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| Decision maker: The Vice-Chancellor<br>Type of document: Recurring planning and governing documents<br>Valid during: 2024–2025 | Decision date: 2023-12-11<br>Valid from: 2024-01-01<br>Revised: 2024-03-25 |
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## Plan for gender mainstreaming 2024–2025

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## 1. Introduction

The plan for gender mainstreaming at Luleå University of Technology is formulated for the purpose of illustrating gender inequality issues within the organisation and, by extension, society at large. The plan for gender mainstreaming is based on the University vision 2030 and the strategic plan 2020–2025 stating that we, by means of an inclusive culture permeated by courage, openness and trust, stimulate development and innovation. The University's values and the active work for equal opportunities are the foundation for the creation of good conditions for achieving our goals. The plan also indicates how Luleå University of Technology contribute to the gender-equality policy goals (Government Communication no. 2016/17:10) by identifying gender-equality problems at the departments and work to solve those problems.

Gender mainstreaming means integrating a gender perspective in all decision-making, at all levels and in all steps of the decision-making process, by everyone participating in the decision-making. Gender mainstreaming at Luleå University of Technology is part of the regular activities to the extent possible, which means that planning, implementation and follow-up of decided activities take place within the framework of the University's regular governance processes for planning and follow-up. University activities are planned on the basis of two-year planning periods. If needed, changes and supplements to the present plan may be made during the two years that the plan is in force.

### 1.1 The steering group for gender mainstreaming

The University has a steering group for gender mainstreaming. The group is composed by the deans of each faculty board, one head of department, one programme director, the head of HR, the head of Communication and Collaboration, the head of Student Affairs and representatives of the Luleå Student Union and the Student Union of Engineering. Expertise and support from administrative officers are co-opted to the group on the basis of needs and current issues. The group is headed by a dean.

The work of the steering group is characterised by dedicated and active participation by all members. If a member no longer can participate, a substitute holding a corresponding position or duties must be appointed as soon as possible. Substitutes in occasional meetings are not to be appointed.

The role of the steering group is to:

- initiate activities within the field of gender equality,
- follow up the ongoing work, and
- act on deviations, if any.

## 1.2 The Swedish gender-equality policy goals

One of the goals of the work on gender equality at Luleå University of Technology is to contribute to the achievement of the six national goals for gender equality policy. Below is a brief account of how current work on gender equality at the University may link to these goals.

### 1. Equal distribution of power and influence

Recruitment and skills supply at the University are carried out on the basis of integrated waypoints to achieve a gender-sensitive and sustainable skills supply process. The idea behind the metaphor “waypoint” is to create a place to stop at to pay attention to critical elements in the recruitment process that require reflection and should be discussed, developed and improved to achieve a more gender-sensitive and transparent process. An HR specialist is responsible for ensuring that the waypoint model is used in the recruitment process for a professor/head of subject, while the recruiting head is responsible for this in other recruitments. In addition, the HR division provides templates for adverts, support in the recruitment process and targeted advertising in order to promote a non-discriminating recruitment.

There must be gender balance in both recruitment groups and academic appointments boards at the University, unless there are special grounds. These grounds must be specified in a formal decision. The faculty boards must also have a balanced gender distribution of women and men.

To achieve gender balance within the professor category, special measures have been implemented upon recruitments of adjunct professors and visiting professors of the underrepresented gender. The research subject receives compensation for such recruitments, in accordance with the University’s resource allocation model.

Upon allocation of research funding, the starting point is that women and men should have equal opportunities to apply for and be granted research funding. Internal research funding at the level of the individual is allocated transparently and on the basis of merit, according to roles and positions. A transparent and gender-neutral procedure regarding recruitment, workforce planning and opportunities to acquire qualifications is important for enabling equal opportunities for women and men when research funding is allocated.

A review of gender equality carried out has identified gender imbalances in the distribution of tasks, positions and scientific publications. However, uneven distribution of prestigious tasks was less obvious now than before, which may be explained by increased awareness of gender equality upon recruitments. In 2023, a more comprehensive review of gender equality was carried out as part of the research subject evaluation.

## 2. Economic gender equality

Through recurring salary surveys, the University works to counteract unreasonable pay gaps based on gender. The potential to retrieve gender-disaggregated data exists and the gender measures established for each planning period are followed up at the regular follow-up occasions in cases where gender-disaggregated data is practically available.

