



LEDERENGASJEMENT

Ta ansvar! Lederengasjement, vilje og tydelige ambisjoner er avgjørende for å lykkes.



MÅLTALL

Kartlegg situasjonen og sett klare mål for hva som skal oppnås.



ÅPENHET

Vær åpen om utlysninger, karriereveier og krav; hva skal til og hva bedømmes hvordan.



FLEKSIBILITET

Gi rom for flere måter å være forsker på, ikke bare ett ideal som alle streber mot.



KARRIEREPLANLEGGING

Tilrettelegg systematisk for karriereutvikling, la det bli en obligatorisk del av medarbeidersamtalen.



LIKESTILLINGSKUNNSKAP

Ta stilling til om dette er en kompetanse organisasjonen må hente inn eller utvikle selv.



HANDBOOK FOR LOCAL GENDER BALANCE WORK



How should we continue our local gender balance work?
– involvement, awareness and activities

RAPPORT 2021 // DET MATEMATISK-NATURVITENSKAPELIGE
FAKULTET, UNIVERSITETET I BERGEN

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INTRODUCTION

The Faculty of Mathematics and Natural Sciences started an action project called GenderAct in January 2021. The project aims to create involvement and awareness regarding topics that are related to gender balance and gender equality, and now invites other departments to take part in the important work of achieving a change in culture that can improve gender balance in the future. Achieving a long-term and sustainable change in culture throughout the whole faculty is the main goal of GenderAct and the activities initiated in the project.

In October 2021, the University of Bergen will adopt a new plan of action for gender equality, inclusion and diversity. The plan of action also sets clear expectations and requirements for the departments to prioritise work concerning gender balance, gender equality, inclusion and diversity:

Working systematically on measures to improve the gender balance is therefore a continuous goal for the University of Bergen. Gender equality is not just a matter of gender balance, but also one of equal opportunities and the fair distribution of resources. In order to achieve gender equality, a long-term, genuine desire to bring about change is required.

Work on equality, diversity and inclusion must be clearly established at all levels of management. A management that focuses its attention on work concerning equality and diversity will be crucial in achieving the goals set out in this plan and a key factor for success.

In order to succeed in this work, it is also important to engage broadly in our

grassroots communities, through binding local plans and targeted measures that focus on current local challenges.

GenderAct addresses gender balance and gender equality, while UiB's new plan of action also includes inclusion and diversity. These topics are closely linked, and it is therefore natural that work on inclusion and diversity is integrated into local gender balance work.

If we are to succeed in achieving the goals set in the faculty's and UiB's plans of action, it is the departments that must drive the work forward. We will need a knowledge-based approach – what is our status and why has it become so? We must set clear goals – what do we want to achieve? And we will need different instruments, measures and tools.

Our goal has been to create an inspiring and instructive handbook that will help the departments in this important work of building a new culture.

Good luck!



“If we are to make a real change, we must do things differently from what we do today”

PREPARATIONS BEFORE STARTING

Initiating, implementing and following up local gender balance work is first and foremost a management responsibility shared by the head of department and the head of administration, but in order to succeed, it is important to engage broadly. Heads of research groups, department management and the Department Council are important alliance partners, but it is just as important to mobilise the employees.

It is recommended to have a research-based approach to the problem, and to combine it with activities that can create debate and involvement. The GenderAct project has initiated a range of measures that can facilitate

the work, and it is particularly recommended to use the tools to ensure gender-based recruitment processes and tools for career planning and promotion. The project will also provide support and input regarding local work.

This handbook has been developed based on inspiration from another Balance project – [“Gender Balance from Below – towards a gender-balanced NTNU 2025”](#). Their work has resulted in a research-based framework for gender equality and inclusion work, and [“The Toolbox”](#) which was developed to help the departments get started with local work.

TIMELINE FOR LOCAL GENDER BALANCE WORK

LOCAL GENDER BALANCE WORK – STARTED AUTUMN 2021	PHASE 1 (AUTUMN 21–SPRING 22)	PHASE 2 (AUTUMN 22–SPRING 23, AND FURTHER)
Organisation – persons responsible	Separate phase 1 objectives	Separate phase 2 objectives
Mapping the current situation	Internal activities	Internal activities
Objectives	Implementation of measures from GenderAct	Continuation of measures from GenderAct
Activities	Reporting and evaluation	Reporting and evaluation
Mobilisation	Ideas for continuation	Plans for systematic and long-term work on gender balance

MAPPING: WHAT IS OUR SITUATION?

GENDER BALANCE AT THE FACULTY OF MATHEMATICS AND NATURAL SCIENCES

What is the situation regarding gender balance in the various job categories and among the students? How has the balance developed over time? How do we distribute appointments and responsibilities, and what is the balance like at the project manager level? Are there other parameters we would like to investigate?

The Database for Higher Education (DBH) can provide many answers, but it is most likely that one will also have to delve into the depart-

ment's own archives and project overviews. If one's own situation is to be compared with other research institutions in Norway, it will be possible to use DBH for this as well. And it can be used to investigate across faculty departments.

