

Federal Equal Opportunity at Universities Programme 2008–2011/12

SUC programme “Equal Opportunity for Women and Men at Universities / Gender Studies” for the years 2013–2016

Sub-programme “Equal Opportunity for Women and Men at Universities”
Requirements for action plans

The period from 2013–2016 provides the opportunity to structurally anchor equal opportunity at Swiss universities by securing proven measures and testing innovative new steps. The individual universities are free to choose where they want to set their priorities, subject to the requirements issued in the SUC mandate. Because many aspects of the action plans depend on local and institutional conditions, the strategies should be developed with the persons and offices responsible at the individual universities, for example rector’s offices, dean’s offices, gender equality offices, offices promoting junior academics, or human resources (HR).

The overall objectives of the action plans include:

- The incorporation of gender equality into the strategies of the universities;
- Each university has a detailed equal opportunity strategy and a programme (action plan) that integrates established projects;
- Equal opportunity is anchored in the institutional structures;
- Gender monitoring is introduced for the purpose of regularly assessing effectiveness of the measures and strategies.

Structure of the action plans

An action plan is structured as follows:

Gap analysis

Due to the very different circumstances at the individual institutions, the universities are required to conduct a gap analysis before developing their action plans/multi-year plans. On the basis of the identified challenges and problems, they are to define necessary measures. A key goal is to attain a Swiss-wide quota of 25% women in category I professorships and 40% female assistant professors. According to the study by P. Dubach et al., to have achieved this objective by the end of 2012, at least 40% of all new appointments should have been women (see the final report on the evaluation of the Swiss Federal Equal Opportunity at Universities Programme 2008–2011/2012, P. Dubach and the brochure published in 2013 “Dual Career Couples at Swiss universities: Evaluation of the third phase of the Swiss Federal Equal Opportunity at Universities Programme (2008 - 2012/13) ([in fr / de / en](#)).

Goals

The gap analysis provides the basis to define and set goals, but the areas listed below must also be included in the plan (see also project outline 441/10). The universities must set concrete and realistic aims with functional indicators: for each goal, measures are to be defined, including the steps required to implement them. Qualitative and quantitative goals may be set. Quantitative statistics are to pertain to the percentages of women at the level of professor or assistant professor; especially

with reference to new appointments, realistic and detailed goals – for example, per faculty or discipline – must be named.

The action plans must cover the following aspects:

1. Anchoring gender equality at the institution;
2. Raising the percentage of female professors and women in academic management and decision-making bodies;
3. Gender-sensitive measures in the promotion of junior academics;
4. Supportive measures for students, staff and researchers – women and men – with family/care obligations;
5. Reducing horizontal segregation among new students and decreasing vertical segregation among existing students in disciplines where one gender is particularly underrepresented and a lack of junior researchers is imminent (especially mathematics, informatics, natural sciences, technology, or MINT);
6. Measures in human resources and organisational development;
7. Others/new measures.

The measures decided on must be a result of the findings produced in the gap analysis. The following is a list of possible measures. It is neither complete nor binding, but should be understood as a guideline:

Examples of possible measures

Field of action 1 “Anchoring gender equality at the institution”:

Visible structures exist (a gender equality office, a gender policy or similar), and measures to anchor gender equality work at the university, in the faculties (e.g. support policies, coordinators, committees) and in the executive bodies (target values for percentages of men and women, leadership training). The responsibilities and competence of the gender equality officers are defined and there are sufficient jobs and resources available. Gender specific statistics (gender monitoring) are compiled. Gender equality is a set quality criterion. There are joint projects between universities.

Field of action 2 “Raising the percentage of female professors and women in university management and decision-making bodies”:

Target values for raising the percentage of women per discipline/faculty are in place, and the defined increases are realistic. Measures to secure gender equality in hiring/appointment procedures have been introduced: job postings; training for committees; making allowances for non-linear careers at career centres; and internal appointment regulations. Management training is offered. Funding for individual support is at hand: grants for excellence, start-up packages, DCC support for professors. Training for appointment procedures, motivational events (role models).

Field of action 3 “Gender-sensitive measures in the promotion of junior academics”:

Development and improvement of gender fairness in the promotion of junior academics, (e.g. graduate schools) and the integration of those measures in general institutional policy to advance junior academics: mentoring and courses for postdocs and PhD candidates; individual career support (such as protected time/Subside Tremplin grants, “120plus”, career advice and coaching in career centres); establishing networks (including e-platforms); improved access to research funds; support for DCC at the postdoctoral level.

