



VERKA JÄMSTÄLLT

(EQUALITY IN PRACTICE)

Gender Mainstreaming of Undergraduate and Graduate Education 2007–09



LINKÖPING UNIVERSITY

Adopted by the Rector of Linköping University, Mille Millnert, on 23 November 2006.

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Background

In 1994, Sweden adopted gender mainstreaming as the strategy for its gender equality efforts. The starting point for these efforts is to change the unequal power relationship between women and men. The long term objective is that 'gender should not matter' at Linköping University (LiU).

Since the 1980s, LiU has worked actively to bring about gender equality. On two occasions, the University has been awarded a 'gold medal' by the National Agency for Higher Education for its approach to these issues. In 2004, bolstered by its success and experience, LiU adopted a vision of gender awareness in 2006¹. By implementing extensive educational measures, setting up 'gender lectureships' and adding a number of gender courses to its study programme range, LiU has taken several steps forward. Work to promote gender equality must be characterised by continuity and persistence. Gender awareness has to be attained over and over again.

Objectives for the 'Verka Jämställt' (Equality in Practice) project at Linköping University (taken from the project definition)

The overall objective of 'Verka Jämställt' (*Equality in Practice*) at LiU is to integrate gender and gender equality aspects into the University's undergraduate and graduate education. The means of achieving this aim are to include:

- drafting an action plan for the implementation of gender mainstreaming
- defining objectives and indicators for gender mainstreaming of core activities, primarily undergraduate and graduate education
- ensuring that the University Management Advisory Group plays an active part in, and assumes responsibility for, the project
- training a number of people in analysis of gender equality methods
- making gender mainstreaming, in the long term, a proactive and natural aspect of all activities.

The purpose of this action plan is to describe the measures that must be taken to ensure that the content and/or form of education is permeated with gender equality and gender perspectives — in planning, implementation and follow up alike.

Form of education

Education must be provided in such a way that men's and women's experience and knowledge are clarified and developed. Gender sensitivity in practice is important to counteract unequal power relationships between women and men.

Content of education

After completing their education, students must have acquired knowledge and understanding of the influence exerted by sexual and gender identity at individual and society level, so that they benefit from this knowledge in their future working lives.

¹ That employees and students alike should become aware that gender is extremely important, and that they should then assimilate this knowledge and think about what they themselves can do in their conduct and studies to understand, deal with and analyse the problem.

In certain study programmes, it is above all the form of teaching that can take gender into account. In others, both form and content can represent an enhancement of quality.

Regarding gender segregation in LiU's study programmes, only a few of the programmes and courses have an even gender distribution. Today, most students attend study programmes that are predominantly either male or female, and this too influences the education provided.

'Internal' gender equality efforts based on the Act concerning equality between women and men, i.e. the employer/employee perspective (such aspects as recruitment, pay formation and measures to combat harassment) are not specifically included in the project and, by the same token, not part of this Action Plan.

The structure of this Plan is based partly on faculties and corresponding bodies: the Linköping Institute of Technology (LiTH) and the Faculties of Arts and Sciences, Educational Sciences and Health Sciences. Work on the drafting of the Plan has developed from the 'Balanced Scorecard' tool of performance management, and such concepts as success factors and performance indicators are therefore used.

The process has included a matrix that has LiU's *Strategy Map* (Appendix 1) as its point of departure. Another appendix is a document that serves as a good example: *Gender Sensitivity in Practice*. This material has been compiled by the Board of Studies for Natural Science programmes (UNMN), as part of LiU's work for gender sensitivity at the University in 2006.

Definitions

Gender equality

Gender equality means that women and men have the same rights, obligations and opportunities in all essential areas of life. Gender equality presupposes an even distribution of power and influence; the same scope for financial independence; equal terms and requirements with respect to entrepreneurship, work, working conditions and development opportunities at work; equal access to education and development of personal ambitions, interests and talents; shared responsibility for the home and children; and, finally, freedom from gender related violence (*Swedish National Encyclopedia*).

Gender

The term 'gender' comprises all the notions that exist in society about what is defined as feminine and masculine. Gender arises in interaction between biological sex and the human social and cultural environment, and is therefore possible to change. The gender order is what determines the distribution of functions and resources between the sexes. Structurally, in modern day society, male gender takes precedence over female (LiU's *Action Programme for Gender Equality, 2005–2006*).

Gender mainstreaming

According to the Council of Europe, there should be (re)organisation, improvement, development and evaluation of decision making processes. Accordingly, gender equality perspectives should be incorporated into all decision making, at every level and every stage of the process, by the stakeholders who normally take part.

Gender equality and genus mainstreaming

The content and/or form of education must be permeated by perspectives of gender equality and gender.

Strategic objectives for the Institute of Technology at LiU (LiTH), 2007–09

The primary objective is to raise quality by mainstreaming gender equality and gender perspectives in form and content.

In the view of the educational philosopher Jane Martin (1994), higher education has had men's and boys' status as the norm for studies, work and careers. Men's interests and preferred forms of work have thus been favoured by tradition. This may conceivably apply, in particular, to engineering study programmes, which have traditionally been associated with a male culture. In teaching materials, men's worlds and experience are commonly described and the teaching has had this reality as its point of departure (Engström et al., 2003).

The engineering and technology courses of the future must have a clear future oriented perspective, giving the students subject knowledge that is at once deep and broad, combined with abilities and skills relating to cooperation, communication, entrepreneurship, etc. Many engineers eventually become leaders in one form or another, and therefore need personal leadership skills. Consideration of gender and gender issues is then important. Gender aspects cannot be pasted on afterwards: they must be integrated throughout the duration of studies. The attitudes and values that are conveyed in the course of the studies are a key element in engineering education. With a focus on the students, it is therefore vital to work for development of gender perspectives to promote students' learning. The content of study programmes and the teaching methods use must take women's, as well as men's, circumstances into account and represent the same offer to men and women. All study programmes at LiTH must recognise the problem of gender aspects and their importance to learning, and adopt well designed, gender sensitive forms of teaching and examination that stimulate the students' capacity for analysis, critical scrutiny, abstraction and theorisation.

