



UPPSALA
UNIVERSITET

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Gender Mainstreaming Plan

2023–2025

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Introduction

This plan presents the focus of ongoing gender mainstreaming work for the period 2023–2025. Together with the appendix *Horizon Europe*, this plan fulfils the requirements set for gender equality plans by the European Commission to permit the University to apply for and receive grants from the EU's research and innovation programme Horizon Europe. The plan specifies clear process objectives and concrete measures to achieve the goals, while the appendix outlines the resources available to support the organisation in implementing the plan, the way the work is followed up and evaluated, and which courses in gender equality and equal opportunities are offered. The plan is also designed to meet the requirements for gender mainstreaming specified in the 2022 appropriation directions for higher education institutions, according to which the institutions must identify gender equality issues within core activities which they can help solve.

Uppsala University's governance document *Mission, Goals and Strategies* forms the basis of this work, with equal opportunities and gender equality representing cross-cutting themes of particular importance for the quality of research and education. 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 contacting, the University has equal rights and opportunities, regardless of their legal gender¹, gender identity or gender expression, ethnicity, religion or other belief, functionality, sexual orientation, age or social background.

Gender mainstreaming – a strategy for increased gender equality

Gender mainstreaming involves integrating a gender equality perspective into all decision-making, at all levels and at all stages of the decision-making process. This should be carried out by all those involved in decision-making. The strategy involves systematically highlighting and analysing the consequences of proposals for both women and men, and is based on mapping and analysing activities from a gender equality perspective and relating the results of that analysis to the activities' or organisation's gender equality targets. The method of analysis could be quantitative, based on gender-disaggregated statistics, and/or qualitative, based on observations of assessment group meetings, for example.

Organisation of gender mainstreaming

Uppsala University's decentralised structure means that the challenges linked to increasing gender equality vary greatly in different parts of the organisation. It is therefore important for concrete initiatives and needs analyses to be conducted as locally as possible. Planning and monitoring of targets and measures is conducted within the framework of the University's regular process for operational planning and annual follow-up. The basic principle is that measures designed to increase gender equality are funded by existing budget frameworks via reprioritisations. Responsibility for planning, organising, implementing and following up on these initiatives lies with managers.

In order to establish favourable conditions for these initiatives, central support is offered for the concretization and implementation of the plan: sharing of methods and tools, skills development, dissemination of knowledge and exchange of experience across the University.

¹ Legal gender is the gender registered in the population register. There are two legal genders in Sweden: woman and man. The term 'gender' refers throughout this document to legal gender.

The focus of this plan is on gender, and its intention is to identify and resolve gender equality issues at the University. This issue can, however, be coordinated together with other tasks, such as the work environment and equal opportunities, internationalisation, sustainable development, broader recruitment and widening participation.

Goals and measures

The focus for the period 2023–2025 builds further upon previous work and previously identified problems and development areas.² The purpose is to focus and direct the entire University's efforts towards clear, defined goals and to develop preventive measures against sexual harassment and other forms of vulnerability. An important part of this focus has also been the requirement in the 2022 appropriation directions to report how the University takes gender equality into account when allocating research funding.³ In addition, the EU's funding programme for research and innovation, Horizon Europe, specifies requirements for gender equality and unconscious gender bias training for employees and managers.

The focus is on enhancing knowledge and skills in each of the target areas, which in the long run will contribute to the fulfilment of Uppsala University's vision, goals and strategies. Overall goals and priorities must support the formulations of goals for the disciplinary domains, faculties, departments and other units, as well as the planning of measures based on local conditions and needs.

