



Action Plan for
Gender Mainstreaming at
Karlstad University
2017–2019

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1 Summary

Karlstad University, like the other state-owned higher education institutions in Sweden, was tasked by the government with gender mainstreaming its operations. The purpose of gender mainstreaming is to contribute to meeting the government's gender equality objectives. Karlstad University's management team has decided to focus on four areas: (1) Teaching, (2) Research, (3) Management and support processes, and (4) Regulation and overall governance. Each area comprises a number of society-related problems that each in turn include university-specific problem areas, as well as associated targets and sub-targets/activities. There are four overarching development needs related to the areas. (1) Knowledge about gender and equality must be included in all courses and programmes. Special measures are needed in the gender-segregated study programmes. (2) Gender equality must characterise research activities at all levels, from recruitment to resource allocation, career paths and acquisition of qualifications. (3) Gender equality must permeate routines and attitudes related to leadership, skills supply, working conditions, work environment and administrative support. (4) Gender equality must permeate all regulation and governance in the organisation. This action plan includes sub-targets and in some cases targeted activities, i.e. *what* is to be done. During the implementation and realisation phases, it is decided *how*, *by whom* and *when* these measures are taken.

2 Contact for gender mainstreaming

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3 Approval

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4 Background and current situation

In the 2016 government directive, Karlstad University, together with all other state-owned higher education institutions in Sweden as well as Chalmers University of Technology and Jönköping University, was tasked with gender mainstreaming its operations as follows:

Universities and university colleges must present a plan detailing how the institution intends to develop its gender mainstreaming work with the aim of contributing to meeting the government's gender equality objectives in its operations, for example in providing equal opportunities to career paths, gender-segregated study programmes and student completion. The plan should include areas in need of development, targets, and activities which the institution intends to implement during 2017–2019. The plan should further describe in which way gender equality is to be integrated into and can become part of the institution's regular operations, for example its governing processes.

The aim of gender mainstreaming is for institutional operations to contribute to meeting the government's gender equality objectives, which include that women and men should have equal opportunities to shape society and their own lives. The aim is expressed in six parts: (1) Equal distribution of power and influence, (2) Financial equality, (3) Equal education, (4) Equal distribution of unpaid household tasks, (5) Equal health, and (6) Ending men's violence towards women. The measures the university plans to implement should thus not only gender mainstream Karlstad University's operations, but should by extension also contribute to creating a more equal society.

4.1 Development process of this action plan

In February 2016, a gender mainstreaming coordinator with broad experience in the organisation was appointed. Initially the deans, faculty boards, heads of the central support services, the thematic council and the work environment committee were involved in a process comprising information, consensus building and dialogue. Researchers in Gender Studies were involved early on in this process.

In October 2016, university management and representatives of the Swedish Secretariat for Gender Research attended a workshop. Seven areas and a number of sub-areas were identified as significant in ongoing efforts to promote gender equality.

In November 2016, all heads at the university attended a meeting focused on gender and equality. A total of 41 people participated. The meeting included a historical overview of sex and gender (Å. Bergenheim), a presentation of research on gender-segregated programmes and professions (L. Holth), an introduction to gender mainstreaming in organisations (A-C Callerstig), and group discussions of strengths, weaknesses and challenges related to Karlstad University's gender mainstreaming task.

On 14 December 2016, a gender mainstreaming working group was appointed. Group members represent the core activities of the university (three vice deans, two department heads, the chair of the student union, and the study and careers guidance counsellor responsible for promoting equal student opportunities); support services (head of budgeting and head of administration); an expert on gender (one of the department heads who is also a researcher in Gender Studies); and the gender mainstreaming coordinator. A draft action plan was developed based on the task, the input received from networking meetings, dialogue with representatives, results from the university management workshop, discussions from the meeting of university heads, directives from the Swedish Secretariat for Gender Research and the experiences, and the skills of the group members.

The draft was distributed for comments to the faculty management teams, the board of teacher education and the management of the central support services, and was revised accordingly. The vice-chancellor was continually consulted during this process and approved the action plan in May 2017.

4.2 The university's previous gender mainstreaming efforts

Gender equality has been promoted by Karlstad University (earlier Karlstad University College) since at least 1982, i.e. for 35 years. The equality group's minutes from 6 December 1982 state that funding is requested to organise a day on the topic of the importance of education for gender equality, that the "old boys' structure" of the organisation needs to be discussed, and that gender equality needs to be considered in the following year's board elections. Two years later, it was decided that a gender equality action plan had to be drawn up and that the library should reserve a shelf for newly acquired literature pertaining to gender equality.

