



**University of
Zurich^{UZH}**

Gender Equality and Diversity

Gender Equality Plan 2022 - 2027

Adopted for the purposes of Horizon Europe and swissuniversities federal program P-7

Adopted by the Executive Board on 18 January 2022
Version 25 February 2022

A handwritten signature in blue ink, appearing to read 'G. Siebert'.

Prof. Gabriele Siebert
UZH Deputy President

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1 Introduction

1.1 This gender equality plan (GEP)

This document is the UZH's GEP for the purposes of participating in Horizon Europe (2021 - 2027) as well as in terms of honoring its commitment under the Swiss federal program P7 «Equal opportunities and university development 2017 – 2020/21» beyond the active funding period.

The main objective of this GEP is to advance the implementation of the «Code of Conduct Gender Policy» and, as far as possible, «Diversity Policy» through the opportunity afforded by Horizon Europe and by the Swiss federal program P7 «Equal opportunities and university development 2017 – 2020/21» to formulate and adopt the present GEP.

UZH commits itself to funding the GEP's actions fully until the end of Horizon Europe and to publish an annual progress report online to document the implementation of the GEP.

As Switzerland's largest comprehensive higher education institution, UZH is conscious of its responsibilities regarding equalities as a place of work and a place of learning, a place of knowledge production and transfer, simultaneously characterized by tradition and innovation. This GEP reaffirms UZH's commitment to equalities in general and to gender equality in particular.

1.2 How to read this document

1.2.1 Equivalence and gap analysis

The GEP was developed to the specifications of the «Horizon Europe Guidance on Gender Equality Plans» (European Commission 2021), referred to throughout as the «Guidance»,¹ and must be read in conjunction with the latter.

The GEP takes UZH's policies and practices around EDI as its point of departure, as these provide equivalence in the sense of the «Guidance» (ch. 3.7). Furthermore, the GEP identifies and fills gaps in the areas where UZH is not able to demonstrate equivalence.

The GEP relies to a large extent on referencing links to relevant UZH websites. Where available, the English versions of websites were referenced. German websites are referenced only in instances where no English versions were available.

¹ The Swiss federal program P-7 specifies no specific requirements either regarding format or content beyond the active funding period.

1.2.2 GEP as an ongoing process

In line with the «Guidance's» (ch. 3.4) account of the four steps involved in developing a GEP, UZH can give the following account of its GEP:

- Audit: UZH has a track record of continuous data collection and publication as well as of reviewing practices that dates back to the adoption of the Code of Conduct Gender Policy in 2005 and its ongoing implementation since then.
- Planning: The GEP planning predates the publication of the «Guidance», since it dovetails the goals that UZH has set itself in the ongoing implementation of Code of Conduct Gender Policy.
- Implementation: UZH implements its GEP 2022 – 2027.
- Monitoring/evaluation: UZH will publish annual progress reviews of the delivery of its GEP online. The reviews contain, as required, revised and updated actions (cf. Table 4).

1.3 A note on terminology

Although GEP stands for Gender Equality Plan, the «Guidance» contains a certain ambiguity as to whether biological sex and/or gender as a set of social constructs are intended. The usage of the two terms is oftentimes unclear in the equality, diversity and inclusion community, too. In this vein, unless otherwise noted biological sex and gender are used interchangeably throughout this document, too.

2 The University of Zurich (UZH)

The University of Zurich was founded in 1833 and became a legally autonomous entity in 1998. It is a public institution financed chiefly by the Canton of Zurich. UZH is the largest Swiss university and counts around 30 000 students, 700 professors and almost 10 000 staff (academic and non-academic). Research, teaching and learning are structured into seven faculties:

- Faculty of Theology
- Faculty of Law
- Faculty of Business, Economics and Informatics
- Faculty of Medicine
- Vetsuisse Faculty
- Faculty of Arts and Social Sciences
- Faculty of Science

Internationally, UZH is a member of networks like Universitas 21, the League of European Research Universities (LERU) and the University Network Berlin-Vienna-Zurich.² Domestically, UZH is set to achieve its institutional accreditation under the Higher Education Act (2015) in the first quarter of 2022.³

