Gender Equality Plan

Department of Information Technology

2017-11-23
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1. Introduction

There are several reasons why it is important to correct the gender imbalance in Information Technology. The most fundamental reason is that the choices made by individuals should be based on each person’s talents and interests, not on gendered stereotypic expectations. To change the unfortunate gendered stereotype of Information Technology as being a male subject would thus contribute to increased equality and freedom in society.

A second reason for improving the gender balance is that as long as women are strongly underrepresented as students and employees in Information Technology, they are likely to experience a more difficult work environment than their male colleagues. Individuals of a strongly underrepresented group are more likely to be seen as representatives of their group rather than competent persons in their own right. They will also more likely be seen as different. These and other similar effects cause energy drain for those affected by them and can thus hamper the possibilities of members of the underrepresented group to realize their full potential in the study situation and/or at the workplace. There is a need for a better gender balance to decrease these detrimental effects.

The gendered stereotyping of Information Technology as a male subject means that we fail to realize the full potential of Information Technology talent in the population. This can be regarded as sub-optimization of resources. Men and women get different, gendered experience, and can thus contribute with different perspectives, for example in seeing different aspects of a problem to be solved. This is very relevant in Information Technology, where the ultimate goal is to produce technical artefacts to be used in society. It is then of great value that the solutions proposed by Information Technology experts are taking relevant aspects, as broadly as possible, into account.

The following plan is applicable to all activities within the Department of Information Technology. It hence applies to all staff and students of the department. This plan supplements Equal Opportunities Plan at the department, the gender equality plans of Uppsala University and the Faculty of Science and Technology.

The plan is composed of two parts. The first part describes continuous gender equality activities at the department and the second part describes activities planned specifically for 2018. The plan is followed by an appendix that includes a follow-up of last year’s gender equality work as well as a quantitative description of the current situation when it comes to gender equality at the department.
2. Continuous Gender Equality Work

This section presents continuous work regarding gender equality opportunities at the department.

2.1. The Management Group (In Swedish: ledningsgruppen)

Members of the department’s Management Group who have not yet participated in training on gender equality shall undertake such training.

There shall be at least one member of the Management Group who is qualified to deal with gender equality issues and who will have the explicit responsibility for monitoring such issues.

Officer in charge: Head of Department

2.2. Contact Person for Gender-Related Violations

There shall be a contact person for gender-related violations. This person shall, to the greatest possible extent, receive relevant training to be able to fully perform this responsibility.

Officer in charge: Head of Department

2.3. Gender Equality Plan

The Gender Equality Plan shall be evaluated and revised yearly. The Gender Equality Plan shall be made available in Swedish and English. In case of any disputes over interpretation between the different versions, the Swedish version will prevail.

Officer in charge: The Equal Opportunities Officer

2.4. Recruitment

For each recruitment process those in charge (supervisors, director of undergraduate studies, group leader, etc.) shall actively and widely search for candidates of underrepresented gender.

Measures taken to this end shall continuously be reported for consolidation and review, in order for channels and contact networks for recruitment to be progressively developed. In the long term, this may contribute to a gender-balanced recruitment processes.

Officer in charge: Head of Department

The way in which an active and wide search for candidates of underrepresented gender has been carried out shall be reported in writing by the one responsible for the recruitment to the Head of Department who, in collaboration with The Equal Opportunities Group, annually reviews all such submitted accounts and compiles a report which is to be published at a suitable location and linked to from LäsIT. The reporting shall be done using this form: Monitoring of activities promoting gender equality in staff recruitment at the Department of Information Technology [in Swedish].

Officer in charge: Head of Department
There is to be a follow up analysis of gender representation in positions at the department using the gender equality indicators. The analysis will look at the proportion of women and men in the positions mentioned in the appendix of this gender equality plan. The follow up should be done every fifth year starting the year 2016. Corrective measures shall be imposed if there is not a positive development. With positive development is meant a visible changes towards a breakdown of women and men within the interval 40-60%

**Officer in charge:** Head of Department in consultation with the Equal Opportunities Officer

### 2.5. Salaries

Differences in pay both within and between different comparable groups of employees shall be investigated using the salary statistics to determine whether they can be explained on the basis of gender, or if there are other explanations. Specifically, salary differences between administrative and technical staff as well as between lecturers and research assistants shall be analysed. If any differences are found to be on the basis of gender, action shall be taken to remove them.

**Officer in charge:** Head of Department in consultation with the Equal Opportunities Officer

### 2.6. Information

Provide general information on the work that is being done on gender equality at the department, which resources are available, etc.

