

Gender Equality Policy 2007–2010

Faculty of Engineering, Lund University
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LTH's Gender Equality Policy for 2007–2010

Lund University's Gender Equality Policy for 2001–2005 identified four main areas, namely recruitment, the gender perspective, the analysis of differences in salaries and the prevention and combating of sexual harassment. Although progress has been made in all these areas, it is clear that active and intensified measures are still necessary to remedy gender inequality. In Lund University's Gender Equality Policy for 2006–2010 the issue of leadership is included in the areas of high priority.

In the autumn of 2006, LTH's Gender Equality Group consisted of the following members:

Professor Lars Bengtsson	Chairperson
Dr Nina Reistad, Lecturer	
Dr Magnus Pålsson, Lecturer	
Dr Maria Kihl, Lecturer	
Dr Thorbjörn Laike, Senior Lecturer	
Kim Hockum	Student rep.
Maria Bergman	Student rep.
Maria Lundgren	Student rep.
Jenny Rosenqvist	Postgraduate student rep.
Sonja Meiby, Personnel Director	
Bodil Ryderheim, Personnel Coordinator	
Elisabeth Hemmingsson, Counsellor	

Activities in gender equality at LTH are part of the effort to ensure that the Engineering Faculty offers a good working and studying environment. Equality of treatment between men and women is necessary for students and employees to have the same opportunities to study, to develop personally, and to further their career. As an employer, LTH will strive to ensure that men and women have the same opportunities regarding work, working conditions and development, the same rights and opportunities regarding salary, and the same opportunities regarding influence, responsibility and authority.

This policy for gender equality at LTH is divided into various parts: undergraduates, postgraduates, academic staff, administrative and technical staff, management and salaries. Based on the statistics available, the Gender Equality Group has endeavoured to identify possible problems. Issues concerning the recruitment of students to certain programmes, the integration of the gender perspective into teaching, improving the conditions for research assistants wishing to take parental leave, and efforts to increase the proportion of women professors have been given special priority. A more even distribution of men and women, with female role models in all areas, is necessary for a gender-neutral studying and working environment.

Aims and measures

The ultimate goal is that men and women shall have the same opportunities for personal development and career advancement. A good working environment and job satisfaction are important factors. There shall be no gender-related differences regarding working conditions, salary, the ability to influence the aforementioned, career opportunities, and the possibility of combining a career with private life including care of the home and family. All students shall have the same rights and responsibilities at LTH, regardless of gender; the studying environment shall be equally appealing to both sexes. Endeavours shall be made at every place of work (department, division or other unit) to establish an even gender balance in all categories of employees, including postgraduate students, and with regard to undergraduate students, every effort shall be made to obtain a good balance between men and women in all programmes. A good balance in this context is 40% of one or the other sex. An even balance between men and women shall also

be striven for at managerial level and in decision-making bodies. Women are well represented on LTH's boards, but are clearly underrepresented as chairpersons.

Undergraduate students

The proportion of women students at LTH today is about 30%. According to the statistics (Table 1), the proportions of women in each programme vary. The programmes for Environmental Engineering, Biotechnology, Chemical Engineering and Surveying have 40–60% women; in Engineering Mathematics, Civil Engineering, Risk Management, Mechanical Engineering, Engineering Nanoscience and Industrial management and Engineering the corresponding range is 20–40%, while in Engineering Physics, Information and Communication Engineering, Computer Science and Electrical Engineering women make up 4–13% of the students. Special efforts should be made to attract more women to programmes with a low proportion of female students through active and intensive recruiting strategies.

Students are recruited by sending them written information and by LTH employees and students who visit schools to present the programmes available at LTH. Prospective students can also be influenced by friends and relatives. LTH also has a programme directed especially to women, called "*Flickor på Teknis*". Female students at upper secondary schools (*gymnasium*) in southern Sweden are invited to spend a day at LTH. Our "Early Warning System" (a questionnaire that we ask our newly admitted students to answer, see Table 2, has shown that 70% would like more information on the kind of work available to them when they have graduated. This has led to changes in the "*Flickor på Teknis*" programme such that the courses and future professions have become the focus of attention, and the programme is now directed to younger upper secondary school students. The Gender Equality Group is of the opinion that special efforts should be devoted to programmes with low recruitment of women. A follow-up programme is being developed, the aim of which is to maintain contact with the students who took part in "*Flickor på Teknis*"; this programme will be made available during the spring of 2007.

