna anställning)” and “contacts with other researchers and networks” and “other – free text”. The following figures 2 – 5 show the results:
Figure 2 I would have wished more help in the following areas (men)

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karriärplanering</td>
<td>44% (90)</td>
<td></td>
</tr>
<tr>
<td>Överbrygga tid utan försörjning</td>
<td>23% (47)</td>
<td></td>
</tr>
<tr>
<td>Kontakter med andra forskare och nätverk</td>
<td>42% (86)</td>
<td></td>
</tr>
<tr>
<td>Annat (ange fritext)</td>
<td>29% (59)</td>
<td></td>
</tr>
</tbody>
</table>

Total respondents: 204

Figure 3 I would have wished more help in the following areas (women)

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karriärplanering</td>
<td>56% (61)</td>
<td></td>
</tr>
<tr>
<td>Överbrygga tid utan försörjning</td>
<td>19% (21)</td>
<td></td>
</tr>
<tr>
<td>Kontakter med andra forskare och nätverk</td>
<td>50% (55)</td>
<td></td>
</tr>
<tr>
<td>Annat (ange fritext)</td>
<td>26% (28)</td>
<td></td>
</tr>
</tbody>
</table>

Total respondents: 109

Figure 4 I have received help in the following areas (men)

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karriärplanering</td>
<td>44% (309)</td>
<td></td>
</tr>
<tr>
<td>Överbrygga tid utan försörjning</td>
<td>14% (95)</td>
<td></td>
</tr>
<tr>
<td>Ordna anställning</td>
<td>26% (181)</td>
<td></td>
</tr>
<tr>
<td>Kontakter med andra forskare och nätverk</td>
<td>67% (470)</td>
<td></td>
</tr>
<tr>
<td>Annat (ange fritext)</td>
<td>14% (95)</td>
<td></td>
</tr>
</tbody>
</table>

Total respondents: 701
The figures 2 – 5 show that women said they wanted more career planning (56 percent women versus 44 percent men) and more contacts with other researchers and networks (50 percent women versus 42 percent men). The greatest gender difference found in regard of help received concerns “arrange employment” as 26 percent men (181 individuals) say they have been helped in this way, in comparison to 20 percent women (58 individuals).

Figure 6 shows that women say to a considerably higher degree that their gender affect their career, i.e. question 6. Since we have not asked in what way it is affected, whether positive or negative, results are difficult to interpret. However, the thesis that men at Chalmers generally feel that their gender affect their possibilities negatively due to gender equality measures, is clearly not supported by the data.

Figure 7 shows that men to a higher degree feel that role models are male, but the percentage difference is small. Note that green in this plot does not represent an optimal situation.

A final question asked about who respondents mostly cowrite scientific articles with, men or women. The question analyzed in Figure 8 is:
8. How do you describe your co-writers to articles you have written during the last year? “only men”, “mostly men”, “equally many men and women” “mostly women” or “only women” and “not applicable”.

Figure 8 Co-authorships, question 8. Chalmers total, divided by gender

![Figure 8](chart.png)

Figure 8 indicates that women to a slightly greater extent publish papers with other women as compared to men.

More detailed findings by career level

Full professors (professorer)

- Full professors (professorer) show more favorable responses in terms of the gender equality index (questions 1–5) for both women and men. Respondents at this stage of career seem to be more content in comparison to other groups.
- Female full professors (professorer) find to a lesser extent that colleagues help out of the ordinary, than their male counterparts (question 2).
- Female full professors (professorer) find to a lesser extent that the environment is free of discrimination, than their male counterparts (question 4).
- Female full professors (professorer) perceive processes to be less fair than their male counterparts (question 5).
- The difference between women and men full professors (professorer) in regard of whether gender impacts one’s career, is larger in this group than for Chalmers total (figure 10, question 6).
- Role models are primarily male for the group of full professors (professors) (figure 11, question 7).
Professors (biträdande professorer)

- Female professors (biträdande professorer) experience to a lesser degree than their male counterparts that colleagues find their research interesting (question 1).
- Both men and women professors (biträdande professorer) are not satisfied by what help they get from colleagues (question 2).
- Male professors (biträdande professorer) agree to a much lesser degree that processes are fair, than their female counterparts. (question 5).
- Male professors (biträdande professorer) find to a lesser degree than women that gender affects their career, gender differences are considerably less pronounced in this group than in the group of full professors (figure 13, question 6).
- The group of professors (biträdande professorer) also see mostly men as role models (figure 14, question 7).

Figure 12 Index, questions 1–5. Professors (biträdande professorer), divided by gender.

Figure 13 Gender affecting career. Professors (biträdande professorer), divided by gender.

