



UPPSALA
UNIVERSITET

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Gender Mainstreaming Plan for 2017–2019

Approved by the Vice-Chancellor, 16 May 2017

Background and purpose

Under the Higher Education Act (1992:1434), Uppsala University must always respect and promote equality between women and men in its activities (Chapter 1, Section 5).

The mission of Uppsala University is to gain and disseminate knowledge for the benefit of humankind and for a better world. To fulfil this mission, fundamental principles of gender equality and the equal value of all people must always be applied at the University so that staff and students are supported and encouraged in realising their full potential. Throughout the University, active efforts are made to ensure good working conditions, competitive terms, a favourable work environment and equal opportunities for staff and students. As stated in Uppsala University's *Mission and Core Values* (UFV 2013/110), "The working environment and leadership within Uppsala University are characterised by openness, responsibility and trust, which gives all staff and students the opportunity to influence the University's activities." This is a prerequisite for conducting world-leading research and first-class education.

In its appropriation directions for higher education institutions for the 2016 fiscal year, the government states that all higher education institutions must produce a plan showing how they intend to move their work on gender mainstreaming forward, so as to contribute towards achieving the goals of gender equality policy. Gender mainstreaming means that gender equality is integrated in and becomes part of the higher education institution's regular activities, for example its management processes. The Council of Europe defines gender mainstreaming as "the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making."¹

The gender mainstreaming plan that the University is instructed to produce has to include development needs, goals and activities that the University intends to introduce and implement in 2017–2019. In addition, the plan must describe how gender equality will be embedded in the University's mainstream activities. The plan must be drawn up by 15 May 2017 and actions and results emanating from the plan are to be reported in the annual reports for 2017–2019 (Ministry of Education and Research, 18 December 2015).

The overarching goal of gender equality policy is that women and men are to have the same power to shape society and their own lives. This overarching goal is accompanied by four sub-goals:

- A gender-equal division of power and influence
- Economic gender equality
- Equal distribution of unpaid housework and care work
- Men's violence against women must stop.

In addition, the government communication *Power, targets and agencies – a feminist policy for a gender-equal future* (Skr. 2016/17:10) proposes two new sub-goals for gender equality policy:

- Gender-equal education
- Gender-equal health.

Council of Europe *Gender mainstreaming. Conceptual framework, methodology and presentation of good practices*. Final report of activities of the Group of specialists on mainstreaming (EG-S-MS). 1998–

Goal

The goal is to make the University's activities more gender equal. Gender mainstreaming does not mean running projects that are limited in time or scope. The point is that gender equality must become an integral part of regular activities at all levels of the University.

The plan focuses on education, skills development and exchanges of experience. The target group consists primarily of managers and academic leaders in the University, but also includes other staff. This plan is intended to strengthen a university-wide culture of gender equality and equal opportunities.

People throughout Uppsala University must know about the Gender Mainstreaming Plan for 2017–2019 so that staff and students can participate actively in its implementation.

Relationship with the University's work on equal opportunities

Gender mainstreaming is part of the regular, long-term work on equal opportunities and gender equality conducted at the University in accordance with the Uppsala University Equal Opportunities Programme (UFV 2015/766, adopted by the University Board on 16 June 2016) and the Action Plan for Equal Opportunities (UFV 2015/764). However, gender mainstreaming also supplements and reinforces the regular work on equal opportunities, as it focuses on one of the seven grounds of discrimination specified in the Discrimination Act (SFS 2008:567), namely gender.

The Action Plan for Equal Opportunities describes the ongoing work on equal opportunities and focuses on ensuring that individuals are not discriminated against. The activities are often limited in time and location and focus on traditional human resources issues such as pay, work environment and sick leave, with explicit reference to the promotion of equal opportunities as regulated primarily in the Discrimination Act.

The Gender Mainstreaming Plan has a more long-term, goal-driven perspective and aims to change the power structures that generate discriminatory effects on women and men as groups. Consequently, these two plans complement one another and overlap to some extent.