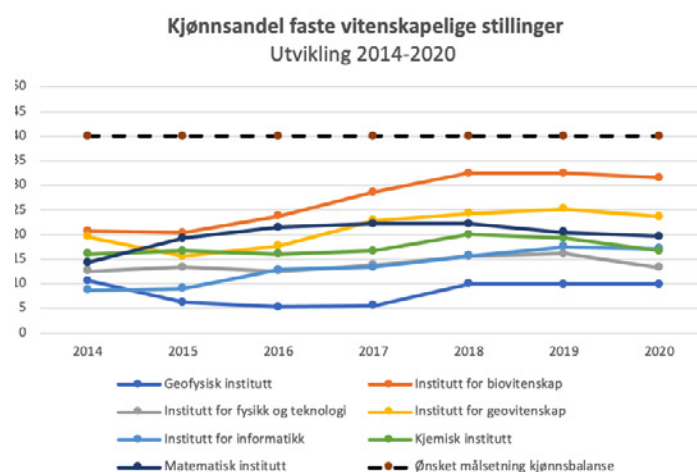
It may be a good idea to conduct a simple survey (Skjemaker or SurveyExact) among the employees if there are other questions or parameters you wish to map. A survey of this type will also give you the opportunity to follow developments over time. The GenderAct project has developed some simple templates that can be adapted to the department's wishes and needs.

As of October 2020, the total figures for the Faculty of Mathematics and Natural Sciences looked like this, compared to UiB as a whole:

CATEGORY	FACULTY OF MATHEMATICS AND NATURAL SCIENCES		UNIVERSITY OF BERGEN AS A WHOLE	
	TOTAL WORK YEARS	PERCENTAGE (%) WOMEN	TOTAL WORK YEARS	PERCENTAGE (%) WOMEN
STUDENTS				
Bachelor's degree	2000	39	10425	56
Master's degree	1610	47	8995	64
	3610	43	19420	60
EMPLOYEES				
PhD	249	43	685	55
Postdoctoral fellow	93	39	257	47
Temporary researchers	48	33	109	43
Permanent researchers	58	29	130	45
Associate Professor (permanent)	72	29	315	46
Professor (permanent)	154	16	586	30
Technical staff	144	49	532	47
Administrative employees (permanent)	131	83	851	72

The situation varies between the departments, and the figure below shows the development in the percentage of women in permanent academic positions at the various departments from 2014-2020. It shows that all departments

are significantly below the target of at least 40 % representation from each gender, and that the Faculty of Mathematics and Natural Sciences as a whole is very far away from this target in terms of our permanent academic positions.



There are several tables that show the status and development of each department in the appendix of the online version of this handbook. These are intended to form a starting

point when you start work on mapping your situation. Further on in the local process, there may be a need to supplement this material with a more detailed platform of knowledge.

	2014	2015	2016	2017	2018	2019	2020
Desired gender balance target	40 %	40 %	40 %	40 %	40 %	40 %	40 %
Average percentage of women at MN as a whole	15,9 %	16,2 %	17,7 %	20,2 %	21,8 %	22,2 %	20,9 %

THE FACULTY'S ACTION PLAN FOR GENDER BALANCE, GENDER EQUALITY AND DIVERSITY 2021–2023

At its meeting on 15 September 2021, the Faculty Board adopted the Action Plan for Gender Balance, Gender Equality and Diversity 2021–2023. [The faculty board case including the action plan can be found at this link](#), and it will also be available in the online version of this handbook. [The action plan is a follow-up of the faculty's strategy](#), and builds on the 2019–2020 action plan. Local gender balance work and other measures in GenderAct are important measures in the plan, but it also includes important measures within the following fields:

- Measures to improve the gender balance in permanent academic positions and in research management
- Measures to improve gender balance in other job categories
- Measures to improve the gender balance in education
- Work on diversity and inclusion

TARGETED GENDER BALANCE WORK – THE DEPARTMENTS NEED A STRATEGY AND A PLAN OF ACTION!

Because the situation and the challenges are not the same at each unit or in each academic community, the goals and measures must be chosen locally as set out in UiB's plan of action.

We propose that the departments initially review the local situation regarding the development of various parameters over time. This may include gender balance in different job categories, gender balance among the students, the project portfolio, the distribution of roles and appointments at the department, or other things you think are important to obtain knowledge about. In Appendix 1, an introductory overview has been created that shows the development at each department, but in later phases it will be natural to add to this with topics that are important to focus on at your own department. Having a common understanding, a common platform of knowledge, is an important prerequisite for deciding which direction the work should take.

Mapping numbers and hard facts is important, but you should also consider whether it could be useful to map the points of view and attitudes of the employees and possibly the students. This can be especially useful for assessing whether the work on changing the culture at your unit has the desired effects over time, as an investigation of this type can be repeated every other year, for example.

When it comes to opportunities to improve the gender balance among staff, another important question will be how much room for manoeuvre you expect to have in the future (when will staff retire/leave their positions?) and what opportunities you have to improve your room for manoeuvre. It is an advantage to mobilise a broad debate about which directional choices and measures are important for the department.

Based on what emerges from the initial discussions, you should set ambitious but realistic goals in relation to what you want to achieve in local gender balance work. The goals may be related to numbers, other effects and attitudes. Ideally, the goals should be specific and quantifiable, but qualitative goals may also be important in the work of building a new culture.

In the recommendation for how you should set up local gender balance work, a minimum of two phases have been outlined, and you should specify what you want to achieve in each of the phases. Phase two starts in the autumn of 2022 and lasts for as long as you think appropriate. For this phase, it may be a good idea to set milestones and goals related to them.

