

GENDER EQUALITY PLAN 2010-2012



UPPSALA
UNIVERSITET

With Yearly Programs for Means

Proposals formulated by the Department's Equality Representative in cooperation with the Committee for Equal Rights at the Department. The plan was accepted by the Department board on 2010-06-07 and the plan is valid during the period 2010-07-01 to 2012-12-31.

INTRODUCTION

Striving for gender equality generally means striving to attain the same possibilities, rights, and obligations for both women and men. In practice, it consists of redistributing resources and opportunities so that they are shared by men and women equally, preventing sexual harassment, creating conditions that allow for combining work and parenthood, and integrating a gender perspective into education and course literature. Achieving equality requires an active and continuous effort. This gender equality plan functions as a guide and also as a policy document for the Department. The Head of Department is responsible for the equality issues at the Department and will, together with the Equality Representative, monitor the Department's activities and ensure that the gender equality plan is followed. For certain actions the Head of Department has delegated the operative responsibility or the implementation (*in those cases, the responsible person is indicated in brackets*).

The gender equality plan is made up of two parts: long-term and short-term goals. The long-term goals should be seen as guidelines for the continuous work at the Department. The short-term goals are point operations on which the Department will focus during this three-year period. The gender equality plan also contains an evaluation of the short-term goals formulated in the previous gender equality plan of 2009 (according to 13 §The Gender Equality Law *Jämställdhetslagen*).

LONG-TERM GOALS

Recruitment and Wages

The Department of Peace and Conflict Research should work towards an equal gender division within all employment categories. An equal gender division, according to the Uppsala University gender equality plan, is achieved when at least 40% of each gender is in place in a given category. All of the means suggested are aiming to achieve gender equality both directly, by recruitment of new staff, and also indirectly by encouraging staff members of underrepresented genders to apply for openings within the department.

Goals

- To have an equal gender distribution within all employment categories

- To ensure that gender does not affect individuals' wages

Means

- Announce vacant positions to attract potential employees of the under-represented gender, documenting how this is done.
- Formulate announcements of vacant positions in a way that does not give undue advantage to the overrepresented gender.
- When new positions are announced, the Head of Department should present the proposal of experts to the teacher's corporation for consideration, since a transparent process tends to be favorable for the underrepresented gender.
- When recruiting a new employee, always acknowledge the gender equality plan; after the recruitment, be prepared to report on how this was done.
- Every year, both a female and a male PhD candidate, inform the students at the C, D, and the master courses about the PhD program (*Director of Studies for the Under-graduate Program*).
- Inform PhD students, at the beginning of their studies, of what qualifications are necessary for employment (*Director of Studies for the Graduate Program*).
- When deciding on wages, always take the equality aspects into consideration in order to avoid differences in wages due to gender. An employee should always be able to demand a motivation for the received wage.

Education and Competence Development

The Department should encourage all employees to pursue continuous competence development regardless of gender. This can include specific courses for the underrepresented gender, promotion of specific employees, employment rotation, etc. It is especially relevant with respect to education and training for the Technical-/Administrative (TA) employee category, which seldom receives competence development opportunities to same extent as other employee categories. It is also relevant from a gender equality perspective since the category in question is dominated by women.

Goal

- To offer all employees competence development courses.

Means

- Offer relevant education to employees who, within their positions, lack education or competence development opportunities.
- As far as possible, put aside economic means for employees who, within their positions, lack relevant competence development opportunities.

Parenthood

To make an equal environment possible it is important that the Department be able to offer education and working conditions that enable those with children to combine studies and work with parenthood.

Goal

- To make it possible to combine studies (undergraduate and graduate) and work with parenthood.

Means

- Schedule seminars, lectures, and meetings that are part of the Department's general agenda so that they do not extend into the evenings (*Head of Department, Directors of Studies*).
- Maintain contact with employees on parental leave (*Head of Department, Director of Studies of both Graduate Programs*).
- Encourage both male and female employees to take parental leave.

Sexual Harassment

According to the Gender Equality Law (*Jämställdhetslagen*), sexual harassment is “unwelcome behavior related to gender, or unwelcome behavior of a sexual nature which violates/humiliates the work integrity of an employee.” Violating/humiliating behavior related to gender involves not only actions of a sexual nature, such as unwelcome physical contact or pressure to have sex, but also actions such as stalking, intimidating, or causing physical humiliation. It can also include hurtful comments about physical appearance or attempts to diminish others by dominating them. Furthermore, it can include ignoring, freezing out, or not cooperating with someone because of his or her sex.