The Gender Equality Group has also identified a need for active recruiting, and has suggested that LTH's information department, LTH and the undergraduate programme boards collaborate in this matter. It is important that upper secondary school students are informed about future occupations and professions.

In Lund University's Gender Equality Policy for 2006–2010, one of the specified goals is to integrate the gender perspective into teaching. The female students admitted to LTH have better grades than their male counterparts, but the grades they attain during their studies here and not significantly better, and they are not as satisfied with their situation as the men. These findings, and other results in the reports, "*Studentbarometern år 2000*"¹ and "*F i Fokus*"², led the Gender Equality Group at LTH to analyse the teaching at LTH, including lectures, literature, main lecturers and other teaching staff during the autumn of 2004. The results of this investigation were presented to LTH's management, undergraduate programme boards and departments during the spring 2006. Another study, the results of which were presented in 2005, "*Teknologer och Civilingenjörer*"³ also revealed dissatisfaction among women students with regard to gender equality in teaching. The work of the Gender Equality Group to integrate the gender perspective into all teaching will therefore continue. A report was issued by *Högskoleverket* (The National Agency for Higher Education) in spring 2006, which takes up the issue of the falling numbers of female applicants to engineering programmes throughout Sweden (Report 2006:8 R). In 2000, almost one

¹ "Student Barometer 2000", Lund University Office of Evaluation, Report no. 2000:209 (In Swedish)

² "Physics in Focus, An evaluation of Engineering Physics and Engineering Mathematics at LTH, 2003" (In Swedish)

³ "Students in Technology and Engineering – Experiences of Programmes at LTH", Lund University Office of Evaluation, Report no. 2005:234 (In Swedish)

in three engineering students admitted was a woman. In 2004, one in four engineering students admitted was a woman. During the autumn semester of 2006, a course was arranged for students called “Gender in Engineering and the Natural Sciences”, and a course with a slightly different content was given for teachers. The Gender Equality Group is of the opinion that LTH’s employees and students must be aware of the gender perspective in teaching, and the fact that this affects the quality of teaching. The concept of the gender perspective in teaching means that LTH’s students receive an education in which the gender perspective is reflected in the content, teaching methods and forms of examination. Each programme will be required to report on its measures and activities regarding the integration of the gender perspective into teaching, and how they are striving towards gender-conscious pedagogical methods.

Aims

The aims of LTH’s Gender Equality Policy are:

- that, in the long term, all undergraduate programmes will have a good gender balance (40/60),
- that active recruiting measures will be concentrated on programmes with few women applicants and
- that it be made clear how programme boards are working towards gender-conscious teaching methods and that work continues with the integration of the gender perspective into teaching.

Measures

The following measures shall be taken.

- The programme boards shall report annually on their efforts to integrate the gender perspective into teaching, and steps taken towards gender-conscious teaching methods.
- LTH’s Information Department, LTH and the undergraduate programme boards shall collaborate in student recruitment, and each undergraduate programme board shall include a person responsible for student recruitment.
- The Gender Equality Group will continue its work on spreading information on the gender perspective in teaching.
- The course, “Gender and Teaching in Engineering” will be open to students on all undergraduate programmes.
- Programmes where one gender is underrepresented should collaborate with programmes with a more balanced gender distribution so that similar courses can be given to a more balanced group of students.
- Programmes will be encouraged to appoint women responsible for courses, especially first-year courses.
- The follow-up programme will be implemented for those who have taken part in “Flickor på Teknis”.
- Departments should actively recruit women teaching assistants.
- “Flickor på Teknis” should continue.

Postgraduate students

The recruitment of women postgraduates has remained stable over recent years, at about 30% (see Table 4). It has been noted that women postgraduates complete their studies in a somewhat shorter time than their male counterparts. In 2004, 127 doctorates were awarded, of which 37 (29%) were awarded to women. It is LTH’s aim that the proportion of women postgraduates shall be equivalent to the proportion studying at undergraduate level in programmes corresponding to postgraduate subjects.

Aim

The aim of LTH’s Gender Equality Policy is:

- that the proportion of women postgraduates in all postgraduate subjects shall reflect the proportion in undergraduate programmes corresponding to postgraduate subjects.

Measures

The following measures shall be taken.

