

STOCKHOLM UNIVERSITY

Department of Sociology

Equality Plan 2021-2023

Approved by the Department Board on 23 February 2021

The Equality Plan is drafted by the Department's Work Environment Group, which consists of Sæmundur Grettisson (Work Environment Representative), Michael Gähler (Head of Department), Anna Carin Haag (Deputy Director of Studies), Johanna Finnström (Doctoral Student), Ely Strömberg (Student Representative) and Daniel Ritter (Equality Ombudsperson). The Department's employees have also been encouraged, through the Department's work environment survey, to submit suggestions regarding issues that should be highlighted in the plan. These suggestions are then addressed by the Work Environment Group to create an action plan (see below). The background material in this plan was collected during autumn 2020.

Degree of gender balance in the Department's staff categories

An even gender distribution (i.e. gender balance) is considered to exist if the representation of both genders within a certain position is within the range of 40-60 per cent. Table 1 shows the gender distribution for individuals who were employed at the Department of Sociology at the given point in time (sociologists employed at SU research institutes are not included).

In previous years, the Department often had an uneven gender distribution in a number of different staff categories. In 2020, the situation looks significantly better, as there is a gender balance in all groups with more than four employees. Among the professors, the distribution is 47% women and 53% men, a considerable improvement compared to three years ago when two out of three professors were men. However, the current distribution is somewhat misleading as it encompasses employees who are already partly retired. In actuality, the Department's faculty currently includes eight male and six female professors. Among the lecturers (senior and associate senior), two are men and three are women. The combined gender distribution on the faculty (permanent professors and lecturers) is therefore 47% women and 53% men. In the latest report (2018-2020), we noted that "this skewed gender distribution in the professor group will in all likelihood be corrected in the next few years given that several women

are expected to be promoted in the near future”. This has now happened, but it remains “important that Department leadership monitors the situation and actively works to [maintain] this balance”.

Among the other larger staff categories, the largest imbalance is among researchers and the T/A staff. In both cases, there are significantly more employees who are women than men (10 out of 17 postdocs and 60% of the T/A group). Despite these differences, these groups are also moving towards a more balanced gender distribution than was previously the case.

*Table 1. Gender distribution among the employees**

	September 2006		September 2008		September 2010		September 2012		September 2014		September 2017		September 2020	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Professor	2	5	2	6	4	6	3	7	1	7	4	8	8	9
Senior lecturer ^a	7	6	5	6	6	7	5	1	6	5	4	1	2	1
Associate senior lecturer											1	2	1	1
Substitute lecturer							4	3	4	3	1	0	0	0
Researcher ^b	7	7	4	6	5	4	9	3	14	7	9	7	10	7
Research assistant/ Research engineer											1	3	2	2
Postdoc							2	1	4	1	6	3	1	1
Lecturer	0	3	0	3	0	0	0	0	1	0	1	0	2	1
T/A staff	2	4	3	4	5	6	5	4	5	4	9	4	6	4
Total	18	25	14	25	20	23	28	19	35	27	36	28	32	26

* The figures were corrected for 2006 for the senior lecturer category.

^a In 2006-2010, the group also comprised substitute lecturers.

^b In 2006-2010, the group also comprised research assistants and postdocs.

Stockholm University has an explicit goal of increasing the percentage of women professors. In order to be promoted to professor, it is required, however, that one has been the principal supervisor for at least one doctoral candidate through the public defence of the doctoral thesis. Supervisors are assigned at the department level and it is therefore important to examine what the distribution of supervisors of doctoral students looks like at the Department. The Faculty of Social Sciences at Stockholm University has decided that all doctoral students must have two

supervisors and that one of the supervisors must be at least a docent (decision 12 June 2013). At the Department of Sociology, in autumn 2020 there are only docents and professors among the faculty members (“lektorsgruppen”), ten men and nine women. From Table 3 below, it is clear that all of these individuals supervise doctoral students, except for one male professor (who recently completed six years of service as the Head of Department). The female members of the faculty supervise an average of 2.33 doctoral students each (2.42 in 2017), and the male members of the faculty supervise an average of 1.8 doctoral students each (2.55 in 2017).

