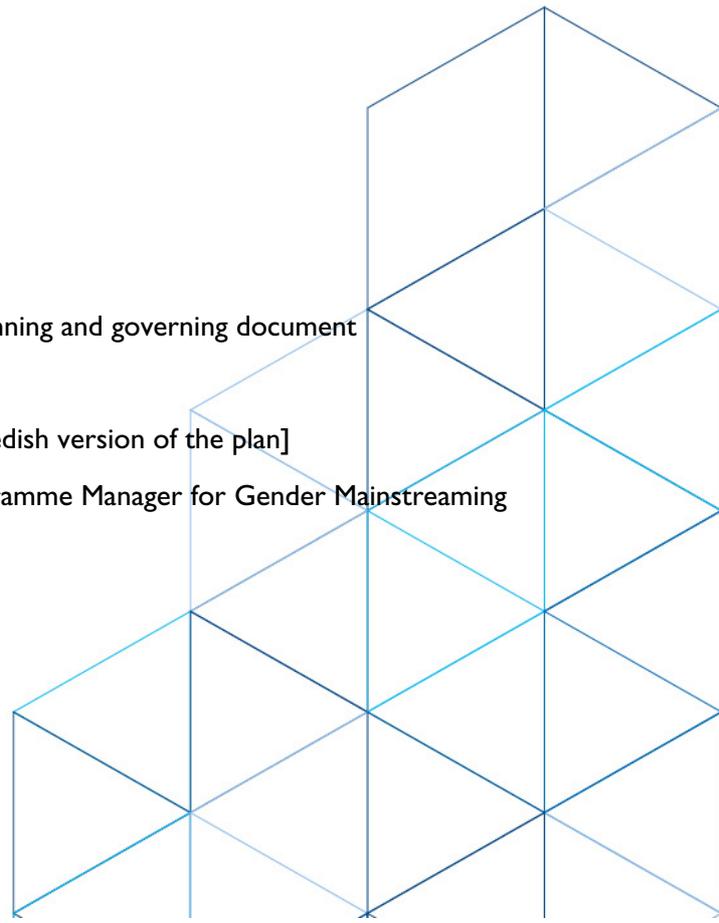




HÖGSKOLAN
I HALMSTAD

Gender Mainstreaming Plan 2022–2024

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Responsible for document:	Anna Isaksson, Programme Manager for Gender Mainstreaming



[This is a translated version of the Swedish Gender Mainstreaming Plan]

Purpose

Gender equality is an important quality issue for Halmstad University, as is reflected in the University's visions and goals. This plan for gender mainstreaming covers the years 2022–2024 and is linked to the goal “A creative and innovative university”. To achieve this goal, the University will, inter alia, “continue to develop its quality assurance system for research, of which in-house peer review, internationalisation, equality and sustainability are natural components”. The plan also relates to the goal “providing students with a top-quality university experience”. To achieve this goal, the University will “continue to develop the University's quality assurance system regarding education, where student influence, internationalisation, equality and sustainability are natural components”.¹ The purpose of the plan is to describe overall development areas, goals and measures for the University's work on gender mainstreaming. It thus represents an important basis for the University in the work of achieving its visions and goals. The plan is also intended to address the requirements that are set, for example, in the EU's framework programme for research and innovation during the years 2021–2027 – Horizon Europe. As a higher education institution, the University has further gender equality mandates to comply with, which are expressed in political goals, laws, instructions from other authorities, appropriation directions and government assignments. These tasks have also been taken into consideration in formulating this plan.

Background

Universities are the state's largest places of work and study and, like other authorities, they have many different gender equality mandates to comply with. These mandates are expressed, for example, in political goals, laws, instructions from other authorities, appropriation directions and government assignments.² The overall goal of Swedish gender equality policy is that women and men shall have the same power in forming society and their own lives. One of the goals of gender equality policy concerns equality in education, which means that women and men, girls and boys shall have the same opportunities and conditions when it comes to education, study choices and personal development. Other goals of Swedish gender equality policy – such as those concerning power and influence, financial equality, health, the distribution of unpaid home and care work and men's violence against women – also touch upon important areas for higher education.

