

**Stockholm University  
Department of Political Science**

**GENDER EQUALITY PLAN FOR THE DEPARTMENT OF  
POLITICAL SCIENCE**

**2014-2016**

**Adopted by the Department Board on 6 May 2014  
Reg. no. 320-1.1.2-0085-14**

## **1. Overarching goals**

Equality between women and men is one of the fundamental values that the Department of Political Science should protect and promote. Equality means that everyone, regardless of gender, should have the same opportunities, rights, and obligations. The Department should seek to have an even distribution between women and men's influence on teaching, research, and study and working conditions, as well as between the number of women and men in courses and study programmes at all levels, in different professional groups, and in different departmental bodies.

The Discrimination Act (SFS 2008:567) stipulates that all employers with more than 25 employees must establish a gender equality plan every three years. The Department seeks to engage in goal-oriented work to actively promote the equal rights of employees and students. This means that the Department will also seek to prevent unlawful gender discrimination and discourage tendencies towards sexual harassment. Unlawful gender discrimination refers to any person suffering a disadvantage in terms of working conditions on account of their gender.

In accordance with Stockholm University's overarching gender equality plan, the University should also "provide a creative environment for study and research to all students"<sup>1</sup>. Thus, the work to promote gender equality also covers study climate, teaching methods, and forms of examination. Interactions between students, teachers and administrative staff create and recreate ideas, not only about what constitutes legitimate science and knowledge, but also about standards for male and female approaches and responsibilities.

## **2. Responsibility for the work to promote gender equality**

The Higher Education Act (HL Chapter 1, Section 5) stipulates that equality between women and men shall always be observed and promoted. Equality is the responsibility of all employees and students at the Department.

It is the responsibility of the Department Board (ultimately, the head of department) to ensure that the goal of an equal workplace is achieved, and that the work to promote gender equality is given sufficient resources. An annual follow-up of implemented measures should be reported in connection with the Department's annual report.

Others with special responsibility for the work to promote gender equality include:

- The head of department, the deputy head of department, and the head of administration (with special responsibility for recruitment and work environment issues)
- The director and deputy director of studies for all levels (with special responsibility for teaching staff, scheduling, and ensuring that the gender perspective is integrated into teaching)
- Coordinating teachers (with special responsibility for integrating the gender perspective into teaching)
- Teachers (with special responsibility for ensuring that their teaching promotes gender equality)

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<sup>1</sup> University-wide gender equality plan 2011- 2013. Adopted by the Vice-Chancellor on 30 June 2011.

### **3. Committee for gender equality and equal treatment**

The head of department is responsible for appointing a committee for gender equality and equal treatment with special responsibility for monitoring and collecting information about the work to promote gender equality. A convenor of the committee is to be appointed. The committee comprises representatives of teachers, administrative staff, students, and doctoral students. Employed committee members are compensated with 5 teaching hours per year and person for meetings, planning, and follow-ups. The convenor is compensated with 10 teaching hours per year. Special compensation is awarded for additional work, such as collecting statistics, conducting surveys, etc.

*This assignment entails the following:*

- On behalf of the Department Board, establish and evaluate the Department's gender equality and equal treatment plans.
- On behalf of the Department Board, conduct surveys or other studies on students and employees' views on and experiences of gender equality at the Department.
- The convenor of the committee will act as a contact person and will assist students and employees who have been subjected to harassment on the basis of gender/gender identity/sexuality.
- The committee is appointed for one year at a time.

### **4. The work of the committee**

The most recent gender equality plan for the Department of Political Science was established in 2008. It was partly based on a “gender equality questionnaire” that the committee for gender equality established on behalf of the Department Board in 2006 and 2007. It was addressed to all employees and students at the Department.

The responses to the questionnaire revealed certain flaws in the handling of equality issues at the Department. Some of the problems highlighted by the committee for gender equality had to do with the lack of information for students about where to turn after being subjected to sexual harassment, as well as a general lack of knowledge about the gender equality plan.