## 3. Gender equality in education

The recruitment of students to the University's courses and study programmes must promote gender-equal education and gender-equal study choices. The University recognises gender-balance problems within certain courses and study programmes, and therefore undertakes activities within the field of widening participation to encourage more people, regardless of social or ethnic background, disability, gender or sexual orientation, to apply for, be admitted to and complete a course or a study programme. This apply to all educational levels, from first-cycle to third-cycle courses and study programmes. The University has made more concrete the activities to be carried out in connection with widening participation. The activities are specified in a separate action plan (ref. no. LTU-1238-2021). In addition, a strategic initiative is launched to further improve the conditions for degree programmes with an underrepresented gender to promote gender equality as regards content, implementation and assessments. The objective of the initiative is for degree programmes to attract, in the long-term perspective, all students regardless of gender, and to have a balanced representation of gender. The representation is considered balanced when each gender has a representation rate that is within the range of 40 to 60 per cent.

The University has implemented teaching on gender equality and gender-equality learning outcomes to be assessed for all third-cycle courses and study programmes and for first- and second-cycle degree programmes. Each programme may itself decide how and where in the programme that the teaching and intended learning outcomes of gender equality should be. This means that the course components vary between the different programmes. This also means that the long-term result of the activity may link to several gender-equality policy goals when students from different courses and study programmes enter working life.

## 4. Equal distribution of unpaid housework and provision of care

The University must be aware of situations in which either gender is at risk of being left behind in the career development, due to parenthood, academic housework<sup>1</sup> and similar aspects. The University aims for a sustainable distribution between work and

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<sup>1</sup> Academic housework is the kind of in-house services that must be carried out, but for which it is unclear who should be responsible. Such tasks may include acting as support to doctoral students experiencing difficult times, answering students' questions about their study environment, making sure that there is coffee, biscuits, etc. at division meetings, and similar tasks.

leisure by offering flexitime and teleworking possibilities. Matters are addressed and followed up by the immediate superior in performance appraisals on an annual basis, and in the staff surveys.

## 5. Gender equality in health

The University offers equal opportunities as regards preventive health care and occupational health care to all staff, and student health services to students. The goal connects with the other goals, since successful work on these goals are likely to result in positive effects on the health of both women and men.

## 6. Men's violence against women must stop

The University has formulated and established a code of conduct (reg. no. LTU-3141-2020) that specifies how staff and students are to behave towards each other. The HR division is responsible for providing new University employees with information about the code of conduct as part of their induction via the onboarding platform to which they have access after the employment decision is taken. The new employees will also receive information at the Welcome day, which is arranged once a semester in Swedish and in English, respectively. The Student Affairs division is responsible for providing new students with information about the code of conduct in the welcome material that the students receive during the start of the semester. The code of conduct is also part of the training that the student buddies (Swe: phösare) undergo before welcoming new students.

The code of conduct is available on a specific web page, *The safe university*, where students and staff can learn more about discrimination and harassment, find contact details to responsible persons, etc. The purpose is to make it easier to report being subjected to or seeing harassment or victimisation. Furthermore, the purpose is to specify how reported harassment is handled, to broaden the understanding of what constitutes sexual harassment in our daily life and how each of us can improve gender balance.

## 2. Gender-equal workplace

### 2.1 Academic housework

The University is to identify which tasks are included in the academic housework and how they are distributed between genders. Moreover, the University is to problematise the consequences of this distribution from a gender perspective.

Responsible: The steering group for gender mainstreaming

Gender-equality policy goal: Equal distribution of unpaid housework and provision of care

## 2.2 On-the job training in gender equality

During the current planning period, the University will work on introducing gender mainstreaming components in on-the-job training for managers, and look into the possibility to create training provided by using in-house expertise and aimed at staff members.

New employees must take an online gender-mainstreaming introduction course, produced by the Swedish Gender Equality Agency. The course is available via the on-boarding platform and the staff website.

Responsible: The head of HR

Gender-equality policy goal: Equal division of power and influence

## 2.3 On-the job training in master suppression techniques

During the current planning period, the University will offer training on the concept of master suppression techniques (Swe: härskartekniker) and how to counteract them. The training is provided by in-house expertise and aimed at staff members.

Most people use master suppression techniques, in various forms and contexts, wittingly and unwittingly. Master suppression techniques are often subtle and difficult to notice, and to be subject to master suppression techniques often leads to passivity and reduced initiative. With the pandemic, a large part of work has moved to virtual meeting rooms, which partly has created new conditions for master suppression techniques, as it is easier to make people invisible in a virtual meeting than in a real-life meeting. To change our behaviour, we need to be aware of and to reflect upon our behaviour.