3 UZH's commitment to gender equality

3.1 Policy and strategy

The UZH policy «Code of Conduct Gender Policy» (2005) and also its «Diversity Policy» (2018) form the core of UZH's commitment to gender equality. Taken together, these two policies address all protected characteristics specified in Art. 8, «Federal Constitution of the Swiss Confederation» (2000):

- Origin
- Race
- Biological sex
- Gender
- Age
- Language
- Social position
- Way of life
- Convictions (religious, ideological, political)
- Variable ability (physical, mental, psychological)

With specific reference to equality between women and men, the UZH policies echo the constitutional imperative to safeguard equal rights in a formal legal sense as well as any unequal consequences following from neutrally formulated laws, regulations, etc.⁴

Each of the two aforementioned policies (Code of Conduct gender Policy, Diversity Policy) is connected to UZH's central policies and strategies (Table 1) and has a multiannual, consecutive implementation plan. Given the «Guidance»'s focus on gender, the GEP's actions are based around the Code of Conduct Gender Policy's implementation plan.

² <https://www.uzh.ch/cmsssl/en/about/global/partnerships/networks.html>

³ <https://www.akkreditierung.uzh.ch/en.html>

⁴ <https://www.fedlex.admin.ch/eli/cc/1999/404/en>

Table 1. Policy and strategy around equality, diversity, inclusion

Central policy/strategy	Connection to «Code of Conduct Gender Policy», «Diversity Policy»	Reference
«Mission Statement» (2012) ⁵	«...the University ensures equal opportunity, particularly for women and men, and supports the principles of non-discrimination in all areas.»	Part 4
«Leadership and Management Principles» (2018) ⁶	«Leaders and managers are aware of their role as a leader at UZH and of the fact that they thus serve as a role model for others. They always represent the values of UZH within as well as outside the University» <i>followed by footnote linking to Code of Conduct, Diversity Policy & more</i>	Principle 1
«Strategic Principles» (2019) ⁷	«Equal opportunities, diversity and sustainability are core values of university life and the responsibility of all organizational units and members of UZH. The University of Zurich commits itself to implementing the relevant policies and recommendations in an effective and efficient manner. In particular, this includes embracing forms of organization that are in line with the core values of UZH and maintaining ethical standards and cultural values. We recognize and reaffirm social justice for individuals and groups – taking into account the current needs of society as well as those of future generations.»	Part 3
«Quality Strategy 2020 - 2026» (2020) ⁸	«In promoting a culture of quality, UZH can draw on key aspects of its self-conception and aspirations. These are based on a culture of dialogue on academic matters and university policy, on the principle of stakeholder inclusion, on the willingness to bear personal responsibility as well as on openness to self-reflection, criticism and ongoing learning.»	Goal 5

The Code of Conduct Gender Policy implementation plan is adopted by the UZH Executive Board on a multiannual, consecutive basis (2018 – 2020, 2021 – 2023, 2024 – 2026, 2027 – 2029, etc.)⁹ The implementation plans sometimes intersect substantially with other decisions by the Executive Board, turning these dossiers effectively into extensions of the Code of Conduct Gender Policy implementation plans. At the end of each multiannual period the Gender Equality Commission and the Office for Gender Equality and Diversity submit a report to the Executive Board that surveys the implementation plan's realization.

3.2 Structures

3.2.1 Central

Figure 1 depicts UZH's central equality structures and their relation to the Executive Board.

The UZH Gender Equality Commission was founded in 1991 and is one of several so-called academic commissions, in which all faculties are represented alongside the student body, the non-professorial academic staff and the professional staff. The Gender Equality Commission may advise the Executive

⁵ <https://www.uzh.ch/cmsssl/en/about/basics/mission.html>

⁶ https://www.uzh.ch/cmsssl/dam/jcr:78fa98a4-3d4c-4895-b238-ebdb6cbb5e72/2018_Principles_at_UZH_180503.pdf

