



UPPSALA
UNIVERSITET

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Gender Mainstreaming Plan

2020-2022

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Background and purpose

Uppsala University must always take into account and promote equality between women and men in its operations, and must actively promote and widen recruitment to the University (Higher Education Act [1992:1434], Chapter 1, Section 5). These are important aspects of ordinary equal opportunities efforts conducted at the University, primarily based on the Discrimination Act (2008:567).

Uppsala University: Mission, Goals and Strategies (UFV 2018/641) emphasises that equal opportunities are a matter of rights for the individual and quality for the University. An equal opportunities perspective must be mainstreamed in all parts of the organisation and the University's study and work environments must be characterised by openness and respect. What is meant by 'equal opportunities' is that everyone working or studying at or coming into contact with the University has equal rights and opportunities, regardless of their legal sex¹, gender identity or gender expression, ethnicity, religion or other belief, functionality², sexual orientation, age or social background³.

This plan is based on Uppsala University: Mission, Goals and Strategies and will be in effect for three years (2020–2022). Uppsala University is continuing with the gender mainstreaming efforts begun in 2017–2019. The appropriation directions for higher education institutions for the 2020 fiscal year require the University to produce a plan for its work on gender mainstreaming. The plan must describe the development needs, objectives and activities that the University intends to implement and how the University will mainstream gender equality and make it part of the University's ordinary operations.

Gender mainstreaming is a strategy for integrating a gender equality dimension into all decision-making, at all levels and at all stages of the decision-making process, by all those involved in decision-making. Fundamentally, the method comes down to basing decisions more closely on research or organisational facts (quantitative and qualitative data).

Gender mainstreaming as a strategy has similarities with efforts to promote equal opportunities, but differs in several respects. Equal opportunities efforts focus on all grounds of discrimination, while gender mainstreaming focuses on one of the grounds of discrimination, legal sex. Equal opportunities efforts are governed by law and are intended to combat discrimination against individuals at the University and to improve their opportunities. Gender mainstreaming is strategic, comprehensive and targeted via

¹ The term 'legal sex' means the sex indicated by a person's personal identity number and used in register-based statistics.

² Uppsala University prefers the concepts 'gender identity or gender expression' rather than the normative concept of 'transgender identity or expression', the concept of 'ethnicity' rather than 'ethnic belonging', as this can be perceived as a static concept that excludes the possibility of an individual having a multifaceted ethnic background, and the concepts of 'functionality' and 'functional variation' rather than 'disability'. The concepts of 'functionality' and 'functional variation' describe a person's physical, mental or intellectual functional capacity and are used instead of 'disability'.

³ At Uppsala University, the concept of 'equal opportunities' is understood with reference to the seven grounds of discrimination addressed by the Discrimination Act, plus social background.

appropriation directions; it seeks to change the power structures identified within the University that prevent gender equality.

Implicit bias and informal power structures that cause gender inequality problems are well documented in research on gender equality in academia.⁴ Informal decision-making affects the opportunities of certain individuals and groups to have an influence and progress in their career. 'Bias' refers to unconscious distortions in assessment processes that systematically favour or disadvantage certain groups. The existence of informal structures and bias presents challenges for everyone responsible for fulfilling both constitutional demands and quality requirements. The point of many of the values enshrined in constitutional law is to promote high quality. This applies, for example, to the freedom of expression and appointment based on merit, but also to the transparency and objectivity of decision-making processes.

Gender mainstreaming means examining organisational practices and processes from a gender perspective and working actively to ensure that they are as transparent, fair and inclusive as possible. What is meant by 'fair' is, firstly, that management positions, appointments and resources are allocated on objective grounds, and secondly, that assessment and decision-making processes are organised so as to reduce the risk of bias related to the grounds of discrimination. It is also important to create a good work environment where everyone feels that they can contribute to collegial discussion and decisions. Gender equality and equality opportunities are essential to ensure that the organisation realises its full potential.

Goal

The goal is to make the University's organisation and activities more gender-equal. The method for achieving this goal is gender mainstreaming. The target groups are all people working, studying or otherwise engaged at Uppsala University. People throughout the University must be aware of the Gender Mainstreaming Plan for 2020–2022 so that staff and students can participate actively in its implementation.

Responsibility

The University Board and the Vice-Chancellor have ultimate responsibility for systematic action to promote and ensure gender mainstreaming at Uppsala University. Operational responsibility rests with the chairs of the domain/faculty boards, the heads of department and all other leadership and management personnel at the University. These individuals must ensure that the plan is disseminated to all relevant parts of the organisation.

Those responsible for the implementation of the various action areas in the plan are specified below.

⁴ See, for example, the research overview in *Lärobok för rekryteringsgrupper på universitet och högskolor* [Textbook for recruitment committees at higher education institutions], Uppsala University, Human Resources Division, Equal Opportunities Unit, 2012.

