



Faculty of Social Sciences action plan for gender equality, equal opportunities and diversity 2016

Approved by the Board of the Faculty of Social Sciences, 4 February 2016

This action plan is based on the *Discrimination Act*, the *Lund University Strategic Plan 2012–2016*, the *Lund University Policy for Gender Equality, Equal Opportunities and Diversity* and the *Equal Opportunities Plan for Students at Lund University 2015*.

The objective of the action plan is to contribute to making all activities at the Faculty of Social Sciences free from sexism, racism, homophobia, transphobia, and exclusion on the grounds of age or disability. The work includes the seven grounds of discrimination: sex, gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation, and age.

The *Lund University Policy for Gender Equality, Equal Opportunities and Diversity* includes six focus areas: discrimination, equal opportunities, recruitment and promotion, leadership, salaries and terms of employment, and gender and intersectional perspectives. When drawing up the present action plan, the Faculty of Social Sciences has used the University's six focus areas as its starting point, but chosen to have five areas, under different names, to create a clearer structure. The action plan includes concrete measures to promote gender equality, equal opportunities and diversity at the faculty, divided into five, plus one, focus areas:

- a. Students and education
 - b. Recruitment and promotion
 - c. Leadership
 - d. Research and researchers
 - e. Terms of employment, working conditions and salaries
- Follow-up of the action plan

To facilitate a targeted and systematic work to integrate gender equality, equal opportunities and diversity into the activities on a department level, the plan includes a form to be used when implementing the action plan. The form is to be submitted to the management group for gender equality, equal opportunities and diversity (hereinafter referred to as the management group) at the end of the year for a general report on the faculty, as a basis for the continued work (Malin Espersson, malin.espersson@ism.lu.se; Jill Moberger, jill.moberger@sam.lu.se).

Definitions

Our definition of gender equality is based on the definition used in the government bill "Med förslag till lag om jämställdhet mellan kvinnor och män i arbetslivet, m.m." (Prop.1978/79:175), as well as the way it is used in the report by Statistics

Sweden titled “På tal om kvinnor och män. Lathund om jämställdhet” (2014). The definition includes both a qualitative and a quantitative aspect: *Quantitative gender equality* means an even gender balance within each University organisation and among all positions of power. A gender balance of 60/40 is considered even. *Qualitative gender equality* means that the knowledge, experiences and values of both women and men are utilised, and enrich and affect the various University activities.

Our definition of gender mainstreaming is fundamentally the same as that of the Swedish Government, which in turn has the same definition as the Council of Europe and the UN: Gender mainstreaming means to (re)organise, improve, develop and evaluate decision-making processes, so that a gender perspective is incorporated into all decision-making, at all levels and at every stage of the process, by those who normally participate in the decision-making.

Our definition of equal opportunities is to promote equal rights and combat discrimination of all staff and students on grounds of sex, gender identity or expression, ethnicity, religion or other belief, disability, and age (cf. The Instrument of Government Chapter 1 Article 2).

Our definition of diversity includes a qualitative and a quantitative aspect. Quantitative diversity is about representing the different gender identities or expressions, ethnicities, religions or other beliefs, disabilities, sexual orientations, and ages, of both staff and students, in all University organisations. Qualitative diversity means to utilise the knowledge, experiences and values of all people (regardless of their gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age), and allow them to enrich and affect the various University activities.

Diversity mainstreaming is based on the same principle as gender mainstreaming, but focusing on the other six grounds of discrimination, in that it involves (re)organising, improving, developing and evaluating decision-making processes, so that a diversity perspective, including gender identity or expression, ethnicity, religion or other belief, disability and age, is incorporated into all decision-making, at all levels and at every stage of the process, by those who normally participate in the decision-making.

As a result of the ambition to implement gender equality and diversity mainstreaming, the intention of the present action plan is that the proposed measures will, to the greatest extent possible, be mainstreamed into the regular activities of the organisation.