AREAS OF PRIORITY – LOCAL MEASURES

AWARENESS AND DEBATE

Building a culture is a very important part of local gender balance work. Establishing a common platform of knowledge about the situation and awareness of what may be the underlying causes of the current situation is important. Establishing common goals is also a useful tool. However, it is just as important to involve the department's staff and students by putting these questions on the agenda in various forums and daring to have the debates that the topic often raises. Norway is traditionally considered to be a very egalitarian society and claims that we are not, often evoke strong emotions. According to local figures, we are nowhere near having a gender balance. This is usually combatted with the idea that natural causes are the reason why we believe the meritocracy is gender neutral and fair. But is this really the case? Research shows that maybe we should dare to challenge these myths.

Also, the claim that we need a better gender balance to strengthen our research evokes strong emotions, partly because it requires actions that may in some cases be necessary to prioritise women such as the situation is now. And is that fair?

Our request to you as you embark on local gender balance work is that you must dare to have these debates and be open to the fact that there will be many points of view. Conflicts of opinion are important and will give the work important balance and power.

SDGS AND GENDER BALANCE WORK

The University of Bergen plays a leading role in the international work concerning the UN's Sustainable Development Goals, and is primarily responsible for one of the goals, SDG 14: Life Below Water. As a key partner in this work, it is natural for UiB to view the local gender balance work in connection with relevant sustainable development goals, SDG 5: Gender equality and SDG 10: Reduced inequalities. One possible approach to local work on gender balance may be to link it to the goals of reduced inequalities and gender equality.



In order to map the relationship between each of the 169 SDGs, a method has been developed under the leadership of Dorothy Dankel at the Department of Biological Sciences, UiB, in collaboration with VIS Innovation, called 'SDG Target Relevant-Tracing'. This method allows department, company or project managers to work systematically in order to determine which

sustainable development goals relate to a particular activity, such as gender balance in the workplace, and then identify data and develop indicators that support the goals for annual reporting on sustainability.

In the appendix of the online handbook, there is more information about the method and how it can be implemented in local gender balance work.

GENDER BALANCE, DIVERSITY AND INCLUSION – SEEING THE QUESTIONS IN CONTEXT

On 28 October 2021, the University of Bergen will adopt a new and common plan of action for gender equality and diversity. The new plan of action views gender equality and diversity in context, with the aim of increasing focus on how several grounds for discrimination interact and reinforce inequalities. This will also be a good approach when working with these issues locally.

The plan of action makes it clear that the work on gender equality, diversity and inclusion must be firmly established in management at all levels of the organisation, as is now being planned in the local gender balance work at the faculty. In order to succeed in this work, it is important to engage broadly in our grassroots communities, through binding local plans and targeted measures that focus on current local challenges.

UiB's main plan of action also aims to strengthen operational efforts to achieve the goals that are set by establishing a network for gender equality, inclusion and diversity (LIM network), both at individual faculties and for the entire organisation.

OPEN DEBATES

The GenderAct project has an ambition to be active and visible both locally and nationally, through participation at conferences and in the media. During the 2021 SDG Conference, Dorothy Dankel chaired a panel debate about DayZero, and on International Women's Day on 8 March, the two rector teams were challenged regarding gender balance and gender equality by Asbjørn Leirvåg and Dorothy Dankel.

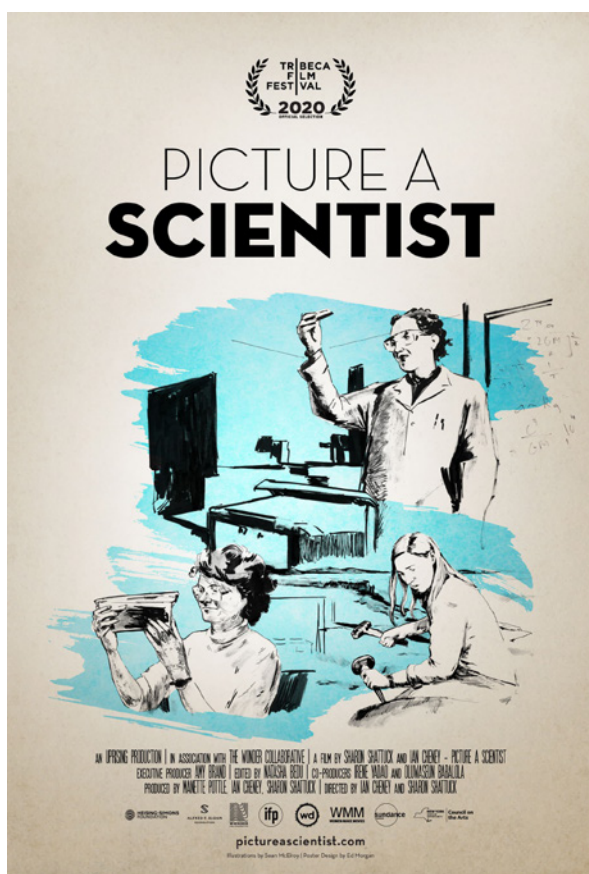


The project will continue to take the initiative regarding this type of debate but would like input from you on topics that should be put on the agenda.

