

This document has been translated from Swedish into English. If the English version differs from the original, the Swedish version takes precedence.

# Gender Equality Plan 2026-2030

## **Policy document Örebro University**

Category: Guidelines

Reg. no: ORU 2025/07815

Adopted by: Vice-Chancellor

Adopted: 2024-03-02

Last revised: 2026-03-17

Document owner: Faculty Office



## Contents

|   |          |
|---|----------|
| <b>Introduction.....</b>  | <b>3</b> |
| <b>Coordination of assignments and perspectives .....</b>                     | <b>4</b> |
| Education provider .....  | 4        |
| Employer.....   | 5        |
| <b>Identified equal opportunities and gender equality problem areas .....</b> | <b>5</b> |
| <b>Principles for implementation.....</b>                                     | <b>6</b> |
| Activities .....  | 6        |
| Responsibility.....   | 6        |
| Indicators and follow-up .....  | 6        |
| Support for implementation .....  | 6        |
| Objectives and activities in the action plan.....                             | 6        |

## Introduction

This document constitutes Örebro University's action plan for gender mainstreaming and equal opportunities, also serving as its Gender Equality Plan (GEP). The document outlines the university's identified problem areas, as well as the objectives and activities intended to address these issues and promote gender equality and equal opportunities. The plan encompasses the university's work on equality and equal opportunities, as well as statutory obligations under the Discrimination Act, government appropriation directives, and the Higher Education Act. These include widening access, widening participation, and gendered study choices among students. Staff-related obligations include promoting a balanced gender distribution, conducting pay surveys, and fulfilling the university's recruitment targets for female professors.

The vice-chancellor is responsible for approving the plan. Implementation responsibilities are assigned to the dean (faculty level), heads of school (school level) and heads of unit (department level). Support functions – including the equal rights and equality advisor, HR, and the Centre for Academic Development (HPC) – are responsible for designing activities and coordinating the university-wide, overall work.

Responsibility for the equal opportunities efforts (active measures) for students, that is, the education provider perspective, at departmental level lies with the respective head of school. Responsibility for the university's overall and university-wide equal opportunities efforts for students lies with the equal rights and equality advisor. Responsibility for the overall equal opportunities efforts (active measures) for staff, that is, the employer perspective, rests with Human Resources.

The systematic basis for examination and analysis of gender equality and equal opportunities is the university's employee survey and study environment survey. The university's committee for gender equality and equal opportunities, with representatives from all faculties and some support functions, supports the work at institutional level.

The gender equality and equal opportunities efforts are based on the university's identified problem areas and aim to enhance equality and gender equality more broadly and to contribute to national gender equality policy objectives. The applied method is gender mainstreaming, meaning that a gender equality and equal opportunities perspective is systematically integrated into all decisions, processes, and operations. The aim is to ensure that gender and other power structures do not affect access to resources, influence, conditions, or quality in education, research, and the work environment. The work is based on the understanding that inequality is structural and requires long-term, systematic measures at all organisational levels.

It is also important to recognise that inequality and gender inequality often interact with other power structures such as ethnicity, age, disability, and forms of employment, which means that certain groups risk particularly constrained conditions. The university's equal opportunities efforts therefore include an intersectional perspective.

## Coordination of assignments and perspectives

Active measures for education providers, as defined in the Discrimination Act, are to be implemented by all schools, based primarily on the study environment survey and study environment reviews, in which the work on gendered study choices, widening access and widening participation are included. Örebro University's direction for widening access is as follows:

*Education at Örebro University is based on a scholarly approach and is to encourage students to challenge ideas and think innovatively and broadly. Recruitment of students should result in diversity of perspectives, experiences, and cultures at Örebro University, enabling us to contribute to a sustainable and knowledge-based society. We therefore actively seek to ensure that all students feel welcome to apply to Örebro University.*

The university participates in the European alliance NEOLaiA, involving higher education institutions from Italy, Spain, Germany, Cyprus, Romania, Czechia, France and Lithuania, and in which work is organised around ten work packages. Work Package 3, Diversity and Inclusion, focuses on equal opportunities and gender equality. Common core values for the efforts within the work package have been defined in a "charter". The prioritised areas defined in the charter are integrated in the university's action plan.

The tables below outline how assignments and statutory requirements are coordinated and interrelated.