Agendas and minutes show how gender equality was promoted at Karlstad University/Karlstad University College during the next 35 years. The equality group later became a gender equality committee that decided on gender equality plans and other measures promoting gender equality. In May 1999, the gender equality committee, then chaired by Bengt Westerberg, decided to divide gender equality work at the university into three subprojects: gender equality among staff, gender equality among students, and gender perspectives in teaching and research. Each project was headed by a steering group and coordinated by the gender equality committee. On 21 May 1999, Bengt Westerberg, chair of the gender equality committee, wrote the following to the vice-chancellor:

The long-term goal is of course that equality between women and men should be so self-evident that there would be no need for a gender equality committee or gender equality work. We have not yet reached this point.

In connection with an extensive re-organisation in 2013, the gender equality committee's work was taken over by the thematic council, which also handled issues surrounding internationalisation and sustainable development. From January 2017, issues related to equal opportunities and gender equality are handled by the work environment committee, thus linking all issues related to labour legislation, the Discrimination Act, the core values of the government, and the task of gender mainstreaming university operations.

The university complies with legislation regarding the gender equality/equal opportunities action plans for staff and students, regular pay surveys, an action programme against discrimination, harassment and victimisation, access plans, etc. Gender equality is a self-evident consideration during recruitment, when appointing management teams, steering groups and advisory bodies. The university actively promotes broad-based recruitment, provides well-developed support to students through the student health services and the study and careers guidance counsellors, and works closely with the student union to promote equality and equal opportunities. In recent years, efforts have been made to increase women researchers' opportunities for further qualification and promotion to professors.

At an overarching level, the university has a relatively even gender distribution, with some differences depending on staff category, as shown in the table below (based on full-time equivalents, annual report 2016):

Category	Women		Men		Total
Administrative/technical staff	240	72%	95	28%	335
Lecturers	132	61%	84	39%	217
Doctoral students	40	41%	57	59%	97
Senior lecturers	124	47%	141	53%	266
Professors	25	31%	56	69%	81
Other teaching/research staff	9	32%	19	68%	28
Total	572	56%	452	44%	1024

The gender distribution of heads (figures from 2016)

Management category	Women		Men		Total
All heads and managers, all levels	25	49%	26	51%	51
Heads with staff management responsibilities	18	50%	18	50%	36
University management team	2	40%	3	60%	5

In summary, the university as organisation has an even gender distribution (in the 40/60 range). Gender is also evenly distributed in the staff categories heads, senior lecturers and doctoral students. The distribution of lecturers comes close to the outside of the range with 61% women and 39% men, and gender is unevenly distributed among administrative/technical staff (72% women) and professors (69% men).

An important aspect to consider is that even when the gender distribution appears to be equal quantitatively in different staff categories, this does not necessarily result in an equal distribution of power and influence. The power balance may be affected by, for example, the composition of advisory and decision-making bodies, management structures, meeting cultures, and the influence of formal and informal power.

4.3 Identified problem areas and targets

The areas identified in the discussions and workshops were based on earlier facts about gender inequality in the academy, for example in *Jämställdhet i akademien – en forskningsöversikt* [Gender equality in the academy: Research overview] (Dahlerup, 2010), *Jämställdhetsanalys av Karlstads universitet* [Gender equality analysis of Karlstad University] (Bergman, Enghag, Eriksson, Krekula & Portfelt, 2011), *Jämställda fakulteter?* [Gender-equal faculties?] (University of Gothenburg, 2012), *Fördelning eller förfördelning? Forskningsfinansiering, jämställdhet och genus – en forskningsöversikt* [Distribution or pre-distribution? Research funding, equality and gender: Research overview] (Bondestam & Grip, 2015), *Kvinnor och män i högskolan* [Women and men in higher education] (UKÄ, the Swedish Higher Education Authority, 2016), Karlstad University's annual reports, and information available on www.genus.se. No extensive quantitative mapping or analyses were done at this stage, although these are suggested activities for some of the specific target areas.

This action plan includes fourteen overarching society-related problem areas. Through active measures related to these areas, the university contributes to meeting the government's gender equality objectives. The society-related areas are the following: a) Gender-segregated educational choices; b) Gender-equal approaches in courses and programmes; c) Student influence; d) Core values and treatment; e) Research, f) Evaluations, recruitment and career paths; g) International qualification; h) Leadership, power and gender equality; i) Working conditions and gender equality; j) Systematic work environment measures and gender equality; k) Recruitment and other skills supply; l) Gender-equal approaches to planning; m) Formal and informal power structures; and n) Strategic resource allocation and gender equality. The plan moves from society-related problems to problems and targets specific to Karlstad University, to clearly defined sub-targets and, in some cases, targeted activities.