[Se Rektordebatt om kjønnsbalanse og likestilling på Youtube](#)

INTERNAL SEMINAR SERIES

The SDGs, ethical issues, gender balance, inclusion and diversity are all very suitable topics for internal seminar series involving both internal and external parties. GenderAct is always happy to contribute, but feel free to involve dedicated employees from your own department. In addition, there are also many other good resources in the UiB organisation that GenderAct can help you get in touch with.



USING THE “PICTURE A SCIENTIST” DOCUMENTARY

Picture a Scientist is an award-winning documentary film from 2020 that deals with challenges regarding gender discrimination and gender imbalance in academia, specifically within the field of science. The film is from USA, but the challenges are also recognisable in Norwegian academia.

The film can be a useful tool for initiating a discussion at the departments about gender balance and attitudes. On [the local gender balance work websites](#), you will find a specific example of how this was done with seminars and group discussions at the Geophysical Institute.

SDG DAY ZERO DEBATE

Picture a Scientist documentary film Panel Debate, February 8, 2021: Dr Dorothy J. Dankel

(University of Bergen, UiB) discussed gender equality and discrimination in academia the film’s co-director Sharon Shattuck, producer Manette Pottle and Dr Jane Willenbring, a featured scientist in the documentary. Complimenting the discussion in a Norwegian context are UiB Rector Margareth Hagen and OsloMet Rector Curt Rice (Chair of Norway’s Committee on Gender Equality and Diversity in Research)

[Watch “Picture a Scientist”](#)
[- Panel Debate on YouTube](#)

GRADUATES – ALUMNI

The department’s alumni can also be a valuable resource in local gender balance work, as role models, and as contributors in seminar series and debates. Who has studied at the department, what were their experiences, where are they now and how have they used their education?

ABOUT RECRUITMENT WORK IN PARTICULAR

Recruitment is one of the most important areas of action in efforts to improve gender balance. In order to achieve the goal of a more even distribution between women and men in permanent academic positions, we must recruit and appoint more women to these positions. And in order to do that, we must work on the appointment processes whilst also strengthening the internal recruitment base at the faculty. The recruitment work includes both the admission of students to undergraduate studies and master’s programmes, and appointments to permanent and temporary positions, and it is important to consider measures at all levels.

Increased awareness of gender balance can contribute to more considered and compre-



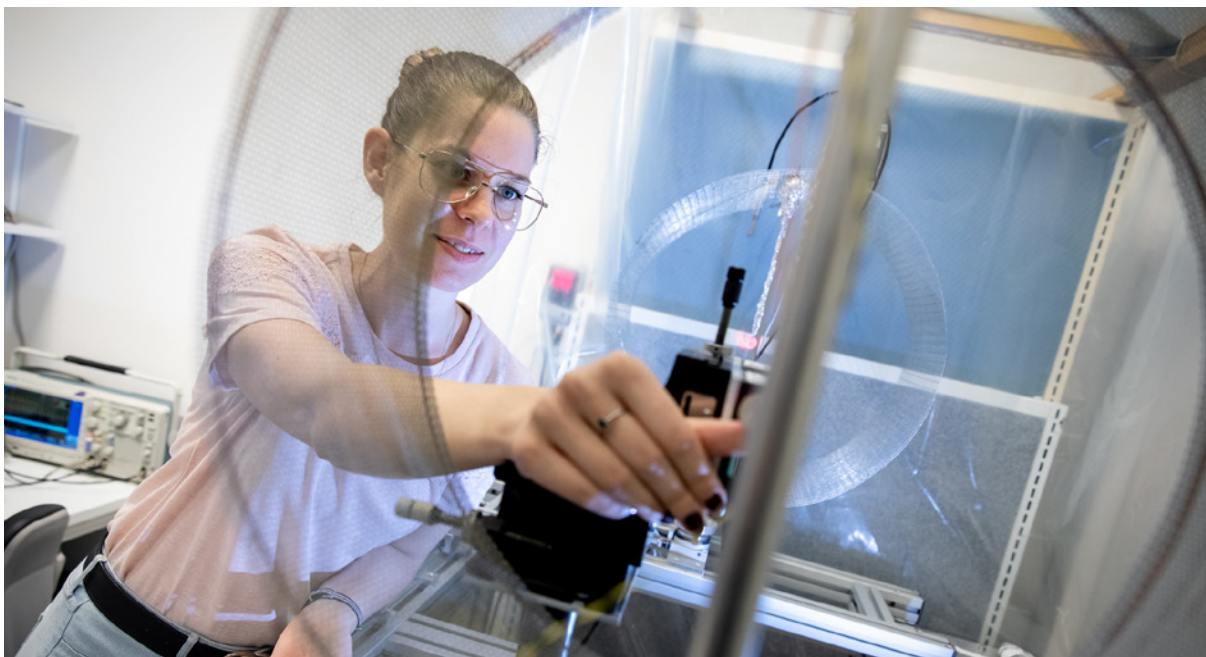
hensive recruitment processes and increase the quality of recruitment work in general. Providing good information and having good processes are also important in terms of how UiB and the Faculty of Mathematics and Natural Sciences are perceived by future students and employees.

Students

In UiB's new plan of action, one of the sub-goals is to encourage the academic communities to adopt measures to strengthen gender perspectives in research and education. In order to create a sustainable gender balance, ensuring an even gender distribution among applicants for undergraduate studies is not enough, we must also work to retain the students we admit. What are the reasons behind students dropping out between the second and third semesters and from bachelor's degree to master's degree? Are we able to recruit the best students of both genders for further academic careers?