Goal 1 – Work to counteract bias in recruitment and assessment processes must be long-term and knowledge-based

Well-qualified teachers, researchers and other staff are crucial for achieving the overall goal of conducting education and research of the highest quality and relevance. Work to recruit, develop and retain the right skills must be continuously developed and managed in order for Uppsala University to be an attractive higher education institution for both new and existing employees and students. To succeed in this aim, sustainable and knowledge-based initiatives are required long-term to counter the occurrence of various forms of bias in recruitment and assessment processes.⁴

Problem areas and areas for development

The term 'bias' is used to describe an often unconscious distortion in preparatory and decision-making processes that favours or disadvantages different individuals and groups. Bias linked to gender and other grounds of discrimination can affect recruitment, promotion and nomination processes, the basis for assessment and related criteria, dissemination of information regarding career opportunities and the division of duties and resources. Practical examples could include how assessment methods affect different groups of applicants, or when decisions are based on irrelevant

² Uppföljning: Plan för jämställdhetsintegrering 2017-2019 (Follow-up: Gender Mainstreaming Plan for 2017–2019), UFV 2016/418. Gender Mainstreaming Plan for 2020-2022, UFV 2020/343. *KoF17 Quality and Renewal 2017: Research Environment Evaluation at Uppsala University*, Uppsala University, 2017.

³ Since 2018, the appropriation directions have specified that higher education institutions are to report how they take gender equality into account when allocating research funding.

⁴ Knowledge-based initiatives are those based on a local common operating picture and designed on the basis of evidence and experienced-based methods. This means working in a systematic and structured manner on gender equality issues.

and deficient information that favours certain people while disadvantaging other groups and individuals. Bias entails a particularly high risk of influencing assessments and decisions when the process is unclear, unstructured and relies on informal communication channels and decision-making pathways.

It is not only the grounds of discrimination that can influence an assessment process. Other factors such as academic rank, affiliation with a certain research discipline or education, use of qualitative or quantitative methods, higher education institution affiliation, geographical origin or language can also lead to bias during assessments and/or create hierarchies.⁵

Everyone has unconscious bias, and organisational practices and processes can to varying degrees leave room for bias to influence decision-making.⁶ Bias poses a risk and a challenge to meritocracy,⁷ but is also a matter of fairness and a quality-assured process. In all work involving assessments, enhanced and continuously updated skills are needed to ensure processes can be structured to prevent the occurrence of bias. One way to develop concrete, local measures to counteract bias is to review all steps of assessment processes to identify how and where possible distortions occur that could lead to incorrect decisions.

Recruitment processes consist of several different stages, from needs analyses and person specifications to advertising, selection and assessment, terms of employment and employment decisions, introduction of new members of staff and follow-up. Bias can occur in each stage of the preparatory and decision-making process, and small distortions at various different stages can cumulatively lead to major consequences for the outcome. The process should guarantee that those who are most qualified have both the opportunity to apply for and be offered advertised positions. Broad advertising and the content of the person specification are particularly important for widening the recruitment pool and promoting external recruitment, gender equality, diversity and internationalisation.⁸ It is also a matter of identifying and developing effective methods for widening the search and distribution of the advert to as many qualified applicants as possible. The Appointment Regulations require all decisions concerning recruitment of professors to be preceded by such measures to ensure qualified applicants regardless of their gender.⁹

It is not sufficient to counteract bias in the recruitment process; the problem also lies in the opportunities to qualify for a further career at the University. Assessment and bias in career pathways and when dividing up resources can influence the opportunity for individuals and groups to conduct research on equal terms. Resources can refer to how research funding is distributed between women and men internally at the University, but it can also refer to resources in the form of

⁵ See e.g. *En jämställd process: En kvalitativ undersökning av bedömningen av forskningsbidragsansökningar 2019* (A gender equal process: A qualitative investigation of the assessment of research grant applications 2019), the Swedish Research Council, 2020.

⁶ See e.g. Iris Bohnet, *What works: Gender equality by design*, Harvard University Press, March 2016.

⁷ Meritocracy means a selection is carried out on the basis of actual competence relevant to the job (merit).

⁸ *Utredning av anställningsprocesser vid Uppsala universitet* (Investigation of employment processes at Uppsala University), UFV 2018/1173.

