

President

Administrators:

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Plan for Gender Mainstreaming

Background

Gender equality has been its own policy area in Sweden since the 1970s, and since 1994, gender mainstreaming is the main strategy for achieving the overall objective of the national gender equality policy: that women and men should have the same power and opportunity to shape society and their own lives. This means, in short, that a gender equality perspective should be incorporated into all decision-making at all levels and at every stage of the process, by the actors that are normally involved in making the decisions.

Gender equality is important to Stockholm University for many reasons, and the University has worked with these issues in various ways for many years.

The document *Strategies for Stockholm University 2015-2018* stipulates the following (p. 14):

Stockholm University should be an attractive workplace that provides good conditions and opportunities to employees and students. The University should promote equal treatment and equal opportunities in a healthy work environment with an inclusive atmosphere.

The main areas highlighted in the strategies as subject to action are: research and education, recruitment and continuing professional development, international and national collaboration, and administration and operational support. The section on recruitment and continuing professional development (p. 13) reveals that:

The proportion of female and male teachers varies between subjects. It is generally difficult to recruit female teachers in the natural sciences – especially in mathematics, chemistry, and physics – and female professors in general. The University should actively seek to achieve equal gender distribution at all levels in all disciplines.

The strategies and the accompanying action plan provide a background to the problems the University has identified in the process of developing an action plan for gender



mainstreaming. A number of activities in the plan for gender mainstreaming are directly related to the action plan for 2017-2018. The wording in the action plan can be found in the footnotes further down in this plan.

The plan for gender mainstreaming is also based on the role of higher education in society and the core mission of universities: knowledge production in education and research, which is one of the pillars of a sustainable democratic society.

The plan contains different types of activities. For example, there are survey activities that will be carried out when the assessment is that Stockholm University lacks sufficient knowledge in the focus area. Other activities involve highlighting power relations or following up preparatory and decision-making processes. Finally, some activities – when sufficient knowledge of the conditions at Stockholm University is available – are more action-oriented. A common feature of all the different activities is the desire to increase transparency in important preparatory and decision-making processes at the University, as well as increase the gender awareness of both students and staff.

This plan is the result of the work by a workgroup appointed by the President. The group is organisationally placed under the Council for Work Environment and Equal Rights (RALV), which is responsible for preparing gender equality issues at the University. The workgroup that developed this plan has been led by the Vice-President. The group's work has been coordinated within the Office of the President, which is also responsible for providing support for the University's quality work that is carried out by REBUS, the President's committee for programme evaluation and quality assurance systems. The group should, until 2019-12-31, initiate and follow up activities in the plan, as well as take action in cases where the conducted surveys indicate that there is a need.

Problem description: What development needs has the University identified?

Introduction – unequal power structures

Unequal power structures, both formal and informal, are a general problem in society, and they make it difficult for women to have the same opportunities as men to shape society and their own lives. One goal of the gender equality policy relates to education: “Women and men must have the same opportunities and conditions with regard to education, study options, and personal development.” The problem targeted by this goal can, in relation to higher education and a subsequent career in academia, be briefly summarised in the following description:

Despite the fact that, since 1977, a majority of new university students are women, women have higher completion rates, and more women finish their studies with a degree, fewer women than men reach the highest positions on the academic career ladder. While women constitute a majority of non-tenure lecturer (adjunkt) positions, the proportion of women professors has, after many years of various attempts to tackle inequality, increased to 25% nationally (Swedish Higher Education Authority (UKÄ) Report 2016:16 “Women and Men in the Higher Education Sector”).

Stockholm University has chosen to structure the problem description in the plan for gender mainstreaming chronologically, so that it starts with education and ends with career paths in academia. The following steps are described in separate sections: education at the bachelor’s and master’s levels, doctoral studies, postdoctoral career, and senior lecturer/professor. The plan concludes with three sections focused specifically on power structures and career paths: identifying and countering the effects of power structures, increased gender awareness, and clarity and transparency. Each section describes the problems and identifies needs for development.