Chapter 1, Section 5 of the Higher Education Act states that equality between women and men shall always be taken into account and promoted in the operations of higher education institutions. Gender equality and gender mainstreaming are also defined as important quality factors by the Swedish Higher Education Authority (UKÄ). This is expressed in UKÄ's scrutiny of the quality assurance work of Swedish higher education institutions. Higher education institutions are expected to ensure that they work systematically to observe gender equality in the content, formulation and implementation of the education. Higher education institutions are also expected to promote gender equality in the conditions for and performance of research.³

¹ <https://hh.se/om-hogskolan/vision-mal-och-strategier/malbilder.html>

² Formulating the authority's approach to gender equality work. Swedish Gender Equality Agency. Serial no.: ALLM 2020/51.

³ <https://www.uka.se/fakta-om-hogskolan/om-jamstalldhet/jamstalldhet-som-kvalitetsfaktor.html>

Guidance for the scrutiny of higher education institutions' quality assurance work for research, revised May 2021 Report 2021:15, Issued by the Swedish Higher Education Authority 2021.

Gender mainstreaming means that gender equality issues must be included in and observed in the ordinary work in public activities and not just a side issue.⁴ To strengthen the higher education institutions' work on gender mainstreaming and opportunities to achieve the Swedish political goals for gender equality, the Government has previously stressed that universities and university colleges must develop their work and have a plan for gender equality integration work. The University's previous plan, which covered the years 2020–2022, had the theme "Quality assurance in education and research", with particular emphasis on education. This prioritisation was deliberate, as the University worked intensively during these years to develop the gender equality aspects of its quality system, and its quality assurance work, focusing on education, was scrutinised by the Swedish Higher Education Authority. The prioritisation was successful, and the University was judged to be satisfactory in the area of gender equality, with a positive statement from the assessing group which drew the conclusion that gender equality is very well integrated into the systematic quality work and that gender equality work is observed and systematically followed up in the content, formulation and performance of the education. Given the assessment of gender equality integration in the education, the University considers that this plan should focus somewhat more on research, although the development areas that are linked to education are affected by the plan.

The majority of the activities that were reported in the previous plan have been performed and reported in the University's annual report and to the Swedish Gender Equality Agency. The present plan replaces the previous plan somewhat earlier than planned. This means that a couple of activities in the previous plan have not been carried out. These have therefore been included in the present plan.

The Swedish Government continues to promote the importance of universities and university colleges working on gender equality integration. However, there is no longer a requirement for universities and university colleges to have a specific plan for gender mainstreaming, as has been the case in recent years. The appropriation directions for the budget year 2022 state the following:

Universities and university colleges shall continue their work on gender equality integration with the aim of ensuring that their activities will help to achieve the gender equality policy goals (skr. 2016/17:10), for example in questions of equal opportunities in career paths, gender-specific study choices and student completion. The higher education institutions must identify gender equality problems in their core activities that they can help to resolve. Universities and university colleges shall, no later than 1 September 2022, report the approach to continuing work on gender equality integration for the years 2023–2025 to the Government Offices of Sweden (Ministry of Employment and Ministry of Education). Universities and university colleges shall also report how they take gender equality into account in the distribution of research funding. This task can be coordinated with other tasks.

However the University continues to support its work with a plan for gender mainstreaming, even though this is no longer a government requirement. A separate plan for gender equality integration that is linked to work on gender equality integration in the ordinary quality assurance work and in the governance of activities represents a good basis for systematic gender equality work with clear

⁴ Guidance – support for planning, organising and following up work on gender equality integration. Swedish Gender Equality Agency. Serial no.: ALLM 2020/51.

priorities and structures for follow-up in the different levels of the organisation. The University sees this a key to the work of achieving its visions and goals, as was mentioned in the introduction. In the international research arenas, it is also becoming more common for financiers to include a requirement that the research application must show that the higher education institution that is applying has a plan for gender equality that fulfils certain criteria and addresses certain areas.⁵ One example of this is the EU's general programme for research and innovation during the years 2021–2027 – Horizon Europe. To be able to apply for and receive funding in this programme, the higher education institution must have a Gender Equality Plan (GEP) and gender equality work that meets four mandatory requirements: “Public document”, “Dedicated resources”, “Data collection and monitoring” and “Training”.⁶ A higher education institution cannot renounce the mandatory requirements, but if another formal governing document (other than the gender equality plan) shows that the requirements are met, this is acceptable. Besides meeting the mandatory requirements, it is also recommended that the higher education institution includes five other thematic areas in its gender equality plans: “Work-life balance and organisational culture”, “Gender balance in leadership and decision-making”, “Gender equality in recruitment and career progression”, “Integration of the gender dimension into research and teaching content” and “Measures against gender-based violence, including sexual harassment”.