- Departments shall actively recruit postgraduate students of the underrepresented gender.
- Departments shall make clear to LTH's Personnel Department, at the beginning of the recruiting process, the steps being taken to recruit postgraduate students from the underrepresented gender.
- Departments shall establish routines including gender equality for the recruiting of teaching assistants, etc., and these are to be described in an annual report on gender equality measures.

Academic staff

The proportion of women professors at LTH in 2005 was 11%, the proportion of lecturers 21% and research assistants 29% (see Table 7). LTH's goals for recruiting in the period 2006–2010 are that 40% of *newly recruited* research assistants shall be women; 35% of newly recruited lecturers and 25% of newly recruited professors shall be women. The Gender Equality Group proposes that a sum of money be given to departments for every women professor recruited or promoted.

Special attention shall be paid to the gender aspect in appointments at all levels, not least university lecturers. This will be ensured through instructions to external experts and better use of the regulations in the Higher Education Ordinance that state that when applicants have the same qualifications the member of the underrepresented gender shall be appointed, provided there is no reason not to do this (*Högskoleförordningen*, Ch. 4, Sec. 15).

It is the responsibility of the appointments boards to inform the experts and discuss the gender equality perspective with them.

Career advancement shall be aided through annual "development discussions", as well as through mentor programmes and networks, etc. Such support is especially important for members of the underrepresented gender.

Mentor's programmes will be implemented at faculty level to help those who have recently obtained doctorates to continue their careers at Lund University. The Gender Equality Group is working on a proposal for the introduction of mentor's programmes for postgraduate students. Being a mentor will be regarded as meritorious and will be reflected in that person's salary, although no special remuneration will be awarded.

It is difficult to obtain research qualifications during or immediately after long parental leave. It is necessary for the University to take measures to improve the conditions for pursuing research during periods when parenting places special demands on a researcher, and to facilitate the return to research after parental leave. Research assistants who are at home taking care of children will be allowed to extend the duration of their appointment for a period equivalent to the time spent at home, in accordance with certain criteria.

Aim

The aim of LTH's Gender Equality Policy is:

- to increase the number of female teaching staff: for newly recruited professors the goal is 25%, for lecturers 35% and for research assistants 40%.

Measures

The following measures shall be taken.

- It shall be ensured that appointments boards have the necessary knowledge on gender equality in recruitment so that they know when and how the regulations governing affirmative action are to be applied; they shall also gain the competence required to assess applicants in situations when women sometimes find it difficult to assert themselves.
- The faculty shall award a sum of money to a department with a poor gender balance following a formal request from that department for funds to allow an employee of the underrepresented gender to obtain the qualifications required for promotion to the level of professor (salary for 6-12 months); the amount to be paid out upon the appointment or promotion of the employee.
- An informal preliminary assessment of the scientific qualifications required for application for a senior lectureship (docentkompetens) shall be introduced at departmental level.
- A mentor's programme for final-year postgraduates and research fellows shall be gradually established.
- Development discussions (annual appraisals) shall be carried out with all employees, in which the future career of the employee is discussed.
- Research assistants who spend a period at home on parental leave will be given the opportunity to extend the period of their appointment, in accordance with certain criteria.
- LTH shall actively recruit women teachers and researchers through proactive measures and the formulation of the description of the position.

Technical and administrative staff

The gender balance among technical and administrative personnel is particularly poor in administrative positions, especially at departmental level. There is also a degree of imbalance among technical positions, where many of the employees are men. The balance has been improved somewhat among educational administrators, study advisors, undergraduate programme planners and programme coordinators at LTH.

The broader administrative positions that are common at university departments give little room for career advancement or specialisation within the department or other parts of the university. It is difficult to relate these to jobs outside the university, and it is thus difficult to find replacements when vacant positions arise. At the same time, it is almost impossible for one person to be an expert, or to have the qualifications required in each specialist area, in cases where one person is expected to carry out a number of roles, which is common in departmental administration today.

A number of initiatives are being taken in the university to develop administrative duties, including specialisation and professionalisation of the administration as a whole. This is necessary to define clear career paths for administrative personnel as positions and roles are refined. Decisions by the boards of both Lund University and LTH provide clear guidance on how the role of the administrator should be developed.

