

# Equal Opportunities Plan 2020–2022, Department of Mathematics, Uppsala University

## Introduction

This Equal Opportunities Plan has been drawn up by the Equal Opportunities Group of the Department of Mathematics and approved by the Board of the Department of Mathematics on 27 March 2020. Under the Discrimination Act, Uppsala University is obliged to carry out targeted work to combat discrimination and to otherwise promote equal rights regardless of gender, ethnicity, religion or other belief, disability, sexual orientation and age.

Uppsala has had an action plan for equal opportunities in place since 2017, and it is valid until further notice. It has been adapted to the amendments made to the Discrimination Act in 2017 which specify, among other things, that the departments shall work with all seven grounds of discrimination: gender, gender identity or gender expression, ethnicity, religion or other belief, disability, sexual orientation, and age.

The basis for this work at the Department is an equal opportunities plan, which is written by the Equal Opportunities Group every three years.

At the time of writing, the Equal Opportunities Group of the Department of Mathematics includes: Bim Gustavsson (student representative), Helena Jonsson (doctoral student representative), Thomas Kragh (teacher representative), Shumin Pan (representative of the technical/administrative staff) and Rolf Larsson (equal opportunities officer and teacher representative).

## Current status

There is a large difference between the proportion of men and women employed at the Department of Mathematics. In 2019 (2015 figures in brackets), a total of 120 (122) people were employed at the Department of Mathematics, of whom 29 (27) were women and 91 (95) were men. Among research and teaching staff, 20 (20) were women and 89 (94) were men. Among TA staff, 9 (7) were women and 2 (1) were men.

Thus, there has been a very small step towards gender balance in 2019 compared to 2015.

Even among students, there is a large difference in the proportion of men and women. In 2019, the Department of Mathematics had 727 full-year students, of which 31.8% were women. (Figures taken from GLIS.) The number of full-year students is calculated as follows: (number of students\*course's credits/60).

Detailed statistics can be found in the appendix at the end of this document.

## Priorities

The document sets a high target for increasing the proportion of the underrepresented gender among students. This includes, in particular, reducing the number of drop-outs in this group, and encouraging this group to pursue higher studies (Master's/doctoral education). This is to promote long-term work and thereby indirectly facilitate recruitment to other positions as well. In addition, this plan also focuses on increasing the proportion of the underrepresented gender in all categories of staff.

## Visions and goals for the Department of Mathematics 2020–2022

### Vision 1: Gender balance in admissions to the Department of Mathematics' Bachelor's and Master's programmes.

Sub-goal: Greater gender balance in admissions to the Department of Mathematics' Bachelor's and Master's programmes.

Action: The gender aspect will be consciously taken into account in the design of all information material addressed to prospective and current students. This material will be designed by the information officer. The Equal Opportunities Group will also collaborate with the Bachelor's and Master's Programme Boards on this issue.

Responsible: Head of department

Follow-up: Once per year, the information officer will report to the Equal Opportunities Group on how they have taken the gender aspect into account during the past year. When evaluating the plan, the Equal Opportunities Group will compile statistics on applicants and students admitted to the Bachelor's and Master's programmes in 2020–2022.

### Vision 2: Gender balance among the doctoral students.

Sub-goal: Greater gender balance among the doctoral students.

Actions:

1. All doctoral positions, where the intention is for the doctoral student to work at the department, will be publicly advertised.
2. Advertisements will be designed to generate a broad recruitment base. The text for 2020 states "Uppsala University values the qualities that equal gender distribution/gender parity and diversity bring to its activities. We therefore welcome applicants of all genders and with different birth backgrounds, functional capacity and life experience."
3. Teachers are requested (e.g. at staff meetings or in newsletters or other mailings) to actively encourage students deemed qualified for doctoral studies to apply for advertised positions, regardless of their gender.
4. Both genders should be represented in the group handling with doctoral student recruitment.

Responsible: Head of department

Follow-up: The head of department will meet with the Equal Opportunities Group once a year, and discuss past and planned recruitment processes. When evaluating the plan, the Equal Opportunities Group will compare statistics on new doctoral recruitment for previous years.