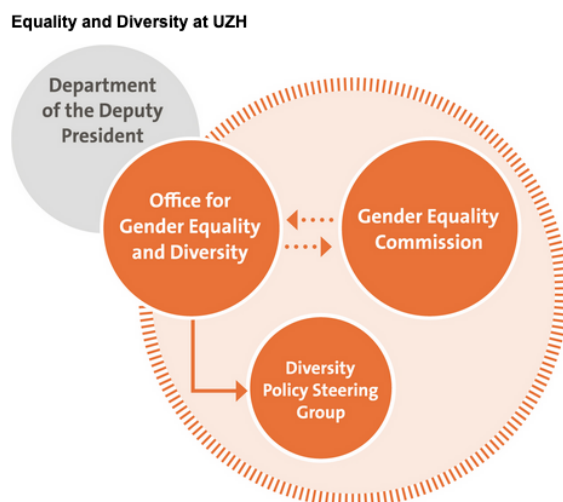
⁷ <https://www.uzh.ch/cmsssl/en/about/basics/strategy/diversity.html>

⁸ <https://www.uzh.ch/cmsssl/en/about/basics/quality-development/strategy.html>

⁹ https://www.gleichstellung.uzh.ch/de/ueber_uns/grundlagen/vkgp.html

Board on all gender equality issues and especially on the implementation of the «Code of Conduct Gender Policy».¹⁰ The Commission President is a member of the Extended Executive Board.

Figure 1. Central equality structures¹¹



Further, in 1996 UZH founded the Office for Gender Equality and Diversity as part of the university's central services. It underwent several name changes over time as its remit grew from gender equality to additionally cover sexual orientation and gender identity, as well as coordinating work between several UZH offices charged with different diversity dimensions. The Office for Gender Equality and Diversity is part of the Office of the Deputy President in order to ascertain direct access to the UZH Executive Board and in order to accord it the appropriate level of hierarchical visibility and reach. Among other things, the Office coordinates the work of the Gender Equality Commission.¹²

The Diversity Policy Steering Group was founded in 2018 with the purpose of coordinating the implementation of the Diversity Policy. Its members are drawn chiefly from UZH's central services such as Human Resources, International Office, Communications, Student Services, IT Services, etc. The Office for Gender Equality and Diversity coordinates the work of the Steering Group.¹³

¹⁰ https://www.gleichstellung.uzh.ch/en/ueber_uns/kommission.html

¹¹ https://www.gleichstellung.uzh.ch/en/ueber_uns.html

¹² https://www.gleichstellung.uzh.ch/en/ueber_uns/abteilung.html

¹³ https://www.gleichstellung.uzh.ch/en/ueber_uns/grundlagen/diversity/stgdp.html

3.2.2 Decentral

The Faculty of Science has its own faculty-level gender equality commission.¹⁴ Some of the other faculties have internal working groups, project groups etc. around their faculty-level activities, but no structures per se.

3.3 Data

3.3.1 Collection and publication

UZH publishes annual data on (binary) gender equality in its «Gender Equality Monitoring Report».¹⁵ The data addresses representation among students, early-careers researchers, recruitment to the professoriate as well as the acquisition of research funding among early-career researchers. In recent years two continuous developments are notable: firstly, there has been a shift away from presenting data in static print products in favor of online, interactive formats that enable users to select specific student or staff categories, specific time periods and specific UZH units (individual faculties or UZH as a whole). Secondly, the focus on the professoriate has increased, since this group enjoys a special position of power and influence while also having the lowest proportion of women of all categories of people within UZH. Moreover, as a group the professoriate has proven to be particularly slow to improve in terms of women's representation and the increased data focus on this group is intended to deliver improved insights into how and where actions may be effective. In 2021 UZH published a forecasting model for the growth of the proportion of women professors, and as of 2022 UZH will publish data on how many women and men apply for professorships, are invited for interviews/job talks, achieve a position on the candidate ranking list and are appointed. The data will also include the gendered composition of the hiring committees as well as the type of hiring process (open competition, direct appointments, ad personam appointment).

Regarding other protected characteristics, UZH collects data on age (date of birth), marital status and nationality (citizenship) for staff in the context of their employment (for taxation and social insurance purposes) as well as for the student body in the context of the admissions processes (for identification and government statistics purposes). UZH does not produce, analyze or publish intersectional analyses of these data, either for internal or external purposes. There is no legal basis for collecting data on other protected characteristics such as non-binary gender identity, sexual orientation, religious beliefs, ethnicity, etc., however these are partly self-reported in UZH staff satisfaction surveys and for students wishing to avail of special needs measures.

