



Primary focus of gender mainstreaming activities at Södertörn University

Introduction

The 2022 public service agreement for higher education institutions states that they must continue their work on gender mainstreaming so as to contribute to achieving the gender equality policy goals. Higher education institutions are to identify gender equality problems in their core activities that they can contribute to solving and, by 1 September 2022, present the *focus* of their continued work on gender mainstreaming.

This decision sets the focus for Södertörn University's work. The suggested primary focus comprises measures that support the goal of equal education, including equal opportunities for personal development. This includes equal recruitment and career opportunities, but also that our organisation and activities are characterised by a gender-equal environment. Gender equality is an important aspect in the quality of university activities, and necessary if the university to fulfil its societal obligations.

This document also provides an overview of Södertörn University's work on gender mainstreaming, with the aim of achieving the sub-goals in the Government's gender equality policy.

Goals for Södertörn University's work to achieve gender equality

Södertörn University has already identified long-term goals for its work on gender mainstreaming.¹ These goals remain in place, while the choice of focus and, in the next step, planned activities, are predicted to be more varied. The focus and goals have been

¹ One of the goals below is from the annual public service agreement for the university.

adopted so resources can be used efficiently to achieve the goals, which may entail greater emphasis on some goals at specific periods.

Goals for careers and staff recruitment

- Well functioning and systematic career support that provides employed young graduates with good opportunities for continued professional activity.
- Recruitment processes that are, and are experienced as, promoting gender equality and equal opportunities in a way that benefits Södertörn University and our students.
- Over time, the proportion of men/women will be at least 40 per cent among the new professors and senior lecturers recruited to each academic school.
- From 2021 to 2023, 53 per cent of newly recruited professors, including promoted professors and visiting professors, will be women.
- Reduced gender imbalances among the professional groups and units/departments where the difference is greatest, especially recruited professors and technical and administrative staff.

Goals for equal workload, good health and good work and study environments

- Reduced sick leave and reduced stress among employees, with a special focus on groups with a high rate of sick leave.
- More equal distribution of tasks, both formal and informal, between men and women in the organisation.
- No sexual harassment at the university.

Goals for gender equality in student recruitment and educational content

- A good and increasing balance between men and women among registered students on the university's programmes and courses.
- Good educational support, specially adapted for groups with low completion rates, striving towards high completion rates while maintaining high quality.
- Courses and programmes will integrate gender equality and equal opportunities in a relevant manner.
- An inclusive environment with the most even possible gender distribution among teachers and authors of course literature.

Identified gender equality problems in core activities

The *Kön, makt och statistik* (SOU 2007:108 - Gender, Power and Statistics) government inquiry stated that "science is one of the areas in which it has been most difficult for women

to progress. Scientific standing has long been associated with masculinity.” In summary, the inquiry found that “the more exclusive an organisation or position is, and the more it is governed by collegial voting, the more men are elected. There are considerably more women in positions that are under public influence and where elections are held in a more transparent recruitment process”. The inquiry uses the example of the Nobel committees, which are dominated by men, a circumstance that has not changed to any extent over the subsequent 15 years.

Södertörn University’s previous work on producing gender mainstreaming plans identified a number of problems, as follows:

1. Levels of sick leave are consistently higher for women than for men. This is consistent over time and applies to all the main employment categories, such as teaching staff, technical and administrative staff and doctoral students. To some extent, the differences are due to the unequal distribution of men and women between positions and types of work, but there are almost equally significant differences between the levels of sick leave for women and men in categories such as lecturer or senior lecturer. Over time, levels of sick leave are in many cases two to three times higher for women than for men. Some decline in the level of sick leave was noted for women during the pandemic. The equivalent differences are found in society in general.

The university’s most recent employee survey showed that women are more likely than men to experience restlessness, irritation, anxiety, hopelessness and difficulty concentrating. The results also showed that women are more likely than men to experience work-related burnout.

The national prevalence study shows that female students find relaxing more difficult and are more likely than male students to experience emotional burnout.

2. Nationally, among students and doctoral students, women experience offensive behaviour and unwanted sexual attention or sexual harassment about twice as often as men. The information available to the university indicates that the situation at Södertörn University is similar. These differences are somewhat smaller among employees but, even here, women are more affected than men.