Gender mainstreaming university operations relies on the knowledge and understanding of all parties involved. Knowledge will be gradually increased through implementation and by getting these issues on the agenda in connection with decision-making and the development of guidelines, evaluation criteria, degree outcomes and course syllabi. Initially, however, decision makers, teaching staff, study and careers guidance counsellors, communication officers and heads will need to gain in-depth, applicable and directed knowledge on gender and equality. This knowledge development forms part of the action plan but also needs to be seen as a continuous process that will in the long term contribute to a more equal culture, in which treatment, attitudes and other actions are characterised by gender equality and equal opportunities.

Through teaching students and doctoral students, higher education institutions fulfil an important mandate in society's efforts to promote gender equality. By ensuring that courses and programmes are permeated by gender-equal treatment and values through integrating gender equality naturally into the contents of course syllabi and degree outcomes, development of a more equal society will be promoted as graduates enter the labour market. Karlstad University offers several gender-segregated study programmes that are particularly worth addressing, including teacher training, nursing and engineering. Each of these programmes offers specific challenges in relation to the government's gender equality objectives. We envision a particularly powerful effect on society if the knowledge of students, teachers and partners and stakeholders in teacher training is increased in the areas of gender, equality and equal opportunities, as these groups will continue to promote equality in preschools and schools. Similarly, the nursing programmes are crucial in promoting equal healthcare and health. Accordingly, these two programmes have been particularly prioritised in this action plan.

5 Development needs and active measures

Identified problem areas have been divided into four areas with associated development needs. These have led to overarching active measures as well as more detailed activities and targets. The overarching aspects are presented below, while the detailed activities and targets are described in Annex 1.

Karlstad University intends to implement the active measures below between 2017–2019.

5.1 Development need 1 – Teaching

Knowledge of gender and equality must be included in all courses and programmes. Special measures need to be taken in the gender-segregated study programmes.

- a) A gender-equal approach has to be taken in all courses and programmes and this should be evident in degree outcomes, course syllabi and programme study plans.
- b) Special attention has to be paid to the atmosphere in and student dropout from gender-segregated study programmes.
- c) Teaching staff, study and careers guidance counsellors, and practical placement supervisors have to be knowledgeable in the areas of gender and equality in relation to the study programmes and professions they represent.

5.2 Development need 2 – Research

Gender equality must characterise research activities at all levels, from recruitment to resource allocation, career paths and further qualification.

- a) Gender equality always has to be considered when research funding is allocated.
- b) Gender has to be considered in evaluations, recruitment, further qualification and career development.
- c) International qualification has to be supported through gender-aware allocation of work duties.

5.3 Development need 3 – Management and support processes

Gender equality must permeate routines and attitudes related to leadership, skills supply, working conditions, work environment and administrative support.

- a) Gendered expectations, as well as formal and informal power structures have to be considered from the perspective of gender equality.
- b) A gender-equal approach has to be taken to systematic work environment improvement, mapping and measures.
- c) Administrative routines, recruitment and conditions for leadership have to be gender equal.
- d) A gender-equal, norm-critical approach has to be integrated into leadership development programmes and into courses in teaching and learning in higher education.

5.4 Development need 4 – Regulation and overall governance

Gender equality must permeate all regulation and governance in and of the organisation.

- a) A gender-equal approach has to be integrated into processes related to budgeting, planning, resource allocation and decision-making.
- b) Representation in advisory and decision-making bodies has to be quantitatively and qualitatively gender equal.

6 Implementation and monitoring

6.1 Implementation

This action plan also includes specified sub-targets and some activities. The next step is to convert these into active measures. Based on this action plan, management teams and other advisory and decision-making bodies will be tasked with converting sub-targets to active measures in their own operations. The gender mainstreaming working group appointed in December 2016 will provide support through the implementation process.

6.2 Planning and monitoring

The action plan for gender mainstreaming will gradually be integrated into the university's regular operations and management processes. This means that gender mainstreaming tasks are planned in connection with other operational tasks and are monitored in the regular follow-up dialogues with the vice-chancellor. Initially, special attention will be paid to this action plan for gender mainstreaming, as demanded by the present situation.