**Officer in charge:** The Equal Opportunities Officer

Information on the work of The Equal Opportunities Group is to be provided continuously at division meetings and, as and when required, in LäsIT

**Officer in charge:** The Equal Opportunities Officer

A summary report on the work of The Equal Opportunities Group is to be a part of the next year’s gender equality plan.

**Officer in charge:** The Equal Opportunities Officer

Meeting minutes of The Equal Opportunities Group shall be published on the group’s website.

**Officers in charge:** The Equal Opportunities Group

### 2.7. Appointment of Groups with Important Strategic or Decision-making Functions

There shall always be representation of both genders in every group appointed to discuss or decide on issues affecting a larger number of employees. Groups with both gender represented are the Department Board the Work Environment Group, the Emergency Management Group, The Equal Opportunities Group, the Nomination Group and the Program-Responsible Professors Group (Swedish: PAP-gruppen).

**Officer in charge:** Head of Department
There is to be a follow up analysis of appointments at the department by collecting and documenting data on the gendered composition of investigative and decision-making bodies. The follow up should be done every fifth year starting the year 2016. Corrective actions shall be imposed if there is not a positive development in these measures.

**Officer in charge:** Head of Department in consultation with the Equal Opportunities Officer

### 2.8. Research

The department shall strive to increase the share of senior women in research, as well as improve visibility for female researchers (both within and outside the department). Among other things, this means that women shall be represented to a high degree in any group of strategic nature – such as groups formed for referral reports, grant applications, etc.

**Officer in charge:** Head of Research

### 2.9. PhD Education

The department shall strive to increase the proportion of female PhD students, as well as improve the visibility of female PhD students.

**Officers in charge:** Head of Department

There is to be on-going analysis of the gender distribution of examination committees and faculty examiners for the public defence of PhD dissertations per research subject. Corrective measures shall be imposed if there is a gross imbalance over a 36-month period.

The aim should be to have an equal gender distribution when assigning faculty examiners for the public defence of PhD dissertations. In cases where a woman is not selected, a written report shall be made. This report should not in a routine manner refer to a lack of candidates, but should show that considerable effort has been made and describe why it failed. Note that even though the department does not formally appoint faculty examiners or examination committees it is in our interest to evaluate and influence their gender distribution.

**Officer in charge:** Head of Department

### 2.10. Undergraduate and Postgraduate Education

Gender coaching and training in gender-sensitive pedagogy shall be offered to all teachers at the department.

**Officer in charge:** Head of Department

### 2.11. Funding for Measures to Promote Gender Equality

The department has set aside funds to be used for activities (proposed by employees at the department at application time) deemed to be positive with regard to gender equality at the department. Announcements for grant opportunities are made four times each year. The applications will be compiled and ranked by The Equal Opportunities Group, after which the Head of Department makes the decision. The group itself may also propose initiatives that could be funded from this pool.
A summary of who applied for the funds and what sums have been granted will be compiled and published for instance in LäsIT at the end of each year.

**Officer in charge:** Head of Department in consultation with the Equal Opportunities Officer

**Officer in charge:** Head of Department in consultation with the Equal Opportunities Officer
3. Action plan 2018

Below the focus areas of the action plan for gender equality actions in 2018 is presented. The headline for each focus area denotes the goal of that area.

3.1. A Better Gender Situation of Technical and Administrative (TA) Personnel

WHAT: The goal is to have a better understanding of the gender situation for technical and administrative personnel to receive input for next year’s actions in the area.

HOW: Work with meeting cultures activities to improve the work environment for administrators. These activities should be directed to the department as a whole.

WHEN: This focus area will be presented and discussed at the March meeting.

RESPONSIBLE: Lise-Lotte Dominicus and Nina Almgren

3.2. Gender Equality Aware Education that Creates a Better Learning Environment for All

WHAT: The goal is to support female students from a gender perspective, educate teaching faculty in gender awareness in teaching, and support in changes of the introductory courses for students.

HOW: 1) Inform undergraduate students about funding opportunities. 2) Look into equal opportunities education for teaching assistants.

WHEN: This focus area will be presented and discussed at the May gender equality meeting.

RESPONSIBLE: 1) Karolin Gjörthén will write a text and inform students about the equal opportunities group. 2) Mats Daniels.

3.3. Better PhD Student Education for all

WHAT: The goal is to have gender equality aware PhD students and supervision that creates a gender equal playing field for the department's PhD students.