Education at the bachelor’s and master’s levels

One major gender equality problem relates to the social and individual consequences of gender-based choices of study, the reduced proportion of men applying for higher education, and the relationship between choice of study, study environment, and the content of education and research. Of course, the problems with gender-based choices of study already exist before women and men enrol in higher education, but there are nevertheless steps that can be taken within academia, as pointed out in the Swedish Council for Higher Education (UHR) report, “Jämställdhet i högskolan – ska den nu ordnas en gång för alla?” [Equality in Higher Education – once and for all?] (2014). The report emphasises the importance of higher education institutions thoroughly analysing their courses and programmes so that both women and men “can identify with both students and professionals in the field”. The recommendations include to “focus on how courses are organised, how students feel about the courses, and what potential career paths there are. In addition, it is important that higher education institutions develop strategies to enable students to complete their studies. This



means that higher education institutions should work systematically with measures to receive, introduce and, in various ways, support students” (2014, p. 11). Many of the activities in Stockholm University’s action plan have a direct bearing on these recommendations.

Single-sex study environments

Just over a quarter of all university courses in Sweden have an even gender balance. This means that, to a great extent, women and men take different courses and study in single-sex environments (“Women and Men in the Higher Education Sector”, UKÄ 2016:16, p. 33). The large universities with a wide range of courses have a slightly higher proportion of courses with an even gender balance.

Stockholm University, with an even gender balance on 31% of its courses, places fourth after Uppsala, Lund, and Umeå University. It is somewhat surprising that Stockholm University places behind these three universities, given that Stockholm University does not have any faculties with distinct gender patterns, such as technology and health care. The problem with the University’s relatively single-sex study environments is something that will be addressed in the work to develop strategies for widening participation.

Course content

In order to achieve greater equality in the content of courses, one may choose to work specifically or generally. Stockholm University has courses aimed at people who are able to directly influence young people, for example (preschool) teachers, study/career counsellors, and social workers. An analysis of the learning outcomes of these courses, as well as how they are followed up, from a gender perspective is one activity that may result in a positive change of the content. Another activity is to examine the structure and content of the courses from a gender and equality perspective, not least in order to analyse the effects on gender-based choices of study. On the whole, analyses from a gender perspective may contribute knowledge to a change process that will make the course content more gender balanced.

Gender-aware teaching and learning in higher education

An important measure to achieve greater equality in teaching and course content is to increase gender awareness among teachers. One goal of gender-aware teaching and learning in higher education is that all students should receive equal treatment by teachers and other students. Gender-aware teachers are aware of power relations in teaching situations and more attentive to, for example, what content they choose to discuss, what examples they choose to illustrate an idea, how much attention/time is given to each student. It is thus important to integrate a gender perspective in the University’s courses in teaching and learning in higher education and in the continuing professional development of the University’s study and career counsellors.



Activities: 18, 19, 20, 21, 22

Supporting activities: 1, 2, 3, 7, 8

Doctoral studies

National statistics show that 3.6% of female graduates and 6.5% of male graduates continue to pursue doctoral studies (UKÄ, "Statistical Analysis 2014-04-22/4", p. 1). Statistics show that one of the reasons fewer women than men enrol in doctoral studies is that women and men graduate from different courses at the master's level ("Women and Men in the Higher Education Sector", UKÄ 2016:16, p. 9). The analysis indicates that women dominate in the large (in terms of volume) healthcare and teacher training programmes, and that it is generally less common to continue with doctoral studies after these programmes (UKÄ, "Statistical Analysis 2014-04-22/4", p. 2).

At Stockholm University in the academic year 2014/15, just over 60% of students at the bachelor's level were women (there has been a slight downward trend in recent years). At the master's level, the proportion of women was just over 63% the same academic year (there has been a slight upward trend in recent years). At the doctoral level, the proportion of women was 49% in the autumn of 2015, and there was a downward trend from 56% in the autumn of 2007. Out of the four major universities, the proportion of women enrolled in doctoral studies is the highest at the University of Gothenburg, followed by Stockholm, Lund, and Uppsala University. The downward trend among women is most noticeable at Stockholm University.