A work environment survey was conducted with the staff in 2009 and followed up by interviews with doctoral students and administrative staff. Half of the female doctoral students stated that they had received negative special treatment on the basis of their gender. Since then, no further studies about equality or work/study environment have been carried out at the Department.

The committee's proposal in the gender equality plan from 2008 included a suggestion that students with children should have priority when choosing seminar groups and that information should be published on the website. Furthermore, it was proposed that the Department management should develop work profiles for all internal positions and that all new positions should be advertised internally. The committee also suggested that equality issues should occupy a permanent place on the Department Board's agenda.

The 2013-2014 committee comprises the following people:

|  |  |
|--|--|
| Convenor   | Maria Wendt                                    |
| Representative of the teaching staff/researchers | Lily Lanefelt                                  |
| Representative of the administrative staff       | Maria Appelgren                                |
| Representative of the doctoral students          | Helena Tinnerholm-Ljungberg                    |
| Representative of SVÄR                           | Markus Furendal (2013), Christel Kraupp (2014) |

The committee was appointed by the head of department in May 2013. The following measures have been implemented since then:

- 1) Discussions about gender equality at the kick-off in August. Inventory of problems related to working conditions, harassment, and teaching. The staff made suggestions for the coming years' equality work.
- 2) As a result of this discussion, work started on writing new plans for gender equality and equal treatment.
- 3) New questions have been added to the evaluations in order to gain more information about the students' perception of the study environment and teaching with respect to gender equality. A first collection has been made and the information is currently being processed.

## **5. Gender equality plan 2014-2016**

The Discrimination Act (Chapter 3, Section 13) stipulates that all employers with 25 or more employees must draw up a plan for their work to promote gender equality. The plan should contain a summary of required measures at the workplace, as well as an account of which of these measures the employer intends to implement or start working on in the next few years.

The Department of Political Science's gender equality plan is a local application of Stockholm University's overarching gender equality plan and is aimed at both employees and students. According to this policy, each department should implement at least three concrete equality measures each year, and any issues relating to working conditions, gender distribution, parenthood, and harassment should be dealt with in the gender equality plan.

In order to provide continuity in the work to promote gender equality, it is necessary to appoint someone to be responsible for the various equality issues specified in the plan. Those who are appointed to be responsible for equality issues must be able to perform these duties during working hours and discount these hours from their regular duties.

The Department of Political Science's specific goals for 2014-2016 are described in the next section. The goals and measures are described under the headings Employment, Parenthood, Teaching, Salaries, Sexual harassment, and Information about gender equality. The relevant passages of the Discrimination Act are presented under each heading. In addition, each section presents a situation report, goals, and measures, including a timetable and information about who is coordinating the work.

### **5.1. Employment**

"Employers are to implement such measures as can be required in view of their resources and other circumstances to ensure that the working conditions are suitable for all employees regardless of sex, ethnicity, religion or other belief." (SFS 2008: 567, Chapter 3, Section 4).

“Employers are to work to ensure that people have the opportunity to apply for vacant positions regardless of sex, ethnicity, religion or other belief.” (SFS 2008:567, Chapter 3, Section 7).

When the distribution of women and men is not more or less equal in a certain type of work or in a certain employee category at a place of work, the employer is to make a special effort when recruiting new employees to attract applicants of the underrepresented sex. The employer is to attempt to see to it that the proportion of employees from the underrepresented sex gradually increases.” (SFS 2008:567, Chapter 3, Section 9).

### *Goals*

The Department of Political Science works actively to create a work environment where women and men – employees and students at all levels – have equal rights and opportunities. One goal of the work to promote gender equality is to create an even balance between the number of women and men in courses and programmes at all levels, in different professional categories, and on various committees.

A starting point is that women and men should have equal opportunities when it comes to recruitment and terms of employment. The Department of Political Science considers indefinite-term employment to be an important tool in the equality work, and uses the opportunities provided by this type of employment to recruit actively in order to achieve an even balance between women and men in all professional categories. The aim is to hire new employees of the underrepresented sex in professional categories where one sex is clearly overrepresented.