HOW: 1) Use the grant clubs as an opportunity to discuss inclusive project descriptions. 2) Arrange a seminar with Henrik Johansson about stress. 3) Present and discuss the problem with recruitment of female PhD students at the strategy day on research in 2018. 4) Arrange a seminar on recruitment with Minna Salminen Karlsson.

WHEN: The actions will be discussed at the January meeting and at the August meeting.

RESPONSIBLE: 1) Mikael Laaksoharju will work with presenting at the grant clubs. 2) Karolina Malm Holmgren will organise the seminar. 3) Åsa Cajander will discuss an activity
at the strategy day with the head of research. 4) Åsa Cajander contacts Minna Salminen Karlsson about a seminar on recruitment.

3.4. Supporting Women in Post Doc-, Associate Senior Lecturers- or Senior Lecturers Positions

*WHAT:* Follow up results from promotion retreat in December 2018.

*HOW:* Åsa Cajander, Aletta Nylén and Anna Eckerdal will write a report about the retreat.

*WHEN:* This area will be discussed at the October meeting in The Equal Opportunities Group.

*RESPONSIBLE:* Åsa Cajander is responsible for writing the report.

4. Appendix

This appendix includes a description of last year’s gender equality work as well as a qualitative description of the current situation at the department.

4.1. Description of Last Year’s Gender Equality Work

**The Head of Department** has performed the actions that he was responsible for according to the plan, with a few exceptions:

**The Head of Research** has worked actively to increase the share of senior women in research through the work with the career program for young researchers in the position of Assistant Professor.

**The Equal Opportunities Group** worked well according to the continuous work described in the Gender Equality plan for 2017. All items in the action plan for 2017 were addressed, with a few exceptions and with several additions of things we did do:

4.1. A Better Understanding of the Gender Situation of Technical and Administrative (TA) Personnel. We informed about results from an interview study, and a survey study from 2015 to the TA group. This resulted in several presentations and a better understanding of the gender situation of technical and administrative personnel.

4.2. Gender Equality Aware Education that Creates a Better Learning Environment for All. We funded meetups with students through ACM-W, and student activities such as the conference DataTjej, and the introductory day for high school students visiting the department. We discussed including a question about equal opportunities in the course evaluations at the department with the heads of studies, and will continue this work next year. We agreed on including a question, but the phrasing of the question is still discussed. We did not manage to include gender awareness in the introductory courses that we are teaching at the department, due to unexpected changes in teaching faculty. Moreover, we tried to organize a half-day seminar with experts of equal opportunities at the teacher’s day but they were already fully booked.
4.3. Better PhD Student Education for all. We organized an education about harassment and discrimination. We worked with the implementation of the toolkit through including it in the gender equality projects at some divisions. We supported work with the senior teams for PhD students. We did not organize a role play on discrimination since we were advised not to when talking to the people in charge of the PhD days. The Equal Opportunities Officer participated in the evaluation of the PhD education.

4.4. Supporting Women in Post Doc-, Associate Senior Lecturers- or Senior Lecturers Positions. We supported the gender equality projects at DoCS and Computing Science. We were invited to the division of Systems and Control to present the gender equality work and the idea with the gender equality projects at the different divisions to kick off their project. The Equal Opportunities Officer held a seminar on promotion as a part of the career program for young researchers. We organized a retreat for writing applications for promotion to full professor, associate professor etc.

4.5. Enhance Capacity of The Equal Opportunities Group to Work as Change Agents
We discussed and made a plan for the collaboration with ACM-W regarding funding their activities. We did a PowerPoint presentation that can be used by all representatives to present the gender equality work at the department. We organized a retreat in October to evaluate the work in the group and made a plan forward. We organized informal gender equality coffee meetings once a month to discuss and talk about the gender equality work at the department. We improved our process for visibility in LesIT, and added all dates for the Gender Equality meetings, coffee meetings and the application deadlines in LesIT in January. We gave input to the process of gender equality integration in March and April 2017. We had Alexandra Branzan Albu from University of Victoria as an invited speaker at on the topic of “Advancing Academic Women in Science and Engineering” at one of our meetings. We had support from the equal opportunities specialist Nina Almgren throughout the year and at many of our meetings. We have an active mail list with interested members from the department. On the mail list, we share research papers and discuss ideas related to the group’s work. We funded a total of 10 gender equality projects in 2017.
### 4.2. Description of Current Situation