3. Parental leave and caring for sick children.

At Södertörn University, women take out twice as much parental leave as men and the same is true for leave for caring for sick children. These figures confirm the pattern seen in society in general, that women take a greater share of the responsibility for the household than men. An analysis of the time taken from being awarded a doctorate to an associate professorship (*docent*) among the university’s associate professors shows that this takes around 1.5 years longer for women, providing further support for this assumption. Research has shown that men’s and women’s career and salary development tend to diverge when they become parents.

4. Some positions at the university have an imbalance between the proportion of women and men. This is particularly true for technical and administrative staff, where women generally dominate at the university, but the imbalance is greater in subcategories such as library staff, HR and IT staff, with the latter being male dominated. There is a balance in academic positions, in the sense of 40 and 60 per cent women/men, in most positions. This applies to employment positions (professors, senior lecturers, lecturers, etc.) and fixed-term administrative management positions (e.g. head of school or head of department), as well as fixed-term positions in academic management (coordinators for programmes and subjects).

It should be noted that the most prestigious positions, recruited professors, have a considerable imbalance at around 80 per cent men. This can be compared with 90 per cent men five years ago.

5. Student recruitment is imbalanced for many programmes at the university, although economics and media programmes are notable exceptions. Police Education and the Computer Games Programme, for example, are dominated by men, while the Teacher Education, Social Work, and Personnel Management programmes are dominated by women. The distribution of men and women, per programme, follows the national distribution. Between 2017 and 2021, the proportion of women among the university's students increased from 60 to 67 per cent.
6. The number of credits awarded to men and their level of completion is noticeably lower than for female students at the university. The probability that a male student on a programme will graduate at a normal rate of study is about 40 per cent lower than the equivalent for a woman.
7. Academic housekeeping or hidden tasks are non-qualifying, non-compensated tasks and are more likely to be performed by women than by men. They are one of the problems most likely to be brought up in meetings with teaching teams, collegial bodies and at workshops. An interview study conducted at the university provided the same picture and similar results are supported by a series of studies at national level.

Focused activities

The primary strategy for achieving gender equality goals is making changes to normal routines and decision-making processes so that a gender equal way of working is established, or that gender equality perspectives are integrated in projects that are primarily conducted for other reasons. Routines and projects of special importance to gender equality are described later in this document.

A focus on equal opportunities for education and personal development/career paths has a great deal of overlap with standard processes. The university works continually on student recruitment and completion, primarily involving Communication & PR and Student Support Services. Equivalently, there is continuous work on careers and recruitment, in which the recruitment committees and HR have a central role. The Faculty Board and school management boards have the equivalent roles for educational content. Therefore, coordination between these and the working group for gender mainstreaming should be particularly clear, preferably with people as members of several bodies.

However, specific activities to increase gender equality may be necessary – such as when routines, processes and documents are amended. These special activities or commissions should, as far as possible, be prepared in association with the university's work on activities planning.

- Continued analysis of hidden tasks, also known as academic housekeeping, at the university. This applies to everything from actions that benefit the psychosocial working environment and conflict resolution, to expert roles and participation in working groups. In the autumn of 2022, a specific measure will be formulated to increase awareness, uncovering hidden tasks and explicitly considering them in staffing. Various methods are possible, such as participation in observation studies, time studies, or qualitative interviews. These could focus on one or two subjects at the university or be conducted using statistical sampling. The aim is to identify inequalities that grow from unexpressed norms, expectations or behavioural patterns that influence the allocation of tasks at work, and to make these tasks more visible in staffing and for salary setting and promotion.
Responsible: Working group for gender mainstreaming
- Develop training that focuses on leadership from a gender equality perspective, for leaders of research projects. Responsible: Executive Management
- Active participation in and follow up of the national study on gender-based violence, a major research project on sexual harassment at higher education institutions, conducted by Karolinska Institutet, KTH Royal Institute of Technology and Malmö University. The study covers harassment, sexual harassment, bullying, discrimination and threatening behaviour. The university has appointed a study group to analyse the empirical results specific to the university and to develop

proposals for measures. Workshops on bullying among staff will be conducted in 2023.

Responsible: HR in consultation with the working group for gender mainstreaming.

- Broader work to increase recruitment of the underrepresented sex. In cooperation with the university's general projects on widening participation, an inventory of methods that can be used to encourage more balanced student recruitment will be performed in 2023. The starting point for the inventory is research literature, the Swedish Higher Education Authority's evaluation of systematic quality assurance at higher education institutions (the area relevant to gender equality), and Swedish higher education institutions or a selection of them. There will be a particular focus on regulated professions such as policing, teaching and social work.
Responsible: Working group for gender mainstreaming and the working group for widening participation.