Engström, Madelaine et al. (2003). *Studenter genusgranskar sin utbildning* ('Students Examine their Education in Terms of Gender'), Centre for Teaching and Learning (CUL) report No. 5. Linköping: Linköping University.

Martin, Jane R. (1994). 'Excluding Women from the Educational Realm', in Stone, L. (ed.), *The Education Feminism Reader*. London: Routledge.

Royal Swedish Academy of Engineering Sciences (2004), *Morgondagens ingenjör* ('The Engineer of Tomorrow').

Success factors in 2007–09

Women's and men's knowledge, experience and values are brought to bear in the use and production of knowledge. All study programmes recognise as an issue the importance of gender issues in course content.

Strategic measures in 2007

Gender issues are being integrated into undergraduate syllabuses. For this purpose, the following activities are under way.

- **Training**

Committees' representatives, directors of studies and teachers are being trained in gender equality and gender issues.

Responsible: the Faculty in cooperation with the gender lecturer

Educational strategies

The document entitled 'Educational Strategies for Introducing Gender Perspectives', containing examples of and recommendations on course evaluation² and other issues, and specific examples of how gender aspects of a course can be reviewed, is to be developed and distributed.

Responsible: gender lecturer

Use of the document 'Educational Strategies for Introducing Gender Perspectives'

This document is to be used as inspiration, to integrate gender perspectives into syllabuses and course implementation.

Responsible: course coordinators

Project at IFM and IDA

A seminar is being implemented to disseminate experience of gender mainstreaming projects carried out in two programmes during autumn 2006.

Responsible: gender lecturer in cooperation with the programme coordinators

Gender review

Continuous review of gender aspects of syllabuses and curricula is under way.

Responsible: Board of Studies

Success indicator

- **Syllabuses and curricula**

All study programmes at LiTH are starting to integrate gender sensitivity into the form of the education provided. The document 'Educational Strategies for Introducing Gender Perspectives' can provide support.

Responsible: Board of Studies and directors of studies

² At LiU there is a course-evaluation policy, adopted in June 2002 (Reg. No. LiU 856/02-40), worded as follows: 'Gender aspects of course content and/or implementation must normally be included in course evaluation.'

Strategic measures in 2008

When the new syllabuses are put into practice, there may be a need to tackle the problem of how gender perspectives are dealt with, and whether there is any need for further training. The following activities will be implemented for this purpose.

Gender skills

People with gender skills (directors of studies, gender lecturers and equivalent, coordinators of the Research and Research Education Committee, etc) are involved in the process. They can offer support for the continuous and long term work of gender integration and help to identify and disseminate best practice.

Responsible: Dean

Consolidation

For those who have been engaged in gender sensitive teaching for some time, scope and support are needed for development and consolidation of gender implications.

Responsible: gender lecturer or equivalent

Syllabuses

Practical implementation of the syllabuses is under way.

Responsible: course coordinators

Centre for Teaching and Learning

Arenas are to be created to develop gender perspectives in the courses in educational theory and methods, including those for research supervisors, at the Centre for Teaching and Learning (CUL).

Responsible: gender lecturers or equivalent at the four faculties jointly

Graduate education

People with gender skills (directors of studies, gender lecturers or equivalent, coordinators of the Research and Research Education Committee, etc) are developing indicators of success in graduate education.

Responsible: Board of Studies

Female supervisors

Efforts are being made to bring women research supervisors' experience and research to bear.

Responsible: Dean

Success indicators

Course evaluations

Form related gender aspects must be included in all course evaluations in LiTH's study programmes. This applies to courses that have previously been reviewed in 2007.

Responsible: Board of Studies

Follow up

For courses that have, in 2007, mainstreamed gender perspectives there will be implementation of analyses, follow up studies and feedback of course evaluations in gender terms.

Responsible: directors of studies and course coordinators

Strategic measures in 2009

Follow up

Follow up of work in 2007 and 2008, with integration of gender issues in undergraduate education and initiation of gender issues in graduate education.

Responsible: LiTH's management

Revision

How is further long term work to mainstream gender equality and gender issues to be carried out?

Responsible: LiTH's management

Indicators

Several indicators will be developed during 2007 and 2008.

Responsible: gender lecturer or equivalent

Success indicator

Undergraduate and graduate education

For all programmes in undergraduate education, work to integrate gender issues has been under way. In graduate education, mainstreaming of gender issues has been initiated in all the departments.

Responsible: Board of Studies, Graduate Board of Studies

Strategic objectives for the Faculty of Arts and Sciences, 2007–09

Here, the aim is to raise the quality of education by mainstreaming gender equality and gender perspectives in terms of form and content.

The Faculty of Arts and Sciences extends over a broad field and educates nearly 11,000 students in the Humanities, Social and Behavioural Sciences, Computer Science, Economics and some theme oriented Natural Sciences. There are 18 full length study programmes, 13 short Master's programmes in English and roughly 250 courses in some 40 subject areas.

Figures from 2004 show that, for single subject courses in undergraduate education, women make up a majority of the students but not more than 50% overall. On some of the full length programmes the imbalance is greater and the sex composition shows the traditional pattern. Study programmes in the 64–86% female range are those in Social Work; Human Resources and Work Science; Psychology; Environmental Science; Social and Cultural Analysis; Culture, Society and Media; International Economics; and the European Law option of Business Law. A relatively even sex composition, with women making up 40–60%, may be found in Cognition, Economics, the Master's programme in Political Science, and the programmes for Cultural Studies, Religious Studies, Business Law and Statistics. Men, on the other hand, predominate heavily in the programmes for Systems Science and User Oriented System Development.