⁹ Refers to the following fundamental provision in Section 9 of the Appointment Regulations for Uppsala University: The disciplinary domain board/faculty board must ensure that all assessment of qualifications is objective and impartial, particularly with regard to legal gender and other grounds of discrimination. In the recruitment of professors at Uppsala University, the faculty board must take stock of all applications received to ensure that there are qualified applicants of both legal genders. If the field of applicants consists only of a single gender, the disciplinary domain board/faculty board must inform the Vice-Chancellor in writing of the measures taken to attract applicants from both legal genders in the recruitment.

access to mentors and informal networks, for example.¹⁰ Women's and men's prerequisites for pursuing an academic career and conducting research are suitably addressed as part of, or in connection with, the evaluation of research and research environments at disciplinary domains and faculties (Q&R24).¹¹

Projects that have received funding for gender mainstreaming can provide inspiration for ongoing work. Issues that have been highlighted are that there are gender differences at the University in terms of time for and utilization of research and in the often invisible service provided at a department, and that this, together with informal criteria for appointing people to various assignments, creates room for gender-stereotypical notions of suitability. Career development within academia is dependent upon getting things right from the start. If individuals and groups are disadvantaged or favoured during their time as a doctoral student and in their early career, this will be reproduced in their continued careers, even in a functioning meritocracy.¹²

Problem areas and areas for development are closely linked to the University's work to ensure and develop the quality of its programmes and broaden the recruitment of students to doctoral education. The path towards an academic career begins as early as at Bachelor's and Master's level in the student-teacher relationship. There may be bias in programme content and course design, teaching situations and treatment that all influence who applies for doctoral education.

Measures

To enhance the general conditions for the quality of education and research, it is necessary that the work to counteract bias becomes an integrated part of recruitment and assessment processes. Part of the work involves an implementation of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (Charter & Code) through the HR Strategy for Researchers (HRS4R). One measure in the Charter & Code action plan is to design an online course focusing on methods and working practices that reduce the scope for bias in recruitment and assessment processes.¹³ This course can be supplemented by on-site reflection-based activities that tackle specific needs/issues.

The disciplinary domain/faculty boards are responsible for the measures below.

During the period 2023–2025, Uppsala University is to:

- Produce, evaluate and disseminate concrete methods for effective implementation of the following requirements set out in the Appointment Regulations:
 - Section 74 To promote gender balance in the area/position category, the person specification for the position must be formulated so as to encourage individuals of the underrepresented legal gender to apply for the position.
 - Section 75 A broad analysis, advertisement and active search for potential candidates must be undertaken. Individuals of the underrepresented gender must be

¹⁰ *Karriärvägar och meriteringsystem i högskolan: Redovisning av ett regeringsuppdrag 2022* (Career paths and merit systems in higher education: Report of a government assignment 2022), Swedish Higher Education Authority, 2022.

¹¹ Förstudie KoF24: Arbetsgruppens förslag (Q&R24 preliminary study: Working group's proposal), UFV 2021/524.

¹² "Särskilda medel för jämställdhetsintegrering 2018 och 2019" (Special funding for gender mainstreaming in 2018 and 2019), UFV 2018/1129. See also *Hur jämställt är det i högskolan? Kvinnors och mäns förutsättningar att bedriva forskning* (How gender-equal is higher education? Women's and men's preconditions for conducting research, Swedish Research Council, 2021.)

¹³ HR-strategy action plan 2021-2024, UFV-PA 2021/4672.

encouraged to apply for the position concerned. Vacant positions must be described in gender-neutral terms.

- Apply research-based knowledge of bias-reducing processes and practices when recruiting, promoting and allocating resources.
- Safeguard the quality of the University's preparatory processes for identifying and nominating qualified researchers, regardless of gender, for external grants.¹⁴
- Strengthen the University's capacity to attract excellence funding in international competition by more clearly encouraging and supporting competitive researchers of underrepresented gender to apply for such funding.

Goal 2 – Preventive work against harassment and sexual harassment must adopt a long-term, knowledge-based approach

In accordance with its work environment and equal opportunities policy, Uppsala University is to strive for a work environment characterised by job satisfaction, trust, respect, opportunities for development, participation and security. Furthermore, the University must strive to ensure that all employees and students enjoy equal opportunities for work and study. Uppsala University does not tolerate victimisation, discrimination, harassment, sexual harassment or reprisals.¹⁵ In line with the University's Mission, Goals and Strategies, gender equality and equal opportunities should contribute to the creation of attractive, open and inclusive environments for study and work.

