

Faculty Board's Working Committee

## **Action Plan for Gender Equality, Equal Opportunities and Diversity 2024-2026 at the Joint Faculties of Humanities and Theology**

The Action Plan for Gender Equality, Equal Opportunities and Diversity at the Joint Faculties of Humanities and Theology is a faculty-wide document that covers all the HT Faculties' organisational units. Viewpoints and input from the operational boards<sup>1</sup>, as well as the temporary Gender Equality and Equal Opportunities Working Group<sup>2</sup> and the newly established and permanent Gender Equality and Equal Opportunities Working Group<sup>3</sup> have formed an important basis in the drawing up of the new faculty-wide Action Plan for Gender Equality, Equal Opportunities and Diversity. The boards were requested to make an inventory of their areas of responsibility by examining and trying to identify problems/risks relating to gender equality, equal opportunities and diversity issues (i.e. including discrimination and the grounds of discrimination). Based on an approach formulated in advance, the temporary Gender Equality and Equal Opportunities Working Group has addressed questions such as: Are there any obstacles to equal rights and opportunities? Does discrimination occur, including harassment and sexual harassment or reprisals, or are there risks of discrimination or reprisals?

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<sup>1</sup> Study Programmes Board, Board for Third-Cycle Studies and Research Board.

<sup>2</sup> The Faculty Board's Working Committee decided on 22 June 2022 to establish a temporary working group for gender equality and equal opportunities issues.

<sup>3</sup> The Faculty Board's Working Committee decided on 1 February 2024 to establish a working group and faculty-wide network for gender equality and equal opportunities issues (Reg. no STYR 2023/2649).

The focus has been on stage 1 of the systematic preventive work against discrimination process<sup>4</sup> i.e. to examine any specific risks in our environments. The boards and especially the working groups have also, based on the problems/risks that have emerged, gradually moved on to a discussion of reasonable timeframes and potential measures.

All the focus areas have been covered but the focus areas that have mainly been examined and discussed are those highlighted in yellow in the table below. For these six areas, the following grounds of discrimination have been identified as potential risks: *disability, ethnicity, religion or other belief and sex*.

Education provider perspective				Employer perspective			
Focus areas							
Admission and recruitment procedure				Working conditions			
Forms of teaching and organisation of education				Provision and practices regarding pay and other terms of employment			
Examinations and assessments of the students' performance				Recruitment and promotion			
Study environment				Education and training, and other skills development			
Possibilities to combine studies with parenthood				Possibilities to reconcile gainful employment and parenthood			
Goal	Activities	Time-frame	Person responsible for the activity	Goal	Activities	Time-frame	Person responsible for the activity
Formalise gender equality, equal	- Decide on an organisational structure	2024.	Dean responsible for	Formalise gender equality, equal	- Decide on an organisational	2024.	Dean responsible for

<sup>4</sup> A process that consists of four stages: examine, risk assess/analyse, take measures and follow up.

opportunities and diversity work at the HT faculties.	<p>for gender equality, equal opportunities and diversity work.</p> <ul style="list-style-type: none"> <li>- Commence implementation of the decision.</li> </ul>		gender equality, equal opportunities and diversity issues.	opportunities and diversity work at the HT Faculties.	<p>structure for gender equality, equal opportunities and diversity work.</p> <ul style="list-style-type: none"> <li>- Commence implementation of the decision.</li> </ul>		gender equality, equal opportunities and diversity issues.
Increase awareness/knowledge about accessible/inclusive teaching.	<ul style="list-style-type: none"> <li>- Offer employees an inspirational lecture on the issues (in both English and Swedish).</li> <li>- Identify excellent teaching staff who can act as ambassadors for inclusive teaching.</li> </ul>	2024-2025.	Gender Equality and Equal Opportunities Working Group along with the Study Programmes Board.	Clarify current status of language use at the faculties.	<ul style="list-style-type: none"> <li>- The HT Management Council discusses LU's language policy.</li> <li>- Ascertain status at the faculties' (including professional development courses in Swedish) by discussing this in the faculties' gender equality and equal opportunities network and in</li> </ul>	2024-2025.	<p>Dean responsible for gender equality, equal opportunities and diversity issues.</p> <p>Dean responsible for gender equality, equal opportunities and diversity issues along with the faculty</p>

					<p>connection with quality discussions in third-cycle studies and thereafter submit a proposal for measures.</p> <ul style="list-style-type: none"> <li>- Research Board reworks important online information to make it accessible in both Swedish and English.</li> </ul>	2025.	<p>programme director for third-cycle studies.</p> <p>Research Board.</p>
Identify working methods to enable the increased use of accessible teaching.	<ul style="list-style-type: none"> <li>- Make available a checklist/quick reference guide for existing support regarding accessible teaching.</li> <li>- Spread and establish checklist/quick reference guide.</li> <li>- Involve the working group for coordinated</li> </ul>	2024-2025.	Gender Equality and Equal Opportunities Working Group along with the Study Programmes Board.	Highlight the culture surrounding the use of language.	<ul style="list-style-type: none"> <li>- Departments/units are called on to discuss/highlight use of language/problems at the department/unit.</li> <li>- Offer employees an inspirational lecture on Swedish as a foreign language</li> </ul>	2024-2025.	<p>Gender Equality and Equal Opportunities Working Group and network.</p> <p>Gender Equality and Equal Opportunities</p>

	exams at the HT Faculties in the coordination of teaching support and assessment.				and public authority/plain language (in both English and Swedish).  - Strengthen collaboration with the Humanistic and Theological Doctoral Student Council on language issues, which is one of council's focus areas.		Working Group.  Dean responsible for gender equality, equal opportunities and diversity issues along with the faculty programme director for third-cycle studies.
Highlight the culture surrounding the use of language.	- The HT Management Council discusses LU's language policy.	2024.	Dean responsible for gender equality, equal opportunities and diversity issues.	Review of the professor programme.	- Produce statistics that show the gender distribution between male and female professors since the professor programme started	2024-2026.	HR manager along with the coordinator of systematic preventive work against discrimination.

	<ul style="list-style-type: none"> <li>- Departments/units are called on to make an inventory and discuss use of language/problems at the department /unit from a student perspective e.g. literature in Danish/Norwegian may be problematic for those who have Swedish as a second language.</li> </ul>	2025-2026.	Gender Equality and Equal Opportunities Working Group.		<p>(both permanent and variable professor appointments).</p> <ul style="list-style-type: none"> <li>- Follow up statistics in the Faculty Board including any proposals for measures.</li> </ul>		Dean along with the dean responsible for gender equality, equal opportunities and diversity issues.
Increase knowledge about the accessibility functions in Canvas.	<ul style="list-style-type: none"> <li>- Gather information on existing accessibility functions in Canvas.</li> <li>- Provide information about the functions and disseminate widely in both Swedish and English.</li> </ul>	2026.	Gender Equality and Equal Opportunities Working Group along with the Study Programmes Board.	Implement parts of the project on charting salaries based on the annual reports that are compiled.	<ul style="list-style-type: none"> <li>- Examine the reason for the salary differences between men and women that have emerged at the faculties.</li> <li>- Conduct a dialogue primarily with heads of department on potential underlying reasons.</li> </ul>	2024-2026.	HR manager.

					- Monitor and follow up during the next salary review.		
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