### *Situation report*

#### Gender distribution

The work to promote gender equality includes surveying the distribution between women and men. The Department should seek to remedy any skewed distribution that currently exists.

**Table 2. Number of employees in each category, 1 Oct. 2013, gender distribution**

| Category                                  | Women | Per cent | Men | Per cent |
|---|-------|----------|-----|----------|
| Professor                                 | 5     | 50.0     | 5   | 50.0     |
| Associate professor (Docent) <sup>2</sup> | 4     | 36.4     | 7   | 63.6     |
| Senior lecturer                           | 10    | 38.5     | 16  | 61.5     |
| Lecturer                                  | 2     | 33.3     | 4   | 66.7     |
| Researcher                                | 8     | 72.7     | 3   | 27.3     |
| Postdoc                                   | 1     | 20.0     | 4   | 80.0     |
| Research assistant                        | 2     | 100      | 0   | 0        |
| Doctoral student <sup>3</sup>             | 27    | 58.7     | 19  | 41.3     |
| Head of administration                    | 0     | 0        | 1   | 100      |
| Senior administrative officer             | 1     | 50.0     | 1   | 50.0     |
| Administrative officer                    | 5     | 100      | 0   | 0        |
| Human resources officer                   | 1     | 100      | 0   | 0        |
| Student counsellor                        | 1     | 100      | 0   | 0        |
| Coordinator                               | 1     | 100      | 0   | 0        |
| Deputy director of studies                | 2     | 100      | 0   | 0        |
| Information officer                       | 0     | 0        | 1   | 100      |

<sup>2</sup> 7 associate professors are included in the senior lecturer category and 4 in the researcher category.

<sup>3</sup> Number of active, registered doctoral students in Ladok, autumn 2013.

Table 2 shows that the gender balance between holders of senior academic positions is still skewed in some respects. However, the gender distribution among professors is even. There are major differences in gender distribution when it comes to associate professors and senior lecturers, even if these have decreased since 2007. Postdoctoral positions are also unevenly distributed with one woman and four men. In the researcher category, however, there are more women than men. Table 2 also shows that there are major gender differences when it comes to the administrative staff, most of whom are women. Among doctoral students, women are in the majority, and the number has increased since the previous survey in 2007.

Table 3 shows the terms of employment (fixed-term or indefinite-term) for each category at the Department.

**Table 3. Number of indefinite-term and fixed-term employees on 1 October 2013**

|                                      | Indefinite-term contracts |     | Fixed-term contracts          |     |
|--------------------------------------|---------------------------|-----|-------------------------------|-----|
|                                      | Women                     | Men | Women                         | Men |
| Professor                            | 5                         | 3   | 0                             | 2   |
| Associate professor (docent)         | 3                         | 6   | 1                             | 1   |
| Senior lecturer                      | 5                         | 13  | 5                             | 3   |
| Lecturer                             | 1                         | 2   | 1                             | 2   |
| Researcher                           | 3                         | 2   | 5                             | 1   |
| Research assistant                   | 0                         | 0   | 2                             | 0   |
| Postdoc                              |                           |     | All have fixed-term contracts |     |
| Doctoral student <sup>4</sup>        |                           |     | All have fixed-term contracts |     |
| Head of administration               | 0                         | 1   | 0                             | 0   |
| Senior administrative officer        | 1                         | 0   | 0                             | 1   |
| Administrative officer               | 5                         | 0   | 0                             | 0   |
| Human resources officer              | 0                         | 0   | 1                             | 0   |
| Student counsellor                   | 1                         | 0   | 0                             | 0   |
| Coordinator/Dep. director of studies | 1                         | 0   | 2                             | 0   |
| Information officer                  | 0                         | 0   | 1                             | 0   |

Table 3 shows that indefinite-term employment in the senior lecturer category is unevenly distributed between genders. Out of 26 senior lecturers, 10 are women and 16 are men. Only 5 of the women, but 13 of the men, have indefinite-term employment.