The Research Strategy for Halmstad University 2022–2030, serial no. L 2021/118, states that the University must be successful in obtaining external research grants so as to achieve a better balance between education and research. The strategy also states that the University should strive to achieve a 60 per cent level of external funding and that an increasing proportion of the external funding must be obtainable from financiers with a high level of national and international competition, such as research councils and the EU framework programme. However, as stated above, a prerequisite for the University's obtaining funding from the EU Horizon Europe programme is that the University's plan for gender equality integration complies with the requirements above. At the same time, the plan must reflect other gender equality mandates that regulate Swedish higher education institutions' work on gender equality. In this respect, the University also judges that the requirements of the framework programme coincide with a number of the development needs that have been identified within the University's ordinary quality work, which in turn is based on the gender equality mandates that regulate the University's activities.

Some of the development areas and activities in the plan also refer to the implementation of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (the Charter & Code), which since 2020 entitles the University to use the distinction “HR Excellence in Research Award” as a sign that the University is an employer with a good, stimulating work environment with open, transparent and competence-based recruitment and assessment procedures. Some gender equality-related development areas were identified in connection with the application process, and further efforts linked to these are covered in this plan.

⁵ There are also a number of financiers who do not specifically request a plan, but include gender equality and/or gender and diversity aspects as key criteria in announcements and assessments of applications for research funding. For example, central government sector research financiers in Sweden require the higher education institution to be able to describe in its research funding application how a gender equality, gender and/or diversity perspective is taken into account in the project team and/or in the content of the research. See, for example, the Swedish Research Council, Forte, Formas, Vinnova and the Swedish Energy Agency.

⁶ <https://op.europa.eu/sv/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1/language-en/format-PDF/source-232129669>

It is important to note that the present plan focuses on a selection of the University's common priorities, goals and activities over a defined period of time. There are a number of initiatives connected with the areas addressed in the plan that are central, but it has been necessary to make priorities and limitations for the work so as to be able to implement initiatives of good quality. It may be added that the University has worked intensively in recent years to integrate the gender equality perspective in its quality work and governance. This means that there is a continuous and systematic effort to identify development areas and take measures from a gender equality perspective in the University's schools and activity support. This is expressed in the basic data that is generated in the quality work and governance.

The University's goals and priorities 2022–2024

The areas and goals prioritised for 2022–2024, as well the measures and activities to be performed and how these will be followed up, are set out below. In cases where requirements in the EU framework programme are handled in and through other types of governing documents, procedures and processes, these are exemplified.

Public document

Analysis/comments:

According to the EU framework programme, higher education institutions must have a gender equality plan that is formally adopted/signed and made public. This is in line with how the University's plan for gender equality integration is normally handled.

Goal:

The University has a plan for gender mainstreaming that is approved by the Vice-Chancellor, and is available on the internal and the external web and is known within the organisation.

Implementation, follow-up, responsibility:

The University's programme manager for gender mainstreaming, with the aid of the Communications Department, ensures that the plan in question is available internally and externally and that the plan is communicated within the organisation and followed up annually.

Dedicated resources

Analysis/comments:

The EU framework programme requires higher education institutions to allocate resources to ensure that functions with adequate competence are able to support gender equality integration work and contribute to the implementation of the gender equality plan. The University's Human Resources (HR) department works continuously skills enhancement initiatives for staff in terms of norm criticism, equal opportunities and gender equality integration. Since 2018, the University has also had a programme manager for gender mainstreaming (40 per cent of full-time), funded from the Vice-Chancellor's strategic funds. The programme manager works to support the core and support activities. There is a network linked to the programme manager which consists of a representative of each school. The representatives, who are funded by the schools (10 per cent of full-time), sit on their respective school council and act as support for the schools. This deliberate investment of

resources and time in gender equality activities has, with the support of the Swedish Higher Education Authority's scrutiny of the University's quality assurance work in 2022, made an impact on the University's activities.