The activities have resources allocated to them as part of operations planning for 2023.

Organisation, composition and working methods

The university's work on gender mainstreaming will continue to be organised via a working group led by a gender equality coordinator, whose task is to:

- Produce documentation for decisions about the focus of work on gender mainstreaming,
- Monitor gender equality issues in the sector,
- Support the work conducted at academic schools and other units of the university that aims to promote gender equality, monitor whether the gender dimension is observed in other internal work and, when relevant, participate in projects with clear relevance to gender equality,
- Maintain a dialogue with committees and other bodies on gender equality issues,
- Increase knowledge of gender equality in the sector and gender mainstreaming throughout the organisation,
- Help to ensure that projects with an established focus are allocated time and resources through the university's operational planning, and leading or implementing some small projects with this focus.

The exact composition of the group will be decided in the autumn of 2022, but is expected to be similar to the working group thus far. This means there will be representation from the university's collegial bodies, including the Faculty Board and academic schools, from HR and from the students' union. Student Support Services should also be represented. Given an increased focus on integration with ongoing processes, including operational planning, the inclusion of the head of planning or equivalent should be considered, at least initially.

To ensure that gender equality is integrated in standard processes, the proposal is that the working group should, as far as possible, have members who are also involved in processes and bodies that are highly relevant to and overlap with work on gender equality. Examples include the work environment committee, recruitment committees, systematic work on quality assurance and the working group for broader recruitment.

There is also a proposal for clearer integration between work on gender equality and other processes, ongoing work and projects at the university, including operational planning.

The following resources have been allocated to gender mainstreaming:

One coordinator for gender mainstreaming (10 per cent of full time),

One secretary for the group, from HR,

One representative from Student Support Services,

Representatives from the Faculty Board and academic schools,

Other members according to the decision on group composition, and

A budget of SEK 0.3 million.

On the allocation of research funding

In 2018, a new model for the internal allocation of government funding for research was established through a vice-chancellor's decision. After provisions for co-funding, strategic funding from the vice-chancellor, research time for former heads of school, Teacher Education's research platform, third-cycle education, specific investments, etc., the remaining government funding for research is allocated according to the model:

- i) To promoted professors who receive research funding equivalent to 20 per cent of full time. This does not apply to recruited professors with long-term funding from other sources, nor to visiting, adjunct or post retirement professors.
- ii) Around one-third of the government funding, after deductions for co-funding, etc., is proportionally allocated to the academic schools' education, according to student numbers as full-time equivalents.
- iii) The remaining funding is allocated in proportion full-time equivalents for teaching staff with doctoral degrees, with the relationship 2:1 for associate professors and other teaching staff with doctoral degrees.

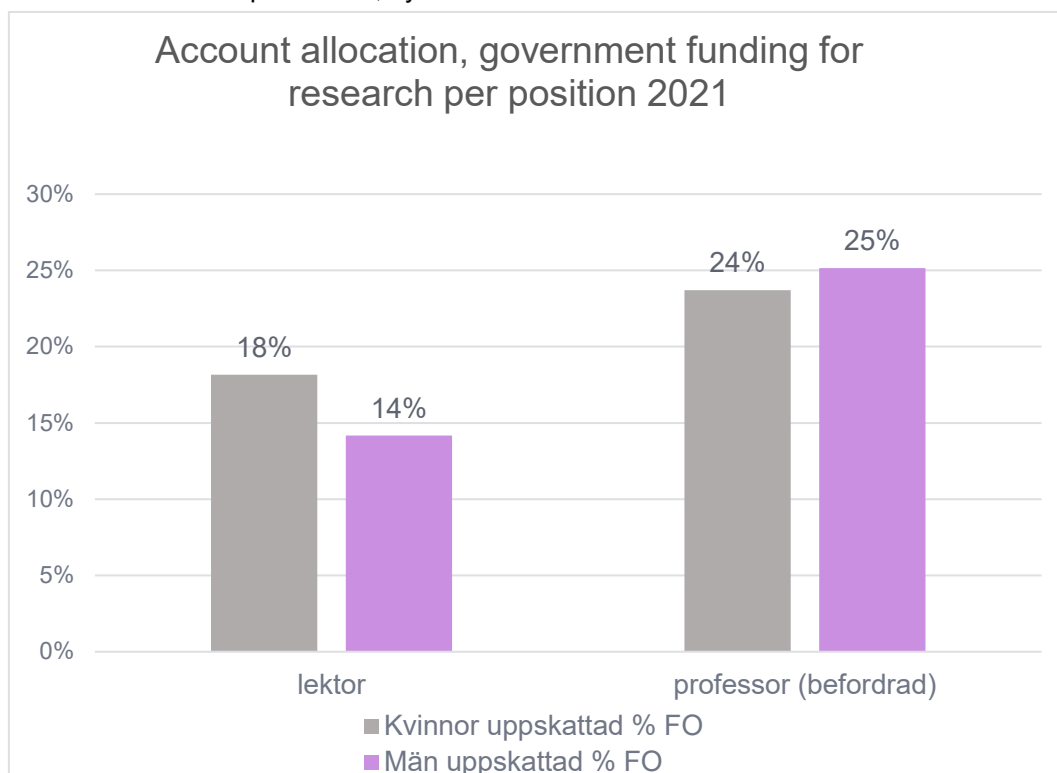
The majority of teaching staff with doctoral degrees at the university (who are not professors) get 10 per cent research time from government funding for research. In addition to this, research funding is allocated through specific investments for various tasks, via internal applications, etc. In the end, funding is primarily used for staffing which, according to the