Enabling conditions

To enable gender mainstreaming throughout Uppsala University's activities, supportive skills, infrastructure and resources are needed both centrally and locally. Resources are required for central coordination at the Human Resources Division and for local human resources (HR) staff, both of which have an important role to play in gender mainstreaming work. A coordination function at the Human Resources Division will assist in planning and implementing work on gender mainstreaming and will participate in reporting actions and results. Coordination will also be sought with the equal opportunities function at the Student Affairs and Academic Registry Division.

To ensure that both local HR staff and HR specialists play an important part in gender mainstreaming work, particularly by providing leadership support, recruitment support and support to management groups, staff in HR roles must be well informed about the University's work on gender mainstreaming. Local HR staff must also know about available training/information for managers and other staff.

Officials responsible: University Director, HR Director and Head of Student Affairs and Academic Registry Division.

Development needs

Uppsala University has worked intensively for a long time to promote gender equality and equal opportunities. A central Gender Equality Committee was established in 1977 and in 2002 a central committee was also established to promote ethnic and social diversity, which was called the Diversity Committee. In connection with the entry into force of cohesive discrimination legislation in 2009, the University's system of support functions in the University Administration was overhauled. A new unit, the Equal Opportunities Unit, was established at the Human Resources Division in autumn 2009 and the committees for gender equality and diversity were replaced by a central Equal Opportunities Advisory Board, which was to base its activities on all grounds of discrimination and social background. The Equal Opportunities Advisory Board drafts strategic programme and planning documents in the area covered by its remit, proposes the focus and distribution of action areas putting equal opportunities promotion into practice, and analyses the annual follow-up of the University's work on equal opportunities.

In many respects, Uppsala University's work on gender equality and equal opportunities has been successful. The report *Jämställdhetsarbetet vid Uppsala universitet 2004-2015* (Gender equality work at Uppsala University 2004–2015; UFV 2016/61) covers the parts of this work that relate to gender equality, such as the *Kraftpaket för jämställdhet* (Power pack for gender equality) in 2012. The University also met the government's target for the percentage of women among new professors in 2015 (36 per cent).

However, there is scope for further development of gender equality and equal opportunities work, and competence in this area varies in the University. The local organisation, mandates and resources allocated vary across the University's departments, faculties and disciplinary domains, and within the administration, which makes it difficult to obtain an overall picture of the work on equal opportunities and the results achieved. In its 2016 report *Lika villkor men på vilka villkor?* (Equal opportunities but on what terms?), Uppsala Student Union drew attention to the lack of clear support from managers and leaders in the University, which makes it difficult to convert the strong interest and commitment felt by many employees and students into real change and development. Similarly, the report draws attention to the lack of central support for work on equal opportunities.

An inventory of problems in equal opportunities work at the University reveals the existence of shortcomings and/or negative effects of various types and gravity in the area of gender equality and equal opportunities. Widespread problems include gender pay disparities and higher sickness rates for women. There are also relatively well-identified problems relating to internal resource allocation, recruitment and skills supply, and to the acquisition of qualifications and career paths. In the area of education, gender-related educational choices, the absence of a gender perspective and of norm-conscious teaching and learning, and difficulties in combining studies and parenthood have been noted and to a limited, though inadequate, extent addressed.

Activities

Gender mainstreaming is being implemented alongside the University's regular work on equal opportunities. As stated above, the gender mainstreaming requirement singles out one of the seven grounds of discrimination specified in the Discrimination Act (SFS 2008:567): gender. However, Uppsala University aims as far as possible to work on gender mainstreaming from an intersectional perspective. This means analysing and understanding gender equality with reference to other grounds of discrimination, such as ethnicity, religion, sexual orientation and disability. Applying an intersectional perspective makes it possible to develop gender mainstreaming to include, impact and reach more levels and groups. Experience from the University's work on equal opportunities shows that it is an advantage to assume that women and men are not static or homogeneous groups and 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 functional diversity. In other words, gender equality is always about gender, but (generally) not just about gender.

The activities proposed below focus on developing leadership at all levels of the University, but also on ensuring that teaching staff in particular have a good knowledge of the significance of gender mainstreaming and how to achieve results that are sustainable in the long term. This requires broad, long-term development work incorporating education and training, dialogue and reflection, as well as skills development.