Goal:

The University's various activities have access to adequate support in work on gender equality integration to be able to fulfil goals, implement measures and identify areas for development in relation to the present plan and the activities and analyses that are performed within the general systematic quality work.

Implementation, follow-up, responsibility:

The Vice-Chancellor and the deans of the schools are responsible for allocating funding for the ongoing gender mainstreaming work at university and school level, respectively. The programme manager for gender mainstreaming and the schools' network representatives are responsible for supporting the activities related to gender equality integration and for helping to implement the present plan and measures that are taken in the context of the quality work.

Data collection and monitoring

Analysis/comments:

A gender equality perspective is already integrated into the follow up and evaluation performed within the University's quality system. This means that the University systematically monitors, and analyses quantitative data based on gender and results generated by the quality system from a gender equality perspective. This is reflected in the following governing documents, among others: Guidelines for follow-up of education at third cycle (doctoral) level Serial no. L 2018/103, Guidelines for follow-up of education at first (Bachelor's) and second cycle (Master's) level Serial no. L 2017/90, Guidelines for evaluation of education at first (Bachelor's) and second cycle (Master's) level Serial no. L 2018/50. Guidelines for follow-up of research Serial no. L 2018/152 is under revision and work is underway to develop the University's system for follow-up and evaluation of research and evaluation of education at third cycle (doctoral) level. It is essential that governing documents and procedures that are connected with this have a gender equality perspective.

Goal:

A gender equality perspective is clearly integrated into the University's procedures and governing documents for follow-up and evaluation of research and for evaluation of education at third cycle (doctoral) level.

Implementation, follow-up, responsibility:

The Research and Education Board (FUN) and the Deputy Vice-Chancellor for research and doctoral education are responsible for integrating the gender equality perspective in procedures and governing documents that refer to follow-up and evaluation of research.

Training

Analysis/comments:

The University's employees and managers are continuously offered training and workshops on gender mainstreaming and equal opportunities. However, the efforts in recent years have mainly focused on education. Since 2021, the course "Leading a research project" has included a brief component on gender equality, ethics and sustainability. However, no more comprehensive input is given related to leadership and gender equality in research. The Research Strategy for Halmstad University 2022–2030, serial no. L 2021/118, states that "Leadership shall have a strategic approach in which gender equality, equal treatment and diversity are important components". Any skills enhancement needs that exist in order to be able to operationalise this in practice need to be identified, as do any needs for more comprehensive skills enhancement initiatives.

Goal:

The leadership⁷ of Halmstad University has a strategic approach in which gender equality, equal treatment and diversity are important components. Such leadership is built on scientifically based knowledge of these components.

Implementation, follow-up and responsibility:

Step 1: An inventory is made of what skills enhancement needs exist among employees who hold leading positions in relation to research. The Deputy Vice-Chancellor for research and doctoral education, in dialogue with the heads of the schools, is responsible for ensuring that the inventory is carried out. Step 2: Skills enhancement measures are implemented based on the results of step 1. The University's research support service is responsible, in dialogue with the programme manager, for gender mainstreaming being created and implementing the measures, which for example may be directed at the leaders of research programmes, etc. One example of such a measure could be training similar to the course that the University previously provided to research group leaders. Such a course could integrate aspects relating to gender equality, diversity and equal treatment.

Work-life balance and organisational culture

Analysis/comments:

This area also touches on the University's more general work on equal opportunities and systematic work environment management. There are governing documents and policies in which parts of this area are regulated and monitored. See for example: Policy for work environment and equal opportunities 2020-04-29, serial no. L 2020/61, Employee policy. We make each other better!, serial no. L 2020/22, and Student policy "We make each other better!", serial no. 2020/111. The University conducts regular employee surveys on how employees perceive their work environment, focusing on factors such as "work and balance", which is a priority area for the University. Given that women are more likely than men to be on sick leave at the University, it is important to also analyse the responses from the employee surveys from a gender perspective, as previous research in the area of "work-life balance" also indicates. Employees experiencing a good balance between work and private life, regardless of gender, is also an important part of being a good, stimulating work environment in accordance with the University's work on HRS4R.