Field of action 4 “Supportive measures for students, staff and researchers – women and men – with family obligations”:

Measures to create a family-friendly university, compatibility of career and family for students and academic/administrative staff (women/men/parents/DCC): enough flexible and reliable child care facilities; credit/bonuses for caring for children or aged persons; maternity/paternity leave; parenting time; flexible schedules for studies and work (job-sharing, easing a return to work after taking time off for family reasons, number/length of meetings); renewing employment contracts; awards and honours.

Field of action 5 “Reducing horizontal segregation among new students and decreasing vertical segregation among existing students in disciplines where one gender is particularly underrepresented and a lack of junior researchers is imminent (especially mathematics, informatics, natural sciences, technology, or MINT)”: MINT projects for young women (collaboration with public schools: for example mint.educa.ch, www.natech-education.ch), awareness-raising measures for people in charge of MINT (national project, headed by ETH area, carried out in collaboration with the Swiss Academies of Arts and Science) development of projects with private enterprise (e.g. Women into Industry WIN). Promotion of gender-sensitive curricula with an eye to ecological and social aspects, and the advancement of gender-sensitive teaching methods. Integration of findings from gender research into the curriculum.

Funding, organisation and processes

Funding:

- Indication according to the SUC and SERI directives;
- The universities supplement federal funds with an appropriate amount of their own funding (as a rule 50% over the course of the project, i.e. from 2013–2016). The distribution of these funds must be **progressive**.
- The universities' own funds may take the form of "real money" or be virtual. To achieve the necessary level of funding, the universities may tally measures that have already been implemented. However, existing structures for child care and Welcome Centres may **NOT** be accounted as own funding.

Organisation and processes: Internal bodies (rights, obligations), processes and cooperation

Schedule: Schedule for the implementation of measures with milestones

Reporting and steering

An interim and final report are required. The reports are to include a biannual **gender-equality monitoring** that documents the changing and developing processes. The prospects for after 2016 are also to be outlined.

In future, SERI will ask for annual **reporting** on the main goals and allocation of funds.

Evaluation procedures:

Evaluation the plans of action/multi-year plans is carried out by the programme direction (2013–2016) upon consultation with external specialists. Action plans may be subject to revision.

Legal bases and documents

- The SUC mandate issued to the programme direction of the Federal Equal Opportunity at Universities Programme 2008–2011/2012 to initiate a general plan for a SUC programme "Equal Opportunity for Women and Men at Universities / Gender Studies" 2013–2016 (14 April 2012) doc. 432/10B
- Awareness of the gender dimension in scholarship and research: position paper of the WG Gender, Research and Innovation Policy in view of the project phase 2013–2016 (8 October 2013)
- Project outline for a SUC programme "Equal Opportunity for Women and Men at Universities / Gender Studies" 2013–2016 (30 September 2011) doc. 441/10
- Organisation chart for the new SUC programme
- Application form for a SUC programme doc. 443/10 (currently and internal document); the application submitted to SUC on 31 May 2013.
- Letters to the universities, dated 31 October 2011 and February 2012

Cited resources:

Dubach, Philipp, Graf, I, Stutz, H, Gariol, L (2012): *Evaluation of the third phase of the Swiss Federal Equal Opportunity at Universities Programme (2008–2011/2012)*. SERI publication.

Selected examples of Swiss literature on the five fields of action, only in Germ.:

Liebig Brigitte, Rosenkranz-Fallegger E., Meyerhofer U. (eds) 2009, Handbuch Gender-Kompetenz. Ein

Praxisleitfaden für (Fach-)Hochschulen. Zürich, vdf Hochschulverlag AG.
Müller Barbara (2008), Innovation und Exzellenz, Frauen in der Wissenschaft.
Berufungsverfahren an den Universitäten im Fokus. SERI Publikationen.
Maurer Elisabeth, Mauelshagen F., Zimmermann A., Kess A. (eds) (2008), Exzellenz
und Chancengleichheit. Denkanstösse für die universitäre Nachwuchsförderung.
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Berner Fachhochschule, PHBern (eds) 2011, Familienfreundlichkeit an Hochschulen.
Anregungen
für Führungskräfte und Mitarbeitende. Bern.
Rossier Annick, Dehler J., Charlier B., Füger H. (2010), Intégrer la dimension genre
dans l'enseignement
supérieur. Revue int. de pédagogie de l'enseignement sup., no. 26-2. Fribourg.

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