A. Students and education

Affected groups: students, teaching staff, TA staff

Problem area: All students do not currently have equal conditions for completing their studies at the Faculty of Social Sciences. The knowledge about gender equality, equal opportunities and diversity among staff and students varies. These two factors may affect the quality of education and the students' ability to benefit from it.

To implement gender equality, equal opportunities and diversity perspectives in education, the Faculty shall:

- Invite the chair of the management group to at least one education council meeting per year, to inform about the management group's work to promote gender equality, equal opportunities and diversity, and to have a dialogue with the directors of studies. The goal is for the directors of studies to become involved in the work, and for the management group to be a support in the work.
Responsibility of the Faculty education council
- Explore the opportunities for incentives for teaching staff participating in courses in teaching and learning in higher education focusing on gender equality and diversity.
To be implemented autumn 2016.
Responsibility of the vice-dean
- Promote a gender and diversity perspective in all compulsory courses in teaching and learning in higher education offered to teaching staff.
To be implemented autumn 2016.
Responsibility of the Faculty education council
- Review whether or not, and in what way, syllabi and reading lists are examined with regard to ensuring that a gender equality and diversity perspective is included in all courses and study programmes at the faculty.
The work is to take place in 2016.
Responsibility of the Faculty management
- Make an inventory of whether or not newly admitted students are informed of the Faculty's work on gender equality, equal opportunities and diversity, and decide on the best design for the information material on a Faculty and department level. To be implemented autumn 2016.
Main responsibility of the Faculty management
- Ensure that the student information on the Faculty' and the departments' websites is up to date, and that relevant documents are available in both Swedish and English so that the students have equal opportunities to complete their studies. A special review will be conducted in 2016.
Main responsibility of the Faculty management
Responsibility of heads of departments, information officers on Faculty and department levels
- Investigate the need for an online reader function and, if such a need exists, suggest prioritising documents and procedures for implementing such a function.
Main responsibility of the management group

B. Recruitment and promotion

Affected groups: Researchers, teaching staff and TA staff

Problem area: There is an overrepresentation of men among professors and readers at the Faculty, which is not proportional to the recruitment base. In 2015 the

gender distribution among professor at the Faculty consisted of 69.5% men and 30.5% women. The corresponding distribution among senior lecturers was 47% men and 53% women, among doctoral students 39% men and 61% women, and among registered students during the 2015 autumn semester 29.1% men and 70.9% women. In 2014, work was conducted to analyse applications in connection with promotions to professorships. The results from this analysis are to form a basis for the continued work to increase the proportion of male students and female professors.

To promote gender equality, equal opportunities and diversity in the area of recruitment and promotion, the Faculty shall:

- Informed by the results from the above mentioned analysis, draw up an action plan to continue the work to increase the proportion of male students and female professors and readers. To be implemented in 2016.
Responsibility of the Faculty management
- Compile knowledge about recruitment and promotion processes with the intention of improving the gender equality, equal opportunities and diversity work at the Faculty, and the representation of wider society.
Responsibility of the Faculty management and the management group

C. Leadership

Affected groups: Dean, heads of department, directors of studies, and other managers

Problem area: There is a skewed representation within the different Faculty bodies, which contributes to an uneven balance of power (referring to all grounds of discrimination). To achieve gender equality and diversity within its leadership, the Faculty shall:

- Work to give heads of department the opportunity to receive leadership training based on a gender equality, equal opportunities and diversity perspective.
Responsibility of the Faculty management
- Work to give directors of studies the opportunity to receive leadership training based on a gender equality, equal opportunities and diversity perspective.
- A proposal for a revision of module 1 of the director of studies training programme is to be drawn up by 31 December 2016.
Responsibility of the education council
- Establish procedures within the Faculty and department boards so that all decisions are permeated by a gender equality, equal opportunities and diversity perspective. A proposal for procedures is to be drawn up and established in 2016.
Main responsibility of the Faculty management
Responsibility of heads of departments

- Invite the chair of the management group to at least one meeting of the council of heads of department, academic appointments board and Faculty board during 2016, to inform about the management group's work, and for a dialogue concerning gender equality, equal opportunities and diversity, with the aim of involving the entire management organisation in the work.
Main responsibility of the dean

D. Research and researchers

Affected groups: Researchers, teaching staff and TA staff

Problem area: the opportunities and responsibilities vary between different groups of researchers. There are many homogenous groups of researchers, which reproduces the notion of what a successful researcher is to be like, and this can affect the recruitment process. The recruitment to research projects often takes place within established networks, which results in an inability to ensure the expertise of genders and backgrounds not represented in traditional networks. Similarly, power and notions of skilled researchers are reproduced at research seminars.