Increasing demands on quality and greater challenges in administrative tasks, as well as the opportunity to maintain the highest possible level of competence in specialist areas make it possible to define and compare positions at different departments within the university. This also reflects positions outside the university, and is a fundamental change required to maintain and improve the attraction of administrative positions. It is also necessary if LTH's administrative positions are to be as attractive to both men and women. It should be possible and natural for administrators at LTH to develop in an administrative organisation with good communication channels between different areas of administration, opportunities for development and participation in networks for various areas of administration.

Aim

The aim of LTH's Gender Equality Policy is:

- that the proportion of men in newly appointed administrative positions shall increase to 40%.

Measures

The following measures shall be taken.

- Active recruiting measures directed towards the underrepresented gender.
- The introduction of gender-neutral titles.
- Clarification of the career paths available in various positions and roles, and the introduction of demands on qualifications for these at Lund University and LTH.
- The development of systematic career planning for administrators at LTH.
- Development discussions (annual appraisal) to be carried out with each employee, at which the employee's future career is discussed.
- Consideration of gender equality aspects in the recruiting of managers and supervisors.

Management and participation in decision-making processes

The Dean of LTH is a woman, as are the heads of the Financial Department, the Personnel Department, the Information Department and the International Relations Office. Of 20 heads of department, 4 are women. In order to achieve equality in the various groups and decision-making bodies at LTH the nominating committee shall ensure that candidates of both sexes are available, and shall put forward a male and a female candidate, if this is possible bearing in mind the selection criteria. This applies to the allocation of assignments, the election of members to the Faculty Board, undergraduate programme boards, departmental boards, appointments boards and other executive bodies. At least one third of the individuals proposed shall be men or women, unless there are special reasons for not doing this. Women are fairly well represented on LTH's boards, but are clearly underrepresented as chairpersons. This is unsatisfactory in appointments boards, where the distribution should be 50/50, or the chairperson should be chosen from among the underrepresented gender.

It is important that those in leading positions have knowledge concerning gender issues in order to create an environment that is equivalent for both men and women. During the course of 2007, the Gender Equality Group will produce brief information for this purpose.

Aims

The aims of LTH's Gender Equality Policy are:

- to increase the number of women chairpersons on LTH's boards and
- to ensure that those involved in decision-making processes at LTH have knowledge of gender-related issues.

Measures

The following measures shall be taken.

- Information shall be provided on the present situation so that all those involved are aware of this before the next mandate period.
- The various boards shall have equal numbers of male and female teaching representatives and the position of chairperson should, if possible, be awarded to the less well represented gender.
- LTH shall work together with those responsible for Lund University's leadership programme, which started in 2006, so that the programme satisfies LTH's ambitions regarding gender awareness of managers and supervisors.

Differences in salary

The analysis of differences in salary has been, and is, an important part of the university's efforts towards ensuring gender equality during the period 2006–2010. LTH performs such an analysis every year. With regard to academic staff, there are no differences in salary due to gender after adjustments have been made for age and subject. However, it has been found that there are considerable differences in all occupational categories between departments (internal analysis carried out by LTH's Personnel Department). These differences can be partly be attributed to the effects of market forces on LTH. Regarding other categories (not academics), male technicians have higher salaries than female administrators, although the gap is closing. It is, however, difficult to make accurate comparisons as the nature of their work is so different. An analysis is currently being made by Lund University in which the duties and responsibilities of various personnel categories are being clarified.

Aims

The aims of LTH's Gender Equality Policy are:

- to maintain the balanced salaries among academic personnel and
- to continue to work towards smaller differences in the salaries of other categories of personnel.

Measures

The following measures shall be taken.

- Those responsible for deciding salaries at LTH, superiors and personnel from LTH's Personnel Department shall be informed and trained in routines for the setting of salaries based on relevant salary analysis and the policies and guidelines of Lund University and LTH regarding salaries.
- Special consideration shall be given to the gender aspect in each new appointment or promotion and salary review.

Networks, female visiting scientists and seminars

The dominance of one gender can affect the workplace or studying environment of the other gender, and can contribute to poorer results for both employees and students. The various undergraduate programmes at LTH have networks for women students, and in 2006 LTH's Board decided to provide financial support for the following projects: *Tjejföreningen D-chip*, The *DEA- nätverk*, students taking the Architecture programme, and the Equality Committee of the Engineering Students' Union (*TLTH*) and their participation in the national conference in practical equality measures.