Table 2. Supervision by position and gender (October 2020)

	No. of employees	Principal supervisor	Assistant supervisor
Professor, male	8	11	3
Professor, female	6	5	6
Senior lecturer, male	2	4	0
Senior lecturer, female	3	6	4
Total	19	26	13

Upon a closer look at who acts as principal supervisor, which is important for promotion to professor, it turns out that women are principal supervisors to 1.22 doctoral students on average while men are principal supervisors to 1.5 doctoral students on average. Since such small base figures are involved, this needs to be interpreted with caution. However, it is worth noting that the female members of the department faculty bear a significantly heavier burden when it comes to being assistant supervisors (1.11 doctoral students per woman) than the men in the group (0.3 doctoral students per man). It should probably be investigated whether this is a coincidence or a structurally uneven distribution of duties. However, it is pleasing that the main problem that was noted in the latest report, namely that female senior lecturers were supervisors to a lesser extent than their male colleagues, seems to have been corrected. This is important because, as mentioned above, one cannot be promoted to professor without experience as a principal supervisor. Table 3 presents the current supervisor situation at the Department with an emphasis on the supervisor’s position. It is pleasing that all senior lecturers are principal supervisors for at least one doctoral student at the moment. It can also be noted that a phenomenon that was noted in

2017 – that doctoral students and principal supervisors were almost always of the same gender – has now completely vanished.

Table 3. Supervision among faculty members (October 2020)

Name	Gender	Principal	Assistant	Senior lecturer
Andersson	Male	2	0	No
Barker	Female	1	2	No
Bergmark	Female	1	0	No
Billingsley	Female	2	3	Yes
Bygren	Male	2	1	No
Drefahl	Male	3	0	Yes
Duvander	Female	2	1	No
Gähler	Male	2	1	No
Hällsten	Male	1	0	No
Liljeros	Male	0	1	No
Lund	Female	1	0	No
Nermo	Male	0	0	No
Oláh	Female	1	1	Yes
Ritter	Male	1	0	Yes
Rydgren	Male	3	0	No
Stern	Female	0	1	No
Sundberg	Female	0	2	No
Sverrisson	Male	1	0	No
Voyer	Female	3	0	Yes

There are significantly more women than men who are course coordinators for the Department's first-cycle courses. Of the 14 courses (the essay course is for 15 credits and is therefore counted as two courses here) that are offered in the first cycle in Sociology I-III, women are course coordinators for 9.5 and men are course coordinators for 4.5 of them. The Department leadership shall work actively to even out this skewed gender distribution in the long term. Responsible: Director of First-cycle Studies and Head of Department.

In terms of the Department Board, we have compiled its gender composition in the period 2000-2020. As Table 4 shows, the gender distribution has historically been somewhat even, except in 2000 when the percentage of women exceeded 60 per cent and in 2005 when the women's representation was below 40 per cent (not counting student representatives).

Table 4. Department Board's gender composition annual average, 2000-2020

Year	Percentage women, %	Percentage women without student representatives, %
2000	70	69
2001	56	56
2002	60	57
2003	45	40
2004	40	40
2005	40	36
2006	50	50
2007	48	50
2008	47	45
2009	52	44
2010	56	48
2012	41	
2013	44	53
2014	45	53
2017*	60	61
2020	60	

* Since elections to the Department Board are held every three years, we present these percentages since 2014

In the doctoral student staff category, as in earlier plans, we prepared information on the number of applicants and the number of admitted doctoral students. Table 5 shows applicants and those admitted to doctoral studies in 1995-2020. Since 2018, 488 people applied for a place as a doctoral student at the Department. Among the applicants in the past three years, there are more women than men (52% of the applicants). 23 doctoral students have been admitted, of which 16 are men and 7 are women, which means that 35% of those admitted are women. Even if this gender distribution is potentially problematic, it involves relatively small base figures. Moreover, this three-year period was preceded by a longer period of female overrepresentation among admitted doctoral students. Accordingly, it seems as if the gender balance among doctoral students shifts over time in a relatively random way, but it is nonetheless important that the Department continue to document and monitor this. By dividing the percentage of women among those admitted by the percentage of women among applicants, we get a relative measure of over- and underrepresentation, and there it is clear that there is a certain and lasting female overrepresentation over the entire period, except, as noted, for the latest three-year period (2018-2020).

