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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 change 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 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 Medarbetarportalen

**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 defense 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 defense 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.
3. **Action plan 2019**

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

**WHAT**: The goal is to improve the gender situation for technical and administrative personnel.

**HOW**: 1) Work with understanding harassment techniques starting off with a study circle for T and A personnel. 2) Discuss communication and collaboration at the strategy day for teaching. Possibly have an invited speaker related to collaboration and harassment techniques.

**WHEN**: 1) The study circle will be discussed at the February meeting. 2) The strategy day will be in the fall of 2019 and it will be discussed in the May meeting.

**COORDINATOR**: 1) T and A representatives. 2) Mats Daniels, T and A representatives.

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 changes in the introductory courses for teachers.

**HOW**: 1) Continue with the course evaluation work as last year, 2) Reach out to J+, Q+; try to get student representatives/delegates to join our group. Discuss with them how to reach out to students and inform them about our work and funding possibilities. 3) Organize a seminar with experts on equal opportunities (check previous plan) at the strategy day for teaching. 4) Gender awareness lecture in introductory courses for students on bachelor and master’s level. Discuss this with course organizers. 5) Organize a PhD panel to introduce the option of PhD studies to undergraduate students, at UTNARM. 6) Address the UTN survey; invite people to discuss the results of the survey. 7) Organize Teaching Assistant Training as last year.

**WHEN**: 1) The course evaluation will be discussed at the March meeting. 2) The work with reaching out to J+, Q+ and get student representatives will be discussed in the March meeting. 3) The strategy day for teaching will be discussed at the May meeting. 4) The gender awareness lecture will be discussed at the March meeting. 5) The UTNARM panel will be discussed at the March meeting. 6) The UTN survey will be discussed at the March (fika?) meeting. 7) The teaching assistant training will be discussed at the March meeting.

**COORDINATOR**: 1) Mats Daniels, 2) Leslie Solorzano, 3) Mats Daniels, 4) Virginia Grande, 5) Dilushi, 6) Eva Breznik, 7) Mats Daniels.

3.3. **Better PhD Student Education for all**
WHAT: The goal is to have a gender equality aware PhD students and supervisors that creates a gender equal playing field for the department’s PhD students.

HOW: 1) Implementation of the toolkit has been put on hold; small steps towards implementation could be made by discussing it, prepare and excerpt from it with a few points to focus on with division heads, who can make senior teams aware of it. 2) Send out a questionnaire on UTN survey, add questions on the work situation and equal opportunities, to reach PhD students and get a better view of their current situation. 3) Carry out meetings between PhD students and the head of studies at DoCS as a pilot study, and see if it should be widened to department level. 4) Contact doctoral boards at IT and Teknat level to reach students from them. Present what we are doing and invite students to take part.

WHEN: 1-4 will be discussed at the August meeting

COORDINATOR: 1) The equal opportunities officer will look at the tool kit and choose one or a few parts of it. The department representatives will present the toolkit for the heads of divisions and make senior teams aware of the existence of the toolkit. 2) & 3) Mats Daniels, 4) Leslie Solorzano.

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

WHAT: Support women in post doc and more senior positions.

HOW: 1) Projects related to gender equality at the different divisions. Follow up on what has been done and supporting new projects. 2) Seminar on Harassment techniques (in English) and initiate a study circle reading a book on harassment techniques (if a similar book exists in English that is preferred). 3) Contact newly promoted assistant professors and ask them about what support they have received during their assistant professor period. Also ask what kind of support they would like. 4) Include information about what support exists for your career at the faculty level in meetings with assistant professors.

WHEN: 1-4 will be discussed at the November meeting.

COORDINATOR: 1) The equal opportunities officer supports the heads of divisions. 2) T and A representative. 3) Head of research 4) Head of research

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 Heads of Department have carried out the activities for which they were responsible, according to the plan, such as the salary revision, the monitoring of gender issues in the management team, ensuring that there are representatives of both sexes in most decision-
making and preparatory bodies. The following parts need to be improved in 2019: We need to review the use of the forms to be used in connection with doctoral recruitment. During the coming year head of department will develop strategies for widespread recruitment for PhD students, post docs and TA staff. In 2019 we will also work with improvements in the composition of the examination board at PhD defenses, and work to get more women among opponents. We also need to ensure that all members of the management team have had gender equality training.

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. Also this year’s strategy day for research at the department had a special focus on recruitment and diversity. The head of research also actively participated in the equal opportunities group as representative of her division, and actively working with gender mainstreaming at the department.

The Equal Opportunities Group worked well according to the continuous work described in the Gender Equality plan for 2018. The items in the action plan for 2018 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. No specific activities were done this year.

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. The student representative in the Equal opportunities group informed students about funding opportunities through mails and on meetings with students. We included a session with gender aware education in the introductory course for teaching assistants. We funded two students who presented work on gender equality at a conference in Auckland, New Zealand. We read and discussed the UTN survey about students being discriminated against.

4.3. Better PhD Student Education for all. At some divisions we used to grant clubs to discuss inclusive project descriptions that enhance diversity, which was according to the plan. We did not organise a seminar on stress. We did include questions about inclusive recruitment at the strategy day for research, but we did not organise a seminar on recruitment with Minna Salminen Karlsson. We organised a seminar on “Programming and IT – who would have thought that would become a field for men?” with Hilde Corneliussen that was open to everyone at the department and students.