### Vision 3: Gender balance among teachers and researchers.

Sub-goal 1: Greater gender balance among teachers and researchers during the period.

Sub-goal 2: Increase the proportion of the underrepresented gender applying for advertised positions.

Actions:

1. Advertisements will be designed to generate a broad recruitment base. See example under vision 2.
2. Known qualified candidates from the underrepresented gender will be actively encouraged to apply for advertised positions.

Responsible: Head of department

Follow-up: The head of department will meet with the equal opportunities representative (who is an adjunct member of the board) in connection with recruitment, and discuss past and planned recruitment processes. When evaluating the plan, the Equal Opportunities Group will compare statistics on new employees for previous years.

**Vision 4: All staff and students of the Department of Mathematics should feel included and feel that they are given the best opportunities to develop in their role.**

Actions:

- 1) Information and welcome at the start of employment/studies. (See document “information för lärare om rutiner kring att ge en kurs” [Information for teachers on procedures for giving a course], which is available on the staff portal.) The same procedures should apply to all types of employment.
- 2) Information and activities for the student group. (Make sure it reaches all students!)
- 3) Information at staff meetings and in mailings such as newsletters.

Responsible: Director of studies for the document, Equal Opportunities Group for the information, and persons responsible for Bachelor’s and Master’s programmes for information and activities for the student group. The Möbius student union handles information for the students.

Follow-up: Each year, the Equal Opportunities Group will compile a list of actions performed, and evaluate and document them. Revisions will be carried out when necessary.

**Vision 5: Knowledge of equal opportunities issues at the department shall increase.**

Actions:

- 1) Human resources administrator informs new hires about the existence of the group.
- 2) Information to the student group at an interval of once a semester.
- 3) Information at each staff meeting.

Responsible: Equal Opportunities Group and human resources administrator.

Follow-up: Each year, the Equal Opportunities Group will compile a list of actions performed.

## Appendix

Table 1. Number of women and men per employment category 2019 (source: GLIS). Figures from 2015 are in brackets.

Employment category	Number of employees
Teaching assistant, female	2 (2)
Teaching assistant, male	8 (8)
PhD student, female	8 (10)
PhD student, male	22 (22)
Researcher, female	4 (2)
Researcher, male	22 (25)
Senior lecturer/Associate senior lecturer, female	6 (6)
Senior lecturer/Associate senior lecturer, male	17 (22)
Professor, female	0 (0)
Professor, male	14 (17)
Lecturer, female	0 (0)
Lecturer, male	6 (0)
Administrative staff, female	9 (7)
Administrative staff, male	2 (1)
All employment categories, female	29 (27)
All employment categories, male	91 (95)
All employees	120 (122)

Table 2. Salaries, SEK/month. 2019 (source: GLIS). Figures from 2015 are in brackets.

Employment category	Number of employees, women	Number of employees, men	Average salary, women	Average salary, men
Teaching assistant	2	8	20600	20750
Researcher	4 (2)	22 (25)	35150 (34200)	35891 (34411)
Senior lecturer/Associate senior lecturer	6 (6)	17 (22)	49283 (44583)	49235 (43881)
Professor	0 (0)	14 (17)	-	72243 (62629)
Lecturer	0 (0)	6 (0)	-	40400
Administrative staff	9 (7)	2 (1)	35878 (31714)	34350 (32000)

Table 3. Proportion of female and male students at the Department of Mathematics, year 2019 (source: GLIS), Bachelor's and Master's level, total.

Full-year students, total	Full-year students, women	Full-year students, men
717	228 (31,8%)	488 (68,2%)

Table 4. Number of students who were registered to at least one course within the Bachelor's programme in mathematics.

Started the programme, year	Women	Men	Total
2016	10	25	35
2017	5	30	35
2018	8	28	36
2019	4	29	33

Table 5. Number of students who were registered to at least one course within the Master's programme in mathematics.

Started the programme, year	Women	Men	Total
2016	3	18	21
2017	7	26	33
2018	13	35	48
2019	11	19	30

Table 6. Number of teaching assistants (source: Primula)

Year	Women	Men	Total
2016	3	9	12
2017	3	13	16
2018	3	13	16
2019	2	8	10