National statistics show that the number of beginner doctoral students has dropped since 2012 in the natural sciences, but not significantly in the humanities and social sciences (Statistics Sweden, Official Statistics of Sweden). At Stockholm University, the trend looks different at the scientific area level. The decrease in the number of beginners has, since 2011/12, mainly occurred in the humanities and social sciences, and to a lesser degree in the natural sciences, while the proportion of men in each scientific area has been relatively constant (UKÄ, Statistics Database). As a result, the University now has a growing proportion of doctoral students in the natural sciences, and this scientific area is traditionally dominated by men. Stockholm University needs to analyse the causes of this, for example in order to see if the transition from funding through grants, etc., to funding through employment may have undesired effects on gender equality. Stockholm University currently does not have an activity for this problem description, but it is something that the University intends to work on going forward.

The decrease of women should also be placed in relation to potential quality issues in the doctoral studies admission process, which is not nearly as heavily regulated as the admission process at the bachelor's and master's levels, nor is it as heavily regulated as the process for appointing teachers, where universities have relatively detailed rules of employment. There is thus a need to gender mainstream the admission process so that women and men have the same opportunities to begin an academic career.

An already identified equality issue at Stockholm University relates to the sickness rates during doctoral studies. Sickness rates among doctoral students have, for a long time, been higher for women than men. This is also the case nationally. In UKÄ's survey of doctoral students, "Doktorandspegeln – en enkät om doktorandernas studiesituation" [The Doctoral Student Mirror – a survey on the study situation of doctoral students] (Report 2016:18), a substantially higher proportion of women than men stated that they had been on sick leave. Sickness rates are highest in the humanities, which is also the case at Stockholm University, and the patterns were virtually the same in the 2003 and 2008 surveys. This also relates to what the National Agency for Higher Education found in their national analysis of drop-outs from doctoral studies, that 38% of women mentioned a "poor psychosocial work environment" as a contributing reason for dropping out, compared to 19% of men who mentioned this as a contributing reason for dropping out (National Agency for Higher Education 2012:1, p. 34).

Activities: 5, 17, 18, 19, 20, 22, 23

Supporting activities: 1, 2, 3, 7, 8

Postdoctoral career

A study conducted by the University's central PhD Student Council in 2015 ("Postdoktoral karriär vid Stockholms universitet ur ett jämställdhetsperspektiv" [Postdoctoral careers at Stockholm University from a gender equality perspective]) shows that three out of four faculties have a relative decrease of the proportion of researchers who are women at the postdoctoral level (counted from about five years after graduation) compared to the doctoral level. A special analysis of the Faculty of Science, where this trend is most visible, shows that the relative decrease primarily occurs at the male-dominated departments, while there is a slight increase in the proportion of women at the postdoctoral level at the female-dominated and gender-neutral departments.

A recently conducted survey at a natural science department shows that male doctoral students have, on average, written more articles than their female counterparts by the time they graduate, a fact that likely increases the chances of newly graduated male PhDs to obtain postdoctoral positions or scholarships, both within and outside Stockholm University. It would be good to study this further to see if it is a general pattern, and if so, implement measures to promote gender equality.

Supporting activities: 1, 2, 3, 5, 7, 8, 14, 16, 17

Senior lecturer/professor

Stockholm University's central PhD Student Council's study also shows that the proportion of women continues to decrease between the doctoral/postdoctoral level and employment as senior lecturers and professors. However, the report states that this decrease is not as clear when taking into account that the proportion of female PhDs was smaller in the generation

that forms the recruitment base, although a clear difference can still be seen in the social and natural sciences. Another complicating factor is that the recruitment base for today's senior lecturers and professors is highly international, especially in certain areas, which makes these comparisons more difficult.