### Education provider

| Assignment to integrate – students  | Discrimination Act's active measures   | NEOCharter  | Gender equality policy objectives |
|---|--|---|-----------------------------------|
| <i>Widening access (Higher Education Act)</i>                                   | -Admission and recruitment procedures  | -Action D: Intercultural dialogue and empowerment of underrepresented groups  | -Equal education                  |
| <i>Widening participation (Higher Education Act)</i>                            | -Modes of teaching and organisation of courses and study programmes  | -Action B: Teaching and assessment methods accommodate diverse learning needs | -Equal education                  |
| <i>Gendered study choices (support from the Swedish Gender Equality Agency)</i> | -Admission and recruitment procedures<br>-Modes of teaching and organisation of courses and study programmes<br>-Study environment | Action B:<br>Gender-sensitive teaching practices                              | -Equal education                  |

## Employer

| Assignment to integrate – staff  | Discrimination Act's active measures  | NEOCharter   | Gender equality policy objectives                                      |
|--|---|--|--|
| <i>Promote gender balance (Discrimination Act)</i>                                 | -Working conditions<br>-Pay and terms of employment<br>-Recruitment and promotion<br>-Possibility to combine employment and parenthood  | -Action A: Raising awareness of unconscious biases<br>-Action C: Equal opportunities in leadership               | -Even distribution of power and influence<br>-Economic gender equality |
| <i>Pay surveys (Discrimination Act)</i>  | -Pay and terms of employment  | -Action A: Gender equality in funding allocation   | -Economic gender equality  |
| <i>Recruitment target female professors of 53% (appropriation directive)</i>       | -Recruitment and promotion<br>- Possibility to combine employment and parenthood  | -Action C: Decision-making integrates gender mainstreaming   | -Even distribution of power and influence<br>-Economic gender equality |
| <i>Increased recruitment of women to STEM-programmes (appropriation directive)</i> | -Working conditions<br>-Pay and terms of employment<br>-Recruitment and promotion<br>- Possibility to combine employment and parenthood | -Action A: Raising awareness of unconscious biases<br>-Action C: Decision-making integrates gender mainstreaming | -Even distribution of power and influence<br>-Economic gender equality |

## Identified equal opportunities and gender equality problem areas

Based on data from the university's employee and student surveys, as well as from other statistics and follow-ups, a number of issues relating to equal opportunities and gender equality have been identified. Based on these, a number of activities have been defined. The university's main challenges are:

- There is vertical gender segregation, with the lowest proportion of women in the most senior positions (professors), as well as gender imbalances in various disciplines and support functions, where either men or women are underrepresented.
- Analyses show that women to a higher degree than men report more limited career-development opportunities, which may be linked to gender differences in access to research funding, informal networks, career-building assignments, and the share of academic housekeeping tasks undertaken.
- Both the employee survey and the study environment survey show that experiences of discrimination, victimisation and harassment occur among both men and women. Among students, these experiences are particularly linked to ethnicity, religion, and gender, although experiences of vulnerability based on all grounds of discrimination occur. For staff, there is a need for more in-depth analysis.
- There is a need for more systematic dissemination of knowledge on equal opportunities and gender equality at all levels (education, doctoral supervision, research, administration and support functions).

## Principles for implementation

### Activities

All faculties, schools and departments/offices are aided in these efforts by support functions (equal rights and equality advisor, HR and HPC) and are offered activities linked to the respective objectives in the action plan. The activities concern different target groups/staff groups based on roles and needs. Some activities are mandatory (linked to statutory requirements and assignments), and others are more in-depth and optional. All activities are planned and implemented in accordance with the procedures for operational planning in the university's planning tool (PUB). In PUB, faculties, schools och departments/offices "tag" objectives and activities for equal opportunities och gender equality using the tag *gender mainstreaming*.

### Responsibility

Under each activity, the responsible party is specified. The equal rights and equality advisor is available to provide support in planning and delivering on activities. The dean/head of school/head of unit is responsible for planning activities within their respective organisation in PUB and for their implementation.

### Indicators and follow-up

The dean/head of school/head of unit is responsible for following up the implementation of their activities in PUB. The equal rights and equality advisor conducts an annual review of all objectives and produces a report based on the indicators listed in this action plan.

### Support for implementation

The equal rights and equality advisor, HR, and HPC are responsible for designing the activities. The purpose of this is to provide a shared knowledge base and direction for the university and to enable and facilitate follow-up and evaluation of results. The activities are primarily funded by the support functions. Faculties, schools, and divisions need to allocate time, and in some cases funds, for the activities.

The equal rights and equality advisor (support function) works at a strategic level with knowledge and methodological support and can be contacted for information, support in terms of practical implementation, and questions regarding the action plan.

### Objectives and activities in the action plan

Based on the identified equal opportunities and gender equality problem areas, objectives and activities have been developed. The ambition is to work both internally and externally to increase equality and gender equality and to contribute to achieving the national gender equality policy objectives and other relevant legislation.