In 2021, a national survey was carried out looking at sexual harassment and gender-based vulnerability, with a focus on students, doctoral students and employees at 38 higher education institutions. The questionnaire contained questions on the organisational/social work/study environment, health and well-being, unwanted sexual attention, other people's vulnerability, motivation and work/study situation. The purpose of the study was to increase knowledge about the occurrence and consequences of gender-based vulnerability and sexual harassment in academia, to analyse the underlying causes and thus create better opportunities to counter harassment, bullying and other unwanted and inappropriate behaviour. A report detailing a selection of collected data from all of the participating institutions was presented in May 2022.¹⁶

Uppsala University was involved in the study and has ordered its own results tables from Statistics Sweden. These tables contain results in the form of estimated proportions for the entire University for a selection of questions and background variables.¹⁷

Problem areas and areas for development

In the same way as for the national results, Uppsala University's figures show the occurrence of sexual harassment and other forms of vulnerability among all groups, although different groups seem

¹⁴ E.g. Fellows and Scholars from the Wallenberg Foundations and Wallenberg's project funding.

¹⁵ Harassment refers to conduct that violates a person's dignity and is associated with one of the grounds of discrimination. Sexual harassment means conduct of a sexual nature that violates someone's dignity. Discrimination Act, Chapter 1, Section 4.

¹⁶ *Enkätstudie om: Genusbaserad utsatthet och sexuella trakasserier i svensk högskolesektor (Survey on: Gender-based violence and sexual harassment in the Swedish higher education sector)* Karolinska Institutet, KTH Royal Institute of Technology, Malmö University and the Swedish Secretariat for Gender Research, University of Gothenburg, May 2022.

¹⁷ Results tables for Uppsala University, UFV 2021/2164.

to be affected to differing degrees. Around four percent of employees, doctoral students and students at Uppsala University state that they have been exposed to sexual harassment at work or their place of study in the past twelve months. People under the age of 50, students and women reported the highest level of vulnerability. Twice as many have become aware that someone has been subjected to sexual harassment compared to those who report being subjected.

Around seven percent have been subjected to bullying in the past twelve months. People aged 30 and above, employees and doctoral students reported the highest level of vulnerability. This indicates that various forms of harassment and vulnerability affect different groups in different ways. About 15 percent state that they have become aware of others being bullied during the past twelve months. Uppsala University's results are in line with the national figures, but there is a tendency towards a statistical difference between Uppsala University (21 percent) and the higher education sector (15 percent) in terms of reported exposure to bullying among female doctoral students.

According to the national survey study, it is mainly men who subject others to sexual harassment. The perpetrators are more often claimed to be employees/colleagues and fellow students than managers/leaders or teachers/supervisors. Creating a good environment for study and work based on respectful treatment between students and employees is therefore a necessary component of the preventive work.

Several aspects of the academic structure and culture are breeding grounds for sexual harassment: Unequal opportunities, groups with insecure employment conditions, different forms of power and dependency relationships, unclear and informal decision-making pathways, competition for money and positions, a culture of silence, an imbalance between formal and informal power where informal power can be seen in the hands of researchers with large external grants.¹⁸

Discrimination, harassment and sexual harassment have consequences for both individuals and the organisation. People who are sexually harassed develop behaviours that reduce the risk of being exposed, for example by avoiding social contexts at work that are important from a career perspective. They opt out of work environments that are perceived as discriminatory on the basis of gender, which leads to the creation of gender-divided workplaces. There is also a connection between vulnerability to different forms of harassment, ill health and a greater tendency to leave a job or studies.