6.3 Responsibilities and organisation

The vice-chancellor has overall responsibility for university operations, including gender mainstreaming. The implementation of and associated responsibility for specific parts of the action plan are delegated as per the university's delegation of authority and the responsible person for specific sub-targets is indicated in the Annex.

The gender mainstreaming coordinator will be monitoring and supporting the development of the action plan during this period. The aim is to integrate gender equality so well into operations by 2020 that it is seen as a self-evident aspect of the regular planning and management of the university.

7 Targets and activities – Annex 1 (pp. 1–13)

In the following list, targets and activities related to university-specific problems, society-related problems and overarching needs for development are detailed.

The sub-targets/activities have been prioritised in three steps, namely:

- 1 = necessary to implement during the initial phase of the period
- 2 = necessary to implement during the period
- 3 = should be implemented during the period

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Area 1. Teaching: Organisation, student influence, contents, implementation and collaboration			Priority 1=necessary initially 2=necessary 3=should be done	
Overarching development need	University-specific targets	Sub-targets/activities		
Knowledge of gender and equality must be included in all courses and programmes. Special measures need to be taken in the gender-segregated study programmes.				
Society-related problem A Gender-segregated educational choices Gender-segregated study programmes entrench, affirm and reproduce a gender-segregated labour market in which traditionally male-dominated professions enjoy higher status and salaries than traditionally female-dominated professions.	University-specific problem 1 The university offers several gender-segregated study programmes and it is a well-known challenge to recruit men to the teaching, social work and nursing programmes, as is recruiting women to the programmes in natural sciences and engineering.	Achieving a better gender balance in currently gender-segregated study programmes, thereby contributing to the long-term promotion of gender-equality in these professions.	Marketing, communication and student ambassadors must consider gender and represent a gender-aware university. <i>Responsible: Head of communications</i>	2
			As part of broad-based recruitment, <i>Barnens universitet</i> [the children's university] must be represented in a gender-aware manner and must take a gender-aware, norm-critical approach. <i>Responsible: Deans</i>	2
			Clearly stating Karlstad University's intention to counteract gender segregation in communication with gender-segregated sectors. <i>Responsible: Deans</i>	3
			Regularly monitoring statistics on gender segregation in study programmes. <i>Responsible: Head of budgeting</i>	1
	University-specific problem 2 The risk that cultures in gender-segregated study programmes are "non-inclusive" of the underrepresented gender.	All courses and programmes offered by the university (from undergraduate to doctoral level) are inclusive, irrespective of gender or other factors.	Analysing dropout based on gender and other factors. <i>Responsible: Deans</i>	2
			Studying the atmosphere of the mentioned study programmes in relation to gender equality and equal opportunities and taking measures needed to create a more inclusive culture.	2

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			<i>Responsible: Deans</i>	
	<p>University-specific problem 3 Teaching staff and study and careers guidance counsellors lack knowledge of gender and equality in relation to different professional study programmes.</p>	<p>All teaching staff and study and careers guidance counsellors are knowledgeable about gender, equality and equal opportunities, in relation to the study programmes they are involved in and the labour market students face.</p>	<p>Training is provided to teaching staff and study and careers guidance counsellors on gender and equality related to different professional study programmes. <i>Responsible: Deans</i></p>	1
			<p>Ensuring that practical placement supervisors are knowledgeable about gender and equality related to the study programmes and professions they represent. <i>Responsible: Deans</i></p>	2
			<p>Supervisor training must take a gender-equal approach. <i>Responsible: Deans</i></p>	2
<p>Society-related problem B <i>Gender-equal approaches in courses and programmes</i> A gender-equal approach is not taken to a great enough extent in courses and programmes, and as a result, a more gender-equal society is not developing at the desired rate.</p>	<p>University-specific problem 1 There is a lack of knowledge on gender and equality in courses and programmes, which may lead to gender insensitivity and the entrenchment of inequalities in society.</p>	<p>Gender-equal communication and treatment, as well as knowledge of gender and equality must permeate <i>all</i> courses and programmes.</p>	<p>Gender equality must be included in programme study plans, course syllabi and degree outcomes for the university's entire course and programme offering. <i>Responsible: Deans</i></p>	2
			<p>Partnership plans, agreements and policies must include a gender-equal approach. <i>Responsible: Deans and university director</i></p>	3
			<p>Incoming exchange students must be introduced to a gender-equal approach. <i>Responsible: Deans</i></p>	3
	<p>University-specific problem 2 A gender-equal approach does not permeate teacher training to the extent needed to make</p>	<p>Gender equality and equal opportunities must permeate the <i>teacher training programmes</i> so that new graduate teachers at all</p>	<p>Gender equality must be included in the programme study plans, course syllabi and degree outcomes for the teacher training programmes. <i>Responsible: Dean</i></p>	1