1. **The proportion of female professors shall increase in subject areas where women are underrepresented, and a more balanced representation of women and men shall be achieved through measures in recruitment, promotion, and allocation of resources.**
  
2. **Decision-making processes and career-development opportunities shall be perceived as equal, accessible, gender-equal, and free from bias.**

**Mandatory activities for faculties and schools**

- Training on bias-free decision-making processes to be delivered during the period of the action plan

| <b>Responsible for training on bias-free decision-making processes</b> | <b>Responsible for delivery at the respective faculty/school</b> | <b>Target groups and/or occurrence</b>   | <b>Expected results and effect</b>  | <b>Indicators/follow-up</b>   |
|--|--|--|---|---|
| Equal rights and equality advisor                                      | Dean/head of school  | Faculty board, Academic Appointments Committee, functions that recruit and decide on e.g. resources and time<br><br>During the period of the action plan | -Increased awareness of bias in decision-making processes<br>-Increased gender equality and equality in decision-making processes | -Training on bias-free decision-making processes has been delivered<br>-Improvements in perceived equity indicated in employee survey<br>-Statistics of resource allocation broken down by gender |

- Gender equality considerations to be included in supporting documentation for decisions on recruitment, promotion and allocation of resources

| <b>Responsible for delivery at the respective faculty/school</b>                          | <b>Target groups and/or occurrence</b>                                | <b>Expected results and effect</b>  | <b>Indicators/follow-up</b>   |
|---|---|---|---|
| Party responsible for recruitment, promotion and research allocation with support from HR | In connection with recruitment, promotion and allocation of resources | -Reasoning on gender equality in connection with recruitment, promotion and allocation of resources<br>-Increased number of female professors being recruited | -Gender equality considerations are made in connection with recruitment, promotion and allocation of resources<br>-Improvements in perceived equity indicated in employee survey<br>- Statistics of staff broken down by gender |

- Checklist covering gender equality aspects at different stages of the recruitment process to be used for all appointments of professors

| Responsible for checklist         | Responsible for delivery at the respective faculty/school | Target groups and/or occurrence    | Expected results and effect  | Indicators/follow-up   |
|-----------------------------------|---|------------------------------------|--|--|
| Equal rights and equality advisor | Party responsible for recruitment with support from HR    | For all appointments of professors | -Reasoning on gender equality in connection with recruitment<br>-Increased number of female professors being recruited | -Checklist available as support in connection with recruitment processes<br>-Statistics of recruitment broken down by gender |

### Additional in-depth activities for schools

- Schools/divisions to take part in the one-year project JiLA on gender mainstreaming and equal opportunities in academia

| Responsible for JiLA              | Responsible for delivery at the respective school/division | Target groups and/or occurrence           | Expected results and effect  | Indicators/follow-up  |
|-----------------------------------|--|---|--|---|
| Equal rights and equality advisor | Head of school/division                                    | Schools/divisions<br><br>One-year project | -Increased knowledge of gender mainstreaming<br>-In-depth project on gender mainstreaming with increased gender equality as a result | -Participation in project<br>-Completed sub-projects/measures |

- Training on gender equality and equality perspectives in research to be delivered to research staff

| Responsible for training on gender equality and equality perspectives in research | Responsible for delivery at the respective school/division | Target groups and/or occurrence   | Expected results and effect  | Indicators/follow-up         |
|---|--|-----------------------------------|--|------------------------------|
| Equal rights and equality advisor   | Head of school /head of division                           | Schools/subjects<br><br>1-2 hours | -Increased knowledge of the importance of a gender equality perspective in research<br>-More research projects include a gender equality perspective | -Training has been delivered |

### **Mandatory activities for departments/offices**

- Training on bias-free decision-making processes to be delivered during the period of the action plan

| <b>Responsible for training on bias-free decision-making processes</b> | <b>Responsible for delivery at the respective department/office</b> | <b>Target groups and/or occurrence</b>                           | <b>Expected results and effect</b>  | <b>Indicators/follow-up</b>   |
|--|---|--|---|---|
| Equal rights and equality advisor                                      | Manager   | Recruiting functions<br><br>During the period of the action plan | -Increased knowledge of bias in decision-making processes<br>-Increased equality and gender equality in decision-making processes | -Training on bias-free decision-making processes has been delivered<br>-Improvements in perceived equity indicated in employee survey<br>-Statistics of recruitment broken down by gender |

- Gender equality considerations to be included in supporting documentation for decisions on recruitment

| <b>Responsible for delivery at the respective department/office</b> | <b>Target groups and/or occurrence</b> | <b>Expected results and effect</b>   | <b>Indicators/follow-up</b>   |
|---|--|--|---|
| Manager   | When recruiting                        | -Reasoning on gender equality in connection with recruitment<br>-Reduced underrepresentation of men or women | -Gender equality considerations are made in connection with recruitment<br>-Improvements in perceived equity indicated in employee survey<br>-Statistics of staff broken down by gender |