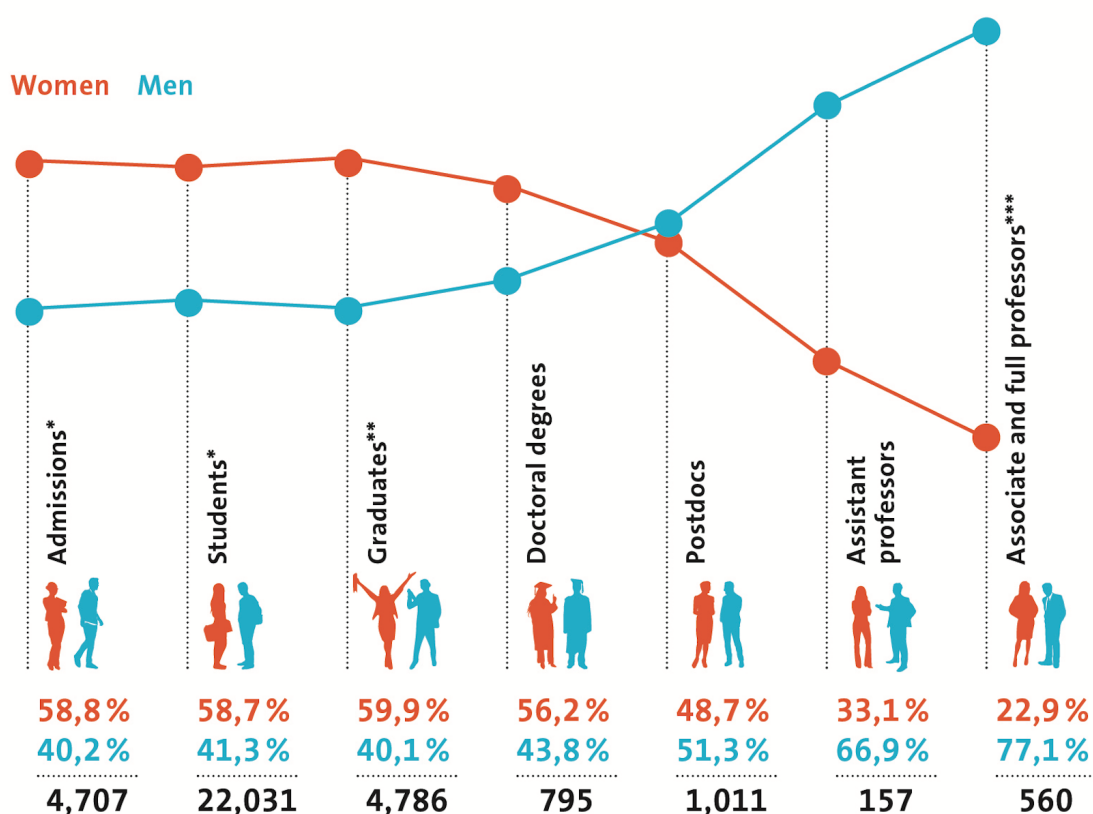
¹⁴ <https://www.mnf.uzh.ch/en/mnf-gleichstellung/kommission-gender-equality.html>; some other faculties might form similar commissions during the duration of the GEP.

¹⁵ <https://www.gleichstellung.uzh.ch/en/gleichstellungsmonitoring.html>

3.3.2 UZH's leaky pipeline

UZH has a typical leaky pipeline pattern, whereby the number and especially the proportion of women decreases with each consecutive level of qualification and/or hierarchy so that the male and female lines in the diagram cross each other (Figure 2). In 2020, almost 5000 students entered UZH at B.A. or M.A. level, and among them and the entire student body - including PhDs - women constituted the majority within the 40/60 range, whereas the postdoc phase broke down very evenly between women and men. After the postdoc phase a gap extending beyond the 40/60 range opened up, and at the assistant professor level there was a two-thirds male majority (67%), which extended to 77% among the 560 associate and full professors.