Long-term, knowledge-based measures to counteract and prevent harassment and sexual harassment can be expected to help ensure that those who work at the University feel good, have the chance to develop and are able to perform better, thus making them want to stay. In addition, such efforts contribute to the creation of good environments for study and work, both of which are important parts of being an attractive higher education institution. Uppsala University must thus strengthen and highlight preventive work against harassment and sexual harassment. That require new expertise and methods and should cover all grounds of discrimination.

¹⁸ Problem and development areas are based on the following research reviews and reports: *Förebygga sexuella trakasserier i arbetslivet: Vad visar forskningen? (Preventing sexual harassment in the workplace: What does research show?)* The Equality Ombudsman, 2021:2; Karin Allard, *Könsdiskriminering, sexuella trakasserier och ohälsa i arbetslivet (Gender discrimination, sexual harassment and ill health in working life)*, Swedish Gender Equality Agency, 2021:6; *Sexuella trakasserier i akademien: En internationell forskningsöversikt, (Sexual harassment in academia: An international research review)*, Swedish Research Council, 2018; *Efforts to prevent sexual harassment in academia: An international research review*, Swedish Council for Higher Education, 2020:1; *Universitets och högskolors arbete mot sexuella trakasserier: En undersökning på regeringens uppdrag (The work of universities and colleges against sexual harassment: An investigation commissioned by the government)*, Swedish Council for Higher Education, 2019:2; *Förebyggande arbete mot sexuella trakasserier i svenskt och nordiskt arbetsliv – en forskningsöversikt (Preventive work against sexual harassment in Swedish and Nordic working life – a summary)*, Swedish Secretariat for Gender Research, University of Gothenburg, 2020.

Analyses and measures should be based on a thorough problem statement of factors that can contribute to a good work environment and organisational culture, such as leadership, HR processes and practices, transparency and reward systems. The occurrence of sexual harassment is less widespread in organisational cultures that express zero tolerance for such harassment, and in which employees perceive that women and men are treated equally and value organisational fairness more highly.¹⁹

It is important to include people who observe unacceptable behaviour when pursuing preventive measures, because non-action by those in the immediate environment risks normalising sexual harassment and other forms of vulnerability. Continuous training that aims to teach employees how to intervene when witnessing sexual harassment could reduce the occurrence of such harassment by up to 30 percent.

Measures

The focus here is on measures for preventing harassment and sexual harassment. This work forms part of the systematic work environment and equal opportunities management and touches on many issues addressed in Uppsala University's staff policy. For the measures to be effective, a more thorough understanding of the specific needs in various parts of the University's activities is required. It is important to be alert to the abuse of power, group dynamics, gender composition in the work group/organisation, the work and gender equality climate, career pathways and career progression systems, and hierarchies between and within research, education and administration.

Managers at all levels of the University are responsible for preventing harassment and sexual harassment. The measures specified below are to be carried out by the HR Division and have the main purpose of supporting the University in this work.

During the period 2023–2025, Uppsala University is to:

- Follow up the results of the aforementioned survey study and the research-based advice and recommendations given there to prevent sexual harassment and gender-based vulnerability.
- Analyse the results for Uppsala University based on the questionnaire study in order to identify which problems exist and which measures need to be taken to prevent harassment and sexual harassment.
- Implement new support materials and working methods based on the provisions for systematic work environment management (AFS 2001:1) and the organisational and social work environment (AFS 2015:4). The equal opportunities perspective is integrated into the work.
- Present, implement and evaluate a survey on harassment and sexual harassment, which is a more in-depth version of the University's organisational and social work environment survey within systematic work environment work.
- Develop and implement an online course examining domination techniques, with recommendations for what action can be taken by both victims of, and witnesses to, harassment.
- Ensure that management and leadership training courses are designed in a way that ensures managers and leaders gain knowledge about the importance of leadership for preventive work against sexual harassment and harassment.

¹⁹ Organisational fairness refers to individuals' opportunities for fair allocation of resources, fair decision-making processes and relational fairness.

- Investigate the possibility of regularly offering bystander training to all parts of the University. Bystander training focuses on educating potential witnesses to harassment and sexual harassment so that they recognise and know what to do to help victims.