Today, gender issues are dealt with very differently in different subjects. It often depends on individual teachers' knowledge and motivation. One common misconception is that gender perspectives are the same as work to promote gender equality, rather than a scientific field of knowledge as such. Gender differences are emphasised, but analyses of social and discursive factors contributing to these differences are excluded. Men are treated as gender neutral, while gender perspectives are thought to be about women (Smirthwaite, 2005). By introducing requirements of gender perspectives into course descriptions, the objective is adopted of raising the quality of education through mainstreaming of both gender equality and gender perspectives in form and content.

Success factors in 2007–09

Women's and men's knowledge, experience and values are being brought to bear in the use and production of new knowledge.

Strategic measures in 2007

Gender issues are to be integrated in the syllabuses in undergraduate education. For this purpose, the following activities are being implemented.

Training

Directors of studies and newly recruited teachers are offering training in the implications of gender equality and gender sensitive teaching.

Responsible: Faculty of Arts and Sciences

Educational strategies

Documents like 'Educational Strategies for Introducing Gender Perspectives', or other suitable checklists, are being developed and disseminated.

Responsible: Faculty of Arts and Sciences

Use of 'Educational Strategies for Introducing Gender Perspectives'

The above document is being used as inspiration in introducing gender perspectives into course syllabuses.

Responsible: Faculty of Arts and Sciences

Gender review

Continuous gender review of the syllabuses is under way.

Responsible: Faculty of Arts and Sciences

Success indicator**Course evaluations³**

Gender as content and form are to be included in one course evaluation question per single subject course and course in the study programme.

Responsible: Faculty of Arts and Sciences

Strategic measures in 2008

When the new syllabuses are put into practice, there may be a need to tackle the problem of how gender perspectives are dealt with, and whether there is any need for further training. The following activities will be implemented for this purpose.

Gender skills

People with gender skills (directors of studies, gender lecturers and equivalent, coordinators of graduate education, etc) are involved in the process. They can offer support for the continuous and long term work of gender integration and help to identify and disseminate best practice.

Responsible: Faculty of Arts and Sciences

Consolidation

Those who have been engaged in gender sensitive teaching for some time need scope and support for development and consolidation of gender implications.

Responsible: Faculty of Arts and Sciences

Syllabuses

Practical implementation of the syllabuses is under way.

Responsible: Faculty of Arts and Sciences

³ At LiU there is a course-evaluation policy, adopted in June 2002 (Reg. No. LiU 856/02-40), worded as follows: 'Gender aspects of course content and/or implementation must normally be included in course evaluation.'

Centre for Teaching and Learning

Arenas are to be created to develop gender perspectives in the educational courses (including courses for research supervisors) at the Centre for Teaching and Learning (CUL).

Responsible: Faculty of Arts and Sciences

Evaluation instruments

Effective evaluation instruments that measure both form and content are being developed.

Responsible: Faculty of Arts and Sciences

Graduate education

People with gender skills (directors of studies, gender lecturers or equivalent, graduate education coordinators, etc) are developing success indicators in graduate education.

Responsible: Faculty of Arts and Sciences

Success indicator**Course evaluations**

Gender as form and content must be included in one course evaluation per term and study programme. This applies to the courses above.

Responsible: Faculty of Arts and Sciences

Strategic measures in 2009**Follow up of 2007 and 2008**

Follow up of work in 2007 and 2008 on mainstreaming of gender issues in undergraduate education and integration of gender issues into graduate education are under way, as are analysis and feedback of course evaluations from a gender perspective.

Responsible: Faculty of Arts and Sciences

• Revision

How is further long term work to mainstream gender equality and gender issues to be carried out?

Responsible: Faculty of Arts and Sciences

Success indicators**• Undergraduate and graduate education**

For all the programmes and courses in undergraduate education, work to integrate gender issues has been under way. In graduate education, mainstreaming of gender issues has been initiated in all the departments.

Responsible: Faculty of Arts and Sciences

Gender sensitivity

Gender awareness among teachers and students is high. This is evident from syllabuses, study schedules, required course reading and course evaluations.

Responsible: Faculty of Arts and Sciences

Strategic objectives for the Faculty of Educational Sciences, 2007–09

The primary objective is to raise quality by mainstreaming gender equality and gender perspectives in form and content.

With respect to gender segregation in the Faculty of Educational Sciences, it is primarily women who apply to study on programmes in the Faculty of Educational Sciences. This area includes teacher training programmes in Linköping and Norrköping and also single subject courses in the arts, theory and practice of education, and adult learning.

These study programmes have primarily attracted women, and the area shows marked gender segregation. Various measures have been applied over the years, for example to attract more men into the preschool teaching profession and the teaching profession as a whole. The gender segregation has, however, been difficult to stop. In the latest round of admissions to teacher training a trend reversal was evident: the proportion of male students had increased. Current initiatives in project form that have been conducted in recent years include 'More Men in Teaching', which has attempted to attract 'new' groups of men to train as teachers, by means of an initial preparatory 'pre foundation' year, and a mentor programme at Haga upper secondary school (*Hagagymnasiet*) in Norrköping.

In the education sector, there has long been an emphasis on the importance of children and adolescents meeting a variety of people during their long period of education from preschool onwards. One dimension of this is that children and teenagers are deemed to have a need to meet both men and women and — in view of gender related and gender equality work — to see them not necessarily in traditional roles but, rather, in numerous different positions.

To bring this segregation to an end, extensive recruitment work is needed over a long period. Attitudes and notions that the teaching profession is a female occupation, especially where small children are concerned, are not something that will change spontaneously, rapidly and easily. Certain categories of teaching jobs, such as the teaching of textile, wood and metal crafts, are specifically gender coded. The fact that gender is enclosed in both form and content in the courses and programmes offered by the Faculty of Educational Sciences is one way of helping to reduce gender related barriers in the long term.

Success factors in 2007–09

Women's and men's knowledge, experience and values are brought to bear in the use and production of knowledge.