### **Mandatory activities for support functions (equal rights and equality advisor and HR)**

- Internal research funding to be analysed by gender in order to identify potential inequalities or discrepancies

| <b>Responsible for monitoring internal research funding</b> | <b>Responsible for delivery</b>   | <b>Target groups and/or occurrence</b> | <b>Expected results and effect</b>   | <b>Indicators/follow-up</b>                                    |
|---|-----------------------------------|--|--|--|
| Equal rights and equality advisor                           | Equal rights and equality advisor | Annually                               | -Potential discrepancies can be followed up and addressed<br>-Fairer allocation of resources in the event of discrepancies | -Follow-up has been done<br>-Statistics of resource allocation |

- Annual pay surveys to be carried out with a proposal of measures from a gender equality and equal opportunities perspective

| Responsible for pay survey | Responsible for delivery             | Target groups and/or occurrence | Expected results and effect  | Indicators/follow-up   |
|----------------------------|--------------------------------------|---------------------------------|--|--|
| HR                         | HR/equal rights and equality advisor | Staff<br>Annually               | -Potential discrepancies are followed up and can be addressed<br>-Fairer allocation of resources in the event of discrepancies | -Pay survey carried out and measures taken<br>-Improvements in perceived equity indicated in employee survey |

### 3. Örebro University works systematically with equal opportunities (active measures under the Discrimination Act) and documents its work

#### Mandatory activities for schools

- Measures to combat discrimination (active measures) to be implemented on the basis of the study environment survey

| Responsible for method and templates | Responsible for delivery at the respective school/ | Target groups and/or occurrence | Expected results and effect  | Indicators/follow-up  |
|--------------------------------------|--|---------------------------------|--|---|
| Equal rights and equality advisor    | Head of school                                     | Students<br>Annually            | -Adherence to the agreed common approach<br>-Documented targeted measures for different student groups | -Evidence of documented measures<br>-Improvements in terms of perceived equity and discrimination indicated in study environment survey |

#### Mandatory activities for support functions (HR)

- Training on work and study environment to be delivered to all new managers and health and safety representatives (for staff and students) each semester

| Responsible for method and work environment training | Responsible for delivery | Target groups and/or occurrence  | Expected results and effect  | Indicators/follow-up  |
|--|--------------------------|--|--|---|
| HR   | HR                       | New managers, health and safety representative, students' health and safety representative<br>Annually | -Increased knowledge of work and study environment issues<br>-Increased perceived gender equality and equality by staff and students | -Training has been delivered<br>-Improvements in terms of perceived equity and discrimination indicated in employee survey and study environment survey |

**4. Örebro University works systematically to integrate gender equality and equal opportunities within the operations and to contribute to meeting objectives and statutory requirements linked to gender equality and equal opportunities**

**Mandatory activities for support functions (equal rights and equality advisor and HPC)**

- Gender equality and equal opportunities to be included in the higher education pedagogy course offering to teaching staff

| <b>Responsible for integrating perspectives</b> | <b>Responsible for delivery</b>           | <b>Target groups and/or occurrence</b>                       | <b>Expected results and effect</b>  | <b>Indicators/follow-up</b>   |
|---|---|--|---|---|
| HPC and equal rights and equality advisor       | HPC and equal rights and equality advisor | Teaching staff and doctoral supervisors<br><br>Each semester | -Increased knowledge of gender equality and equality<br>-Increased perceived gender equality and equality by students | -Course satisfaction<br>-Improvements in terms of perceived equity and discrimination indicated in employee survey and study environment survey |

- The university's committee for gender equality and equal opportunities is to support faculties, school and departments/offices in their gender equality and equal opportunities efforts

| <b>Responsible for the committee for gender equality and equal opportunities</b> | <b>Responsible for delivery</b>   | <b>Target groups and/or occurrence</b> | <b>Expected results and effect</b>   | <b>Indicators/follow-up</b>   |
|--|-----------------------------------|--|--|---|
| Equal rights and equality advisor  | Equal rights and equality advisor | University-wide                        | -Increased knowledge of internal needs and problems regarding gender equality and equal opportunities<br>-Internal collaboration and development of support materials and measures for the university as a whole | -Existence of a gender equality and equal opportunities committee<br>-Support provided and support materials developed for the university |

- Internal and external participation in networks is to serve as a form of environmental scanning aimed at developing the university's work on gender equality and equal opportunities

| Responsible for network participation | Responsible for delivery          | Target groups and/or occurrence                 | Expected results and effect   | Indicators/follow-up   |
|---------------------------------------|-----------------------------------|---|---|--|
| Equal rights and equality advisor     | Equal rights and equality advisor | Staff and students<br><br>Ongoing participation | -Increased knowledge of gender equality and equal opportunities via internal and external contacts<br>-Internal and external support in developing support materials and measures | -Existence of networks<br>-Support provided and support materials developed for the university |