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	an impact on preschools and schools.	levels in their professions contribute to meeting the government’s gender equality objectives.	Ensuring that practical placement supervisors in the teacher training programmes are knowledgeable about gender and equality in relation to the professions they represent. <i>Responsible: Dean</i>	2
	University-specific problem 3 A gender-equal approach does not permeate nursing programmes, which may lead to inequalities in healthcare.	Gender equality and equal opportunities must permeate the <i>nursing programmes</i> so that all individuals, irrespective of gender or other factors, receive equal healthcare.	Gender equality must be included in the programme study plans, course syllabi and degree outcomes for the nursing programmes. <i>Responsible: Dean</i>	1
			Ensuring that practical placement supervisors in the nursing programmes are knowledgeable about gender and equality in relation to the professions they represent. <i>Responsible: Dean</i>	2
	University-specific problem 4 Recruitment to and the contents of <i>doctoral programmes</i> risk following gender-segregated study choices and entrenching inequality.	Ensuring gender equality in the recruitment to and contents and culture of doctoral programmes.	Mapping doctoral programmes from a gender equality perspective and taking measures as needed. <i>Responsible: Deans</i>	2
			Providing training on gender and equality to supervisors, teaching staff and examiners involved at the doctoral level, in relation to the professions they represent. <i>Responsible: Deans</i>	2
Society-related problem C Student influence Student influence on the contents and offering of courses and programmes is not	University-specific problem 1 Student influence in advisory and decision-making bodies is not systematically considered regarding gender equality.	Student representatives in advisory and decision-making bodies must be knowledgeable about gender and equality. An	Student representative training must include information on gender and equality in the areas pertaining to the position. <i>Responsible: Student union</i>	1

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systematically considered regarding gender equality, thereby risking entrenching unequal societal norms and values.		even gender distribution should be the aim when student representatives are appointed.	The student union considers gender distribution when electing student representatives. <i>Responsible: Student union</i>	1
Society-related problem D Core values and treatment The university's core values have not had an impact on all parts of the organisation, thereby increasing the risk for unequal treatment.	University-specific problem 1 Students are sometimes inconsiderately treated and judged based on their gender or other factors, something which entrenches inequality and inequity.	All students must be treated equally, fairly and respectfully.	Considering whether questions about equal treatment should be included in course evaluations. <i>Responsible: Deans</i>	2
			Ensuring that all employees who encounter students have the necessary knowledge of norms and values related to sex and other factors. <i>Responsible: Deans and the university director</i>	2
	University-specific problem 2 Students sometimes treat other students and staff unequally.	Equal treatment must permeate all university activities, not least in relation to students, teaching staff and administrators. Teaching staff and students take notice and react when someone is treated unequally.	Ensuring that students have the necessary knowledge of norms and values related to sex and other factors. <i>Responsible: Deans</i>	2
			All students must be familiar with the university's core values and equal treatment policies. <i>Responsible: Deans</i>	1

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Area 2. Research: Resource allocation, career paths, evaluation, recruitment, mobility and collaboration			Priority 1=necessary initially 2=necessary 3=should be done
Overarching development need Gender equality must characterise the research activities at all levels, from recruitment to resource allocation, career paths and further qualification.	University-specific targets	Sub-targets/activities	
Society-related problem A Financial conditions for research and equality Research decisions, for example related to financial governance, funding allocation, project planning, research funding applications, collaboration and co-funding, do not consider gender and risk entrenching unequal norms and societal values.	University-specific problem 1 The financial governance of and allocation of resources to research do not consider gender (government funding, co-funding, etc.)	Governance, allocation and monitoring of resources take place without considering gender and equality. <i>Responsible: Deans</i>	1
		Providing training to the concerned decision-makers and officials in the areas of gender and equality related to decision-making processes, methods and allocation principles. <i>Responsible: Deans</i>	2
		Taking a gender-equal approach when analysing the outcome of current allocation principles. <i>Responsible: Deans</i>	3
	University-specific problem 2 Gender equality is not systematically considered in project planning and research funding applications.	Gender equality is systematically considered in project planning and research funding applications. A formulation must be added to the checklist for funding applications, requiring a completed gender-equality review. <i>Responsible: Head of procurement</i>	1