Strategic measures in 2007

Gender issues are being integrated into the syllabuses in undergraduate education. For this, the following activities are under way.

Training

Programme coordinators, directors of studies and teachers of gender equality and gender issues are undergoing training.

Responsible: the faculties in cooperation with gender lecturers

Educational strategies

The document 'Educational Strategies for Introducing Gender Perspectives' is being developed and disseminated.

Responsible: gender lecturer at the Faculty of Educational Sciences

Use of 'Educational Strategies for Introducing Gender Perspectives'

This document is being used as inspiration for integrating gender perspectives into the syllabuses.

Responsible: directors of studies

Gender review

Follow up of the gender adaptation of syllabuses is under way.

Responsible: gender lecturer and directors of studies

Success indicator

There is a continuing steady increase in syllabuses, study schedules and required course reading showing that gender has been mainstreamed in programmes and single subject courses in the Faculty of Educational Sciences.

Responsible: gender lecturer/director of studies or equivalent

Strategic measures in 2008

When the new syllabuses are put into practice, there may be a need to tackle the problem of how gender perspectives are dealt with, and whether there is any need for further training. The following activities will be implemented for this purpose.

Gender skills

People with gender skills (directors of studies, gender lecturers or equivalent, graduate education coordinators, etc) can offer support in gender mainstreaming.

Responsible: Quality Committee

Consolidation

Those who have been engaged in gender sensitive teaching for some time need scope and support for development and consolidation of gender implications.

Responsible: gender lecturer or equivalent

Syllabuses

Practical implementation of the syllabuses is under way.

Responsible: course coordinators

Centre for Teaching and Learning

Arenas are to be created to develop gender perspectives in the educational courses (including courses for research supervisors) at the Centre for Teaching and Learning (CUL).

Responsible: gender lecturers or equivalent at the four faculties jointly

Graduate education

People with gender skills (directors of studies, gender lecturers or equivalent, graduate education coordinators, etc) are developing indicators of success in graduate education.

Responsible: Graduate Board of Studies

Success indicators**Course evaluations⁴**

Gender as content and form must be included in one course evaluation question per single subject course or course in the study programme.

Responsible: Quality Committee

Follow up

Analysis, follow up and feedback of course evaluations from a gender perspective are under way.

Responsible: directors of studies and course coordinators

Course reading etc

There has been a continuous increase in syllabuses, study schedules and required course reading that show that gender has been mainstreamed in courses and programmes.

Responsible: gender lecturer or equivalent

Strategic measures in 2009**Follow up**

Follow up of work in 2007 and 2008 on mainstreaming of gender issues in undergraduate education and integration of gender issues into graduate education are under way.

Responsible: Board of the Faculty of Educational Sciences

Revision

How should further long term work on gender equality and gender mainstreaming be implemented?

Responsible: Board of the Faculty of Educational Sciences

Indicators

More indicators will be developed during 2007 and 2008.

Responsible: gender lecturer or equivalent

Success indicator**Undergraduate and graduate education**

In a substantially increased number of courses and programmes, work to mainstream gender issues in undergraduate education has been carried out. In graduate education, integration of gender issues has been initiated at all the departments.

Responsible: directors of studies

⁴ At LiU there is a course-evaluation policy, adopted in June 2002 (Reg. No. LiU 856/02-40), worded as follows: 'Gender aspects of course content and/or implementation must normally be included in course evaluation.'

Strategic objectives for the Faculty of Health Sciences, 2007–09

The primary objective is to raise quality in undergraduate programmes, and initiate a corresponding process in graduate education, by mainstreaming gender equality and gender perspectives in form and content. For this purpose, the Faculty of Health Sciences intends to take the following measures:

Gender will be included in the objectives of all undergraduate programme syllabuses at the Faculty.

An inventory will be drawn up to find out how far sex and gender differences and similarities and gender issues are taken into account in existing teaching at undergraduate level.

Existing teaching will be supplemented by material that clarifies sex and gender differences and similarities and gender aspects with respect to health and ill health.

Examinations will be reviewed to survey how far gender issues are included in examinations at undergraduate level, and supplementary integration of gender issues in certain examinations that lack such aspects will take place.

All course evaluations⁵ will assess how far gender issues have been clarified during the course modules in question.

Mainstreaming of gender perspectives in graduate education will be initiated.

Success factors in 2007–09

Women's and men's knowledge, experience and values are brought to bear in the use and production of knowledge.

Gender differences and similarities and gender aspects are taken into account in teaching content.

Gender is integrated into students' and teachers' thinking.

Students and teachers have acquired the ability to analyse critically how far findings in medicine and public health are valid for both sexes, and how far these findings involve implicit norms applying to one sex only.

Strategic measures in 2007

Syllabus objectives

Objectives of all syllabuses for undergraduate programmes at the Faculty of Health Sciences are being reviewed in terms of how far they include gender and supplement objectives that lack gender aspects.

Responsible: gender lecturers

Inventory

An inventory will be drawn up to find out how far sex and gender differences and similarities and gender issues are taken into account in existing teaching.

Responsible: directors of studies, course coordinators and gender lecturers

⁵ That employees and students alike should become aware that gender is extremely important, and that they should then assimilate this knowledge and think about what they themselves can do in their conduct and studies to understand, deal with and analyse the problem.

Supplementary material

The existing teaching is being supplemented by materials clarifying sex and gender differences and similarities and gender issues with respect to health and ill health.

Responsible: directors of studies, teachers and gender lecturers

Examinations

Examinations will be reviewed to survey how far examinations include gender issues.

Supplementary integration of gender issues in examinations that lack such aspects will take place.

Responsible: course coordinators and gender lecturers

Course evaluations

All course evaluations are assessing the extent to which gender issues have been clarified during the course modules in question.

Responsible: course coordinators and gender lecturers

Educational strategies

The document 'Educational Strategies for Introducing Gender Perspectives' is to be developed and disseminated.