Figure 14 Role models men. Professors (biträdande professorer), divided by gender.

Associate Professors (docent)
- Female associate professors (docent), say they can see themselves as successful researcher to a higher degree than men at the same career level (question 3).
- Women associate professors (docent), say to a higher degree that their gender affects their career opportunities (figure 16, question 6).
• Women indicate less male role models than at other levels of career. This may indicate that female role models are important at this stage of career (figure 17, question 7).

Figure 15 Index, questions 1–5. Associate professors (docent), divided by gender.

Figure 16 Gender affecting career. Associate Professors (docent), divided by gender.

Figure 17 Role models men. Associate Professors (docent), divided by gender.

Assistant Professors (forskarassistenten)

• Male assistant professors (forskarassistenten) say to a higher degree than their female counterpart that they have been helped to bridge time without salary.
• Female assistant professors (forskarassistenten) agree to a lesser extent that they can see themselves as successful researcher (question 3).
• Male assistant professors (forskarassistenter) agree to a lesser degree that processes are fair (question 5).
• When it comes to whether gender affects opportunities, answers among men are divided between one group which says that it does not affect, while another group of men say that it does (question 6).

Figure 18 Index, questions 1–5. Assistant professors (forskarassistenter) divided by gender

Figure 19 Gender affecting career. Assistant Professors (forskarassistenter), divided by gender.

Figure 20 Role models men. Assistant Professors, (forskarassistenter) divided by gender.

Doctoral students
• Female doctoral students agree less than male doctoral students when questions 1–5 are analyzed as index.
• In terms of seeing oneself as successful researcher (question 3) bars show red for both women and men (question 3).
- Female doctoral students find to a lesser degree *processes are fair* (question 5).
- Male role models are more common among both women and men doctoral students, than in other career stages (question 7, figure 23).

Figure 21 Index, questions 1–5. Doctoral students divided by gender.

Figure 22 Gender affecting career. Doctoral students, divided by gender.

Figure 23 Role models men. Doctoral students, divided by gender.
More detailed findings by department

ACE

Figure 24 ACE. Index, gender equality questions 1–5, divided by gender.

Figure 25 ACE. Gender affecting career, divided by gender.

Figure 26 ACE. Role models men, divided by gender.
Figure 27 BIO. Index, gender equality questions 1–5, divided by gender.

Figure 28 BIO. Gender affecting career, divided by gender.

Figure 29 BIO. Role models men, divided by gender.
Figure 30 E2. Index, gender equality questions 1–5, divided by gender.

Figure 31 E2. Gender affecting career, divided by gender.

Figure 32 E2. Role models men, divided by gender.
Figure 33 F. Index, gender equality questions 1–5, divided by gender.

Figure 34 F. Gender affecting career, divided by gender.

Figure 35 F. Role models men, divided by gender.
Figure 36 IMS. Index, gender equality questions 1–5, divided by gender.

Figure 37 IMS. Gender affecting career, divided by gender.

Figure 38 IMS. Role models men, divided by gender.
Figure 39 K. Index, gender equality questions 1–5, divided by gender.

Figure 40 K. Gender affecting career, divided by gender.

Figure 41 K. Role models men, divided by gender.
Figure 42 MV. Index, gender equality questions 1–5, divided by gender.

Figure 43 MV. Gender affecting career, divided by gender.

Figure 44 MV. Role models men, divided by gender.
Figure 45 M2. Index, gender equality questions 1–5, divided by gender.

Figure 46 M2. Gender affecting career, divided by gender.

Figure 47 M2. Role models men, divided by gender.
MC2

Figure 48 MC2. Index, gender equality questions 1–5, divided by gender.

Figure 49 MC2. Gender affecting career, divided by gender.

Figure 50 MC2. Role models men, divided by gender.
Figure 51 SEE. Index, gender equality questions 1–5, divided by gender.

Figure 52 SEE. Gender affecting career, divided by gender.

Figure 53 SEE. Role models men, divided by gender.
TME

Figure 54 TME. Index, gender equality questions 1–5, divided by gender.

Figure 55 TME. Gender affecting career, divided by gender.

Figure 56 TME. Role models men, divided by gender.
Figure 57 CLS. Index, gender equality questions 1–5, divided by gender.

- Forskning intressant: 72% (6) Man, 56% (5) Kvinnor
- Kollegor hjälper: 76% (5) Man, 40% (6) Kvinnor
- Framgångsrik forskare: 60% (6) Man, 40% (6) Kvinnor
- Lika behandling: 90% (6) Man, 68% (6) Kvinnor
- Rättvisa processer: 65% (6) Man, 56% (6) Kvinnor
- Area Total: 73% (6) Man, 52% (5) Kvinnor

Total respondents: 12

Figure 58 CLS. Gender affecting career, divided by gender.