LTH can also arrange lectures, seminars and meetings on the differences between men and women regarding career choice and the combination of work and family, with the aims of increasing the level of knowledge, initiating a debate and facilitating the exchange of opinions. In the autumn of 2005, the Gender Equality Group arranged a series of seminars for all employees of LTH. A number of women were invited to talk about their experiences and their professions. During the autumn of 2006 all LTH's employees were invited to take part in a seminar in connection with the students' course, "Gender in Engineering and the Natural Sciences",

LTH has reserved funds for a visiting professorship named after Lise Meitner. A prominent woman scientist is invited to LTH for a certain period, with the intention of being a role model for all the women at LTH. During the period 2006–2008 six women have been invited to hold the Lise Meitner Professorship. The Gender Equality Group has developed guidelines governing these visits, the aim of which is to make the project more visible, both at LTH, not least in teaching, and in the media. Upon taking up the position, the professor in question gives a seminar in which she introduces herself and her research, and describes what she expects of her stay at LTH. At the end of the period, she gives another seminar, describing her experiences at LTH.

Aim

The aim of LTH's Gender Equality Policy is:

- to create conditions for a good working environment for both men and women.

Measures

The following measures shall be taken.

- The support of networks at LTH.
- Continued work on promoting the Lise Meitner Professorship.
- Continued work on the series of seminars during the spring semester 2007.

Departmental gender equality plans

Every department shall have a gender equality plan within the framework of their Health, Environment and Safety activities. These plans should have the same structure, and a suggested outline of such a plan can be found on LTH's web site (in Swedish). Plans for preventing sexual and gender-related harassment must be mentioned in the departmental equality plan. It is important that the head of department or equivalent superior is familiar with gender issues.

Aims

The aims of LTH's Gender Equality Policy are:

- that each department shall have a gender equality plan based on the faculty's plan and
- that each department shall report to the faculty management annually on the measures taken regarding equality, how these are related to the equality plan, and the results of these measures.

Measures

The following measures shall be taken.

- An outline for departmental equality plans.
- Departments whose equality plans have been approved, and who are deemed to be carrying out effective equality measures may be awarded an extra allowance of up to SEK 200,000.
- The Personnel Department will actively pursue issues of equality in LTH's departments, for example, with the aid of visits similar to those for safety inspections.

Sexual and gender-related harassment

Sexual and gender-related harassment are not uncommon in the academic world. However, awareness of this is very low. Lund University has appointed a group⁴ consisting of representatives from various faculties as well as students. This group has developed a programme for preventing and combating harassment, and acts as an operative group providing support to faculties in their work on this issue. Information can be found on the programme and the people who can be contacted regarding sexual and gender-related harassment on the university's web site (in Swedish).

LTH's Gender Equality Group and the Engineering Students' Union distributed leaflets to all the students who started their studies in the autumn of 2006. The leaflet contains information on LTH's activities in sexual equality and equal opportunities.

LTH will not accept, under any circumstances, the sexual or gender-related harassment of any employee or student, and it is the duty of the person appointed to be responsible for the working environment at each department to take the measures necessary to ensure a working and studying environment that is free from gender-related harassment.

⁴ The Action Group Against Gender-Related Harassment / *Åtgärdsgruppen mot Könrelaterade Sexuella Trakasserier*

Aims

The aims of LTH's Gender Equality Policy are:

- that no student or employee shall be subjected to any form of sexual or gender-related harassment at their workplace or place of study and
- to increase awareness of, and combat, harassment at LTH.

Measures

The following measure shall be taken.

- Information will be given to students and employees on the meaning of the concepts of sexual and gender-related harassment, and on the university's programme to combat sexual harassment.

Prioritized intermediate goals for 2007

- The course "Gender in Engineering and the Natural Sciences" shall be made available to students on all undergraduate programmes.
- Each programme shall continue to report its activities annually for the integration of the gender perspective into teaching, and efforts to develop gender-conscious teaching methods.
- All LTH's departments shall draw up an equality plan, based on the faculty's plan.
- "Flickor på Teknis" shall continue to be developed, and a follow-up programme implemented.
- Departments shall be able to apply for funds from the faculty to allow women to gain qualifications allowing them to apply for promotion to professor.
- Active student recruiting strategies shall be concentrated on those programmes with few women applicants.
- Each undergraduate programme board shall appoint a person responsible for student recruitment.
- LTH's Personnel Department, together with LTH's contact person for equality issues, shall actively work with the departments in their equality activities with the aid of visits similar to those for safety inspections.