Responsible: gender lecturers

General Study Plan for Graduate Education

Scope for inserting gender equality aspects in the *General Study Plan for Graduate Education* is being explored.

Responsible: Faculty Board

Success indicators

All undergraduate programmes include gender aspects in the objectives of their programme syllabuses.

The number of courses at undergraduate level that examine gender aspects has increased considerably.

The number of programmes at undergraduate level that, according to evaluations, have clarified gender aspects has increased significantly.

There is a continuing steady increase in syllabuses, study schedules and required course reading showing that gender has been mainstreamed in courses and programmes.

The number of course modules at undergraduate level that take gender and sex differences and similarities into account has increased considerably.

Responsible: directors of studies and gender lecturers

Strategic measures in 2008

Gender skills

When new syllabuses are implemented, people with gender skills (directors of studies, gender lecturers or equivalent) can offer support in the continuous, long term work of gender mainstreaming.

Responsible: Dean and gender lecturers

Consolidation

Those who have been engaged in gender sensitive teaching for some time need scope and support for development and consolidation of gender implications.

Responsible: gender lecturer or equivalent

Teaching material

Further work on objectives for syllabuses, production of teaching material on gender as content, and scrutiny of gender aspects of evaluations is under way.

Responsible: directors of studies, course coordinators and gender lecturers

Centre for Teaching and Learning

Arenas are to be created to develop gender perspectives in the educational courses (including courses for research supervisors) at the Centre for Teaching and Learning (CUL).

Responsible: gender lecturers or equivalent at the four faculties jointly

Graduate education

Indicators of success in gender mainstreaming of graduate education are being devised.

Responsible: Dean and gender lecturers

Success indicators

All undergraduate programmes include gender aspects in the objectives of their programme syllabuses.

In all course modules dealing with both women's and men's health, gender and sex differences and similarities, or modules on why there are no such implications, are included.

The number of courses at undergraduate level that examine gender aspects has increased considerably.

The number of programmes at undergraduate level that, according to evaluations, have clarified gender aspects has increased significantly.

There is a continuing steady increase in syllabuses, study schedules and required course reading showing that gender has been mainstreamed in courses and programmes.

Responsible: directors of studies and gender lecturers

Strategic measures in 2009

- **Follow up**

Follow up of work in 2007 and 2008 on mainstreaming of gender issues in undergraduate education and integration of gender issues into graduate education are under way.

Responsible: Dean and gender lecturers

Revision

How should further long term work on gender equality and gender mainstreaming be carried out?

Responsible: Dean and gender lecturers

Indicators

New success indicators according to the above model are being devised.

Responsible: gender lecturers

Success indicators

Undergraduate and graduate education

For all programmes in undergraduate education, the above mentioned mainstreaming of gender issues has taken place. In graduate education, integration of gender issues has been initiated at all the departments.

Responsible: Dean and gender lecturers

Funding for 'Equality in Practice' at LiU

Special funds are being reserved for work on gender equality and gender mainstreaming of undergraduate and graduate education. For 2007, SEK 202,000 is proposed within the framework of the budget for the *Strategy and Action Plan for Equal Opportunities, 2007*. These funds are to be used for educational measures.

For 2008 and 2009, the sum will be determined in the budget process within work for equal opportunities.

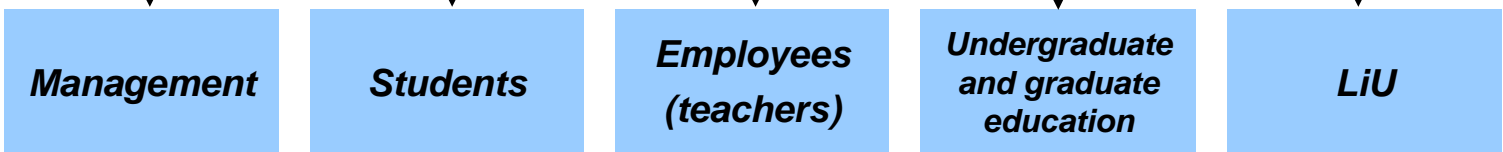
LiU — a gender-sensitive university by 2009

Vision

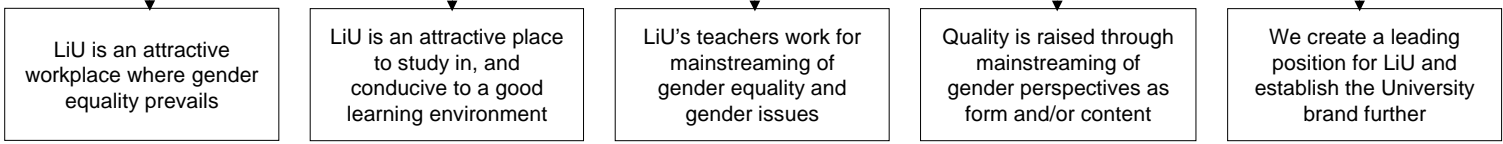
Task

To integrate gender-equality and gender aspects in the University's undergraduate and graduate education in 2007–09, according to the 'Equality in Practice' action plan