Table 4 shows the gender distribution among the elected members of the Department Board and management team.

**Table 4. Number of members on the Department Board and management team in Nov. 2013, gender distribution.**

|                     | Women   | Men      |
|---------------------|---------|----------|
| Department Board    | 9 (45%) | 11 (55%) |
| - regular members   | 4 (40%) | 6 (60%)  |
| - alternate members | 5 (50%) | 5 (50%)  |
| Management team     | 3 (75%) | 1 (25%)  |

As shown in table 4, the gender distribution on the Department Board is relatively even. The management team consists of three women and one man.

In conclusion, it is clear that women are underrepresented, especially when it comes to senior lecturers and associate professors with indefinite-term employment,

<sup>4</sup>Number of doctoral students defending their thesis in 2013: 2 women and 3 men.

as well as postdocs with fixed-term employment. At the same time, the gender balance among doctoral students is in women's favour. The gender distribution among members of the Department Board is also relatively even.

#### *Measures*

The balance between women and men in senior academic positions should be improved, as should the balance between women and men with indefinite-term employment.

- When advertising a vacancy, encourage people of the underrepresented sex in the category to apply for the position.  
Coordinators: The head of department and the head of administration  
Timetable: continuous
- Develop a strategic plan to improve the gender balance in each professional category and increase the proportion of women in the recruitment of new staff, particularly in the senior lecturer and postdoc categories.  
Coordinator: The head of department.  
Timetable: Autumn 2014.
- Follow up the operational plan for 2013-2015, regarding research/doctoral studies, from a gender perspective. Focus on how the funding for drawing up research applications was distributed between women and men, and how research areas were prioritised.  
Coordinator: The committee for gender equality.  
Timetable: Spring 2016.

## **5.2 Parenthood**

“Employers are to help enable both female and male employees to combine employment and parenthood.” (SFS 2008:567, Chapter 3, Section 5).

#### *Goals*

The Department of Political Science works actively to create working conditions that enable women and men – employees and students at all levels – to share responsibility for children and the home. Employees on parental leave should be given the opportunity to stay in contact with their workplace, receive information, and take part in courses and similar during their absence. Attention should be given to the working and learning conditions of parents with small children. Employees and students with children should be considered in scheduling. As far as possible, teaching should be scheduled during office hours on weekdays (this does not apply to evening courses).

#### *Situation report*

There are no recent statistics regarding parental leave at the Department. In 2007, twice as many women as men went on parental leave. Moreover, women went on parental leave for longer periods of time.

#### *Measures*

- Provide information – especially to doctoral students – about the consequences for SGI of working part-time or being financed by grants.

Coordinator: The director of third-cycle studies.

Timetable: Continuous from spring 2014.

- Follow up, by means of a new questionnaire (Medarbetarundersökningen 2015), the opportunity to combine parenthood and work, workplace satisfaction, as well as support and opportunities for promotion.

Coordinator: The committee for gender equality.

Timetable: Spring 2015.

- Collect new statistics regarding parental leave and compare these to the numbers from 2007.

Coordinator: The committee for gender equality.

Timetable: Spring 2016.

### 5.3 Salaries

“In order to discover, remedy and prevent unfair gender differences in pay and other terms of employment, every three years the employer is to survey and analyse

- provisions and practices regarding pay and other terms of employment that are used at the employer’s establishment, and
- pay differences between women and men performing work that is to be regarded as equal or of equal value.

The employer is to assess whether existing pay differences are directly or indirectly associated with sex. The assessment is to refer in particular to differences between

- women and men performing work that is to be regarded as equal, and
- groups of employees performing work that is or is generally considered to be dominated by women and groups of employees performing work that is to be regarded as of equal value to such work but is not or is not generally considered to be dominated by women.” (Discrimination Act, SFS 2008:567, Chapter 3, Section 10).