Here are some suggestions regarding measures for recruiting and retaining students:

- Map gender balance among students on the programmes of study at the department. Simple overviews of gender balance can be obtained from the Common Student System (FS) or from the Database for Statistics on Higher Education (DBH). For programmes of study that have a large gender imbalance, ask questions about the reasons behind the distribution and get input from the students through questionnaires.
- Targeted recruitment or information work to increase the pool of applicants among the underrepresented gender. How does the department present itself on its website, how are the programmes of study, research and career opportunities profiled?
- Avoid stereotyping or turning towards women or men because of their 'characteristics'. Even the 'positive' stereotyping of an underrepresented group will quickly fail. This is because many people do not recognise themselves as part of the stereotype and because no one wants to be recruited as representing a group.



- Map the scope and causes of student drop-out. A certain amount of drop-out is natural, but are there adverse reasons why students drop out or apply elsewhere after being admitted to a programme of study? Is there a greater drop-out rate among women than men, or vice versa? This is an area where one can conduct surveys among the students, for example towards the end of the second and sixth semesters.
- Measures for the study environment and quality of education at the department. A good learning environment and good teaching are important for all students, but they are also important priority areas for retaining underrepresented groups. Map the study environment at the department through surveys, reference groups, course and programme of study evaluations.
- Targeted student guidance regarding further academic careers. Some students know early on that they want to continue with a PhD after their master's degree. Already at bachelor level, one can provide students with insight and information

about what a PhD is and what life as a doctoral research fellow is like. One could also provide information about the application process. With the aim of recruiting more women, it could be a very good idea to invite female doctoral research fellows or supervisors to talk about their research.

- Keep in touch with and involve your own students through department and subject committees during the work. The students are the ones who experience their studies and can often provide valuable insight into the type of measures that can work and what should be prioritised.

Doctoral research fellows and postdoctoral fellows

The current gender balance among doctoral research fellows and postdoctoral fellows is far less critical than in permanent positions. In addition to recruiting more female candidates to these positions, one must also assess how even more women can be further recruited to permanent positions. Below are some suggestions

regarding measures, but there are also relevant suggestions in the discussion about the appointment process for academic positions.

- Information for students about opportunities to apply for doctoral research fellowships. Provide students with information about upcoming announcements of positions and guidance on the application process. With the aim of recruiting more women, it could be a very good idea to invite female doctoral research fellows and supervisors to talk about their projects.
- Onboarding of new employees, set aside enough time for receiving/onboarding new doctoral research fellows and postdoctoral fellows where the immediate manager/supervisor participates. There is a lot of new information for many people to get their heads around, and more than one start-up meeting is often needed to establish good contact between the employee and the manager/supervisor.
- Mapping and surveys regarding further careers. Find out if there is any interest in further academic careers among employed doctoral research fellows and postdoctoral fellows and use the feedback to help with career planning. It may also be useful to conduct a survey among former employees to find out why they have chosen/not chosen to progress within academia, and the extent to which gender balance and working environment have had an impact on the choice.
- Career planning in recruitment positions. A career plan must be drawn up for postdoctoral fellows at the Faculty of Mathematics and Natural Sciences. However, a similar plan can also be drawn up for doctoral research fellows who wish to do so.

- Distribution and follow-up of required duties. Different practices exist regarding the distribution and follow-up of required duties for doctoral research fellows, and the perceived workload of required duties may vary. Some are more likely to take on extra work than others when asked, but it is important that the work is distributed as equally as possible and that there is a common practice for recording and controlling the workload.

Permanent and temporary appointments

The process of recruiting and appointing permanent academic staff is of course key in efforts to achieve a more even gender balance. Permanent appointments are not usually made that often, so it is important to ensure that the process is as good as possible, also with regard to how UiB and the Faculty of Mathematics and Natural Sciences are seen by the outside world. Time pressure is among the biggest obstacles to a good appointment process. A good starting point for an appointment can therefore be a progress plan that has a realistic expectation of progression. It can also be useful to consider which processes can take place at the same time. For example, it is possible to find members to serve on the expert committee well before the application deadline expires, which can make it easier to ensure that both genders are represented on the committee.

It is also important that gender balance becomes a theme in connection with appointments. If we are to succeed in implementing a change in culture, we must dare to thematise possible problem areas: culture, attitudes, prejudice, discrimination, implicit bias etc. Regarding this work, a process description has been developed for the various stages of an appointment, including suggestions for how the unit can work during each stage.

The Faculty has adopted the [Policy for the Use of Academic Positions](#), and improved gender balance and gender equality have been important factors regarding the choice of the policy's

guidelines. As a general rule, vacant senior positions must be announced at the senior position level, and increased use of tenure positions is encouraged.