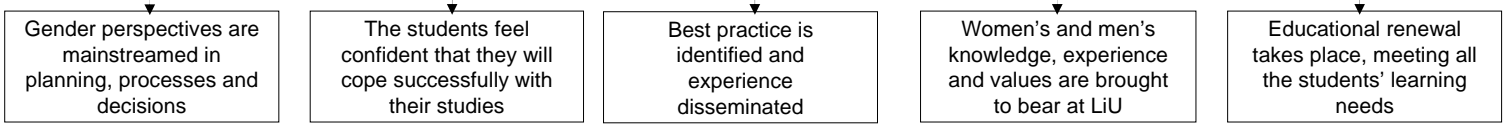
Perspectives



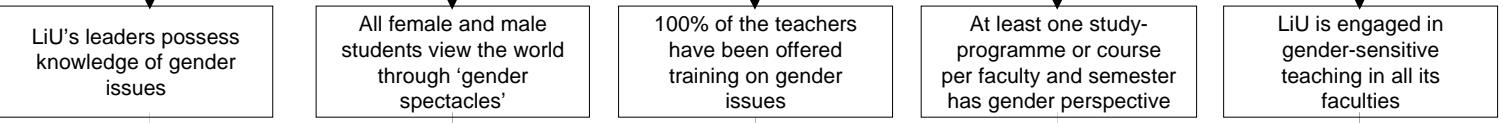
Strategic aims



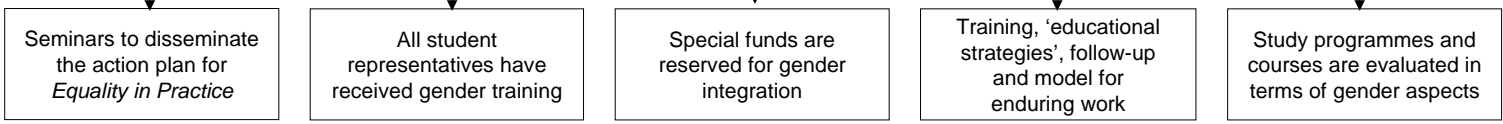
Success factors



Success indicators



Strategic measures



LiU is an attractive workplace where gender equality prevails

LiU is an attractive place to study in, and conducive to a good learning environment

LiU's teachers work for mainstreaming of gender equality and gender issues

Quality is raised through mainstreaming of gender perspectives as form and/or content

We create a leading position for LiU and establish the University brand further

Gender perspectives are mainstreamed in planning, processes and decisions

The students feel confident that they will cope successfully with their studies

Best practice is identified and experience disseminated

Women's and men's knowledge, experience and values are brought to bear at LiU

Educational renewal takes place, meeting all the students' learning needs

LiU's leaders possess knowledge of gender issues

All female and male students view the world through 'gender spectacles'

100% of the teachers have been offered training on gender issues

At least one study-programme or course per faculty and semester has gender perspective

LiU is engaged in gender-sensitive teaching in all its faculties

Seminars to disseminate the action plan for *Equality in Practice*

All student representatives have received gender training

Special funds are reserved for gender integration

Training, 'educational strategies', follow-up and model for enduring work

Study programmes and courses are evaluated in terms of gender aspects

Gender Sensitivity in Practice

Gender perspectives, gender equality and equality of opportunities

Board of Studies for Natural Science programmes (UNMN), 22 November 2005

Most teaching situations include mutual responses among individuals. Teachers and students come together at lectures, lessons or seminars. Students collaborate and respond to one another in projects and practical work, or during seminars and lessons. Examinations, too, involve responses to (treatment of) and evaluations of individuals and their performance. The Board of Studies wants these encounters among individuals to be characterised by gender-sensitive treatment that furthers gender equality and equality of opportunities, thereby giving all students the same scope for acquiring knowledge and experience, and for developing.

Unfortunately, studies show that today, in the academic world, we are not sufficiently aware of how differently we respond one another and, accordingly, fail to give all students the same opportunities of obtaining knowledge and experience. This categorising response means that, at present, we do not have equal treatment of men and women, ethnic groups or other structural groupings. This applies to responses both among and between teachers and students. In brief, this may be explained by the fact that we fall into stereotyped role patterns and prejudiced assessments.

The University has adopted policy decisions on gender sensitivity and is engaged in gender-equality work. The *Equal Treatment of Students at Universities Act (2001:1286)* is the statute that ultimately governs us in this matter. This Act clearly formulates its relevance to teaching situations. Section 9, for example, states:

The prohibition against direct and indirect discrimination contained in Sections 7 and 8 shall apply when a university ... decides on examinations or makes any other assessment of study performance
...

To make it easier for teachers and students to act more freely from prejudice and contribute to fairer treatment and assessments, UNMN has drawn up guidelines for various teaching situations.

Brief summary of the guidelines

1. Projects and practical work

This guideline applies to all the situations in which students work in pairs or groups. It is the students' responsibility to arrange a rota of responsibilities and roles. The students should discuss the division of labour among themselves on the basis of rotating duties and roles. The teachers should follow up the students' rotas and assist in putting them into practice.

2. Seminars and lessons

The most difficult aspect of this category of work is how we respond to one another's questions and answers. In practical terms, something should be done about the actual distribution of speaking, i.e. of the questions and answers.

3. Lectures

Avoid poor examples, and do not refer to what men and women respectively are able and unable to do. Nor, of course, should generalised assertions be made on the basis of ethnicity, for example. Bear in mind your way of responding to questions.

4. Examination

There are various forms of decoding for examinations, such as removal of names and personal identity numbers. UNMN recommends assessors in conjunction with oral (viva voce) examinations. An assessor can be an older student or another teacher.

Follow-up of guidelines and checklist

The chairman of the Study Board should report in the course evaluations whether the various course modules have been implemented according to the guidelines for gender-sensitive treatment. UNMN will follow up evaluations and report, in terms of the balanced scorecard, how well this is being done and — in individual cases, if necessary — propose measures to remedy any shortcomings in individual courses.

Background

There are three particularly illuminating examples of problems that arise in teaching situations. These teaching stages are typical on UNMN's courses, and are thus one reason why UNMN has drawn up guidelines and instructions for these stages of teaching.

(1) Studies of lectures, lessons and seminars

Male students are given relatively more time and scope for questions and answers. Their questions are also treated differently. This distribution of time and resources lacks any objective grounds, i.e. the same question can be posed by male and female individuals and responses to it then differ.

(2) Studies of practical and project work

Unfortunately, students often allocate parts of the work according to stereotyped role divisions. Women students more often take on the roles of secretary and group coordinator. Male students assume the roles of creative problem-solver and presenter.