“Every three years employers are to draw up an action plan for equal pay in which they report the results of the survey and analysis described in Section 10.” (Discrimination Act, SFS 2008:567, Chapter 3, Section 11).

#### *Goals*

In order to remedy and prevent any unjustified differences in pay between men and women, salaries for equal work should be surveyed at the University level. The Department’s overarching goal is that there should be no unjustified differences in pay between women and men, and that the salary criteria should be applied in the same way for men as for women. When grouping equal work, it is the work itself, not the individuals, that should be compared. Equal work refers to similar requirements in terms of responsibility, effort, knowledge, skills, and terms of employment.

#### *Situation report*

The previous gender equality plan found that there was no *apparent* gender bias at the Department when it came to salary. Nor did it note any major changes in the salary situation since the gender equality plan from 2004. These kinds of surveys are now conducted centrally at the University.

In order to survey gender differences in salary development for individual teachers and researchers in relation to the period of employment, the previous committee for gender equality calculated the

increase in salary based on the year the employees were awarded their PhD. Using the average salary of the most recent PhD graduates as a yardstick, it was revealed that the salary growth rate was lower among women than among men. In some categories, it was significantly lower. As shown in Table 5, the salary growth rate was lower among women in all categories except research fellows.<sup>5</sup>

**Table 5. Women's salary growth rate per year after their PhD defence, in % compared to men, not including professors (2008)**

|                              |         |
|------------------------------|---------|
| All PhD graduates            | 84%     |
| Postdoctoral research fellow | 108.70% |
| Researcher                   | 53.60%  |
| All lecturers                | 96.60%  |
| Senior lecturer (not docent) | 87%     |
| Senior lecturer (docent)     | 81.40%  |

### *Measures*

- Analyse the data regarding salary levels and salary growth rates among women and men from the latest University-wide survey and place it in relation to the uneven salary growth rate demonstrated by the previous gender equality plan.  
Coordinators: The committee for gender equality and the head of administration.  
Timetable: Spring 2014.
- Conduct a survey by questionnaire (Medarbetarundersökningen 2015) to investigate, from a gender perspective, how employees perceive their salary levels/salary discussions.  
Coordinators: The committee for gender equality.  
Timetable: Spring 2015.
- When setting salaries, take gender equality into account as part of the salary criterion to improve the common work environment.  
Coordinators: The head of department.  
Timetable: Autumn 2015.

## **5.4 Teaching**

### *Goals*

The Department of Political Science's work to promote gender equality aims to create a balance between women and men's influence on teaching, research, and study and working conditions. Male and female teachers, seminar leaders, and supervisors must be available at all levels (Political Science I, II, III, the master's programme, and the subject of social science). Furthermore, the gender perspective and literature on gender should be integrated at all levels of education.

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<sup>5</sup> The Department's general salary levels are low. Compared to the national average for social science departments in Sweden, the salary level is 16% lower for lecturers and 14% lower for professors, according to statistics from SULF. This should be put in relation to the general cost situation in Stockholm.

### *Situation report*

The gender distribution among teachers of Political Science I-III was studied in the spring of 2008. The study showed major gender differences overall. The teaching staff consisted of 33% women and 67% men. It was concluded that the gender bias among the Department's teaching staff was, in part, a result of the fact that the majority of the Department's lecturers with indefinite-term employment were men. At the same time, a survey among students showed that the students wanted more female teachers.

### *Gender literature and gender perspective in teaching*

Another goal, in addition to an equal distribution of women and men at all levels of education, is to include a gender perspective and gender literature in our teaching. However, the previous gender equality plan stated that there was no overview of how the gender perspective and gender literature were used in the teaching. Such a survey was never conducted.