Figure 2. UZH Leaky Pipeline 2020



*excl. PhD candidates **excl. doctoral degrees ***only associate and full professors

Some differences, not shown in Figure 1 but available online, between the seven faculties were notable (e.g., variation in terms of where in the diagram the lines cross each other, or no crossing at all due to one gender being in a constant majority throughout).¹⁶ In the most recent decade, the

¹⁶ More detailed information is available here (primarily in German): <https://www.gleichstellung.uzh.ch/en/gleichstellungsmonitoring.html>

growth of the proportion of women professors has not exceed 1 percentage point annually on average. This trend means that UZH will be quite far away from the 40/60 range by the middle of the current century.¹⁷

4 GEP building blocks («Guidance» compliance)

The «Guidance» specifies nine building blocks for GEPs under Horizon Europe. Four of them are mandatory process-related requirements (ch. 4.1) whereas the other five are content-based recommendations (ch. 4.2). This chapter sets out in general terms how UZH complies with the «Guidance» whereas ch. 5 summarizes all GEP actions.

4.1 Process-related requirements

Table 2 demonstrates how UZH complies with the four process-related GEP requirements as set out in the «Guidance» (ch. 4).

Table 2. UZH's fulfilment of the process-related requirements

Requirement	UZH commitment	Detailed implementation
Publication	GEP is a formal document published on UZH website and signed by top management	<ul style="list-style-type: none"> • Adopted by UZH Executive Board • Signed by UZH Deputy President • Published online on letterhead template • Publication online of regular (annual) progress reports on GEP progress and impact
Dedicated resources	UZH has committed resources and expertise in gender equality to GEP implementation	<ul style="list-style-type: none"> • Central UZH level: <ul style="list-style-type: none"> • Office for Gender Equality and Diversity • Gender Equality Commission • Diversity Policy Steering Group • Decentral/faculty level: <ul style="list-style-type: none"> • Structures, projects, actions
Data collection and monitoring	UZH collects and publishes annual female/male data on staff and employees	<ul style="list-style-type: none"> • Annual «Gender Equality Monitoring Report» • Participant in LERU project on intersectionality data
Training	UZH provides relevant training opportunities for staff and decision-makers in relation to unconscious gender biases	<ul style="list-style-type: none"> • Annual in-house trainings <ul style="list-style-type: none"> • Gender bias (stand-alone workshop) • Inclusive language (stand-alone workshop) • «Diverse Teams: Opportunities and Risks» (module as part of wider training program) • «UZH Leadership Development Program» (module as part of wider training program) • Participant in LERU workshops and network for unconscious bias observers

¹⁷ UZH forecasting model: <https://www.gleichstellung.uzh.ch/de/gleichstellungsmonitoring/forecasting.html>.

4.2 Recommended content-related areas

Table 3 sets out UZH's ongoing policies and practices in the five content-related areas recommended in the «Guidance» (ch. 5). Some of the items listed in Table 3 have been formally concluded or will be formally concluded during the GEP, however their outputs haven been or will be anchored within continuous policy and practice and in this sense they have continuous relevance and they are key to UZH's commitment to gender equality. However, since they are already in place they do not form GEP actions per se.

Table 3. UZH project, activities in the recommended content-related areas

Recommendations	UZH commitment	Examples of implementation
Work-life balance and organizational culture	UZH addresses these concerns in its Code of «Conduct Gender Policy» (2005) and «Diversity Policy» (2018), each of which has a continuous implementation plan	<ul style="list-style-type: none"> • Part-time work, incl. professors¹⁸ • Flexible working times and core hours • Daycare centers for staff and students; subsidies available¹⁹ • Staff satisfaction surveys²⁰ • Advise and support networks²¹ • Parental leave policies beyond legal minimum requirements²²
Gender balance in leadership and decision-making		<ul style="list-style-type: none"> • Project «High Potential University Leaders Identity and Skills Training Program – Inclusive Leadership in Academia»²³
Gender equality in recruitment and career progression		<ul style="list-style-type: none"> • Project «OTM-R»²⁴ • Project «HI-FRAME»²⁵ • Project «Recruit for Excellence», Faculty of Science²⁶ • Project «Search for Women Excellence», Faculty of Medicine²⁷
Measures against gender-based violence, including sexual harassment		<ul style="list-style-type: none"> • Regulations «Protection against sexual harassment»²⁸
Integration of the gender dimension into research and teaching content	GRI (gender in research and innovation)	<ul style="list-style-type: none"> • Chair in Gender Studies²⁹ • Network Gender Studies Switzerland at UZH³⁰ • Certificate of Advanced Studies «Sex- and Gender-Specific Medicine»³¹