PROCESS DESCRIPTION FOR APPOINTMENTS

PREPARATION	<p>Before setting to work on an appointment for a permanent (or temporary) position, it may be helpful to discuss the following:</p> <ul style="list-style-type: none"> • Does the department possess updated expertise in appointment cases, are you familiar with the appointment regulations, and in which situations is there a requirement for / must a new announcement of the position be considered? Are you familiar with the relationship between the expert report, the interview report and the head of department's recommendation and the room for manoeuvre regarding the ranking of candidates? • How has it been decided which subject area will be staffed and how is the position linked to the department's staffing plan and the faculty's overarching strategy? • What is the time frame for the appointment? • Has the appointment been discussed in the faculty management group?
GOALS	<p>Before the position is announced, the management and the academic community must consider what the goal of the appointment to the position in question is, and what challenges must be taken into account. Relevant questions during this phase may include:</p> <ul style="list-style-type: none"> • What kind of resource do the department and the academic community require, what are the most important characteristics of the person to be appointed? • What is the balance between the need for research and teaching expertise? • What challenges do the department and the academic community have with regard to gender balance, and must extra steps be taken to recruit female applicants for this position?
THE ANNOUNCEMENT TEXT	<p>The announcement text is usually formulated based on a standardised template, but one should consider whether the entirety of the text reflects the need and assessments that the department has made beforehand.</p> <ul style="list-style-type: none"> • Is it clear what the most important qualifications and characteristics of the applicant are? • How does the text communicate that the department and the academic community are an attractive environment to be a part of, apart from permanent appointment and salary? • How much time from the publication of the position to the application deadline is necessary to recruit good applicants of both genders?
SEARCH COMMITTEE	<p>Both before and after a position is announced, one can think through who the relevant applicants could be and from which environments one can recruit. A search committee can be established to find the best candidates of both genders. At this point, the department must assess whether there are relevant candidates of both genders, so as to avoid having to re-announce.</p> <ul style="list-style-type: none"> • In which channels should the position be announced? • Are there channels other than those commonly used to reach a broader target group?
LIST OF APPLICANTS	<p>After the application deadline has expired and the list of applicants is available, the department must assess whether it has obtained the applicants it wants.</p> <ul style="list-style-type: none"> • Have good candidates of both genders applied for the position? • Is there reason to take a closer look at the list of applicants before proceeding with the appointment? • Is there reason to re-announce the position?

EXPERT COMMITTEE	<p>The report from the expert committee is the most important point of assessment in an appointment case. The committee's composition and training is therefore key to the work on gender balance, and must be done with care. The expert committee shall, as far as possible, have both male and female members. This may be a challenge, but it is important to establish the committee at the earliest possible time. If women and men cannot be represented by internal persons, external candidates must be considered. If it is not possible to represent both genders, why not? How can one prevent the same thing from happening again? In addition, the department must consider the following:</p> <ul style="list-style-type: none"> • Is the expert committee, and especially the chair of the committee, aware of the gender balance challenges? • Has the committee been given clear instructions about the expectations that are in place regarding the assessment of gender balance in the work, in the letter of appointment or otherwise? • Can the committee discuss issues of gender balance in an appropriate manner?
EXPERT REPORT	<p>When a report from the expert committee is available, the management should review the report and assess whether gender balance is adequately addressed. If necessary, the committee should be given the opportunity to supplement the contents of the report.</p> <ul style="list-style-type: none"> • Have candidates of both genders been ranked? • Is there anything to note in comments made about male versus female candidates? • Should the position be re-announced?
TRIAL LECTURE	<p>Not all applicants are familiar with 'the Norwegian trial lecture' as the format and basis for assessment. Candidates should therefore receive detailed information in advance and the committee should discuss how the candidates can be assessed in an objective manner.</p> <ul style="list-style-type: none"> • Does the interview committee agree on what should be assessed during the trial lecture? • Has the committee established the criteria according to which the candidates will be assessed, and have the candidates received the same information about this? • Do the candidates have the same opportunities to present their strengths?
INTERVIEW	<p>The department should take the same considerations into account regarding the composition of the interview committee as for the expert committee. In contrast to the expert committee, candidates will meet with the interview committee, which will give an impression of UiB and the department as an employer. Before the interviews begin, the committee should agree on which topics are important in the interview, and ensure that the candidates are given the same opportunities to present themselves and their expertise in these key areas.</p> <ul style="list-style-type: none"> • Are both women and men represented on the interview committee? • Is the interview committee aware of the gender balance challenges and how they can affect an interview situation? • Can the committee discuss gender balance issues in an interview situation in an appropriate manner? • Has the committee agreed in advance on what type of expertise is important to focus on in the interview? • Will the candidates be asked about the same topics and receive the same opportunities to present their strengths? • Can the committee react if an adverse situation arises in an interview?
RECOMMENDATION AND EVALUATION	<p>In the recommendation, the head of department must summarise the assessments that were made with regard to gender balance during the appointment and, if necessary, highlight effective measures.</p> <p>After the recruitment process, an evaluation meeting must be held. The HR section is responsible for organising this meeting.</p>

GenderAct's training package for recruitment work

As part of the GenderAct project, training packages will be developed for roll-out in the autumn of 2021. These will be compulsory for everyone participating at different stages of the recruitment process.

- E-learning courses for appointment committees
- E-learning courses for interview committees

In addition, updated templates have been created for announcement texts and committee and interview reports, which will also be used from autumn 2021, but these are intended as tools related to a larger process and will most likely not have a significant effect on their own.

