

Board of the Joint Faculties of Humanities and Theology
Working committee

Policy and action plan 2020 for gender equality, equal opportunities and diversity for the Joint Faculties of Humanities and Theology

Background

Gender equality, equal opportunities and diversity work at the Joint Faculties of Humanities and Theology is based on current legislation, with the Discrimination Act¹ as its foundation, and follows Lund University's central policy for gender equality, equal opportunities and diversity (reg. no PE 2011/177) and the University's strategic plan. The central policy has no expiration date and stipulates that each faculty is to work systematically and purposefully to promote gender equality, equal opportunities and diversity. In addition, the strategic plan establishes gender equality and diversity as fundamental principles for all parts of our organisation. Besides this, the faculties are to work in accordance with the new web accessibility directive², i.e. that all public websites are to be made accessible to users with functional impairments.

In accordance with the new rules of the Discrimination Act, we are to take active measures to work systematically and preventively to counteract discrimination (SFAD) and in other ways promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. The work with active measures is to be carried out continuously and be documented on a regular basis.

The gender equality, equal opportunities and diversity work at the Joint Faculties of Humanities and Theology

The faculty board for humanities and theology handles issues of gender equality, equal opportunities and diversity through its working committee (AU) at two pre-scheduled meetings per semester. The HT faculties' contact person for gender equality, equal opportunities and diversity issues (who is also the faculties' work environment coordinator) acts as the rapporteur on these issues in the AU and assists in various ways with preparation and processing. The contact person also acts as administrative support and follows up on the faculties' plan.

The HT faculties are represented in the central "Council for Gender Equality and Equal Opportunities" through a member who works closely with the contact person.

¹ Act 2016:828 on amendment of the Discrimination Act (2008:567) which entered into force on 1 January 2017.

² The directive entails in brief that websites, intranets, documents and applications are to meet a number of requirements for accessibility.

The departments and other units at the faculties are to work consistently with active measures, i.e. work systematically and preventively to counteract discrimination. Among other things, this entails that each organisation is to continuously investigate whether there are risks of discrimination in the organisation. Any identified risks are then to be analysed, addressed and followed up, all according to the four steps of active measures in the Discrimination Act. This work is to be documented and to take place in cooperation with employees and students. The organisational units are recommended to use a common template for documentation, which will form the basis for the faculties' further work on the issues and as part of the annual reporting to be made to the central level through the annual equal opportunities reports³.

Focus areas

The HT faculties' plan for gender equality, equal opportunities and diversity is a concrete action plan which forms the basis for faculty-wide measures and is part of the documentation required by the Discrimination Act. The action plan covers both students and employees. The work on the measures in the action plan, including follow-up, is coordinated by the faculties' contact person on the basis of the prioritisations set by the faculty board's working committee.

The work on the active measures⁴ in the Discrimination Act and the following focus areas lay the foundation for the HT faculties' work and the faculties' action plan:

- Discrimination
- Equal opportunities and gender equality perspective
- Study environment
- Recruitment and promotion
- Leadership professional development
- Salaries and terms of employment
- Possibility of combining work and studies with parenthood
- Education

Discrimination

The Discrimination Act aims to counteract discrimination and promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. The work and study atmosphere at the HT faculties is to be permeated by an inclusive spirit, free from all types of discrimination and harassment. The HT faculties work preventively with information dissemination regarding discrimination and equal opportunities issues through initiatives including the guide⁵ for students which addresses the issues.

³ The annual equal opportunities reports are an account summarising the faculties' systematic preventive work against discrimination through active measures.

⁴ The active measures based on the perspective of the education provider and the employer, as well as the focus areas connected to them.

⁵ See the HT faculties' "Guide on discrimination, harassment and victimisation for students" and "Discrimination, harassment and victimisation – support for HT employees".

Equal opportunities and gender equality perspectives

The University's policy clarifies both the equal opportunities perspective, which is about creating common principles for equal conditions, and the diversity perspective, which aims to create an awareness and understanding of differences. For a Bachelor's degree within the HT faculties, besides meeting the qualitative targets for the degree stated in the Higher Education Ordinance, students are also required to be able to apply perspectives of gender, ethnicity and diversity. The faculties also work in compliance with the University's regulations for quality assurance and quality enhancement for education (Reg. no 2016/179) which set the criterion for "*gender equality and equal opportunities perspectives to be integrated in the education*" to be followed up and checked through the faculties' own quality assurance systems.

Study environment

Work and study environments are to be adapted so as to provide equivalent opportunities to work at the faculties, whether in relation to the physical or the psychosocial environment. The physical study environment includes for example premises, aids and equipment while the psychosocial environment may concern issues such as forms of address and treatment of others.