The report further notes that drop-outs tend to occur early in the careers of women in subjects with relatively few women, and later in the careers of women in subjects with a larger proportion of women. The authors of the report state that "these statistics thus suggest that the timing of drop-outs or stagnation in women's academic careers is linked to the gender composition of the subject area" (2015, p. 6). The report concludes that a fair amount of work has been done to improve gender equality when it comes to recruiting professors, but that it would be desirable to increase efforts at the early levels in male-dominated subjects, i.e., among doctoral students and newly graduated PhDs. One proposed measure is to investigate if women who stay in academia after completing their PhD tend to have more teaching and administrative duties than their male colleagues, and if so, if this depends on the subject (2015. p. 7).

A survey of one of the natural science departments confirmed this notion; to a greater extent than men, women tended to stay at their home department to work with teaching or administration upon receiving their PhD.

Changing structures that (re)create gender inequality takes time, and Stockholm University will work on this long-term in a variety of ways which will be described in more detail later in this plan.

According to the appropriation directions, at least 46% of newly recruited professors at Stockholm University during the period 2017-2019 should be women. In 2015, the proportion of female professors at the University was almost 30%. Among new recruits, this number was 37% (moving average of the past four years), which will thus lead to a gradual increase in the proportion of female professors. The University values the opportunity for senior lecturers with indefinite-term employment to apply for promotion to professor. Therefore, it is relevant to follow up, and monitor, the proportion of women among promoted professors, as well. Despite the overall increase in the proportion of female professors brought on by the current recruitment numbers, women are still underrepresented at the highest academic level. Consequently, women do not currently have the same opportunities as men to exercise power and influence within the University. At the same time, there are great variations within the University, both between and within different faculties. While there are plenty of female professors at some departments, especially in parts of the Faculty of Humanities, there are also departments with a large preponderance of male professors, especially in parts of the Faculty of Science and the Faculty of Social Sciences.

Activities: 9, 10, 11, 14, 15, 16, 17

Supporting activities: 1, 2, 3, 4, 7, 8, 12, 13

Identifying and countering the effects of power structures

In order to facilitate women's career opportunities and thus increase gender equality within the University, Stockholm University will work strategically with measures relating to power relations and decision-making processes, both formal and informal. The basic premise is that increased gender awareness can counteract prevailing structures relating to how education, research, and collaboration are valued within academia, as well as highlight and change prevailing gender patterns (i.e., who does what), not least when it comes to teaching and administration. Such gender patterns may be a contributing factor to women not advancing as quickly as men on the academic career ladder, something that is pointed out in the UHR report "Equality in Higher Education – once and for all?" (2014, p. 34ff).

Already in 2005, the then National Agency for Higher Education published the report "Dold könsdiskriminering på akademiska arenor – osynligt, synligt, subtilt" [Hidden gender discrimination in academic arenas – invisible, visible, subtle] (Husu, Report 2005:41 R), in which the discrimination of women in academia is described as invisible and constantly ongoing subtle processes rather than isolated events. "What happens may actually be that 'nothing happens' or that something that ought to happen in one's career does not happen: one is not seen, heard, read, referenced, cited, invited, encouraged, given support or validated" (p. 7). The report also highlights that women in academia have developed strategies to survive in the system, and that these "demand time and energy, extra mental work in addition to research and teaching" (p. 7).

There is thus a risk that women are marginalised in academia, something that several researchers have identified as crucial to women's career opportunities (see, e.g., Winkler (2000), Focus Section: Women in Geography in the 21st Century: Faculty Reappointment, Tenure, and Promotion: Barriers for Women, *The Professional Geographer* 52: 737-750.)

One type of marginalisation relates to the ideal of the researcher, which can serve as a normative grid that limits rather than facilitates many employees' opportunities to succeed and develop in research and education (see, e.g., the report "Jämställda fakulteter? En studie av arbetsfördelning och normer hos lärare och forskare vid två fakulteter vid Göteborgs universitet" [Equal faculties? A study of the division of labour and norms among teachers and researchers within two faculties at the University of Gothenburg], 2012). Difficulties for women to enter or create and maintain social research networks, especially in male-dominated subjects, are also documented in a number of articles concerning various disciplines.