below figure, means that the actual staffing using government funding for research is on average 5-6 percentage points above 10 and 20 per cent for senior lecturers and professors respectively.

A general analysis of how the allocation model functioned was performed in 2021. The three items above comprised 44 per cent of the government funding for research. Co-funding comprised 8 per cent, and funding for doctoral education was 11 per cent.

Simulations carried out prior to a decision on a new model for internally funded research indicated that the model was compatible with gender equality. The proportion of women among teaching staff with doctoral degrees, calculated as full-time equivalents, has been consistently just above 50 per cent over the past five years. The proportion of women among the university's professors has increased from 30 to 40 per cent between 2017 and 2021. In the group of promoted professors, the group relevant to the above allocation model, the proportion of women has increased to around 47 per cent. The university's assessment is that the new model for research funding has contributed to this increase.

Proportion of positions assigned accounting codes for government funding for research, senior lecturers and professors, by women and men.



An analysis of salary accounting in the calendar year of 2021 shows a relatively even distribution of government funding for research between women and men, according to the above diagram. The two biggest categories for recipients of government funding for research

at the university are senior lecturers and promoted professors. From 224 senior lecturers, for women (men), 18 (14) per cent of working hours have been paid for using government funding for research. Among the 64 professors whose salary has been drawn against government funding for research, primarily promoted professors, both women and men have received around a quarter of their working hours compensated with government funding for research.

Other groups who have received government funding for research are either small (such as visiting professors and post-retirement professors) or groups who mostly have time for research allocated as part of their employment (doctoral students, postdocs and others). It is also important to state that this analysis only covers government funding for research, not grants. The total proportion of research time is therefore greater than that shown in the diagram and can vary between women and men.

Equality indicators

A number of identified problems in the area of gender equality have been described above. This section presents and comments on information relevant to gender equality.

Management competencies in 2021

The gender balance among management changed in 2021. In recent years, the proportion of women in management groups has been greater than that of men, but in 2021 men comprised a greater proportion than women, 54 per cent. The management groups of heads of department (academic management) and pro-vice-chancellor are mainly where the proportion of men is greater than before. However, in the group for heads of department/unit (administrative management) the proportion of women has increased from 67 to 70 per cent.

Management positions 2019–2021 (December)

	2021			2020			2019		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Vice-chancellor		1	1		1	1		1	1
Chief administrative officer		1	1		1	1		1	1
Pro-vice-chancellor		1	1		1	1	1		1
Deputy vice-chancellor	1		1	1		1	1	1	2
Chair/deputy chair of FB ¹	1	2	3	1	2	3		2	2
Head of school	3	2	5	3	2	5	3	2	5
Director/academic leader		2	2		2	2		2	2
Deputy head of school		5	5	1	4	5	1	4	5
Head of department/adm. manager ²	16	19	35	18	15	33	19	12	31
Director	12	5	17	10	5	15	8	6	14
<i>Proportion by gender</i>	46%	54%		51%	49%		52%	48%	
Total	33	38	71	34	33	67	33	31	64

Explanation for table: The above table is Table 29 in the university's Annual Report for 2021. FB is the Faculty Board. The category heads of department/admin. manager includes their deputies.