### *Measures*

- Investigate the gender distribution of supervisors (principal supervisors and assistant supervisors) in third-cycle programmes.  
Coordinator: The committee for gender equality.  
Timetable: Spring 2014.
- Discussions about the gender distribution among authors and how the gender perspective is integrated (in connection with annual updates of the course literature). The coordinating teacher should describe how the gender perspective is integrated in each course.  
Coordinator: The directors of first- and second-cycle studies.  
Timetable: Continuous from spring 2015.
- Develop a strategy for young women with a doctoral degree to gain qualifications for employment as senior lecturer, or for promotion to associate professor and professor.  
Coordinators: Head and deputy head of department.  
Timetable: Autumn 2015.
- Investigate how the Department integrates the gender perspective in our courses, and submit a special report about the progress of this work to the Department Board.  
Coordinators: The directors of first- and second-cycle studies.  
Timetable: Autumn 2015.

## **5.5 Work to prevent harassment on the basis of gender/gender identity/sexuality**

### *Goals*

The Discrimination Act describes how the work to promote a healthy work environment that is free from sexual harassment should be organised. The Department of Political Science's work against harassment on the basis of gender is based on Stockholm University's sexual harassment policy. In the Discrimination Act, harassment is described as "conduct that violates a person's dignity and that is associated with one of the grounds of discrimination: sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age". Sexual harassment is defined as "conduct of a sexual nature that violates someone's dignity" (SFS 2008:567, Chapter 1, Section 4).

The goal of the Department's work to promote gender equality is for no employee or student to be subjected to sexual harassment, and for everyone to be treated professionally in a healthy work environment. A first step is to attempt to reduce the number of people who feel that they have been subjected to harassment. Another goal is to ensure that everyone knows where to turn when they feel harassed.

The head of department has a responsibility to prevent and investigate harassment, as well as to take action to end ongoing harassment.

Furthermore, all employees and students are responsible for their own attitudes, values and actions, and are expected to act when someone in their vicinity is subjected to harassment. If you are subjected to sexual harassment, you can contact the convenor of the Department's gender equality committee, a manager or a union representative. Students can also turn to SVÄR (the political science student council) or the Student Union. If you want to speak to someone outside the Department, students are recommended to turn to the Stockholm Student Health Unit or the University's healthcare provider.

More information about how sexual harassment is investigated is available (in Swedish) in the instructions for dealing with sexual harassment against employees and students. There are links to these documents on the Department's website. The instructions point out that the person being subjected to sexual harassment carries no blame, and that you have the right to speak up if you are subjected to harassment.

#### *Situation report*

In the Department's equality report from 2007, 13.5% of students and 30% of employees responded that they were not sure, somewhat agreed, or fully agreed with the statement that they believed that they had been subjected to sexual harassment in some form, such as marginalisation or hidden discrimination.

Another problem was that relatively few students knew where to turn in case they were subjected to sexual harassment.

#### *Measures*

- Newly admitted students and newly appointed staff should continue to receive information, both orally and in writing, about the Department of Political Science's gender equality work and work against sexual harassment. This should be done during introduction days for students or introductions for new employees. The gender equality plan should be available on the website and distributed to all employees and students.  
Coordinators: The head of department, the directors of studies, and the head of administration responsible for work environment issues.  
Timetable: Continuous.
- Issues relating to the work environment in general, and sexual harassment in particular, should be raised during performance reviews.  
Coordinators: The head of department and the head of administration responsible for work environment issues.  
Timetable: Continuous during performance reviews.
- The gender equality plan and proposed measures should be followed up at the Department's annual autumn kick-off through, for example, discussions in a workgroup.  
Coordinator: The committee for gender equality.  
Timetable: Continuous at each kick-off.

- Room for discussions about equality issues in academia should be given during future Research Days at the Department. Discussion topics may include the allocation of research funds.  
Coordinator: The coordinators for the Research Days.  
Timetable: Continuous from spring 2015.
- Investigate, by means of a questionnaire (Medarbetarundersökningen 2015), the employees' perceptions about discrimination and harassment at the Department and compare the results to previous surveys.  
Coordinator: The committee for gender equality.  
Timetable: Autumn 2015.
- Train employees in matters related to sexual harassment.  
Coordinator: The head of department and the head of administration responsible for work environment issues.  
Timetable: Spring 2016.