Recruitment and promotion

Recruitment issues concern recruitment of both students and staff. The objective is to achieve an equal gender distribution and diversity in the various levels of education and among employees. Active measures are to contribute to this.

Regarding recruitment of students, it is important to provide various forms of support as part of the work of broadening recruitment, widening participation and equal opportunities. Strategies for broadened recruitment need to be developed more clearly in cooperation with the University centrally. During the period of study, there are to be initiatives such as adequate introduction activities, mentoring, language support and support measures for people with disabilities.

With regard to recruitment and promotion of staff, Lund University's policy emphasises that assessments based on expertise are to form the basis and that staff planning is to be strategic with active gender equality targets.

The HT faculties strive to achieve an equal gender distribution in recruitment to research studies. Information meetings about research studies and how to apply are to be held at each department before each round of applications to stimulate uncertain potential doctoral students to apply to research studies.

The academic appointments board has developed procedures to take gender equality into account in recruitment. The vice-chancellor's decision on a "New procedure to increase gender equality in the recruitment of professors" (STYR 2016/1133) is to be taken into account and also forms the basis of this work.

Leadership – professional development

In compliance with the University's policy, the goal at the HT faculties is for boards, committees, management groups and collegial bodies at all levels to have an equal gender distribution. This entails, among other things, that the faculties in their capacity as employers should ensure that all employees have equal opportunities for professional development.

Salaries and terms of employment

The Discrimination Act stipulates that the employer is to map and analyse salaries every year with the aim of discovering, addressing and preventing unjustified differences in salary and other terms of employment between women and men. The HT faculties study the general mapping made available by the University. In view of the annual salary negotiations and in case of new appointments, the salaries within the faculties' various units are analysed with reference to any unjustified salary differences.

Possibility of combining work and studies with parenthood

The faculties strive to enable employees and students to combine work with parenthood. This can mean for example continuous review of the timetabling of teaching and meetings.

Education

Pursuant to the Discrimination Act, the education provider is continuously to examine existing forms of teaching (lectures, seminars, distance learning, online courses and similar) and review examinations and assessments, with a view to for example determine whether there is a risk that assessment of student performance is consciously or unconsciously affected by factors related to one of the grounds of discrimination in the Act. This work is to be conducted in all activities involving contact with students.

Action plan 2020

Goal	Person responsible	Timeframe	Activities
Clarify the processing of cases of victimisation, harassment and discrimination at department and faculty level. <u>Perspective: "Employer" and "Education provider"</u> <u>Focus areas: "Conditions at work" and "Study environments"</u>	Contact person for gender equality, equal opportunities and diversity issues together with the faculty management.	2020	<ul style="list-style-type: none"> - Review of the presence and kind of procedures available for cases of victimisation, harassment and discrimination at department and faculty level (including a review of the registration of cases and how information about current cases is shared). - Propose new procedures when necessary.
Monitor the university-wide initiative on gender equality and equal opportunities ⁶ and the proposals made for a support structure for managers with regard to cases of	Contact person for gender equality, equal opportunities and diversity issues	2020-2021	<ul style="list-style-type: none"> - Intra-faculty discussions (at different levels) of the proposals put forward by the projects (initiatives). - Implement the proposals and procedures that the working committee of the faculty board

⁶ See STYR 2019/1607.

<p>harassment, sexual harassment and victimisation⁷.</p> <p>Perspective: “Employer” and “Education provider”</p> <p>Focus areas: “Conditions at work” and “Study environments”</p>			<p>deem to be necessary for the faculties.</p>
<p>Produce gender equality statistics illustrating the gender distribution among lecturers, senior lecturers, professors, doctoral students TA staff etc. at all departments, as well as among the faculties’ students.</p> <p>Perspective: “Employer” and “Education provider”</p> <p>Focus areas: “Recruitment and promotion” and “Admission and recruitment”</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the head of human resources at the faculty office.</p>	<p>2020</p>	<ul style="list-style-type: none"> - Follow up gender equality statistics for 2018 and compare them with figures for 2019. - Report the gender equality statistics to the working committee of the faculty board.
<p>Propose a procedure for the processing of applications requiring the academic appointments board to certify qualifications of professors in the context of applications for funding of visiting professors of the underrepresented gender.</p> <p>Perspective: “Employer”</p> <p>Focus areas: “Recruitment and promotion” and “Development and other professional development”</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the secretary of the academic appointments board and the pro-dean for research.</p>	<p>2020</p>	<ul style="list-style-type: none"> - Submit a proposal to the working committee of the faculty board.