Jag upplever att min könstillhörighet påverkar mina möjligheter att bli en framgångsrik forskare.

Figure 59 CLS. Role models men, divided by gender.

De flesta forskare jag ser som förebilder inom mitt forskningsområde är män.
The survey questions are based on the following theoretical propositions found in previous research on gender equality in general and gender equality in organizations, including universities, in particular.

One survey question has been posed in the Chalmers medarbetarenkäten a number of times before: “I experience my department / equivalent as a workplace free from discrimination regardless of ethnic affiliation, disability, gender, gender identity, sexual orientation, religion or age.” The question is answered on a scale from ”strongly disagree” (1) to ”fully agree” (6).

In organizational literature, organizations are seen as governed by both formal and informal rules. Formal rules are enshrined in agreed upon rules and procedures, while informal rules are norms and taken-for-granted considerations, often not openly stated. Two questions are intended measure informal rules, of which the first is: ”I feel that colleagues at the department during my career have tried to a great extent to help me beyond what is formally required.” which is answered on a scale from ”No, they have not tried to help me at all” (1) to ”Yes they have tried to help greatly” (6).

Two follow-up questions were posed to the question above. Those answering 1, 2 or 3, received the question: “I wanted more help in the following areas:” “Career planning”, “Bridging time without support”, “Contacts with other researchers and networks”, “Other - enter free text”. Those answering 4, 5 or 6 received the question: “I have received help in the following areas” “Career planning”, “Bridging time without support”, “Arranging employment” “Contacts with other researchers and networks”, “Other - enter free text.”

A second question measures informal rules as subjectively felt support: ”I find that senior colleagues find my research interesting” is answered on a scale from “No, not at all” (1) to “Yes to a great extent” (6).

The importance of fair procedures for good-functioning organizations is often highlighted in organizational research. In the survey, this is measured by the question: “I perceive the processes at the department as fair (for example, recruitment and promotion of learning and research staff and specialist services, assignment of assignments, allocation of resources, etc.).” The question is answered on a scale from ”No at all fair (1) to” Yes, completely fair ”(6).

Two questions aim at capturing self-stereotyping as an important aspect of gender inequality, which has been an important aspect Chalmers' gender equality policy: First: “I am or can see myself as a successful researcher in the academy” which is answered on a scale between ”No, not at all” (1) to ”Yes to a great extent” (6). Second: “I feel that my gender affinity affects my chances of becoming a successful researcher” which is answered on a scale between ”No, not at all” (1) to ”Yes to a great extent” (6).

The idea that role models are important is measured by the question: ”Most researchers I see as role models in my research area are men” which is answered on a scale between ”No, not at all” (1) to ”Yes to a great extent” (6).
Another important idea in research on gender equality and organization is **segregation**, i.e. that the genders are separated in what they work with that there is a difference in value between the two sectors, so that one is considered more worthwhile or better. This is measured by the question “*How do you describe your co-authors of articles you co-authored during the past year?*” The response scale divides into five stages on ”only men”, ”mainly men”, ”equal gender distribution”, ”mainly women” and ”women only”.

**Appendix 2 Calculation of index percent from scorings in employee survey**

<table>
<thead>
<tr>
<th>Answer alternatives</th>
<th>Points per alternative</th>
<th>Number of answers</th>
<th>Point x number of answers</th>
<th>Example</th>
<th>Index %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disagree</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>43</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td>99</td>
<td>198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>3</td>
<td>177</td>
<td>531</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>4</td>
<td>179</td>
<td>716</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Totally agree</td>
<td>5</td>
<td>36</td>
<td>180</td>
<td>5 x 36 = 180</td>
<td></td>
</tr>
<tr>
<td>Don't know/No opinion</td>
<td>19</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>546</strong></td>
<td><strong>1668</strong></td>
<td></td>
<td><strong>Total sum of the column “Points x number of answers”</strong></td>
<td><strong>61%</strong></td>
</tr>
</tbody>
</table>

1. All answers are multiplied with the points for each row. For example, 36 people has answered ”Totally agree” → 36 x 5 = 180

**The answers on ”Don't know/No opinion” are never included in the index calculation.**

2. All values below ”Points x number of answers” are added together, in this example the sum is 1668.

3. Total number of answers: 546
   Best value possible: 5 x 546 = 2 730
   5 is the point for ”Totally agree” x 546 , the total numbers of respondents - those who answered ”Don't know/No opinion”.

4. The index is calculated by dividing the total sum of this question by the highest maximal sum (if all respondents would have answered ”Totally agree”: 1 668/2 730 = 61%)

**The index in this example is 61%**