(3) Studies of examinations

One classic example is a given essay by 'Jane' and 'John'. The same essay is presented to one group as being the work of 'Jane', and to another group as written by 'John'. The former receives lower grades and a less favourable assessment. This finding persists irrespective of who assesses the essay. This pattern in our assessments and response recurs in most situations and is an outcome of the way we all, regardless of gender, deal with the roles that are currently gender-associated.

No teachers or students can deny their own responsibility, and we must all help one another to create a fairer and more equal relationship and response. This is important both for individual students, who would otherwise face direct or indirect discrimination, and to enable us to put an end to a power structure that is inherently unjust. This structure arises as a result of the subjective assessments we make in, for examples, cases like the essay by 'Jane' and 'John', and in other situations in the academic world and the community as a whole. The subjectivity of these assessments and this response results in the creation of a power structure between men and women. The system, which is self-generating, is known as the 'gender-power order'.

The same problems and structures recur with respect to ethnicity, sexual orientation and disabilities. Most of us are undoubtedly aware of the problem, and with *Gender Sensitivity in Practice* we can make some progress.

Guidelines and checklist

Today, our knowledge and experience of gender-equality work and equal treatment vary. We also find it difficult to free ourselves from the roles and expectations that are currently linked to gender, ethnicity, etc in society. The guidelines and the checklist that UNMN has formulated can be used irrespective of previous knowledge and experience of gender-equality work and equal treatment. The principle is that we must be aware that we have difficulty in liberating ourselves from present-day roles and expectations, and by the same token avoid certain situations, and vary methods and responsibilities to avoid stereotyped modes of behaviour. At the beginning of all courses, teachers must clarify how important it is to take responsibility, in various teaching situations, for our response to the students and, accordingly, for treating them equally.

An overhead with a few supportive notes is provided as an appendix to this document. This OH should be used on all courses during 2006. During 2007 and thereafter, it should be used on all annual courses, and every course in the first year.

1. Project and practical work

These guidelines apply to all the situations in which students work in pairs or groups. The basic premise is that this is a learning stage, and all the students should undergo training and development in the various roles and components included.

One way of counteracting stereotyped role divisions that may be based on gender and ethnicity is for the students to use a rota for the roles and responsibilities that are included in pair or group work. This can be done irrespective of knowledge and experience of gender perspectives. The students are encouraged to take turns in the various roles and responsibilities involved in the work. Typical roles are problem-solving and creative; ensuring order and coordination: or being the outward face of the group. In reporting on their work, students should also describe the responsibilities and roles they have perceived themselves as having in the specific group work. In this way, we give every student a chance to undergo training and development in the various roles concerned.

Arranging a rota of responsibilities and roles is the students' responsibility. They must discuss the division of labour on the basis that this rota is required, and the teachers must monitor the implementation of the students' rotas in terms of responsibilities and roles. The evaluation of an individual's inputs and performance in group work should, of course, include the individual's capacity in the various responsibilities and roles included in the pair or group work. This assessment is, naturally, no easy matter if only one such assignment is carried out on the course. Teachers can obtain experience and assessments from previous courses to facilitate a more correct appraisal of a student's work. Teachers can also intervene and influence the division of labour if the students themselves fail to exercise responsibility for a rota of duties. The students need to practise working together in different groups and, accordingly, the teachers should place the students in the groups by, for example, random means.

2. Seminars and lessons

The fundamental premise is that a response characterised by gender equality and equality of opportunities is a primary objective.

Here, too, the students must be trained in the various roles and stages of the work. The most difficult aspect of this is undoubtedly our way of responding to one another's questions and answers. Here, each person — teacher and student — must be self-critical and take pains to treat others in a gender-sensitive way. This is a matter of how teachers respond to students, how students respond to one another, and how students respond to teachers. In practice, however, something must be done about the actual distribution of speech, i.e. questions and answers. Studies have been carried out on this matter and it has been shown in most cases that female students, or pupils at compulsory school, account for a smaller proportion of the time than their male counterparts. Time and attention are, in general, not equitably divided between the sexes or among ethnic and other groups.

One method that can offset an unfair time distribution of time is that the students are given the assignment of answering and/or asking a specific number of questions during a seminar. The 'matchstick method' can be used: all the students are given, for example, three matchsticks representing one for each question they are to ask or answer — neither more nor fewer. Another method is for the students themselves, after the seminar, to report on how they have been active, posing and replying to questions, during the seminar.

3. Lectures

Here, the basic premise is that a response characterised by gender equality and equality of opportunities is a primary objective.

Once again, each teacher and student must self-critically examine their own behaviour and take pains to respond gender-sensitively. Avoid negative examples and do not refer to what men or women can or cannot do. There should thus not be generalised assertions such as 'it's so easy that even my mother-in-law can understand it'. Nor, of course, should there be any generalisations on the basis of, for example, ethnicity. Think about how you respond to questions. Here, there is a risk of us students and teachers assessing questions and answers on the basis of current structures in society. Studies show that questions and answers are dealt with, in such forums as lectures as well, in the same way as in the example of the essay by 'John' or 'Jane': in general, men's and women's questions and answers are valued not solely on the basis of content, but also in terms of a valuation or expectation stemming from the person's sex or, for example, ethnicity. Questions and answers prompt responses of this kind on the part of students and teachers alike. Note that these studies were carried out in several groups. Individual groups and teachers undoubtedly do not show this pattern, but we all have a responsibility to examine our own conduct and help to bring about equitable assessment and equal treatment.

4. Examinations

Here too, the basic premise is that a response characterised by gender equality and equality of opportunities is a primary objective.

Unfortunately, there are studies showing that assessments, such as examinations or appraisals of essays or other written work (as in the 'John' and 'Jane' example), are generally characterised by certain prejudices. What can be done is to decode examinations by removing names and personal identity numbers. This is, of course, desirable but, on the other hand, it is time-consuming. UNMN wants teachers to assume responsibility and all lay preconceived valuations aside when they are marking examination papers. However, this is difficult to ensure and the teachers must identify forms of decoding, i.e. in various ways refrain from recording names before commencing the marking.