Any individual in the Department who feels that he or she is being exposed to sexual harassment or other violations/humiliations of the character described above can contact someone on the following list:

- Head of Department
- The Equality Representative at the Department
- The Director of Studies of the Undergraduate and Graduate Program
- The Equality Representative of the Students' Organization (*Studentkåren*)
- Head of Equalities Office at Uppsala University
- Uppsala University Vice Chancellor

If the Head of Department learns that an employee is being exposed to sexual harassment or other violations, he or she is responsible for investigating the circumstances and taking any required action to address such violations/humiliations and prevent them from occurring in the future. Reports of such violations should be treated confidentially and urgently. The employee should be protected against any harassment related to having filed a complaint. Disciplinary measures can be taken against any employee or employer who is found guilty of such harassment. If the employer is not fulfilling his or her duties, according to the gender equality committee law (*Jämställdhetslagen*), the employer has to pay the employee an indemnity for the violation caused by the omission.

Goals

- To maintain a work and teaching environment free from sexual harassment.
- To take preventive action against sexual harassment.

Means

- Conduct annual performance reviews in which the psychosocial work environment and possible violations on the bases of gender are discussed.
- Once informed that any harassment has taken place, investigate the circumstances.

- Participate in courses about sexual harassment offered by the university (*Head of Department and the Equality Representative*).
- At the A course introduction, inform the students of the Department's work with equality issues and the gender equality plan as well as Uppsala University's equality policies (*Director of Studies of the Undergraduate Program*).
- Replace immediately any examining teacher or supervisor who is in a sexual relationship with a student (*Directors of Studies*).

Gender Perspective and Gender Pedagogics

The Department should work towards integrating a gender perspective into its teaching. This means that gender aspects should become visible and problematized in teaching situations. When courses are planned, course literature should be discussed, and there should be an ongoing broader discussion of how to integrate the gender perspective into courses. In course evaluations, students should be asked for their views on how well the Department is integrating the gender aspect into its courses and programs.

Goal

- As far as possible, integrate a gender perspective into courses and programs at all levels.

Means

- Take into consideration a gender perspective in the literature and lectures when planning a new course (*Directors of Studies*).
- In course evaluations, include questions about integrating the gender perspective into the teaching and the course literature (*Directors of Studies*).

DESCRIPTION OF THE CURRENT SITUATION

Mapping of Gender Distribution and Wage Differences

Below are statistics for the years 2006, 2008, and 2010, comparing gender distribution per work category among students at the undergraduate level, as well as differences in average wages per employment category. The statistics are taken from the management information system of Uppsala University, GLIS (see <http://glis.uu.se/>), primula, and uppdock. The percentage figures are shown in brackets.

Table I. Gender Distribution per Work Category

<i>Numbers updated 2006-08-01</i>			
	Women	Men	Total
Administrators	8 (89%)	1 (11%)	9 (100%)
Teachers	19 (49%)	20 (51%)	39 (100%)
PhD Candidates	11 (73%)	4 (27%)	15 (100%)
Technical Employees	1 (50%)	1 (50%)	2 (100%)
Total	28 (56%)	22 (44%)	50 (100%)

Numbers updated 2008-11-06

	Women	Men	Total
Administrators	7 (100%)	0	7 (100%)
Research Assistants	8 (73%)	3 (27%)	11 (100%)
Teachers	8 (42%)	11 (58%)	19 (100%)
PhD Candidates	6 (55%)	5 (45%)	11 (100%)
Technical Employees	0	1 (100%)	1 (100%)
Total	29 (58%)	21 (42%)	50 (100%)

Numbers updated 2010-04-20

	Women	Men	Total
Administrators	6 (75%)	2 (25%)	8 (100%)
Research Assistants	10 (83%)	2 (17%)	12 (100%)
Teachers	7 (37%)	12 (63%)	19 (100%)
PhD Candidates	5 (45%)	6 (55%)	11 (100%)
Technical Employees	0	0	0
Total	28 (56%)	22 (44%)	50 (100%)

Permanent Workers 2010

Numbers updated 2010-04-20

	Women	Men	Total
Administrators	6 (100%)	0	6 (100%)
Research Assistants	4 (100%)	0	4 (100%)
Teachers	1 (11%)	8 (89%)	9 (100%)
PhD Candidates	0	0	0
Technical Employees	0	0	0
Total	11 (58%)	8 (42%)	19 (100%)
Number within resp. gender category (total staff)	39% (22%)	36% (16%)	(38%)