4.4. Supporting Women in Post Doc-, Associate Senior Lecturers- or Senior Lecturers Positions. We funded and organised a retreat for senior women writing applications for promotion in Sigtuna two days. The results so far are one successful application to full professor, one to excellent teacher and one to senior lecturer. We supported divisions in their work with gender equality projects. We supported one division through giving input to their announcement for a position at the department.

4.5. Enhance Capacity of The Equal Opportunities Group to Work as Change Agents We reorganized the group and changed into having one representative from the A group and one from the T group instead of having only one representative. We changed the description of requirements for the gender equality funded projects at the different divisions. We nominated Michael Thuné to the Equal Opportunities award at the department, and he
received the award. We also nominated one other person well worth the award that we will nominated in 2019 too. We organised a retreat in October to evaluate the work in the group and planned forward. We organised informal equal opportunities coffee meetings once a month to discuss and talk about the gender equality work at the department. We funded 12 gender equality projects.
4.2. Description of Current Situation

4.2.1. Number of Employees in November 2018*

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 270</th>
<th>Men</th>
<th>% men of 270</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>270</td>
<td>74</td>
<td>196</td>
<td>73%</td>
</tr>
</tbody>
</table>

* Above 20% employment.

4.2.2. Number of Full Time Employees in November 2018

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 250</th>
<th>Men</th>
<th>% men of 250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>250</td>
<td>67</td>
<td>181</td>
<td>73%</td>
</tr>
</tbody>
</table>

4.2.3. Parental Leave in 2018

Number of employees with parental leave sometime between Jan. 1 and Nov. 13, 2018

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 46</th>
<th>Men</th>
<th>% men of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>46</td>
<td>16</td>
<td>30</td>
<td>65%</td>
</tr>
</tbody>
</table>

Percentage of employees with parental leave out of total number of employees Jan. 1 and Nov. 13, 2018

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 270</th>
<th>Men</th>
<th>% men of 270</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 of 270 employees =17%</td>
<td>16</td>
<td>6%</td>
<td>30</td>
<td>11%</td>
</tr>
</tbody>
</table>

Number of employees with temporary parental leave with sick child, Jan. 1 and Nov. 13, 2018

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 24</th>
<th>Men</th>
<th>% men of 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>24</td>
<td>4</td>
<td>20</td>
<td>83%</td>
</tr>
</tbody>
</table>

Percentage of employees with temporary parental leave with sick child, out of all employees Jan. 1 and Nov. 13, 2018

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>% women of 270</th>
<th>Men</th>
<th>% men of 270</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 of 270 employees =9 %</td>
<td>4</td>
<td>1,5%</td>
<td>20</td>
<td>1,8%</td>
</tr>
</tbody>
</table>

4.2.4. Sick Leave 2018

Number of employees on sick leave sometime between Jan. 1 and Nov. 13, 2018
### Percentage of employees on sick leave out of all employees Jan. 1 and Nov. 13, 2018

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 71</th>
<th>Men</th>
<th>% men of 71</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>23</td>
<td>37%</td>
<td>48</td>
<td>68%</td>
</tr>
</tbody>
</table>

### PhD Students 14/11 2018

<table>
<thead>
<tr>
<th>Total Active PhD Students 14/11 2018</th>
<th>Women</th>
<th>% women of 113</th>
<th>Men</th>
<th>% men of 113</th>
</tr>
</thead>
<tbody>
<tr>
<td>113</td>
<td>28</td>
<td>25%</td>
<td>100</td>
<td>75%</td>
</tr>
</tbody>
</table>

### PhD financing

<table>
<thead>
<tr>
<th></th>
<th>Women %</th>
<th>Men %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total: 113 active PhD Students</strong></td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>PhD Employment (full time): 105</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Industry PhD Student: 3</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Externally Employed and Associated: 1</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>No Employment: 3</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>Stipends: 1</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Support: 0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Research Degrees between Nov. 3, and Nov. 14, 2018

<table>
<thead>
<tr>
<th>PhD</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>3</td>
<td>15%</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Licentiate</td>
<td>Women</td>
<td>% women of 7</td>
<td>Men</td>
<td>% men of 7</td>
</tr>
<tr>
<td>7 pers</td>
<td>2</td>
<td>28%</td>
<td>5</td>
<td>72%</td>
</tr>
</tbody>
</table>

### Number of PhD Students on sick leave sometime between Jan. 1, and Nov. 13, 2018

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 19</th>
<th>Men</th>
<th>% men of 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 pers</td>
<td>5</td>
<td>26%</td>
<td>14</td>
<td>74%</td>
</tr>
</tbody>
</table>
Percentage of PhD Students on sick leave out of all PhD Students between Jan. 1, and Nov. 13, 2018

<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>19 out of 113 = 17%</td>
<td>5</td>
<td>4%</td>
<td>14</td>
<td>12%</td>
</tr>
</tbody>
</table>

4.2.6. Students

Students registered at all undergrad levels in the fall of 2018

<table>
<thead>
<tr>
<th>Total</th>
<th>Women</th>
<th>% women of 4072</th>
<th>Men</th>
<th>% men of 4072</th>
</tr>
</thead>
<tbody>
<tr>
<td>4072</td>
<td>1316</td>
<td>32%</td>
<td>2756</td>
<td>68%</td>
</tr>
</tbody>
</table>