## 7. Checklist

| MEASURE  | COORDINATOR   | TIMETABLE                             | ACHIEVED?  |
|--|---|---------------------------------------|--|
| When advertising a vacancy, encourage people of the underrepresented sex in the category to apply for the position.  | The head of department and the head of administration   | Continuous                            | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Newly admitted students and newly appointed staff should continue to receive information, both orally and in writing, about the Department of Political Science's gender equality work and work against harassment. This should be done during introduction days for students or introductions for new employees. The gender equality plan should be available on the website and distributed to all employees and students. | The head of department, the directors of studies, and the head of administration responsible for work environment issues. | Continuous                            | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Issues relating to the work environment in general, and sexual harassment in particular, should be raised during performance reviews.  | The head of department and the head of administration responsible for work environment issues.                            | Continuous during performance reviews | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| The gender equality plan and its proposals should be discussed at the Department's annual autumn   | The committee for gender equality.  | Continuous at every kick-off          | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Room for discussions about equality issues in academia should be given during future Research Days at the Department. Discussion topics may include the allocation of research funds.  | The coordinators for the Research Days.   | Continuous (from 2015)                | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Provide information – especially to doctoral students – about the consequences for SGI of working part-time or being financed by grants.   | The director of third-cycle studies.  | Continuous from spring 2014           | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Investigate the gender distribution of supervisors (principal supervisors and assistant supervisors) in third-cycle programmes.  | The committee for gender equality.  | Spring 2014                           | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |

|  |   |                             |   |
|--|---|-----------------------------|---|
| Analyse the data regarding salary levels and salary growth rates among women and men from the latest University-wide survey and place it in relation to the uneven salary growth rate demonstrated by the previous gender equality plan.   | The committee for gender equality and the head of administration. | Spring 2014                 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Develop a strategic plan to improve the gender balance in each professional category and increase the proportion of women in the recruitment of new staff, particularly in the senior lecturer and postdoc categories.   | The head of department.   | Autumn 2014                 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Discussions about gender distribution among authors and how the gender perspective is integrated (in connection with annual updates of the course literature).<br>The coordinating teacher should describe how the gender perspective is integrated in each course. If the course does not include a gender perspective, the | The directors of first- and second-cycle studies.                 | Continuous from spring 2015 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Investigate, by means of a questionnaire (Medarbetarundersökningen 2015), how employees perceive their salary levels/salary  | The committee for gender equality.                                | Spring 2015                 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Follow up, by means of a new questionnaire (Medarbetarundersökningen 2015), the opportunity to combine parenthood and work, workplace satisfaction, as well as support and opportunities for promotion.  | The committee for gender equality.                                | Spring 2015                 |   |
| Investigate, by means of a questionnaire (Medarbetarundersökningen 2015), the employees' perceptions about discrimination and harassment at the Department and compare the results to previous   | The committee for gender equality.                                | Spring 2015                 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Investigate how the Department integrates the gender perspective in our courses, and   | The directors of first- and second-cycle studies.                 | Spring 2015                 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |

|   |  |             |   |
|---|--|-------------|---|
| submit a special report about the progress of this work to the Department Board.  |  |             |   |
| Develop a strategy for young women with a doctoral degree to gain qualifications for employment as senior lecturer, or for promotion to associate professor and professor.  | The head and deputy head of department.  | Autumn 2015 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| When setting salaries, take gender equality into account as part of the salary criterion to improve the common work environment.  | The head of department.  | Autumn 2015 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Train employees in matters related to harassment, with a special focus on hidden discrimination and marginalising behaviour.  | The head of department and the head of administration responsible for work environment issues. | Spring 2016 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Follow up the operational plan for 2013-2015 regarding research from a gender perspective, with a focus on how the funding for drawing up research applications was distributed between women and men, and how research areas were prioritised. | The committee for gender equality.   | Spring 2016 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |
| Collect new statistics regarding parental leave and compare these to the numbers from 2007.   | The committee for gender equality.   | Spring 2016 | <b>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></b> |