Promotions of teaching staff

In 2021, the university promoted four senior lecturers to professor and recruited one professor. The recruited professor is a man. Those promoted to professor were three women and one man. In addition, three women and one man have been appointed associate professors (docent).

Promoted teaching staff 2019–2021

	2021		2020		2019	
	Women	Män	Women	Män	Women	Män
Senior lecturer	0	0	0	0	1	2
Associate professor (Docent)	3	1	8	3	11	4
Professor	3	1	4	3	7	3
Total	6	2	12	6	19	9

Explanation for table: The above table is Table 30 in the university's Annual Report for 2021.

Staff composition

The tables below provide additional information about the proportions of women and men in various positions. In the group of teachers/researchers, excluding doctoral students, women

represented 52 per cent of the number of full-time equivalents in 2021 and 54 per cent of the number of employees at the end of the year.

Full-time equivalents 2019–2021

	2021			2020			2019		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Professor	29	44	73	28	44	72	25	43	68
Senior lecturer	133	111	245	140	102	242	138	93	231
Postdoc (forsk.assis.)	0	0	0	0	1	1	1	1	1
Postdoc	9	7	16	9	7	15	6	5	11
Visiting professor	0	0	0	0	0	1	0	0	0
Project-based researcher	13	10	23	12	10	22	11	10	20
Lecturer	42	40	81	40	41	82	34	45	78
Adjunct teacher	4	3	6	3	3	6	4	3	7
Other staff ⁵	4	4	8	4	3	7	4	3	7
Teaching staff, total	233	219	452	236	211	448	222	203	426
No. with doctorates	184	172	357	189	164	353	180	152	332
<i>Proportion with doctorates</i>	<i>79%</i>	<i>79%</i>	<i>79%</i>	<i>80%</i>	<i>77%</i>	<i>79%</i>	<i>81%</i>	<i>75%</i>	<i>78%</i>
Doctoral student	36	27	63	35	26	61	35	27	61
Tech./admin. staff	174	81	255	172	83	255	157	78	235
Library staff	20	9	29	22	10	32	21	9	30
Total	463	336	799	466	330	796	435	317	752

Explanation for table: The above table is Table 27 in the university's Annual Report for 2021. From 2016 onwards, the university presents full-time equivalents in accordance with the Swedish National Financial Management Authority's guidance for staff costs (2015:1) using the divisor of 1920 annual working hours. The university has one affiliated professor and emeritus professors. Their employment hours are zero, so they do not affect the measure of full-time equivalency. Two associate senior lecturers are included in the category of senior lecturers in 2021. In the table, adjunct professors have been counted as visiting professors. Other staff includes research assistants, teachers on Police Education and teaching assistants.

Proportion of women and men per employment category, 31 December 2019–2021

<i>(figures stated as %)</i>	2021		2020		2019	
	Women	Men	Women	Men	Women	Men
Professor	42	58	38	62	36	64
Senior lecturer	57	43	58	42	59	41
Postdoc (forsk.assis.)	59	41	56	44	54	46
Postdoc	0	100	0	100	25	75
Visiting professor	50	50	62	38	59	41
Project-based researcher	56	44	56	44	51	49
Lecturer	70	30	66	34	71	29
Adjunct teacher	47	53	50	50	56	44
Doctoral student	63	37	60	40	56	44
Tech./admin. staff	69	31	68	32	68	32
Library staff	72	28	66	34	66	34
Total	59	41	60	40	59	41

Explanation for table: The above table is Table 28 in the university's Annual Report for 2021. The table shows the number of people, not full-time equivalents.

Background, government assignment and preparatory processes

In the period 2016-2019, Sweden's government tasked its higher education institutions with developing and implementing a plan for gender mainstreaming. The vice-chancellor decided on such as a plan in June 2017 (reg. no. 1768/1.1.1/2017) after it had been discussed and settled by a working group.

Under a renewed government assignment, the vice-chancellor decided a second plan for gender mainstreaming on 23 November 2021 (reg. no. 2281-1.1.2-2021) for the period to 31 December 2022.

These two plans were produced following extensive consultation within the university and using traditional internal referral rounds. Given the short time between this decision and the previous vice-chancellor's decision on the plan for gender mainstreaming and, given that the goals and most of the activities are taken from the plan, the internal process has been less extensive and primarily conducted within the working group for gender mainstreaming.