⁷ See the memo ”Stödstruktur för chefer i ärenden som rör trakasserier, sexuella trakasserier och kränkande särbehandling” (Support structure for managers with regard to cases of harassment, sexual harassment and victimisation).

<p>Complete the project on process observers initiated at the faculties.</p> <p><u>Perspective:</u> “Employer”</p> <p><u>Focus areas:</u> “Recruitment and promotion” and “Development and other professional development”</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the secretary of the academic appointments board.</p>	<p>2020-2021</p>	<ul style="list-style-type: none"> - Produce a proposal for how the faculties can proceed with the project on process observers. - Complete the project. - Evaluate the project and present the conclusions to the working committee of the faculty board.
<p>Pursue the work concerning plain language and accessibility from the perspective of communication officers.</p> <p><u>Perspective:</u> “Employer” and “Education provider”</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the communications manager at the faculty office.</p>	<p>2020</p>	<ul style="list-style-type: none"> - Discuss further development of the work produced so far and determine the parameters for work to be done.
<p>Implement and disseminate the list of student rights.</p> <p><u>Perspective:</u> “Education provider”</p> <p><u>Focus areas:</u> “Examination and assessment”, “Study environments”, “Studies and parenthood” and “Forms and organisation of teaching”</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the communications manager at the faculty office.</p>	<p>2020</p>	<ul style="list-style-type: none"> - Implement the items concerning gender equality, equal opportunities and diversity in the list of student rights. - Disseminate the list of student rights in suitable channels.
<p>Follow up the initiative of the faculties’ network of study administrators to organise a lecture on a discrimination-free workplace.</p> <p><u>Perspective:</u> “Employer”</p> <p><u>Focus areas:</u> “Conditions at work” and “Parenthood and work”</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the secretary of the study programmes board.</p>	<p>2020</p>	<ul style="list-style-type: none"> - Follow up through dialogue with the study administrators’ network what knowledge has been gained and how work on the issues is to proceed in the network.

<p>Follow up the initiatives of the faculties' network of directors of studies with regard to inclusive teaching.</p> <p>Perspective: "Education provider"</p> <p>Focus areas: "Examination and assessment", "Study environments", "Studies and parenthood" and "Forms and organisation of teaching"</p>	<p>Contact person for gender equality, equal opportunities and diversity issues together with the secretary of the study programmes board.</p>	<p>2020</p>	<p>- Follow up the outcome of the following initiatives through dialogue with the programmes director and secretary of the study programmes board:</p> <ul style="list-style-type: none"> - A presentation of Universal Design for Learning. - A discussion of development work based on the diversity case addressed at the study programmes board away day and in the network in 2019.
<p>Initiate a dialogue in the network of directors of studies on the local qualitative target for a Bachelor's degree, "ability to apply aspects of gender, ethnicity and diversity", aiming to reformulate or clarify the purpose and how progression and assessment could be included in the different levels in the first cycle.</p> <p>Perspective: "Education provider"</p> <p>Focus areas: "Examination and assessment"</p>	<p>Programmes director and network of directors of studies.</p>	<p>2020</p>	<p>- Follow up the outcome of the target through dialogue with the programmes director and secretary of the study programmes board.</p>

Useful links

Legal text

Discrimination ombudsman

<https://www.do.se/other-languages/english/>

LU

Lund University's web page on victimisation

<https://www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment>

Lund University's web page on gender equality and equal opportunities

<https://www.staff.lu.se/organisation-and-governance/vision-objectives-and-strategies/gender-equality-and-equal-opportunities>

Lund University's policy for gender equality, equal opportunities and diversity
<https://www.staff.lu.se/sites/staff.lu.se/files/lund-university-policy-for-gender-equality-equal-opportunities-and-diversity.pdf>

Lund University's strategic plan
https://www.staff.lu.se/sites/staff.lu.se/files/strategic_plan_2017-2026_2.pdf

Regulations for quality assurance and quality enhancement of education at Lund University
<https://www.staff.lu.se/sites/staff.lu.se/files/regulations-for-quality-assurance-and-quality-enhancement-of-education-at-lund-university.pdf>

List of students' rights
<https://www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf>

The Joint Faculties of Humanities and Theology

The HT faculties' web page on gender equality and equal opportunities
<https://www.ht.lu.se/en/the-faculties/work-environment-and-equal-opportunities/diversity-equal-opportunities-and-gender-equality/>

Regulations for third-cycle studies at the Faculties of Humanities and Theology
https://www.ht.lu.se/fileadmin/user_upload/ht/filserver/doktorand/Forskarutbildningssplaner-engelska/HT_FU-bestaemmelser_191211_ENG.pdf