#### 4.2.1. Number of Employees in November 2017

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 280</th>
<th>Men</th>
<th>% men of 280</th>
</tr>
</thead>
<tbody>
<tr>
<td>280</td>
<td>68</td>
<td>24%</td>
<td>212</td>
<td>76%</td>
</tr>
</tbody>
</table>

#### 4.2.2. Number of Full Time Employees in November 2017

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 256</th>
<th>Men</th>
<th>% men of 256</th>
</tr>
</thead>
<tbody>
<tr>
<td>256</td>
<td>62</td>
<td>24%</td>
<td>194</td>
<td>76%</td>
</tr>
</tbody>
</table>

#### 4.2.3. Parental Leave in 2017

**Number of employees with parental leave sometime between Jan. 1 and Nov. 2, 2017**

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 47</th>
<th>Men</th>
<th>% men of 47</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>14</td>
<td>30%</td>
<td>33</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Percentage of employees with parental leave out of total number of employees Jan. 1 and Nov. 2, 2017**

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 280</th>
<th>Men</th>
<th>% men of 280</th>
</tr>
</thead>
<tbody>
<tr>
<td>47 of 280 employees =19%</td>
<td>14</td>
<td>5%</td>
<td>33</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Number of employees with temporary parental leave Jan. 1 and Nov. 2, 2017**

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 20</th>
<th>Men</th>
<th>% men of 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 pers</td>
<td>5</td>
<td>25%</td>
<td>15</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Percentage of employees with temporary parental leave out of all employees Jan. 1 and Nov. 2, 2017**

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 280</th>
<th>Men</th>
<th>% men of 280</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 of 280 employees =7 %</td>
<td>5</td>
<td>2%</td>
<td>15</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### 4.2.4. Sick Leave 2017

**Number of employees on sick leave sometime between Jan. 1 and Nov. 2, 2017**

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 54</th>
<th>Men</th>
<th>% men of 54</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>21</td>
<td>39%</td>
<td>33</td>
<td>61%</td>
</tr>
</tbody>
</table>

**Percentage of employees on sick leave out of all employees Jan. 1 and Nov. 2, 2017**

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 261</th>
<th>Men</th>
<th>% men of 261</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 of 261</td>
<td>21</td>
<td>8%</td>
<td>33</td>
<td>13%</td>
</tr>
</tbody>
</table>
employees = 21%

### 4.2.5. PhD Students 2017

<table>
<thead>
<tr>
<th>Total Active PhD Students 2/11 2017</th>
<th>Women</th>
<th>% women of 125</th>
<th>Men</th>
<th>% men of 125</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>25</td>
<td>20%</td>
<td>100</td>
<td>80%</td>
</tr>
</tbody>
</table>

#### PhD Employment

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total: 125 active PhD Students</strong></td>
<td></td>
<td>20%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>PhD Employment (full time): 116</td>
<td></td>
<td>21.5%</td>
<td>78.5%</td>
<td></td>
</tr>
<tr>
<td>Industry PhD Student: 2</td>
<td></td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Externally Employed and Associated: 5</td>
<td></td>
<td>-</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>No Employment: 1</td>
<td></td>
<td>-</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Stipends: 1</td>
<td></td>
<td>-</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Educational Support: 0</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

#### Research Degrees between Jan. 1 and Nov. 2, 2017

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 10</th>
<th>Men</th>
<th>% men of 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD 10 pers</td>
<td>1</td>
<td>10%</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Licentiate</td>
<td>Women</td>
<td>% women of 5</td>
<td>Men</td>
<td>% men of 5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>20%</td>
<td>4</td>
<td>80%</td>
</tr>
</tbody>
</table>

#### Number of PhD Students on sick leave sometime between Jan. 1 and Nov. 2, 2017

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 14</th>
<th>Men</th>
<th>% men of 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 pers</td>
<td>4</td>
<td>29%</td>
<td>10</td>
<td>71%</td>
</tr>
</tbody>
</table>

#### Percentage of PhD Students on sick leave out of all PhD Students between Jan. 1 and Nov. 2, 2017

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 125</th>
<th>Men</th>
<th>% men of 125</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 out of 125 = 11%</td>
<td>4</td>
<td>3%</td>
<td>10</td>
<td>8%</td>
</tr>
</tbody>
</table>
4.2.6. Students

Students registered at all levels in the fall of 2017

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 5082</th>
<th>Men</th>
<th>% men of 5082</th>
</tr>
</thead>
<tbody>
<tr>
<td>5082</td>
<td>1392</td>
<td>27%</td>
<td>3690</td>
<td>73%</td>
</tr>
</tbody>
</table>