The implementation of these activities will require continued efforts to clarify and flesh out their form and contents, which must be done in close dialogue with those providing internal training courses at the University.

1. Skills development at managerial level

To ensure that all workplaces in the University are informed by a gender perspective, managers at all levels in the University must know how to provide favourable conditions for gender mainstreaming and how to translate gender mainstreaming into practical action.

To achieve this, the compulsory management training programme will be expanded by adding gender mainstreaming components. The purpose of these components will be to ensure that all managers have an increased awareness of norms, and an increased understanding of what a gender-equal workplace and organisation involves and what leadership that actively promotes gender equality means. Managers who have already taken the management training programme will be given supplementary training in 2018 and 2019. Research leaders who may have staff and management responsibilities as leaders of large-scale research projects are also expected to undergo training in gender mainstreaming.

Existing management training programmes and equivalent courses need initially to be analysed and developed in the light of gender mainstreaming.

Officials responsible: University Director and HR Director.

2. Content and design of educational programmes

To give all undergraduate and research students equal opportunities to benefit from and complete the educational programme they have chosen, the design and, where possible, content of first-cycle, second-cycle and third-cycle programmes must be developed in the light of gender mainstreaming. With regard to content, texts and images used in required reading and other educational material must be reviewed from a gender and norm-critical perspective.

With regard to course design, teaching staff and research supervisors must use inclusive teaching methods when meeting undergraduate and research students in a teaching situation. This includes bearing in mind the significance of language for including more people, and the allocation of speaking time and encouragement. Use can be made of existing expertise and analyses produced by the students' associations and students' unions in their past and current work on examining required reading from a norm-critical perspective.

The present contents and conduct of courses in higher education teaching and learning need to be reviewed and analysed from a gender mainstreaming perspective. This includes the University's compulsory course in teaching and learning for teaching staff and courses for research supervisors.

Officials responsible: University Director, Head of Division for Quality Enhancement and chairs of disciplinary domain/faculty boards.

3. University-wide governance documents

To ensure that the gender perspective is embedded and realised in all activities at the University, all university-wide strategic governance documents, such as programmes and action plans, will be gender mainstreamed so that a gender perspective informs all documents and their wording provides support for the transformative process to be carried out. When programmes and plans at central level are updated, in all areas, they will be referred to the Equal Opportunities Advisory Board for special review from this perspective.

Officials responsible: University Board, Vice-Chancellor and University Director.

4. Recruitment and skills supply

To create gender equality in different categories of staff, gender-equal recruitment will be actively promoted throughout the University. This means that current procedures and assessment, consideration and decision-making processes on which recruitment and skills supply are based, will be analysed and developed from a gender perspective.

A gender perspective will be an integral part of staff recruitment and development plans at different levels. An active gender perspective will be applied in assessment and consideration processes for all types of positions in the University to ensure that appointments are based on objective and formal grounds and gender balance is promoted.

All members of recruitment committees will receive training, which will include gender mainstreaming components. This training will be given regularly so that new members of recruitment committees have a chance to take it.

Other individuals and groups with an influence on skills supply and recruitment, for example heads of department and research group leaders, are also required to have a knowledge of how the University works on these issues.

Officials responsible: Chairs of disciplinary domain boards/faculty boards, University Director and HR Director.

5. Internal allocation of resources

To ensure that the University's internal allocation of resources is based solely on objective grounds, the gender equality aspect will be analysed in the University's internal allocation of resources.

Decision-making and communication processes must be transparent, as must the principles governing the allocation of resources, both centrally and at disciplinary domain/faculty/department level. This activity should begin with a survey and analysis of the current allocation of resources to investigate where and how any gender inequality occurs. After that, the continuing process will be defined more precisely.

Officials responsible: University Director and chairs of disciplinary domain/faculty boards.

Follow-up

The appropriation directions state that the University's annual reports for 2017–2019 must contain a report on gender mainstreaming. The Equal Opportunities Advisory Board has overall responsibility

for follow-up of gender mainstreaming at the University. The coordination function at the Human Resources Division will assist in the follow-up. The follow-up will be conducted in dialogue with core activities and local HR support. The University aims to conduct a more thorough analysis of the impact of the plan in 2019.