Table 5: Applicants and those admitted to doctoral studies in 1995-2020

	Total 1995-2000	Total 2001-2005	Total 2006-2010	Total 2011-2014	Total 2015-2017	Total 2018-2020
Applicants total	169	108	146	444	249	488
Of which, women	70	62	71	242	149	254
Percentage women	41 %	57 %	49 %	55 %	60 %	52 %
Total doctoral students admitted	52	41	25	26	7	23
Of which, women	24	26	13	15	5	8
Percentage women	46 %	63 %	52 %	58 %	71 %	35 %
Percentage women admitted / Percentage women applicants	1,12	1.11	1.06	1.06	1.19	0.67

Degree of gender balance in the Department's programmes

Students in first-cycle programmes at universities are predominantly women. In the 2019/2020 academic year, the percentage of women students in the first and second cycles was 62 per cent at Stockholm University. In the autumn semester of 2020, the percentage of women students at the Department of Sociology was 82 per cent in the first cycle (72 per cent in the period 2015-2017) and 65 per cent in the second cycle (64 per cent in 2015-2017). The percentage of men was slightly higher in independent courses Sociology I-III (22 per cent men, 28 per cent in 2015-2017), and in the programmes in sociological social analysis (SSA) (18 per cent men, 33 per cent in 2015-2017) and working life and labour market (AoA) (21 per cent men, 24 per cent in 2015-2017) than in the programme in human resources, administration and organisation (PAO) (13 per cent men, 15 per cent in 2015-2017). In all cases, the percentage of men has decreased since 2015-2017, especially in independent courses and SSA where men were previously relatively well represented.

In the second cycle, the total percentage of women was 65 per cent in 2012-2014. This percentage has since decreased marginally to 64 per cent. There is no input data from

earlier periods, but the gender distribution in second-cycle programmes is currently close to the limit for what is usually viewed as an even distribution (40-60 per cent). Applications for the Department's courses take place centrally and are difficult to influence locally. Between 2014 and 2017, the Department conducted a project to increase gender equality among first-cycle students, which does not appear to have had any major effect.

The content of the curriculum is decided at the departmental level. In connection to the authoring of the equality plan in 2015-2017, the equality group sent out an inquiry to all teachers responsible for courses regarding the gender distribution among authors of course literature, and if they considered gender equality aspects in their teaching. The results showed that the course literature in the first cycle generally, and in methods courses in particular, is written by men. Courses with theoretical content had some women authors, mainly courses that address gender theories (such as the course "Power and social stratification"). On Sociology III and at and master's level, where the literature to a greater extent consists of original texts and articles, there were more female authors. Even if the distribution shows a clear male dominance, the situation is complex: for example an anthology with a male editor may have female article authors. The students then encounter texts written by women even if the course literature list only contains male authors.

When it comes to the content of the courses, gender, ethnicity and class recur as both empirical themes and theoretical explanatory models. It was somewhat surprising that issues related to these themes were integrated in nearly all of the courses in method/analysis, while they were missing from several of the general theory courses. In method courses, issues surrounding gender, ethnicity and class are common in both tables and exercise examples (both as individual variables and as a part of the question, e.g. the gender salary gap and ethnic inequality). There is also awareness that PowerPoint presentations contain both male and female names, slides, etc. As described above regarding literature, specialised theory courses reflect sociology's general focus on explanatory models based on structural differences, where equality aspects play a central

role. However, a traditional male canon, where gender is a special focus, recurs to a greater extent in the more general theory courses in the first cycle. This canon is still dominant in textbooks and supplemental literature is therefore required to compensate for this.

A measure in the gender equality plan from 2012 was that “the course evaluations shall include the question of whether the students consider the gender aspects in the topic addressed to have been adequately addressed and addressed in a relevant way”. This measure was not implemented since the course evaluations in the first cycle are standardised and look the same for all courses. As such a question is not relevant to all course units, it accordingly cannot be integrated into the general evaluation. In some second-cycle courses in demography, there has long been a question in the course evaluation as to whether the students think the course addressed gender aspects. This was also true for some first-cycle courses where the course coordinators administered their own course evaluations in addition to the ones that are standard for all courses. The response to this question is usually generally positive. In summary, based on the emphasis of the subject of sociology, there is a given focus on equality issues, but a greater awareness regarding the selection of literature and theoretical canon can further improve the courses.

Salary survey

In 2020, the median salary for the employees at the Department, excluding doctoral students, was SEK 44,600/month for men and SEK 40,450/month for women. The women’s median salary was equivalent to 91 per cent of the men’s median salary. The difference between men and women has fluctuated over the years, but increased somewhat since the last salary survey when the women’s median salary was 96 per cent of the men’s.

Table 6: Women's median salaries as a percentage of men's median salaries in different staff categories

Employment	2008	2011	2014	2017	2020
Professor	118	104	106	112	99
Senior lecturer	98	92	100	99	100
Associate senior lecturer				96	
Substitute lecturer			104	Only one woman	
Research	92	106	98	100	100
Postdoc			100	100	90
Lecturer	No women		Only one woman	Only one woman	105
T/A staff	104	84	86	81	84
Total	98	86	94	96	91

Divided into different staff categories, we see that the gender salary gap among professors, senior lecturers and researchers is marginal if one exists at all. Among the T/A staff, however, the men's median salary has been higher than the women's in the past decade. This is because there were only three full-time or almost full-time employed men in the T/A group, of which one is an administrative manager, one is an agency director/director of studies, and one is an IT technician. Among the groups of postdocs and lecturers, only five employees in total are involved, which may conceivably explain the skew.