In order to counter marginalisation and increase opportunities for women and gender researchers to network, Stockholm University has, since 2010, operated the Gender Academy network, which invites departments to collaborate on gender research and measures to promote gender equality. The collaboration also includes doctoral students. The Gender Academy was founded in conjunction with the Centre for Gender Studies becoming a part of



one of the University's departments, which meant that the Centre's then-task to promote collaboration on gender research no longer had a natural home.

Activities: 1, 2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Supporting activities: 4, 7

Increased gender awareness

Stockholm University believes that in order to increase gender awareness within the organisation, it is particularly important to focus the work on two groups with different types of power and influence in day-to-day academic operations: directors of studies and leaders of research groups. In the latter case, the obvious starting point for Stockholm University is to utilise the experiences gained from an already completed project with gender-aware leadership and investigate how the University can create sustainability in training gender-aware leaders.

The project is describe in the report "Genusmedvetet akademiskt ledarskap" [Gender-aware academic leadership] (Andersson and Amundsdotter, 2013), which presents the results of a study on power relations at Stockholm University. The report highlights the importance of managers with formal power in academia being gender aware. If such awareness is missing, there is a risk that they will create more favourable conditions for development and careers for men than for women. The report focuses, for example, on directors of studies, which is a group within academia that is typically not highlighted in contexts where power is discussed. At the same, it is clear that this group has great influence on the working situation of teachers, for example when allocation different duties in a staffing plan (teaching, research, and administration). Consequently, directors of studies also have power over how equal the working conditions will be.

The UHR report (2014) also highlights the management position occupied by directors of studies, but from a different perspective (p. 78f). The authors argue that this management position is rarely considered an academic qualification, and that directors of studies are often women. A study on directors of studies at the Faculty of Humanities at Stockholm University shows that 65% are women, about a third have a written delegation from the head of department, just over half have a job description, and 58% make staffing plans. Given the differences within the University, it would be desirable to conduct a survey of the situation at the other three faculties, as well. Stockholm University currently does not have an activity for this problem description, but it is something that the University intends to work on going forward.

Power within academia is not only formal, however, and it is something that is affected by a variety of societal factors. The investments made by the government for several years in research environments that have been deemed strategically important and/or excellent have resulted in vast financial resources being awarded to researchers and research environments

that have been considered to be or have the potential to be world leaders in their respective fields. The report “Hans excellens: om miljardsatsningarna på starka forskningsmiljöer” [His excellency: on the investments of billions in strong research environments] (Sandström, Wold, Jordansson, Ohlsson and Smedberg, 2010), which studies the excellence investments within technology, science, and medicine, states that “women have been disadvantaged by the excellence investments in several ways. Fewer qualified women than men feel called upon to apply for excellence funding, and the women who do apply have a lower award rate than men in half of the calls, even though they are just as qualified in several cases.” Furthermore, the authors’ calculations show that “out of the twenty researchers who were awarded the largest total sums in the excellence investments, nineteen were men. A small group of male research leaders also managed to receive three or more grants, which amounts to a considerable accumulation of research funds.” The report is relevant to a discussion on power and the question of the research leaders’ (leaders of research groups) role as key players in the work to promote gender equality. Research leaders do not have the same formal power and responsibility as deans, heads of departments, and directors of studies, but as they typically have great influence over the recruitment of doctoral students, researchers, and postdocs funded by their own research grants (recruitments that are far less regulated than, for example, teaching positions), as well as over the allocation of research resources within the research group, they have a great capacity to affect the career prospects of junior researchers. Research leaders are thus an important group to focus on in the efforts to bring about changes relating to gender equality and other power relations.

Activities: 1, 2, 3, 6, 13, 14, 15, 16, 17

Supporting activities: 4, 7, 8, 9, 10, 11, 12

Clarity and transparency

According to the report “Gender Lab” (Åsberg, Lenz Taguchi and Bodén, 2013), women benefit from transparency in preparatory and decision-making processes, such as clear and formal appointments of staff. Therefore, Stockholm University wants to focus on a few central processes and policy documents in order to make them more transparent and clear from a gender equality perspective. This work should also be done in parallel with the measures concerning education, research, and operational support that are taken within the University as a result of the requirements posed by the new discrimination act.