Responsible: The head of HR

Gender-equality policy goal: Equal division of power and influence

## 2.4 Gender equality in skills supply

The University constantly works on gender-sensitive skills supply. A review of the work on integrated waypoints in the recruitment process will be presented to recruitment groups, heads and HR specialists to bring them up to date.

Responsible: The head of HR

Gender-equality policy goal: Equal division of power and influence

## 2.5 Goals for recruitment of professors

The work on increasing the proportion of women in the professor category continues, based on the appropriation direction 2024 for higher education institutions, which states that such institutions must continue to work for an equal gender distribution in the recruitment of professors. The target is to achieve a balanced representation among professors by the year 2030, that is, each gender will have a representation rate that is within the range of 40 to 60 per cent. The representation rate of women professors at the University was 30 percent in 2023<sup>2</sup>.

During the period from autumn semester 2023 up to and including spring semester 2025, the initiative *Skills development to become professor* where six associate professors of the underrepresented gender are assigned working hours equivalent to half of a full-time employment, to enable them to apply for a position as professor in spring 2025. The initiative also includes a leadership programme.

Responsible: The head of HR

Gender-equality policy goal: Equal division of power and influence

## 2.6 Skills-building initiatives regarding domestic violence and men's violence against women

During the current planning period, skills-building training to heads and staff will be provided by experts in the field of domestic violence and men's violence against women. The Swedish Gender Equality Agency's web courses on this topic will be published on the web page *The safe university*. During the current period, written guidelines for handling issues related to domestic violence and men's violence against women will be produced as a support to heads and staff across the organisation. The guidelines will also provide better opportunities to professionally and efficiently handle signs of ill-health among staff and students resulting from domestic violence and men's violence against women. The work was initiated in conjunction with the increase of teleworking during the Covid-19 pandemic, and will now be implemented in regular procedures, for example, performance appraisals.

Responsible: The head of HR

Gender-equality policy goal: Men's violence against women must stop

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<sup>2</sup> The Annual Report 2023.



### 3. Gender-equal study environments

#### 3.1 Gender equality in the University's courses and study programmes

The work on widening participation to the University's courses and study programmes continues based on the action plan for the planning period 2020-2021. The goal is to increase the proportion and the retention ratio of the underrepresented gender. Follow-ups of the number of applications, admission and student completion are carried out within the departments' regular follow-up process. Where deviations can be identified, measures must be taken.

Responsible: Student Recruitment  
Gender-equality policy goal: Equal education

#### 3.2 Gender equality skills in all courses and study programmes

The University has implemented teaching on gender equality and gender-equality learning outcomes to be assessed in all first-, second- and third-cycle study programmes. The faculty boards are responsible for requiring that gender equality be integrated in study programmes, and for following up to ensure that this is implemented in evaluations.

Responsible: The faculty boards  
Gender-equality policy goal: Equal education

### 4. Gender-equal actors in society

#### 4.1 Collaboration for gender equality in Norrbotten

The University collaborates on a regional level with the County Administrative Board of Norrbotten, the Norrbotten municipalities organisation and Region Norrbotten to improve the work on the gender equality in the region and to highlight successful work on gender equality. The regional Gender Equality Day takes place in September every year and comprises lectures and seminars and the award ceremony of the Norrbotten Gender Equality Award.

Responsible: The head of HR  
Gender-equality policy goal: Equal division of power and influence

## 4.2 Participation in equal industry

Luleå University of Technology has signed the declaration of intent *Jämställd industri*, an initiative by the county administrative boards of Norrbotten and Västerbotten to portray the societal transformation in northern Sweden as a gender-equal transformation. The declaration of intent is valid for the period 2023–2030 and states that the University should work to ensure gender equality, under the direction of the University management. The University should also work to nuance the image of the sector and the counties by challenging and changing structures and perceptions that hinder women and men respectively, and to be an attractive employer through a gender-sensitive work environment management. Moreover, the University commits to follow up, on an annual basis, the work on gender equality within the organisation, and every second year report the activities to the county administrative boards, who, in turn, will give concrete suggestions for further improvements.

Responsible: The steering group for gender mainstreaming  
Gender-equality policy goal: Equal division of power and influence