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	University-specific problem 3 Partners and external funders may have another view of gender equality or exhibit less gender awareness, which may create problems in joint research projects/funding applications.	Gender and equality are naturally considered in all partnership projects.	University representatives must ensure that gender is considered in collaboration with external parties. <i>Responsible: Deans</i>	2
Society-related problem B Evaluations, recruitment and career paths Evaluations, recruitments and possible career paths that do not consider gender risk entrenching unequal norms and values and leading to decisions that favour the majority culture.	University-specific problem 1 Evaluation processes are not always implemented and monitored with gender in mind.	A systematic and consciously gender-equal approach is taken to evaluations.	Guidelines must be given to the faculties' appointment and promotion committees. <i>Responsible: Deans and head of HR</i>	1
			Instructions given to external experts must be updated. <i>Responsible: Deans and head of HR</i>	1
			Assessing evaluation processes. <i>Responsible: Head of HR</i>	3
	University-specific problem 2 External and internal recruitment processes do not take a norm-critical approach.	External and internal recruitment processes systematically take a norm-critical approach.	Developing routines to increase transparency during internal recruitment. <i>Responsible: Head of HR</i>	3
			Assessing a number of recruitment processes in relation to gender equality. <i>Responsible: Head of HR</i>	3
Society-related problem C International qualification Having international experience is an advantage in recruitment and other career development. Societal norms related to sex, unpaid household tasks and parental leave tend to benefit	University-specific problem 1 Fewer women than men complete longer international research trips (both as doctoral students and postdocs), thereby limiting women researchers' possibilities for	Increasing women's opportunities for international qualification through international networks, visits abroad and research partnerships.	Increasing opportunities for international networking and international research partnerships at the home institution. <i>Responsible: Deans</i>	2
			Analysing the allocation of funding for internationalisation and take measures, if needed. <i>Responsible: Deans</i>	2

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men and disadvantage women in relation to international qualification, thereby entrenching and perpetuating gender stereotypical patterns and hampering equal societal development.	further qualification and entrenching majority cultures.	Increasing both women's and men's possibilities to balance family and work.	Encouraging and rewarding shorter visits abroad. <i>Responsible: Deans</i>	1
			Facilitating international research trips through gender-aware allocation of work duties and long-term professional development plans. <i>Responsible: Deans</i>	2

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Area 3: Management and support processes: Gendered expectations, power structures, work environment, skills supply, career paths and communication				Priority 1=necessary initially 2=necessary 3=should be done
Overarching development need Gender equality must permeate routines and attitudes related to leadership, skills supply, working conditions, work environment and administrative support		University-specific targets	Sub-targets/activities	
Society-related problem A Leadership, power and gender equality The parallel power structures of the academy (management, collegiality, strong research groups) create formal and informal decision-making processes and positions of power, thereby risking entrenching patterns of inequality in issues such as power and influence during recruitment, evaluation, qualification and career paths.	University-specific problem 1 There is a lack of knowledge on how opportunities to attain a position of leadership and exercise leadership differ, based on gender.	There must be equal opportunities to attain a position of leadership and to exercise leadership, irrespective of gender or other factors.	Shedding light on gendered expectations and conditions, such as access to administrative support and other circumstances of appointed leaders, and suggest measures. <i>Responsible: Deans and university director</i>	1
			Shedding light on the recruitment of leaders and suggest measures from a gender-equality perspective. <i>Responsible: Deans and university director</i>	3
	University-specific problem 2 Informal power structures and unclear bases for evaluation influence the allocation of strategic funding (research, development), thereby entrenching inequality.	Strategic funding (research, development) must be allocated based on clear calls and criteria. Evaluation must be transparent and norm critical.	Ensuring and formalising evaluation criteria and decisions regarding the allocation of strategic funding from a gender equality perspective. <i>Responsible: Deans and university director</i>	1
	University-specific problem 3 Gendered expectations in the organisation risk creating meeting cultures that benefit or disadvantage a specific gender, or create superiority or subordination, irrespective of the formal position.	All individuals, irrespective of gender or other factors and in parity with their functions, must have equal opportunities to attain power and possibilities to influence in connection with meetings and decisions.	Training heads and chairs of boards receive in gender-equal communication, gender-equal meetings and norm-critical perspectives. <i>Responsible: Deans and university director</i>	1