Corrective actions: The T/A group is the least gender equal of all at the Department, both in terms of gender distribution and salary levels. It is difficult to do much about the fact that the best paid T/A positions are currently held by men, but more can be done to encourage men to also work in study guidance and the rest of the administration. For example, men can be encouraged to apply for these positions. *Responsible:* Head of Department and Head of Administration.

Recruitment

During the period 2012-2014, two female professors (one in sociology and one in demography) retired. The demography professorship was filled by a male applicant (out of four male and two female applicants; the expert advisers consisted of one man and two

women), while the sociology professorship was not filled. Since 2017, four female senior lecturers and one male senior lecturer were promoted to professors.

In 2009, two female senior lecturers were employed (out of 17 women and 10 men who applied for the position) and in 2011, one female senior lecturer was employed with a specialisation in quantitative methods (out of five women and 14 men). In 2012, one male senior lecturer was employed with a specialisation in quantitative methods (out of 12 women and 10 men) and one male senior lecturer was employed in sociology (out of nine men and 10 women). In 2014, two male senior lecturers were again employed in sociology (out of 15 women and 31 men). In 2015, one man and one woman were employed as associate senior lecturers in sociology (out of 16 men and 12 women). In 2016, one man and one woman were employed as associate senior lecturers in demography and sociology, respectively (out of 46 men and 24 women). In 2017, one man and one woman were employed as senior lecturers (out of 19 men and 17 women). At the end of 2020, the group of senior lecturers consists of three women and two men. One senior lectureship was announced in spring 2020, but the results of this are not yet finished.

Table 7. Recruitment: Applicants and employees 2009-2020

	2009		2011		2012		2013		2014		2015		2016		2017		2018-2020*	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Postdoc																		
Women					12	1	15	3	14	2			7	1			7	1
Men					12	2	5		20	3			21				4	
Assoc. senior lecturer																		
Women											12	1	24	1				
Men											16	1	46	1				
Senior lecturer																		
Women	17	2	5	1	26				15	0					17	1	28	1
Men	10		14		18	2			31	2					19	1	35	0/1
Professor																		
Women	0																	
Men	22	1					4	1										

* Final outcome not available for 2018-2020 as the recruitment of two senior lecturers (doubled senior lectureship) was conducted during the preparation of this table. One woman was employed, another woman was offered a position, but turned it down and the offer has now gone on to a male applicant.

Equality and equal opportunity

The Department of Sociology shall provide individuals equal opportunities to partake of the Department's activities as employees or students regardless of ethnic identity, disability, gender, transgender identity or expression, religion or other beliefs sexual orientation or age. The employees at the Department also have to take into consideration the special rules that apply for employees at universities with students (for information on the regulations and the grounds of discrimination, follow this [link](#) to SU's website). In order to achieve an equal department, clear routines and well-defined areas of responsibility, as well as a continuous improvement effort are required, something that cannot be said to be fully implemented today.

Harassment

The Department's employees and students shall treat each other respectfully regardless of ethnic identity, disability, gender, transgender identity or expression, religion or other beliefs, sexual orientation or age. It is important to be aware that something that is perceived by a person as innocent statements or actions may nonetheless constitute

harassment under the Discrimination Act especially if the person subjected to it has made it clear that the statement or behaviour has been perceived as offensive (and it still continued) or if the statement/behaviour can be considered so serious that it should have been clear to be inappropriate regardless. Harassment is especially serious when somebody in a position of dependence, employee or student, is harassed by a person in power: a manager or teacher.

Procedures to prevent harassment

In the plan from 2012-2014, the Head of Department was encouraged to ensure that a description of the rules that apply to teaching staff and information to the students regarding the Department's equality work and routines was available. Our website has been updated with such information and the students are carefully informed about this at the introduction lectures by the Director of First- and Second-cycle Studies. Newly hired teachers shall also receive this information at their first meetings with the Directors of Studies. Written procedures for both students and employees were established at the Department Board meeting on 18 December 2014 and were revised in January 2018.

The social imbalance in recruitment to universities is well known. A part of the work on equal opportunity is to encourage students from homes not accustomed to studies to study at the Department and to create good conditions for them to complete their studies. In 2014, the Equality Group at the Department initiated collaboration with Tumba Upper-secondary School intended to address pupils from such homes. It is also important that the teachers receive information on what support is available centrally for pupils from such homes, such as the language workshop.