Under a governmental decision from 16 December 2021 the higher education institutions, as stated in the public service agreement for higher education 2022, must continue working with gender mainstreaming. Unlike previous years, the higher education institutions must adopt a *focus*, not a plan, and this focus must be presented to the Government Offices by 1 September. It must contribute to achieving the goals of gender equality policy. Higher

education institutions must present how they consider equality in the distribution of research funding. This assignment can benefit from coordination with other assignments.

As a strategy, gender mainstreaming has similarities to, but also differs from, work on equal opportunities, which focuses on all the grounds of discrimination, while gender mainstreaming focuses on one of these grounds, that of legal sex. Work on equal opportunities is legally directed (Discrimination Act) and focuses on counteracting the discrimination of, and improving conditions for, individuals at the university. Work on equal opportunities is integrated in systematic work environment management and largely run locally at the academic schools and administrative units, with the help of HR, Student Support Services, the central work environment committee and local work environment committees. Work on gender mainstreaming is strategic, overarching and targeted via public service agreements, and aims to change the power structures that counteract equality.

Gender mainstreaming means that equality issues must be included in and considered in the everyday tasks of the public sector, instead of being dealt with as a separate issue. Equality must be integrated in all decision-making and in every stage of the decision-making process. Using these principles, a strategy for gender mainstreaming was adopted by the Swedish Government in 1994 and by the EU in 1996. The goal of Sweden's policy for gender equality are summarised alongside, where the third goal is particularly relevant to the higher education sector.

Jämställdhetspolitiska mål

Målet för jämställdhetspolitiken är att kvinnor och män ska ha samma makt att forma samhället och sina egna liv. Till det övergripande jämställdhetspolitiska målet finns sex delmål:

- 1. En jämn fördelning av makt och inflytande.** Kvinnor och män ska ha samma rätt och möjlighet att vara aktiva medborgare och att forma villkoren för beslutsfattandet.
- 2. Ekonomisk jämställdhet.** Kvinnor och män ska ha samma möjligheter och villkor i fråga om utbildning och betalt arbete som ger ekonomisk självständighet livet ut.
- 3. Jämställd utbildning.** Kvinnor och män, flickor och pojkar, ska ha samma möjligheter och villkor när det gäller utbildning, studieval och personlig utveckling.
- 4. Jämn fördelning av det obetalda hem- och omsorgsarbetet.** Kvinnor och män ska ta samma ansvar för hemarbetet och ha möjligheter att ge och få omsorg på lika villkor.
- 5. Jämställd hälsa.** Kvinnor och män, flickor och pojkar, ska ha samma förutsättning för en god hälsa och erbjudas vård och omsorg på lika villkor.
- 6. Mäns våld mot kvinnor ska upphöra.** Kvinnor och män, flickor och pojkar, ska ha samma rätt och möjlighet till kroppslig integritet.

Standard routines and processes for gender equality and equal opportunities at Södertörn University

Work on gender equality and equal opportunities takes place throughout the university. Work is done from the perspectives of both employer and education provider. In addition to the systematic work environment management and work for equal opportunities that is conducted at the academic schools and administrative units, there is:

- Training on the management programme about harassment, sexual harassment and victimisation,
- Training on the management programme about the work environment and equal opportunities,
- Training for managers and members of recruitment committees,
- The vice-chancellor's management day, on how the university must deal with cases of harassment, sexual harassment and victimisation (autumn2021),
- Salary survey,
- Routines for dealing with victimisation, harassment and sexual harassment of staff,
- Routines for harassment and sexual harassment of students,
- The Student Health Centre's work with consultative support for staff at the university and the students' union SöderS on general issues relating to student health and individual cases,
- Lectures on this theme for students,
- Cooperation with SöderS and its association for events, themed lectures, as requested.

Projects relevant to gender equality at the university

The university has the following ongoing projects with a bearing on gender equality:

Student Support services is leading the **Stärkt studenthälsa** (Strengthening Student Health) project using targeting government funding. The project manager focuses on an coordinates preventive work on student health from a broad perspective. The project's focus is developing the how new students are welcomed to the university through a reception programme with an introduction to academic studies, and the introduction of an "Early Alert system" to capture and support students who are not completing their credits. Many different functions, such as the students' union, library, Study Support Unit, the "semester start" group och academic staff will be involved. Supporting functions in the university administration, such as Study and Career Guidance, Funka and the Student health Centre will be involved in the project, which should be integrated in the university's normal activities once it is complete.