⁷ Here "leadership" refers to employees who have leading positions in relation to research.

Goal:

By analysing the area of “work and balance” in the 2022 employee survey from a gender equality perspective, the University has a good understanding of where there may be perceived gender differences and can take appropriate action as needed.

Implementation, follow-up, responsibility:

The HR department, with the support of the University’s programme manager for gender mainstreaming, carries out an analysis of the questions in the employee survey (2022) that involve “work and balance” from a gender equality perspective. Based on the results, and in accordance with the procedure for systematic work environment management, a risk assessment and analysis of possible measures is performed. The issue is handled and followed up within the work environment organisation.

Gender equality in recruitment and career progression (I)**Analysis/comments (I):**

Among other things, this area relates to critically scrutinising and integrating a gender equality perspective in the higher education institution’s processes and procedures for recruitment. In accordance with its previous plan for gender mainstreaming and in connection with the application for the European Commission’s HR Excellence in Research Award, the University has performed extensive work on this, with the support of external experts in this field. Training initiatives for managers and the University’s recruitment committee have been implemented so as to improve the conditions for implementing the competence-based recruitment and assessment process – where gender equality and equal opportunities are integrated into the various stages of the process, including through supporting reflection questions. To take the next step in the work, which is linked to the University’s overall work with HRS4R, the University needs to develop its knowledge about how, for example, the recruitment committee, HR specialists, etc. perceive and apply the supporting reflection questions related to gender equality and equal opportunities, as well as about what possible development needs exist regarding knowledge and/or revision of the supporting material.

Goal (I):

The supporting reflection questions related to gender equality and equal opportunities in the University’s competence-based recruitment and assessment process are applied in practice and are perceived as giving support and guidance in the recruitment work so as to promote gender equality and equal opportunities.

Implementation, follow-up, responsibility (I):

Follow-up is performed regarding how the supporting reflection questions are applied and perceived in practice. The follow-up is performed by an external or internal person with expertise in the field of recruitment, gender equality and equal opportunities. The results of the follow-up are then translated into appropriate measures, which could for example be further skills enhancement measures and/or a revision of the supporting material. The University’s coordinators for equal opportunities and the programme manager for gender mainstreaming are responsible for ensuring that the follow-up is carried out.

Gender equality in recruitment and career progression (2)

Analysis/comments (2):

With regard to career development in relation to research, the University's four schools identified various areas for development in their previous research follow-up reports and in the SWOT analyses carried out in connection with the development of new research strategies. Examples of such include a need for a more even gender distribution among doctoral supervisors, a more even gender distribution among professors, investigation of time taken to reach professor level from a gender equality perspective, etc.

Goal (2):

The work of the schools is supported by school-specific goals based on previously analyses and reflected, for example, in the annual research follow-up reports, SWOT analyses, research strategies, etc.

Implementation, follow-up, responsibility (2):

Follow-up is carried within the procedures that will apply to the monitoring of the schools' research, research strategies and research programmes, which are under preparation. Areas for development, measures and results are documented within the framework for ordinary quality work and governance. The programme manager for gender mainstreaming documents the results at university level in annual gender equality analyses.

Gender equality in recruitment and career progression (3)

Analysis/comments (3):

The University does not currently have any in-depth knowledge about how women and men perceive their opportunities to advance their careers and develop in their researcher or teacher role at Halmstad University, which is a key part of the University's work with HRS4R. Activities in the University's previous plan for gender mainstreaming regarding careers and gender equality have not yet been performed.

Goal (3):

Opportunities to and conditions for developing and advancing a career at Halmstad University shall not depend on gender.

Implementation, follow-up, responsibility (3):

Step 1: The University conducts a university-wide survey to gain knowledge about how women and men perceive their opportunities to advance a career and to develop in their role as researcher or teacher. The HR department is responsible for performing the survey. This step also involves mapping the gender distribution in various positions connected with teaching, research and administration. The programme manager for gender mainstreaming is responsible for this part, in dialogue with controllers and investigators at the schools. Step 2: Heads of departments and schools are responsible for any measures taken based on the results of step 1. [Note that this area, goal and action also touches on the area "Gender balance in leadership and decision-making", which the EU programme recommends that higher education institutions address in their gender equality plans].