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<p>Society-related problem B <i>Working conditions and gender equality</i> Unequal working conditions create unequal opportunities to combine work and family, for further qualification and equal career paths.</p>	<p>University-specific problem 1 Unfair distribution of professional development time, research time and opportunities to use these tend to disadvantage/benefit individuals, depending on their gender.</p>	<p>All individuals, irrespective of their gender, should have equal opportunities to use their professional development time and research time in a way that supports qualification and career paths.</p>	<p>Analysing how professional development and/or research time is allocated, used, heeded and made possible in relation to gender, and addressing any anomalies. <i>Responsible: Deans</i></p>	2
	<p>University-specific problem 2 Access to administrative support for teaching staff and heads disadvantage/benefit individuals, depending on their gender.</p>	<p>Access to administrative support must be fair and equal, in relation to mandate and function, irrespective of gender.</p>	<p>Analysing how administrative support is provided to/taken by teaching staff and heads, in relation to gender, and addressing any anomalies. <i>Responsible: Deans and university director</i></p>	1
<p>Society-related problem C <i>Gender-equal approaches to systematic work environment measures</i> Systematic work environment measures that fail to consider gender and other grounds for discrimination risk reproducing superiority and subordination and other gendered expectations in the organisational culture, in turn reproducing unequal and unfair structures in society.</p>	<p>University-specific problem 1 Gender is not considered in systematic work environment measures, which means that causes of and solutions to problems may be overlooked.</p>	<p>Gender and other grounds for discrimination are natural parameters in systematic measures to improve the work environment, as well as in measures taken to address problems when they occur.</p>	<p>Providing training to heads and HR specialists in gender and equality in relation to work environment, core values and treatment. <i>Responsible: Head of HR</i></p>	1
		<p>Considering gender and other grounds for discrimination in work environment surveys, staff and management surveys, and related action plans. <i>Responsible: Head of HR</i></p>	2	
		<p>Reviewing routines for work environment measures (documentation, etc.) from a gender-equal approach. <i>Responsible: Head of HR</i></p>	3	
	<p>University-specific problem 2 <i>Gendered</i> expectations and norms influence the treatment of colleagues, students and external partners.</p>	<p>All individuals, irrespective of gender or other factors, must be treated fairly, equally and respectfully.</p>	<p>Integrating norm-critical and gender-equal communication into the leadership development programme and courses in teaching and learning in higher education. <i>Responsible: Head of HR</i></p>	1

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			Introducing students to norm criticism and gender-equal approaches in introductions to programmes and courses. <i>Responsible: Deans</i>	2
			Gender-equal approaches and communication are natural ingredients in the university's core values and other policies. <i>Responsible: Vice-chancellor</i>	3
	University-specific problem 3 Communication and information may contribute to gender stereotypes and to perpetuating the gendered power structure.	Contents, images and texts used in communication and information channels have a neutral impact from the perspective of gender and equality.	Communications officers are trained in gender-equal communication. <i>Responsible: Head of communications</i>	1
Society-related problem D Recruitment and other skills supply Failure to pay attention to current norms, values and gender patterns, presents a significant risk of retaining gender differences in areas with gender imbalance, for example among professors, research coordinators and administrative staff.	University-specific problem 1 Professors and research coordinators have power, and these positions provide opportunities to influence decisions and the direction of operations. The majority of professors are men, thereby risking reinforcing the power imbalance between the genders.	A more even distribution of women and men among professors and other research coordinators.	Giving special consideration to the underrepresented gender when recruiting researchers, teaching staff and professors. <i>Responsible: Deans and head of HR</i>	1
			Providing training to heads, HR specialists and the appointment and promotions committees in norm-critical and gender-equal recruitment. <i>Responsible: Head of HR</i>	1
	University-specific problem 2 The main task of administrative staff is to provide support to research and teaching activities. Since most support services are provided by women, gender-	A more even distribution of women and men among administrative staff. The work situation of technical and administrative	Paying special attention to and actively trying to recruit the underrepresented gender when recruiting technical and administrative staff. <i>Responsible: Head of HR and recruiting head</i>	1

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	based superiority and subordination are maintained in the organisation. There is also the risk that technical and administrative staff do not receive equal treatment.	staff is characterised by equality.	Actively striving for a better gender balance among technical and administrative staff in connection with reassignment, professional development and internal recruitment. <i>Responsible: Head of HR and heads of units</i>	1
			Analysing the work situation of technical and administrative staff based on gender equality in their treatment by teaching and research staff. <i>Responsible: Deans and university director</i>	2

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Gender mainstreaming at Karlstad University, 2017–2019