The working group for gender mainstreaming are participating by, for example, its members participating in the project, presenting interim results to the working group or by representatives for the working group being invited to participate in workshops, sub projects, etc.

Implementation of a model for systematic quality assurance work Work is led by the Faculty Board and the advisor to the vice-chancellor responsible for quality assurance. The work and the model take a broad approach to quality, but gender equality is an important aspect when assessing the quality of educational content (course and programme syllabuses), as well as when organising and providing education (e.g. the proportion of female/male teachers). To promote equality in content and provision, subjects and programmes can receive support for highlighting equality in their courses and programmes and their syllabuses. This support can, for example, be integrated with the equivalent support for sustainability or other development work using the university's new quality assurance model. Educational development works is done on cooperation with the Development Unit for Higher Education Pedagogy.

The working group for gender mainstreaming participate by, for example, its members participating in the project, presenting interim results to the working group or by representatives for the working group being invited to participate in workshops, in sub projects, etc.

In February, the vice-chancellor appointed a working group to suggest continued measures due to the results of **the national study on sexual harassment and gender-based violence in academia** that was conducted in 2021. The study not only includes harassment and sexual harassment, but also bullying, victimisation and threats. The working group was tasked with analysing the results and producing proposals for action. At the time of writing, one proposal is about to be decided by the vice-chancellor. In the draft proposal, workshops will be held for staff on the theme of harassment, sexual harassment, bullying and victimisation. The equivalent workshops for doctoral students will be held separately. Measures are also proposed to counteract threats and to support people who have been threatened, as well as measures for students.

The working group for gender mainstreaming participates by, for example, its members participating in the project, presenting interim results to the working group or by representatives for the working group being invited to participate in workshops, sub projects, etc.

The acquisition and implementation of a rehab system is planned for the autumn semester of 2022, to support the return to work for staff on sick leave and to facilitate early measures to prevent sick leave.

Appendix: EU requirements for funding applications in the Horizon Europe programme

The EU and Sweden have similar strategies for gender equality, which build upon mainstreaming. If a higher education institution is to apply for funding within Horizon Europe, it must have a plan for gender mainstreaming. The university believes that this focus document fulfils the EU's requirements for a plan for gender mainstreaming.

The plan and work on it must fulfil the following requirements:²

- i) There must be a publicly available plan for gender mainstreaming, signed by the university's management, with clear goals and actions,
- ii) Resources must be dedicated to this work, and earmarked working hours for the involved staff,
- iii) The plan must include data relevant to the goals, including data for staff categories by sex,
- iv) The plan must be supported by training and by other capacity-building measures that benefit gender equality.

It is also recommended that the plan includes elements related to: work-life balance and organisational culture; gender equality in management and decision-making; gender equal recruitment and careers; gender mainstreaming in the content of research and education; measures to counteract gender-based violence and sexual harassment.

Data suggested by the EU for the gender equality plan

The list is not complete or compulsory. See also the document titled Horizon Europe Guidance on Gender Equality Plans.

Relevant data on gender equality for all organisations can include:

- Staff numbers by sex/gender at all levels, by disciplines, function (including administrative/support staff) and by contractual relation to the organisation;
- Average numbers of years needed for women and men to make career advancements (per grade and by discipline);
- Wage gaps by sex/gender and job;
- Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);
- Numbers of female and male candidates applying for distinct job positions;
- Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation;

² https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en

- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;
- Number of absence days taken by women and men and according to absence motive;
- Number of training hours/credits attended by women and men;

Specific data on gender equality relevant to RPOs* may include:

- Number of female and male students at all levels and for all disciplines, and academic and employment outcomes;
- Share of women and men among employed researchers;
- Share of women and men among applicants to research positions, among persons recruited and success rate, including by scientific field, academic position, and contract status;
- Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.

Specific data on gender equality relevant to RFOs may include:

- Share of women and men among reviewers, heads of panels and on funding decision-making bodies across different disciplines or schemes;
- Share of men and women principal investigators in submitted and selected projects and their respective success rates;
- Share of men and women in the research teams of submitted and selected projects, and the distribution of tasks and roles among each team;
- The average size of grants to research projects conducted by men and women;
- The integration of the gender dimension in research funding schemes;
- The integration of the gender dimension in submitted and funded projects;
- The amounts allocated to research projects primarily devoted to gender aspects.

* Research-performing organisations