Integration of the gender dimension into research and teaching content (1)

Analysis/comments (1):

In dialogue with the programme manager for gender mainstreaming, the University's research support service has compiled supporting material for integration of gender equality and diversity aspects in research that researchers can make use of when preparing research applications, so as to comply with the requirements of various financiers. With effect from 2021, the gender equality perspective is also included in the "Leading a research project" training, which is offered by the University's research support service. In order to further promote the integration of a gender equality perspective in the University's research, "Directions for applying to establish a research programme at Halmstad University" (decided by FUN 07/10/2021) includes a gender equality perspective. However, based on previous experience and analyses that the University has performed on the implementation of directions, it has been judged important to follow up and analyse how the directions are applied in practice.

Goal (1):

Applications to establish research programmes and subsequent follow-up of these include a gender equality perspective.

Implementation, follow-up, responsibility (1):

FUN, in collaboration with the programme manager for gender mainstreaming, performs an analysis of how the gender equality perspective has been addressed and assessed in the applications. Based on the results, any necessary revision of the directions is done and support measures are put in place so as to strengthen the conditions for the integration of the perspective.

Integration of the gender dimension into research and teaching content (2)

Analysis/comments (2):

In accordance with its previous plan for gender mainstreaming, the University has developed support for improving the integration of gender equality aspects into the University's education programmes. The gender equality perspective has also been reinforced in a number of governing documents regarding education at first (Bachelor's), second (Master's) and third cycle (doctoral) levels. A review of the existence of the gender equality perspective in course syllabuses was performed in 2020, and this will be followed up in 2022.

Goal (2):

The number of course syllabuses in which it is relevant to have intended learning outcomes that are linked to a gender equality perspective has increased since the previous review was performed (2020).

Implementation, follow-up, responsibility (2):

The schools' representatives in the University's network for gender mainstreaming perform the review at each school. The Student Affairs department compiles relevant course syllabuses for each school. The schools' representatives in the network communicate the results of the review in each school council and steering group for education.

Measures against gender-based violence, including sexual harassment (1)

Analysis/comments (1):

Among other things, this area relates to having clear procedures and policies regarding gender-based violence and sexual harassment. The HR department offers training for managers and programme coordinators in handling abusive treatment. Since 2021, the University has had Directions for handling and preventing situations of threats and violence, serial no. L 2020/36. However, the University needs to replace its earlier guidelines on discrimination and harassment, which were last revised in 2014.

Goal (1):

The University has clear directions for how to handle harassment, sexual harassment and abusive treatment, and these are well known in the organisation.

Implementation, follow-up, responsibility (1):

The HR department is responsible for drawing up the directions and for ensuring that these are implemented and well known in the organisation. In addition, training on the guidelines and prevention work will be provided.

Measures against gender-based violence, including sexual harassment (2)

Analysis/comments (2):

The University participates in the European UniSAFE project, which aims to raise awareness of gender-based violence and harassment in higher education and translate this knowledge into concrete tools. The University also participates in a national research and collaboration programme focusing on how the Swedish higher education sector as a whole can improve the work and study environments. The aim of the programme is to establish research-based knowledge about inclusive work and study environments and a sustainable organisation for the prevention of sexual harassment and gender-based vulnerability in academia. Based on the results of these projects, as well as the results of the questions relating to “equal opportunities” in the University’s employee survey of 2022, the University will define goals and measures in this area, which may involve updating of the goals in the present plan.

Goals (2):

The University has translated the results of the UniSAFE project and the national research and collaboration programme into equivalent goals and measures.

Implementation, follow up, responsibility (2):

The University’s coordinator for equal opportunities coordinates the University’s participation in projects and is responsible, in dialogue with the programme manager for gender mainstreaming, for compiling the results and communicating them to the relevant managers and employees, who are responsible in turn for taking any necessary measures. The work is reported to the project owners, and the results and measures are also documented and followed up as active measures, based on the requirements of the Swedish Discrimination Act.