Activities: 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 23

Supporting activities: 1, 2, 3, 11, 18, 22

Objectives: what should be achieved?

Once the government assignment on gender mainstreaming has been completed, Stockholm University will have initiated a process that has resulted in the following:

- Gender equality having become a part of the University's regular activities, for example in various types of governance;
- central policy documents and preparatory and decision-making processes that are transparent and clear, which in turn will lead to high quality recruitment processes, study and career paths marked by gender equality, as well as legal certainty for staff and students;
- managers and leaders who are able to actively prevent and combat inequality and discrimination, for example in the recruitment of staff and doctoral students, and who create healthy working conditions in the day-to-day work in education, research, and administration;
- employees who, through a gender-aware approach, create better quality in education, research, and administration, both in terms of content and form, and who actively prevent and combat inequality and discrimination of both students/doctoral students and colleagues.

Activities/areas of focus: how should be problems be solved?

Below is a list of areas and activities that Stockholm University deems necessary to achieve the objectives. The areas and activities are sorted under four main headings.

Organisation and management

Management training

| No. | Activity | Responsibility | Requires new resources |
|-----|---|------------------------|------------------------|
| 1 | Integrate a gender perspective in new University-wide training for directors of studies | Human Resources Office | x |
| 2 | Highlight and/or integrate a gender perspective in the management programme "Att vara chef" | Human Resources Office | |
| 3 | Introduce new gender training for managers and research leaders | Human Resources Office | x |

Health¹

| No. | Activity | Responsibility | Requires new resources |
|-----|---|------------------------|------------------------|
| 4 | Survey and, from a gender perspective, analyse sickness rates in different personnel categories | Human Resources Office | |
| 5 | Implement activities/measures to reduce sickness rates among doctoral students | Human Resources Office | x |

¹ Action plan for 2017-2018: Analyse and implement measures to combat the rising sickness rates at the University.



Salary determination

| No. | Activity | Responsibility | Requires new resources |
|-----|--|------------------------|------------------------|
| 6 | Integrate the results of salary surveys in information on salary levels to managers who determine salaries | Human Resources Office | |

Planning and review

| No. | Activity | Responsibility | Requires new resources |
|-----|--|---------------------------------------|------------------------|
| 7 | Ensure that statistics broken down by gender are available in the BI-system and present them in the follow-up review of the activity | Office of the President | x |
| 8 | Highlight and comment on aspects of gender equality in the University's central review of activities | President, Director of Administration | |

Preparatory and decision-making processes, as well as decision-making and delegation policies

Recruitment and promotion of teachers²

| No. | Activity | Responsibility | Requires new resources |
|-----|---|------------------------|------------------------|
| 9 | Ensure that gender equality is taken into account in recruitment processes | Scientific area boards | |
| 10 | Evaluate the assessment process for promotions and associate professor (docent) applications in relation to the application of criteria and bases of assessment | Scientific area boards | |
| 11 | Integrate a gender perspective in the internal training for academic appointments boards | Scientific area boards | |

² Action plan for 2017-2018: Develop University-wide criteria and bases of assessment for promotion from assistant professor to senior lecturer. Review the promotion criteria and assessment process.

Delegation and staffing

| No. | Activity | Responsibility | Requires new resources |
|-----|--|-------------------------|------------------------|
| 12 | Introduce decision-making and delegation policies at the departments | President | |
| 13 | Ensure that the departments' decision-making and delegation policies include delegation to the directors of studies | Heads of departments | |
| 14 | In a pilot study, survey (from a gender perspective) at what levels of education, in what forms, and to what extent, different categories of teachers conduct teaching | Office of the President | |

Research

Research funds and internal appointments

| No. | Activity | Responsibility | Requires new resources |
|-----|--|-------------------------|------------------------|
| 15 | Survey (from a gender perspective) the application and award rates of external and internal research funds | Research Support Office | |
| 16 | Survey (from a gender perspective) nomination and decision-making processes regarding, for example, joint university applications, appointments of honorary doctorates, and awards for the best thesis | Office of the President | |