To implement a gender equality, equal opportunities and diversity perspective in research, the Faculty shall:

- Organise a seminar on the themes glass ceiling, glass escalator, and sticky floor mechanisms and seminar cultures for the heads of department in 2016.
Main responsibility of the Faculty management
Responsibility of research managers and management group

E. Terms of employment, working conditions and salary

Affected groups: All staff

Problem area: There are different terms for different employees at the Faculty. There is not enough knowledge about sick leave at the Faculty and whether or not one group is overrepresented in this regard. Another problem is that employees have different access to information or to their workplace.

To promote equal pay and equal working conditions, the Faculty shall:

- Establish procedures to ensure that the information on the Faculty's and the departments' websites is up to date, and that relevant documents are available in both Swedish and English so that all employees have equal opportunities to conduct their work under the same conditions. To be implemented in 2016.
Main responsibility of the Faculty management
Responsibility of information officers at the Faculty and department level

- Analyse whether there is a need to initiate a mentorship programme for non-Swedish teaching staff. The analysis is to be completed by 31 December 2016.

Responsibility of the Faculty management

- Ensure that an accessibility consultant is employed for all extensions/modifications made to the Faculty's premises.

Main responsibility of the heads of department and Faculty management

- Work to make all toilets, as well as staff and student areas, unisex at the Faculty of Social Sciences. To be implemented in 2016.

Main responsibility of the Faculty management

- Inform new employees about the Faculty's work to promote gender equality, equal opportunities and diversity. To be implemented in 2016.

Main responsibility of the heads of department

Form

Action plan for work on gender equality and equal opportunities

Year:

Department/Unit:

The departmental action plans are to be based on the *Faculty action plan for gender equality, equal opportunities and diversity 2016 (reg. no 2015/1257)* and specify the practical measures to be taken in the departments' systematic and focused work to achieve gender equality, equal opportunities and diversity in 2016.

This action plan form is intended to facilitate the focused and systematic work on gender equality and equal opportunities at departmental level. The form consists of a repetition of the four phases Planning, Implementing, Following Up and Developing. All phases should be in focus. The final phase, Developing, lays the foundation for a new and improved action plan for the following year, which is the essence of the systematic method.

Please note that the four phases may be repeated several times within the same focus area depending on the number of problem areas identified.

Focus area A: Students and education

Planning

Problem area:

Aim:

Measure:

Measure:

Measure:

Implementing

Responsibility of:

Time frame:

Budget:

Following up

Follow-up:

Developing

Development:

Focus area B: Recruitment and promotion

Planning

Problem area:

Aim:

Measure:

Measure:

Measure:

Implementing

Responsibility of:

Time frame:

Budget:

Following up

Follow-up:

Developing

Development:

Focus area C: Leadership

Planning

Problem area:

Aim:

Measure:

Measure:

Measure:

Implementing

Responsibility of:

Time frame:

Budget:

Following up

Follow-up:

Developing

Development:

Focus area D: Research and researchers

Planning

Problem area:

Aim:

Measure:

Measure:

Measure:

**Implementing
Responsibility of:
Time frame:
Budget:**

**Following up
Follow-up:**

**Developing
Development:**

Focus area 5: Terms of employment, working conditions and salary

**Planning
Problem area:
Aim:
Measure:
Measure:
Measure:**

**Implementing
Responsibility of:
Time frame:
Budget:**

**Following up
Follow-up:**

**Developing
Development:**