Table II. Gender Division at the Undergraduate Education

Semester 05/05: numbers updated 2006-09-04

	Women	Men	Total
A/B	50.3 (58%)	36.3 (42%)	86.5 (100%)
C/D	21.8 (59%)	15.2 (41%)	37.0 (100%)
Other	0	1.3 (100%)	1.3 (100%)
Total	72.9 (58%)	52.7 (42%)	124.7 (100%)

Semester 2008: numbers updated 2008-11-01

	Women	Men	Total
A/B	115 (59%)	81 (41%)	196 (100%)
C/D Master	57 (56%)	44 (44%)	101 (100%)
Total	172 (58%)	125 (42%)	297 (100%)

Semester 2009: numbers updated 2010-04-20

	Women	Men	Total
A/B	147 (55%)	120 (45%)	267 (100%)
C/D Master	59 (52%)	54 (48%)	113 (100%)
Total	206 (54%)	174 (46%)	380 (100%)

Table III. Average Wages per Gender and Employee Category

Numbers updated 2006-08-01

	Women	Men	Total
Administrators	21 725	24 100	22 913
Teachers	23 300	28 125	25 713
PhD Candidates	20 609	21 400	21 005

Numbers updated 2008-11-16

	Women	Men	Total
Administrators	23 171	-	23 171
Research Assistants	20 325	19 575	20075
Teachers	25 800	37 255	36 642
PhD Candidates	23 325	20 575	22 190

Numbers updated 2010-04-20

	Women	Men	Total
Administrators	26 167	25 000	25 875
Research Assistants	22 450	20 200	22 075
Teachers	38 343	40 792	39 889
PhD Candidates	23 640	22 517	23 027

Comments on the Tables

- *Gender Division per Employee Category*

The number of employees has remained at 50 between 2006 and 2010. The gender division has also remained constant during this time period. The administrators and research assistants' categories have been dominated by women. The majority of teachers have been men (between 51% and 63% in the illustrated period, increasing over the years). The division among the PhD candidates has remained even during the time period. In 2010, 55% were men and in 2008 it was the opposite, 55% women. In

2006, 73% of the PhD candidates were women, which means that it has become more equal over the compared years.

Looking at the gender division on permanent positions in different employment categories, it was found that, in total, 38% of all the staff hold permanent positions, and of these, 58% are women and 42% men. If one looks at the employment categories, it can be seen that women have more permanent employment in the administrative sector, while the 2 men in that sector hold temporary positions. However, in the teachers' category, the opposite is true: 1 woman is permanently employed (11%) and 8 men (89%) hold permanent positions.

- ***Gender Division at the Undergraduate Level***

The division of gender within the different courses is in principle unchanged between 2006 and 2010. However, there are more female students at all levels of education, even though the domination of female students has decreased during the past few years.

- ***Average Wages per Gender and Employment Category***

The increase in wages per gender and employment category has been constant over the years. Looking at the different employment categories, one can see that the salary for the dominant gender in an employment category has been higher, for example, for women in the TA category and for men in the teachers' category.

EVALUATION OF THE SHORT-TERM GOALS OF 2009

In 2009 a student survey was carried out on the undergraduate students, and 65 students answered. A more detailed summary of the survey, including statistics, in English and Swedish can be found at the Department's equality committee. The goal of the survey was to find out how the students themselves perceived the study situation and what issues they prioritized to guide the Department on what to focus on. The survey brought to our attention that the Department needed to visualize the equality work more. A direct response to this finding was the creation of a separate web page for equality issues on the Department's web site; the page included a downloadable version of the gender equality plan.

In the fall of 2009, the employees of the Department participated in a seminar about sexual harassment, given by Annika Lindé, Head of Equalities Office at Uppsala University. The seminar was very much appreciated by the employees and it was decided that Annika Lindé should be invited to the Department again the following year in to give part two of the seminar focusing on different techniques used to dominate or diminish others. The Department views these seminars part of its mandate to address issues related to the work environment.

During the year, it became clear that the gender equality committee's mandate had to be broadened to include areas of discrimination other than gender. Today, the committee is better known as the "equality committee," reflecting the broader mandate. The gender equality plan, however, still deals only with gender issues, though many aspects can be applied to other types of discrimination as well.