PERFORMANCE ASSESSMENT INTERVIEWS

Performance assessment interviews are a very important arena regarding the exchange of information between employee and manager and can be a powerful tool for good employee development. In order to give women better opportunities for further academic careers, it may be appropriate to place special focus on the following topics in the conversations:

- Career planning – status
- Research management ambitions
- Mentor schemes and participation in various development programmes
- Use of gender equality funding and other resource requirements
- Total scope of teaching, required duties, appointments, committee work

- Perceived influence in formal and informal decisions

PROMOTION QUALIFICATION

The GenderAct project has developed a promotion qualification programme that is based on experience from several other universities. The programme will have an e-learning module and a supplementary course. The programme starts in the autumn of 2021 and will be offered to candidates of both genders.

Use of the annual gender equality funds

UiB annually announces gender equality funding, which requires that the department and faculty also contribute 50 % themselves. These funds will be specifically aimed at promotion-qualifying measures, and the participants in the top researcher programme are assured of receiving support.

GENDER-NEUTRAL PAY DEVELOPMENT

Gender equality is an important goal of the university's and the faculty's human resources policy. The criteria used when assessing individual pay are gender neutral and must be practiced in order to promote gender equality. Pursuant to paragraph 2.3 of the Basic Collective Agreement, the central parties recommend that "the local parties identify any gender-related differences in pay at all levels, and the negotiations shall help to eliminate such differences".

Together, the faculty and departments must maintain a good overview and high awareness of this, both in local pay negotiations and in all other pay determinations. Payroll statistics per employee category should be part of the platform of knowledge that is obtained at the start

of local gender balance work, and this should be updated annually.

WORKING ENVIRONMENT AND HSE

The key to success in the work on gender balance, and in bringing about a positive and lasting change in culture, lies in working systematically and continuously with the challenges over time. UiB already has a solid and well-established framework for systematic work regarding the working environment and HSE, and many of the measures that we propose in this handbook are naturally related to this work. It may therefore be an effective measure to include relevant topics on gender balance in the systematic HSE work at the departments.

Some departments conduct their own surveys in connection with mapping the psychosocial working environment. Questions about challenges related to gender balance or the mapping of adverse events and undesirable behaviour may be included in such surveys. Gender balance is not a separate topic in the working environment and climate survey (ARK), but it is still possible to thematise this in the follow-up of the results, when these are processed and when local working environment measures are developed.

In addition, it is important to remember that basic and systematic work regarding the working environment and HSE can in itself be an effective instrument for improved gender balance.



IMPLEMENTATION OF OTHER MEASURES IN GENDERACT

MANAGEMENT PROGRAMME

The GenderAct project is strongly established in the management group at the faculty (heads of department and the dean), who together developed the Plan of Action for Improved Gender Balance (2019-2020). The plan's first two points read:

1. The faculty will improve the gender balance, and managers at all levels are jointly responsible for achieving the goals.
2. Deliberate and purposeful efforts must be made to increase knowledge among managers and in the academic communities about the structural and cultural reasons why women remain in academia to a lesser extent than men.

This states a clear recognition of the managers' responsibilities, and an expressed desire to work together towards a change in culture through knowledge-based awareness in the management group. This work will gain renewed strength through GenderAct, and one of the measures is that the heads of department and the dean will participate in a management programme that specifically focuses on gender balance work. The programme starts in August 2021.

TOP RESEARCHER PROGRAMME

The top researcher programme in GenderAct is aimed at women in permanent academic positions at the faculty who want to further develop themselves as research leaders. Through the

programme, participants will build networks and receive support for their own development as research leaders. Sharing experience will be an important element, both among the participants and from invited speakers. The preparation of individual career development plans will be facilitated, but team building tools will also be offered.

All departments will have at least one participant in each of the two rounds of this programme, and these participants can also serve as resource persons in the local gender balance work.

NETWORK EARLY CAREER RESEARCHERS

An internal faculty network for young female early career researchers (doctoral research fellows, postdoctoral fellows and temporary researchers) will also be established in GenderAct, which will include joint sessions with academic content and colleague guidance groups for development and experience sharing. The network for early career researchers targets women in temporary academic positions at the faculty who would like to develop themselves further. The programme will help participants build networks and receive support regarding their personal development. Sharing experience will be an important element, both among the participants and from invited speakers. The preparation of individual career development plans will be facilitated, but team building tools will also be offered. CV compilation and application work will be among many of the topics covered,

and senior researchers and research coordinators will be among the contributors.

All departments will have at least one participant in each of the two rounds of this pro-

gramme, and these participants can also serve as resource persons in the local gender balance work.

THE BALANSE PROGRAMME ORGANISED BY THE RESEARCH COUNCIL OF NORWAY

The Research Council of Norway aims to be at the forefront of promoting gender balance and gender perspectives in research and innovation, both nationally and internationally. The purpose is to contribute to gender equality in society, to contribute to research of the highest quality by supporting the best research talents, facilitating well-functioning research communi-

ties and ensuring a breadth of perspectives that provide good explanatory power and innovative solutions. [The BALANSE programme](#) supports efforts to improve the gender balance in Norwegian research. Based on experience from the programme, the following recommendations are given:



SUPPORT FOR LOCAL WORK

STATISTICS – KNOWLEDGE ABOUT THE SITUATION AT YOUR OWN DEPARTMENT

In the appendix, you will find a “basic package” that includes current figures and trends for each department. This is intended to be a starting point for your own work when analysing your situation. Feel free to contact GenderAct if you require assistance with the mapping work.