¹⁸ <https://www.staff.uzh.ch/en/personal/working-hours-absences/working-hours.html>,
https://www.prof.uzh.ch/en/your_professorship/parttime_professorships.html

¹⁹ <https://www.kihz.uzh.ch/de.html>

²⁰ <https://www.evaluation.uzh.ch/de/uzhma2019.html>

²¹ <https://www.families.uzh.ch/de/netzwerke.html>

²² <https://www.staff.uzh.ch/en/personal/working-hours-absences/absences/parenthood.html>

²³ https://www.gleichstellung.uzh.ch/de/projekte/hit_2.html

²⁴ https://www.gleichstellung.uzh.ch/en/projekte/aktionsplan2017/projekt_1.html

²⁵ https://www.gleichstellung.uzh.ch/en/projekte/hi_frame.html

²⁶ <https://www.mnf.uzh.ch/en/mnf-gleichstellung/counteractingBias.html>

²⁷ <https://www.med.uzh.ch/de/Berufungen.html>

²⁸ <https://www.uzh.ch/cmsssl/en/about/basics/sexualharassment.html>

²⁹ <https://www.aoi.uzh.ch/en/genderstudies.html>

³⁰ <https://www.aoi.uzh.ch/en/genderstudies/netzwerkch-1.html>

³¹ <https://www.gender-medicine.ch/en/1216-2/>

4.3 GEP actions

The GEP actions serve to (Table 4):

- Ascertain UZH's compliance with the «Guidance»
- Build on existing UZH policy and practice around gender equality
- Ensure impact by being based on and monitored by data
- Focus on the professoriate as the level/function within UZH with the most pressing problem in terms of balanced gender representation

In so doing, the GEP draws in particular on the Executive Board decisions ULB 2021 – 334 and ULB 2021 - 571, both of which address issues of equality, as well as on the outcomes of UZH's institutional accreditation process.³² Moreover, since the GEP is active for a long period of time (2022 – 2027), UZH will consider the adoption of additional actions in the annual progress reports (Table 2) on an ongoing basis.

Table 4. GEP actions

Requirement		Action		Due
1	Publication	1.1	UZH Executive Board adopts the GEP	31 January 2022
		1.2	UZH Deputy President signs the GEP	31 January 2022
		1.3	UZH publishes its GEP online on letterhead template	31 December 2021
		1.4	UZH publishes GEP annual progress reports online	Annually 2023 - 2028
2	Dedicated resources	2.1	UZH maintains the UZH-central gender equality and diversity structures	Ongoing 2022 - 2027
		2.2	UZH commits to fully funding all GEP actions	31 December 2027
3	Data collection and monitoring	3.1	UZH publishes the annual Gender Equality Monitoring Report for the duration of this GEP	Annually 2022 - 2027
		3.2	UZH consolidates and publishes regularly its data on gendered participation, especially on the professoriate	By 31.12.2022
4	Training and capacity-building	4.1	UZH organizes a minimum of one workshop annually for staff on gender bias such as «Reduce blind spots: How to make fairer, less biased decisions and evaluations» ³³	Annually 2022 - 2027
		4.2	UZH organizes a minimum of one workshop annually for staff on inclusive language (German) such as «Inklusive Sprache» ³⁴	Annually 2022 - 2027
		4.3	UZH takes part in the LERU trainings «Unconscious Bias Observers» and the LERU UBO Network. UZH sends participants and supports the workshop development and quality assurance	Ongoing 2022 - 2027
5	Work-life balance and organizational culture	5.1	UZH includes work-life balance and organizational culture items in its staff satisfaction survey and takes action to remedy problems that emerge	Ongoing 2022 - 2027

³² The Executive Board decisions are not published.