In an oral (viva voce) examination, the situation is more complicated and UNMN recommends the presence of an observer. The observer may be an older student or another teacher.

When it comes to inappropriate responses and approaches, the guideline is that in connection with teaching no member of the teaching staff should initiate, or hint at an interest in initiating, a private relationship with any student. This is based on the inequality of the roles of teaching staff and students. This division of power entails the risk of deliberate or unconscious misuse of power having unpleasant consequences. This approach applies to all teaching staff, from temporary assistants to professors employed full-time. If the situation arises in any way, the teacher involved must immediately, in person, request a transfer to another course or group. If any student feels that (s)he has been exposed to this kind of inappropriate response, (s)he should contact the Division for Student Health Care (*Studenthälsan*) or study advisor, who is subject to the obligation of secrecy and can thereby guarantee the student's legal rights.

Follow-up of guidelines and checklist

In the course evaluations from the class councils, the chairman of the Study Board should report on whether the various course modules have conformed to the guidelines applying to gender-sensitive treatment. UNMN will follow up the evaluations and report on the balanced scorecard how well this is being done. In individual cases, if necessary, UNMN will propose measures to remedy any shortcomings in individual courses.

1. Excerpt from LiU's action programme for gender equality, 2005–06

The notion of 'gender' comprises the ideas current in society on what is defined as male and female. Gender arises in the interface between biological sex and people's social and cultural environment, and is thereby possible to change. The 'gender order' is the scheme of things that determines the distribution of duties and resources between the sexes. In modern-day society, male gender is structurally superior to female.

2. Excerpt from LiU's gender-equality policy, 2004–06

Current scientific studies concerning attitudes, approaches and views (conscious as well as unconscious) regarding women's and men's qualities, characteristics, ambitions, etc show that there are compelling reasons for implementing, in the course of the next three years' gender-equality work, conscious information inputs directed at employees and students alike, of all categories and both sexes. These are aimed at boosting people's personal awareness of, first, the existence of such notions and, secondly, their repercussions on each and every person's conduct.

3. Excerpt from the Equal Treatment of Students at Universities Act (2001:1286)

Issued on 20 December 2001. Amendments inserted up to SFS 2003:311, 1 July 2003.

Purpose of the act

Section 1

The purpose of this Act is to promote in the higher education sector equal rights for students and applicants and to combat discrimination owing to sex, ethnic belonging, religion or other religious faith, sexual orientation and disability.

...

Active measures

Goal-oriented work

Section 3

A university shall, within the framework of its activities, conduct goal-orientated work to actively promote the equal rights of students irrespective of their sex, ethnic belonging, religion or other religious faith, sexual orientation or disability.

More detailed regulations concerning the obligations of universities in accordance with the first paragraph are contained in Sections 4 and 5. Act (2003:311).

Preventing and precluding harassment

Section 4

A university shall take measures to prevent and preclude students or applicants being subjected to harassment. In this Act, the term harassment means conduct that violates a student's or an applicant's dignity in higher education studies, if the conduct is related to

- ethnic belonging (ethnic harassment),
- religion or other religious faith (harassment owing to religion or other religious faith)

- sexual orientation (harassment owing to sexual orientation),
- disability (harassment owing to disability), or
- sex or is of a sexual nature (sexual harassment). Act (2003:311).

...

Obligation to investigate and take measures against harassment

Section 6

A university that becomes cognisant of a student considering him or herself to have been exposed to such harassment as referred to in Section 4, shall investigate the circumstances surrounding the said harassment and, in appropriate cases, take such measures that may reasonably be required to preclude continued harassment.

Prohibition against discrimination

Direct discrimination

Section 7

A university may not disfavour a student or an applicant by treating him or her worse than the university treats, has treated or would have treated someone else in a comparable situation, if the disfavour is connected with sex, ethnic belonging, religion or other religious faith, sexual orientation or disability.

The prohibition does not apply if the treatment is justified taking in to account a special interest that is manifestly more important than the interest of preventing discrimination at the university. Act (2003:311).

Indirect discrimination

Section 8

A university may not disfavour a student or an applicant by applying a provision, a criterion or a method of procedure that appears to be neutral but which in practice especially disfavours persons of a particular sex, with a particular ethnic belonging, religion or religious faith, or sexual orientation or particular disability. However, this does not apply if the provision, criterion or method of procedure can objectively be justified owing to a reasonable goal and the means are appropriate and necessary in order to achieve the goal. Act (2003:311).

...

Scope of the prohibitions

Section 9

The prohibitions against discrimination contained in Sections 7-8 b shall apply when a university

1. decides on entry to higher education or takes any other measure that is important for entry,
2. decides on examinations or makes any other assessment of study performance,
3. decides or conducts any other similar assessment on matters concerning
 - a) crediting of education,
 - b) respite with studies or continuation of studies after study breaks,
 - c) change of tutor,
 - d) withdrawal of tutor or other resources in connection with research education,
 - e) training allowance for doctoral students, or
4. takes a disciplinary measure against a student. Act (2003:311).

This material has been compiled by the Board of Studies for Natural Science programmes (UNMN), as part of LiU's work for gender sensitivity at the University in 2006.

www.lith.liu.se/matnat/unmn/

Gender sensitive teaching

Unfortunately, surveys show that today, in the academic world, we are not aware of how differently we are responding to one another. This applies to responses both among and between teachers and students. In brief, it may be explained by the fact that we fall into stereotyped role patterns and prejudiced assessments.

The aim is that on courses, with *Gender Sensitivity in Practice*, we should give all the students equal conditions for obtaining education, through:

- Equality of response (everyone's responsibility)
 - teachers' responses to students
 - students' responses to teachers
 - students' responses to students

- Avoidance of traditional roles (everyone's responsibility)
 - practising different roles in practical work, seminars and group work

Assessment takes place through class councils and course evaluation.