Area 4 Regulation and overall governance				Priority 1=necessary initially 2=necessary 3=should be done
Overarching development need Gender equality must permeate all regulation and governance in and of the organisation.		University-specific targets	Sub-targets/activities	
Society-related problem A Gender-equal approaches to planning Planning, overall governance and regulation do not consider gender, thereby risking reproducing and entrenching unequal norms and an unequal society.	University-specific problem 1 Gender equality perspectives are not systematically used as the premise for policy documents.	By 2020, all policy documents have been reviewed and written taking a gender-equal approach, thereby facilitating governance that pays attention to and handles gender equality challenges.	Developing guidelines specifying that policy documents should be revised and amended based on the gender mainstreaming higher education (JIHU) directions for gender equal documents. <i>Responsible: Head of budgeting</i>	1
			Drawing up a list of central policy documents, revision dates and whether they have been revised/drawn up taking a gender equality approach. Taking measures as needed. <i>Responsible: Head of budgeting</i>	2
			Always considering gender equality in procurement, including documentation and evaluation. <i>Responsible: Head of procurement</i>	2
	University-specific problem 2 Planning and budgeting processes are not adapted to gender equality requirements.	From 2018, gender mainstreaming is the premise of planning and budgeting processes.	Establishing guidelines for the gender equality requirements for planning and budgeting processes. <i>Responsible: Head of the Financial Office and head of budgeting</i>	1
			Planning and budgeting documents must be reviewed from a gender equality perspective and revised as needed before being approved.	2

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			<i>Responsible: Head of the Financial Office and head of budgeting</i>	
<p>Society-related problem B Formal and informal power structures Representation in advisory and decision-making bodies that do not consider gender, gendered expectations, informal power structures and gender unequal meeting procedures risk entrenching gender inequality, leading to gender unequal decisions and delaying attainment of the government’s gender equality objectives.</p>	<p>University-specific problem 1 Representatives in advisory and decision-making bodies are appointed without considering gender, thereby risking entrenching unequal norms and decisions.</p>	<p>Gender equality is considered when appointing representatives to advisory and decision-making bodies.</p>	<p>The gender distribution must be around 40/60 in all advisory and decision-making bodies. <i>Responsible: Vice-chancellor</i></p>	2
			<p>Gender must be considered for each function when appointing representatives to advisory and decision-making bodies. <i>Responsible: Deans and university director</i></p>	1
			<p>Striving for the gender equal representation of students and doctoral students. <i>Responsible: Student union</i></p>	2
	<p>University-specific problem 2 There is a risk that advisory and decision-making bodies, despite a quantitatively even gender distribution among representatives, still follow unequal norms as regards power, status and at times unequal decisions.</p>	<p>All meetings of advisory and decision-making bodies take a gender equal, fair and norm-critical approach.</p>	<p>Drawing up clear instructions for equal meetings and equal communication and distributing them to all representatives in advisory and decision-making bodies. <i>Responsible: Vice-chancellor</i></p>	2
<p>Society-related problem C Strategic resource allocation and gender equality Strategic funding for research, teaching, collaboration and other development is allocated without considering gender, thereby risking entrenching and</p>	<p>University-specific problem 1 Internal allocation of research funding does not consider gender, thereby risking entrenching unequal norms and values at the expense of equal conditions for research, qualification and career paths.</p>	<p>A deliberate gender equality and norm-critical approach is taken to the allocation of research funding, so that equal opportunities and conditions for research, qualification and career paths can be provided,</p>	<p>Considering gender equality in relation to allocated funds during the 2018 and 2019 budgeting processes. <i>Responsible: Vice-Chancellor</i></p>	1
			<p>Gender equality must always be considered when decisions are made on co-funding external research projects. <i>Responsible: Deans</i></p>	2

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reinforcing existing unequal conditions for different subject areas, units, groups and individuals.		irrespective of gender or other factors.		
	University-specific problem 2 Gender equality is not considered in the internal allocation of funding for education, development and collaboration, thereby risking entrenching unequal gender norms and values at the expense of equal opportunities for training, development, qualification and career paths.	A deliberately gender equal and norm-critical approach is taken to the allocation of funding for education, development and collaboration.	Gender equality must always be considered when allocating funding to education, development and collaboration. <i>Responsible: Vice-Chancellor</i>	1
	University-specific problem 3 <i>Strategic resource</i> funding is allocated without considering gender, which may benefit/disadvantage either gender.	Gender equality is considered when allocating all strategic resource funding, so that neither gender is advantaged/disadvantaged.	Gender equality must always be considered when applications for and decisions on <i>strategic resource</i> funding are made. <i>Responsible: Vice-Chancellor</i>	1