Internationalisation and language

The Department's internationalisation has created new challenges; one of them is language. In recent years, English has become ever more important in the Department's activities. Now, all general email announcements are sent to the staff in English. English is also used at staff meetings, doctoral student days and Department days. The only meetings that are preferably held in Swedish are the faculty meetings and the Department Board meetings. It is thereby easier to include non-Swedish-speaking teachers and

researchers in the Department's activities. Another challenge is to combine the University's mission of providing education in Swedish and the Department's interest in recruiting internationally. The Department should actively seek ways to facilitate international recruitment of teachers, to conduct language studies, and to work actively towards the University to develop measures at a central level.

Due to the Department's extensive international recruitment of doctoral students, a problem has emerged as many doctoral students without adequate knowledge in the Swedish language experience a lack of teaching opportunities. As the teaching experience is an important aspect of qualification for future employment, the Department should try to include non-Swedish-speaking doctoral students in the teaching.

Follow-up

The corrective actions proposed in this gender equality and general equality plan shall be followed up in accordance with the action plan that accompanies it. Responsible:
The equality ombudsperson.

Action plan 2021-2023, Department of Sociology

Goal (what is to be done)	Actions to achieve the goal (how)	Person responsible for implementation (who)	End date for implementation (when)	How follow-up is done and/or outcomes
Investigate the distribution between male and female authors in the first-cycle (and second-cycle?) course literature.	Ask the course coordinators to present an account of the numbers of male and female authors in the course literature and compile the material at the Department level.	Work Environment Group	31/12/2021	Report to the Department Board and at staff meeting
Improve the prerequisites for doctoral students to choose supervisors in an informed way	Compile a document with advice that is sent to admitted doctoral students before they choose supervisors	Sunnee Billingsley & Daniel Ritter	31/12/2021	Approval of the document by the Department Board
Increase diversity in the T/A group	Encourage male applicants to the study administration group	Thomas Nordgren	In connection with the publication of the next gender equality and general equality plan	Check gender equality 2021
Continue to investigate how the employees perceive gender equality	Survey on work environment at the Department. Possibility for employees to submit suggestions on survey questions	Michael Gähler and the Work Environment Group	Each autumn	Staff meeting at the beginning of each year

<p>Integrate the work on anti-racism with the general work in the work environment group</p>	<p>Include a member from the anti-racism group in the work environment group</p>	<p>Daniel Ritter</p>	<p>01/03/21</p>	<p>Have a new member connected to the work environment group?</p>
<p>Update the work environment group's knowledge about discrimination</p>	<p>Invite Employees at HR Office to explain the new Discrimination Act</p>	<p>Work Environment Group</p>	<p>01/06/21</p>	<p>Report to the Department as a whole at staff meeting</p>

Action Plan 2021-2023 for equal rights and opportunities for students at the Department of Sociology, Stockholm University

Goal (what is to be done)	Actions to achieve the goal (How)	Person responsible for implementation (Who)	End date for implementation (When)	How follow-up is done and/or outcomes
Increase awareness among students and employees on the Discrimination Act's definition of discrimination and harassment	Update the website with texts on discrimination, both in the Student section and the internal section, add info about the training offered by DO	Work Environment Group	01/06/21	Work Environment Group checks the website
Investigate equality and any experiences of discrimination and harassment among the students	Develop and implement a study environment survey	Ely Strömberg and the Work Environment Group	31/12/21	Implementation and analysis of the survey
Increase the awareness of discrimination and the Discrimination Act among teaching staff and students.	Encourage staff and students to attend DO's online training "Students' rights in university".	Work Environment Group	01/06/21	Information is given to employees at staff meeting
Begin a discussion on gender equality in the literature	Pedagogical lunch	Work Environment Group and Anna Lund	31/12/21	Further discussion in the Work Environment Group
Begin a discussion on how sociology classics are described	Collaboration between teachers in classical theory, introduction, etc.?	Daniel Ritter and Ely Strömberg	31/12/21	Reporting to Work Environment Group
Discuss if the education provides expression for normative notions on e.g. gender and sexuality.	Arrange an educational lunch on the topic of equal rights and opportunities. Suggestions of discussion points: What discussions on gender look like in the education. How is gender coded in quantitative education, dichotomous or not? Can one include preferred pronouns in presentation rounds?	Work Environment Group and Anna Lund	31/12/21	Further discussion in the Work Environment Group