CONDUCTING EMPLOYEE SURVEYS

The template for conducting local surveys among employees will be developed and made available on the local gender balance work website. This can be supplemented with other questions you would like to ask. For example, these may include:

- Desired goals regarding gender balance work at one's own unit
- Experiences of undesirable behaviour

GENDERACT'S RESOURCES

GenderAct has appointed two adjunct professors who possess a high level of expertise in gender balance and gender equality work: [Professor Siri Øyslebø Sørensen](#), NTNU and Lecturer Eva Amundsdotter, Stockholm University. Both have been contracted from 2021 to 2023. These two people can be contacted if you require guidance or would like them to contribute locally. They will also be able to contribute relevant webinars that can be used locally.

Kristin Sofie Farkas has been appointed as the project coordinator in a full-time position dur-

ing the 2021–2022 period. The faculty administration will also be an available resource for the departments.

COLLABORATION ACROSS UNITS

From autumn 2021, local gender balance work will start at all departments. The different departments will choose different approaches and measures, and in this lies a unique opportunity to collaborate across department boundaries. For example, collaboration could take place on seminar series and joint debate meetings.

SHARING EXPERIENCE AND INFORMATION VIA THE WEBSITE

[A dedicated website has been created for the GenderAct project](#) that has both a Norwegian and an English version.

The website describes the project and the sets of measures that have been put into action. It is also updated with news stories and links to other ongoing projects.

Local gender balance work will have its own subpage where it is possible for the departments to share their experiences with each other.

On the website, you will also find useful links to other relevant websites:

- [FRONT – A project to promote gender equality and gender balance – University of Oslo](#)
- [Gender Balance from Below – Norwegian University of Science and Technology](#)

- [The Research Council of Norway: Gender balance in senior positions and research management](#)
- [The Research Council of Norway: Gender balance and gender perspectives](#)
- [Kifinfo: Gender balance and diversity in research](#)

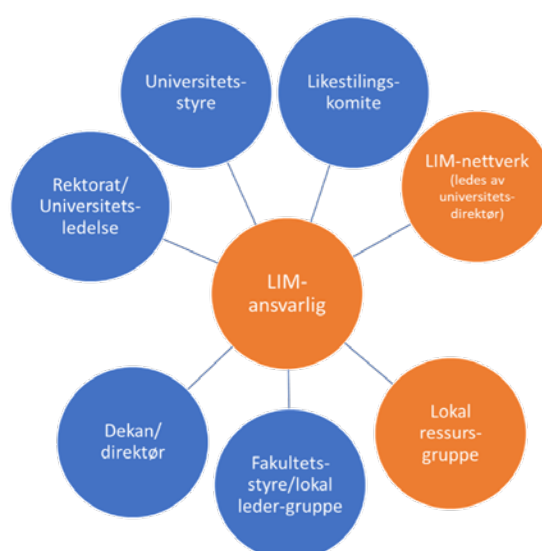
RESOURCE GROUP WITHIN GENDER EQUALITY WORK AT UIB – LIM NETWORK

From autumn 2021, UiB's ambition is to make work on promoting gender equality and preventing discrimination more operational, and this is done by establishing initiatives like

a LIM network. In other words, a network for gender equality, inclusion and diversity work, which will follow up the central plan of action and the locally adopted action plans to promote gender equality and prevent discrimination.

In addition to the local LIM coordinator, the faculty must establish a resource group consisting of 2 academic staff (including the dean), 1 technical employee, 1 administrative employee and 1-2 students. The LIM network will implement measures in the faculty action plans and will therefore also become an important resource group for the departments regarding local work.

UiB's organisation of work on gender equality, inclusion and diversity:



UIB SERVICE DEVELOPMENT

[UiB's Service Development Project](#) aims to facilitate UiB in their future-oriented work regarding the development and innovation of administrative services. However, the project also offers support to the grassroots communities and academic projects. Among other things,

start-up help is offered for two tools that can be very useful when initiating local gender balance work:

- [Start Smart](#)
- [Design Sprint](#)

FINAL COMMENTS FROM THE DEAN

Efforts to improve gender balance, gender equality and diversity must and will be given high priority, in the deanery, by the faculty board and by managers at all levels of the faculty. Heads of research groups and heads of studies also have important roles to play and must be included in the work of ensuring that everyone has equal opportunities regardless of their gender. In addition, we must be able to engage broadly among our employees and students in order to move in the desired direction.

GenderAct provides the faculty with the opportunity to work using an analytical, knowledge-based and systematic approach. This will be important if we are to succeed in putting the challenges on the agenda and together finding solutions that can give us the desired results. Building a new culture is an important common boost that will help us achieve lasting and necessary changes in relation to the current situation at the departments and the faculty.

Much of the responsibility will naturally lie with the departments – you are the ones who own the recruitment processes, will carry out the career development work and are responsible for Local Gender Balance Work. The work will require managerial and administrative support, both locally, from the faculty and centrally from UiB. Following up legislation and guidelines, good routines and open processes is a responsibility we must take collectively.

UiB's new plan of action for gender equality and diversity will help give direction and power to the organisation's work in the years to come and must work well with the faculty's ambitions and the departments' requirements.

I wish you the best of luck in your work and look forward to working with you to achieve the goals we set!



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