Mainstreaming gender equality and equal opportunities

Uppsala University's strategy for effective goal fulfilment is to create synergies by linking gender mainstreaming with ongoing and upcoming University-wide projects, for example with measures ensuing from the research evaluation Quality and Renewal 2017 (Q&R17) and the introduction of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (Charter and Code, UFV 2019/872).

Another method seeks to achieve synergies by coordinating procedures with other, related tasks, goals and regulations. For example, gender mainstreaming has points of contact with recruitment targets for professors, broader recruitment and widening participation, sustainable development and internationalisation, equal opportunities and work environment management.

Uppsala University's appropriation directions for 2020 require the University to continue to strive for an equal quantitative distribution by legal sex when recruiting professors. This is in line with the requirement laid down in the Discrimination Act (2008:567) to promote gender balance in different types of work, among different categories of employees and in management positions (Chapter 3, Section 7). To achieve this, Uppsala University is pursuing long-term and qualitative efforts in recruitment, career paths and career support. Gender mainstreaming is therefore not primarily a matter of quantitative gender equality or gender balance; it aims rather at sustained gender equality and the improvement of ordinary processes.

Experience from the University's work on equal opportunities shows that there are advantages in assuming that women and men are not static or homogeneous groups. In other words, it helps to take into account that not everyone identifies themselves as a woman or a man, and that their situations vary depending on factors such as ethnicity, age and functionality. Uppsala University's work on gender mainstreaming focuses on legal sex, but the objective is to coordinate it with work on equal opportunities. This will be done by applying the mainstreaming strategy, as far as possible, to all areas of discrimination and social background.

Organisation of gender mainstreaming efforts

Uppsala University is a large and decentralised organisation. The local conditions vary and the gender inequality problems that different parts of the organisation may have therefore also vary. This means that formulations of problems and goals, and concrete strategies for solving problems and attaining goals, need to be defined at local level. Gender mainstreaming work should be conducted and resources allocated within the framework of ordinary operational planning and follow-up at different levels and in all parts of the organisation.

To create good conditions for this work, support is offered from central level focusing on continuous reflection and dialogue, skills development, dissemination of best practice, and knowledge and experience exchange in the University.

Development needs

The follow-up of Gender Mainstreaming Plan for 2017–2019 shows that Uppsala University has conducted continuous activities in gender mainstreaming that have created good conditions for making the organisation more gender-equal in the long run (UFV 2016/418).

The University's work on gender equality and equal opportunities has been audited within the framework of the EU project SPEAR⁵ to identify strengths and weaknesses/development areas and to deliver recommendations.⁶ One recommendation is to focus the organisation's resources in defined areas that are of key relevance for education and research at Uppsala University. In light of this, the number of action areas in the gender mainstreaming plan has been reduced to three, as against five previously.⁷ The report shows that the University needs to concentrate on recruitment and career support, particularly for early career academics. Another development area is the distribution of resources for research in relation to gender equality. The need to include undergraduate and doctoral students in gender equality and equal opportunities efforts is also emphasised.

Action areas

The plan indicates the overall direction of work on gender mainstreaming. The activities proposed below aim for long-term effects and the development of ordinary processes. A gender equality and equal opportunities perspective must be observed in all action areas. One important prerequisite is that managers/equivalent involve staff and students in the work of identifying and addressing defects in the academic culture and structure. This requires an open and objective discussion on values and practices linked to quality in research and education, assessment, acquisition and recognition of qualifications, etc.

1. Form and contents of education

Uppsala University upholds the free pursuit of knowledge in education and research and stands up for academic integrity, diversity and quality. As expressed in Uppsala University: Mission, Goals and Strategies, well-functioning work and education environments underpin education and research of the highest quality and relevance. To create an attractive, open and inclusive environment for study and work, the design and, where relevant, content of first-, second- and third-cycle (undergraduate, Master's and doctoral) education must develop further to reflect equal opportunities and widening participation. Students at all levels must be able to play an active role in preparatory and

⁵ The EU project SPEAR, in progress 2019–2022, is coordinated by the University of Southern Denmark and comprises a total of eleven partners. Uppsala University has undertaken to implement and further develop its own gender equality and equal opportunities work, and to serve as process supporter and equal opportunities specialist for other partner organisations in their work on implementing gender equality plans. For more information on the SPEAR project, see <https://gender-spear.eu/>

⁶ Sybille Reidl, Marlene Hock, Status Quo Assessment Report, May 2020 (UFV 2016/418).

⁷ The five action areas in the Gender Mainstreaming Plan for 2017–2019 were: skills development at management level; content and design of educational programmes; University-wide governance documents; recruitment and skills supply; and internal allocation of resources.

decision-making bodies, and must be given opportunities to influence and develop their programmes and educational situation.

The content and design of education may involve applying a gender equality and equal opportunities perspective to syllabuses, examination formats, assessment criteria and grading, reading lists and teaching examples, choice of teachers, supervisors and external lecturers, doctoral student supervision, allocation of speaking time and acknowledgement in teaching situations, timetabling, course evaluations and distance education opportunities. It may also involve efforts to prevent and reduce the occurrence of harassment and discrimination in the study environment. Procedures, guidelines and policies that affect undergraduate, Master's and doctoral students' educational situation should be continuously analysed from a gender equality and equal opportunities perspective.