In 2009 the committee decided that the Department, in the three-year plan, should continue to work with the goals set out in the previous plan, but that it should develop the goals and find ways to improve their implementation and follow up on their progress.

SHORT-TERM GOALS 2010-2012

Undergraduate Education

The student survey carried out in 2009 gave the Department a good indication of the students' views on necessary improvements to develop the equality work at the Department (see above, on the evaluation of the goals for 2009). The Department needs to continue working to implement the results of the student survey and it needs to systematically follow up on the students' views on the Department's equality work.

Goals for the Entire Period

- To increase communications with the students concerning the Department's work with gender equality issues and the students' views on improvements.

Means 2010

- Make sure that the students' point of view on the Department's equality work is asked for in course evaluations (*Director of Studies of the Undergraduate Program*).

Means 2011

- Translate the gender equality plan into English in order to reach out to more people (*Director of Studies of the Undergraduate Program*).

Means 2012

- Develop a student survey that can be used on a long-term basis to follow up on the students' views on the Department's gender equality work (*Equality Representative*).

Recruitment and Equality

A good working environment free from violations and sexual harassment is important in order to reach equality in the workplace. Today, we do not know if women and men feel equally comfortable in the workplace nor do we know how the gender division for different assignments looks; a first step is to raise awareness about the gender equality aspect in the work environment and to map the gender division for different assignments.

Goal for the Entire Period:

- To increase knowledge among the staff about gender equality issues

Means 2010:

- Invite the Head of the Office of Equalities at Uppsala University to present a half-day seminar (part two of the gender equality training) for all employees, focusing on techniques used to dominate or diminish others.

- Go through the format used for employer/employee conversations to make sure that the gender equality aspect is incorporated and ensure that all employees are given the opportunity to have such a conversation with the Head of Department.

Means 2011:

- Summarize how women and men are engaged in decisive and advisory committees at the Department (*Equality Representative*).

Means 2012:

- Develop a strategy by which the Department can work to address other types of discrimination.

CHECKLIST FOR FOLLOWING UP ON GOALS AND MEANS

During the three-year time period stipulated in the gender equality plan, the person with an operative responsibility should check that the goals and means in this plan have been implemented. The assessment should be done twice: before 1 September 2011 and before 31 December 2012, and the results reported to the Department board and to the equality committee. Below is a checklist for the respective functions with operative responsibility for the implementation.

Head of Department Has Ensured That

- When a position has been advertised, it has been documented how the Department actively encouraged applicants from the underrepresented gender.
- The announcements have been formulated in a way that does not favor the overrepresented gender.
- It is documented how the gender aspect has been considered in new positions and the setting of wages.
- Competence development has been encouraged in employee/employer conversations, especially for employees who do not have such opportunities in their positions, and that means have been set aside for that purpose.
- Seminars, lectures, and meetings that are part of the Department's ordinary work have not taken place in the evenings.
- The Department has maintained contact with employees on parental leave.
- Both male and female workers have been encouraged to take parental leave.
- At the yearly employee/employer reviews, opportunities have been given to discuss the psychosocial work environment and possible violations related to gender or other possible forms of harassment.
- Circumstances have been investigated when knowledge of any harassment or violation due to gender has been received.
- He or she has participated in seminars about sexual harassment, given at Uppsala University.

Director of Studies of the Graduate Program Has Ensured That

- Newly recruited PhD candidates have been informed of which qualifications merits are important for recruitments.

- Seminars, lectures, and meetings that are part of the ordinary work of the Department have not been held in the evenings.
- Contact with PhD candidates on parental leave has been maintained.
- Any teacher (examining teacher or desk officer) in a sexual relationship with a student has been immediately replaced.

Director of Studies of the Undergraduate Program Has Ensured That

- Both a male and female PhD candidate have, at course start, informed the C, D and master students about the PhD-program.
- Seminars, lectures, and meetings that must be attended as part of the ordinary work of the Department have not been held in the evenings.
- A students and master students have been informed, during the introductory phase, of the Department's gender equality plan and the equality committee.
- Any teacher (examining teacher or desk officer) in a sexual relationship with a student has been replaced immediately.
- The gender aspect in literature and lectures has been taken into consideration when planning new courses.
- Course evaluations have asked for students' views on how the gender perspective has been integrated into the course literature and lectures.

The Equality Representative Has Ensured That

- He or she has participated in seminars about sexual harassment, offered by the university.
- The gender equality plan and its implementation have been followed up.