Gender research and opportunities for women to conduct research

| No. | Activity | Responsibility | Requires new resources |
|-----|--|------------------------|------------------------|
| 17 | Develop the Gender Academy's two activities: departmental collaboration on gender research and measures to promote gender equality at the University | Scientific area boards | x |

Education

Gender perspectives in teaching and content

| No. | Activity | Responsibility | Requires new resources |
|-----|---|--|------------------------|
| 18 | Integrate a gender perspective in the Centre for the Advancement of University Teaching's (CeUL) courses in teaching and learning in higher education, in research supervision training, in the training of work placement supervisors, and in the continuing professional development of the University's study and career counsellors | The coordinator of the respective training | |
| 19 | Survey and analyse completion rates based on statistics broken down by gender ³ | Office of the President | |
| 20 | Ensure that proposed and/or implemented measures to combat potential inequality in the content and implementation of training courses have been documented in the planned training reports | REBUS, Scientific area boards | |
| 21 | Integrate a gender perspective in the strategy for widening participation ⁴ | Student Services | |
| 22 | Gender equality should be taken into account when updating information relating to education | RALV | |

Doctoral studies

| No. | Activity | Responsibility | Requires new resources |
|-----|--|----------------|------------------------|
| 23 | Review the rules in the Admission Regulations for Doctoral Studies and follow up their implementation ⁵ | REBUS | |

³ Action plan for 2017-2018: Continue to analyse the causes of low completion rates and implement quality-raising measures in order to improve the completion rates.

⁴ Action plan for 2017-2018: Develop a strategy for widening participation.

⁵ Action plan for 2017-2018: Review the admission process for doctoral students as a part of the University's work on gender mainstreaming.

**Matrix of the proposed activities linked to the problem descriptions' titles in the plan
(supporting activities in brackets)**

| Activity No. | Education at the bachelor's and master's levels | Doctoral studies | Postdoctoral career | Senior lecturer/ professor | Highlight and counter the effects of power structures | Increased gender awareness | Clarity and transparency |
|--------------|---|------------------|---------------------|----------------------------|---|----------------------------|--------------------------|
| 1 | (x) | (x) | (x) | (x) | x | x | (x) |
| 2 | (x) | (x) | (x) | (x) | x | x | (x) |
| 3 | (x) | (x) | (x) | (x) | x | x | (x) |
| 4 | | | | (x) | (x) | (x) | x |
| 5 | | x | (x) | | | | |
| 6 | | | | | x | x | x |
| 7 | (x) | (x) | (x) | (x) | (x) | (x) | x |
| 8 | (x) | (x) | (x) | (x) | x | (x) | x |
| 9 | | | | x | x | (x) | x |
| 10 | | | | x | x | (x) | x |
| 11 | | | | x | x | (x) | (x) |
| 12 | | | | (x) | x | (x) | x |
| 13 | | | | (x) | x | x | x |
| 14 | | | (x) | x | x | x | x |
| 15 | | | | x | x | x | x |
| 16 | | | (x) | x | x | x | x |
| 17 | | x | (x) | x | x | x | |
| 18 | x | x | | | | | (x) |
| 19 | x | x | | | | | |



| Activity no. | Education at the bachelor's and master's levels | Doctoral studies | Postdoctoral career | Senior lecturer/ professor | Highlight and counter the effects of power structures | Increased gender awareness | Clarity and transparency |
|--------------|---|------------------|---------------------|----------------------------|---|----------------------------|--------------------------|
| 20 | x | x | | | | | |
| 21 | x | | | | | | |
| 22 | x | x | | | | | (x) |
| 23 | | x | | | | | x |
| Sum | 5 (5) | 7 (5) | (9) | 7 (8) | 14 (2) | 9 (7) | 12 (6) |

This decision was made by the President, Professor Astrid Söderbergh Widding, based on a report by Deputy Director Tove Holmqvist.

Astrid Söderbergh Widding

Tove Holmqvist