³³ <https://www.weiterbildung.uzh.ch/de/mitarbeitende/angebote/hochschulmanagement/evaluation.html>

³⁴ https://www.gleichstellung.uzh.ch/de/agl_beratung/spracheleitfaden/ws_sprache.html

		5.2	UZH implements the Executive Board decision ULB 2021-571 «Improved Work-Life Balance for Parents» ³⁵	Ongoing 2022 - 2027
6	Gender balance in leadership and decision-making	6.1	UZH adopts «HIT» ³⁶ program on a permanent basis and continues to deliver it as a national program for women professors aspiring to leadership positions within their university	Ongoing 2022 - 2027
7	Gender equality in recruitment and career progression	7.1	UZH implements Executive Board decision ULB 2020-334 «Verhaltenskodex Gender Policy: Bericht 2021» ³⁷	Ongoing 2022 - 2027
		7.2	UZH implements Executive Board decision ULB 2022-54 «Berufungsstatistik 2019: Bericht aufgrund 2020-63» ³⁸	Ongoing 2022 - 2027
8	Measures against gender-based violence, including sexual harassment	8.1	UZH participates actively in the «Third LERU Gender Conference on the Prevention of Sexual Harassment» at the University of Geneva (organizers: University of Geneva, University of Strasbourg)	1-2 June 2022
		8.2	UZH participates actively in the national awareness-raising event against sexual harassment at universities «Nationale Kampagne sexuelle Belästigung an Hochschulen»	Annually 2023 – 2027 (23 March each year)
9	Integration of the gender dimension into research and teaching content	9.1	UZH integrates the results of project «Sex and gender integration in the Swiss medical curriculum» ³⁹ (2021 – 2024, federal program P7) into its medical curriculum	2025 - 2027
		9.2	UZH's School for Transdisciplinary Studies ⁴⁰ offers a module on gender and diversity for all UZH students	Ongoing 2022 - 2027

³⁵ «Verbesserte Vereinbarkeit bei Elternschaft»; 1. The ULB «Improved Work-Life Balance for Parents» is integrated into UZH's GEP; 2. UZH's regulations around contract extensions in relation to parental leave for non-permanent positions for early-career researchers are consolidated and communicated online; 3. UZH will make family-friendliness visible in its «Leadership and Management Principles»; 4. UZH adopts an implementation plan to its membership of «Familie in der Hochschule»; 5. Family friendliness is promoted through leadership trainings, at onboarding days, etc.; 6. Extension of the section with information for managers on <https://www.families.uzh.ch/en.html>; 7. UZH considers a monitoring mechanism for the uptake for information and advice services around parents at UZH.

³⁶ https://www.gleichstellung.uzh.ch/de/projekte/hit_2.html

³⁷ «Verhaltenskodex Gender Policy: Bericht 2021»; 1. The Executive Board approves the report 2021; 2. The Executive Board instructs the Office for Gender Equality and Diversity and the Gender Equality Commission to correct the implementation plan regarding the process for report approval; 3. There will be an annual meeting between the Deputy President, the President of the Gender Equality Commission and the Head of the office for Gender Equality and Diversity on the strategic development of the faculties; 4. The Office for Gender Equality and Diversity will publish the Professorial Hiring Monitoring as part of the gender Equality Monitoring Report; 5. The Office for Gender Equality and Diversity and the Department for Professorships will collect data on the sex of all professorial appointees for the Professorial Hiring Monitoring; 6. The Office for Gender Equality and Diversity will draft a concept paper for collecting and publishing (online) data on all aspects of the professoriate; 7. The Evaluation Office will include revised questions about daycare in the forthcoming staff satisfaction survey; 8. The Office for Gender Equality and Diversity and the Gender Equality Commission will draft a gender equality plan under Horizon Europe that has the Code of Conduct gender Policy as well as the Diversity Policy at its core.