The work can usefully be linked with evaluations and audits of quality assurance measures related to first-cycle (undergraduate), second-cycle (Master's) and third-cycle (PhD) programmes. In the Guidelines for Uppsala University's Model for Review of Study Programmes (UFV 2015/475), gender equality is one of the aspects that every educational evaluation has to include – "that a gender equality perspective is integrated into the study programme". A further proposal is to make it mandatory to bear an equal opportunities perspective in mind when establishing, following up and phasing out programmes.

Responsibility: Chairs of domain/faculty boards, programme directors, heads of department/equivalent. Library Director and University Director (Student Affairs and Academic Registry Division, Division for Quality Enhancement).

2. Recruitment and skills supply

As expressed in Uppsala University: Mission, Goals and Strategies, well-qualified teachers, researchers and other staff are crucial to achieve the overall goal of conducting education and research of the highest quality and relevance. The University must therefore continue to pursue strategic and long-term action regarding recruitment and working conditions for researchers and teachers from a gender equality and equal opportunities perspective.

The foundation for this is laid by skills supply plans at all levels of the University. One prerequisite for recruitment on objective grounds is that gender awareness accompanies the process at every stage, from needs analysis/person specification to appointment and continued career progression. The criteria for research and teaching quality and procedures for assessing skills and potential in connection with recruitment and promotion need to be reviewed regularly. This is essential to reduce the risk of missing well-qualified applicants because of bias linked to one of the grounds of discrimination.

It is also important to discuss and take action to ensure a level playing field for career progression and opportunities to upgrade qualifications portfolios. The academic work environment is an important factor that affects the inclination of different individuals and groups to remain in academia. This can involve clarifying the distribution of duties and resources, such as time and funding for research, between research teams and departments. It can also involve the direct and indirect career support provided to different individuals and groups.

Individuals and groups that have influence on recruitment and skills supply must be given continuous opportunities to participate in education and training on equal opportunities in recruitment. At University level, part of this action area involves gender mainstreaming the upcoming plan for further work on the Charter and Code implementation project.

Responsibility: Vice-Chancellor, chairs of domain/faculty boards, heads of department/equivalent, department boards, chairs of recruitment committees, research directors and University Director (Human Resources Division).

3. Internal allocation of resources

A gender perspective on internal allocation of resources means developing a system for identifying and analysing the allocation of direct government funding with reference to legal sex. A disproportionate and uneven outcome must be followed up to eliminate any bias in the preparatory processes leading to decisions on the distribution of funding.

Uppsala University has developed two new gender equality indicators that show the relative difference between the proportions of women's and men's working hours assigned to research. One indicator shows the distribution of resources between women and men out of the total research funding for the unit and the other the distribution of purely internal research funding. One measure that can be taken is to test and evaluate how these gender equality indicators can be used and developed as a tool and support in departments' gender equality work and, in connection with this, to produce methodological material.

The allocation of most direct government funding for research and doctoral education is decentralised at Uppsala University. The faculties/domains have a great deal of freedom in devising their own principles for resource allocation and their allocation models vary to some extent. It is at department level that funding is attached to individuals, since it is at this level that decisions are taken on which people's salaries will be financed out of direct government funding.

At central level, Uppsala University conducts a number of actions to increase gender equality. When recruiting international visiting professors of the underrepresented legal sex, the University assumes the entire cost at central level. One measure taken at University level is regular follow-up of the distribution by legal sex in the visiting professor programme, to check whether this action has an impact on quantitative gender equality. The symbolic significance of an internationally recognised, world-leading professor of the underrepresented legal sex is important as an example for students at all levels and for teachers in their careers.

At central level, the University also provides support (co-financing and part-financing) to researchers who have received funding from the European Research Council (ERC) and/or the Knut and Alice Wallenberg Foundation (KAW). It is ERC and KAW that determine which researchers receive funding, but the University can help bring about quantitative gender balance by developing processes for identifying, prioritising and nominating candidates to KAW, and finding methods to encourage and support researchers of the underrepresented legal sex so that everyone who has a chance of obtaining ERC grants actually applies. One measure at University level to check whether any measures are needed to bring about improvements in this respect is to

regularly follow up the distribution by legal sex of funding for co-financing and part-financing for ERC and KAW grants.

Responsibility: University Board, chairs of domain/faculty boards, heads of department/equivalent or department boards, University Director (Financial Administration and Procurement Division, Research Support Division, Planning Division, Human Resources Division).

Follow-up

The appropriation directions require reports on measures and results based on the plan, and on how gender equality is taken into account in the allocation of research funding. This follow-up will primarily occur as part of the regular process of annual operational planning and follow-up. In addition, the University as a whole will be subject to external assessment on two occasions (2021 and 2022) within the framework of the EU project SPEAR.