³⁸ «Berufungsstatistik 2019: Bericht aufgrund ULB 2020-63»; 1. The Executive Board approves the report; 2. The Executive Board introduces gender-sensitive regulations for the use of the three different types of professorial hiring processes. The new regulations are to be integrated into the existing regulatory framework for professorial hirings; 3. The Executive Board defines and collects data on internal hires, and establishes whether there is a gender effect in relation to internal hires. If there is, the Executive Board introduces gender-sensitive regulations for internal hires. The new regulations are to be integrated into the existing regulatory framework for professorial hirings; 4. The Executive Board invites the faculties' faculty affairs offices to put together a joint «what works» package of measures to increase the number and proportion of women among new professorial hires, and to present the package to the meeting of the Executive Board and the Deans. The package is focused on impact; 5. UZH draws on the LERU CARE policy group project on tenure track to identify possible ways of increasing the number and proportion of assistant professorships with tenure track at UZH. The TU Munich and/or other universities can serve as good practice examples; 6. The Executive Board revises the template for Professorial Appointment Recommendations (Berufungsantrag) to include a section to be filled in when the top-ranked candidate is not a woman; 7. The Faculty of Law drafts a legal opinion on the legality in Switzerland of TU Eindhoven's revised Irène Curie Fellowship Program. If the legal opinion concludes that the Program is not permissible in Switzerland, it can propose similar/related measures as an alternative for UZH; 8. The Executive Board evaluates pilot attempt with targets for hiring women professors in one faculty and considers the use of this approach in all faculties.

³⁹ <https://www.unisante.ch/fr/formation-recherche/recherche/projets-etudes/sex-and-gender-integration-swiss-medical-curriculum>

⁴⁰ <https://www.sts.uzh.ch/en.html>

5 Ownership, operative delivery and stakeholder engagement

5.1 GEP ownership

The GEP is adopted by the Executive Board,⁴¹ UZH's executive and policy-making body. Within the Executive Board, the Deputy President has the lead on bringing the GEP forward, since the Deputy President is responsible for the Office for Gender Equality and Diversity.⁴²

5.2 Operative management and coordination

The Office for Gender Equality and Diversity⁴³ delivers the GEP operatively for the Executive Board. This is consistent with the Office's mission within UZH and with its positioning within the Office of the Deputy President.⁴⁴

The Office for Gender Equality and Diversity had a similar operative responsibility in relation to UZH's gender equality plans in place 2013 – 2016 and 2017 – 2020.

5.3 Stakeholder engagement and oversight

5.3.1 GEP development

The GEP actions (Tab. 4) were developed over time by a multitude of stakeholders within UZH.

5.3.2 Implementation and progress review

Stakeholder engagement with the GEP as well as regular oversight of its progress is achieved through the Gender Equality Commission (ch. 3.2.1).

The function of stakeholder engagement is consistent with the Commission's composition: its membership comprises all the UZH faculties as well as the four representative bodies students, junior researchers, senior researchers and teaching staff, and administrative and technical staff, as laid down in the University Act (1998) and anchored in the Commission's duties and responsibilities.⁴⁵

⁴¹ <https://www.uzh.ch/cmsssl/en/about/management/unileitung.html>

⁴² <https://www.uzh.ch/cmsssl/en/about/management/unileitung/deputypresident.html>

⁴³ https://www.gleichstellung.uzh.ch/en/ueber_uns/abteilung.html

⁴⁴ https://www.gleichstellung.uzh.ch/dam/jcr:934fe34b-b2af-4f1e-8b37-7b90d036ffdc/190807_AGL_LA_FINAL_tbf2.pdf

⁴⁵ [http://www2.zhlex.zh.ch/appl/zhlex_r.nsf/WebView/8237160ABF6C125852F0043D985\\$File/415.11_15.3.98_108.pdf](http://www2.zhlex.zh.ch/appl/zhlex_r.nsf/WebView/8237160ABF6C125852F0043D985$File/415.11_15.3.98_108.pdf),
https://www.gleichstellung.uzh.ch/dam/jcr:491a788f-7eb6-45de-a813-025213800204/GLK_Grundlagen_EN_tbf.pdf

The function of progress oversight is consistent with the Commission's duties and responsibilities, which include the development of strategic priorities and the initiation, evaluation and support of gender equality projects.⁴⁶

The Gender Equality Commission's stakeholder engagement and oversight functions in relation to the GEP occur mainly around the annual progress reports, in response to which the Commission may propose additional measures to the Executive Board for the continued implementation of the GEP.

The Gender Equality Commission had similar stakeholder engagement and oversight functions in relation to UZH's gender equality plans in place 2013 – 2016 and 2017 – 2020.

⁴⁶ https://www.gleichstellung.uzh.ch/dam/jcr:491a788f-7eb6-45de-a813-025213800204/GLK_Grundlagen_EN_tbf.pdf