



LUND UNIVERSITY

Faculty of Social Sciences

Department of Human Geography

ACTION PLAN

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(English translation)

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Department of Human Geography's action plan for gender equality, equal opportunities and diversity 2016

Approved by the Board of the Department of Human Geography, 5 April 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*, the *Equal Opportunities Plan for Students at Lund University 2015* and the *Faculty of Social Science's action plan for gender equality, equal opportunities and diversity 2016*.

The objective of the action plan is to contribute to making all activities at the Department of Human Geography 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. Objectives marked with * are derived from the *Faculty of Social Sciences action plan for gender equality, equal opportunities and diversity 2016*.

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 department chooses to do the same. The action plan includes concrete measures to promote gender equality, equal opportunities and diversity at the department, 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

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* is

defined as 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 Department's 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 aims 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 aims 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 department. 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' abilities to benefit from it. To implement gender equality, equal opportunities and diversity perspectives in education, the department shall:

- Ensure that the student information on the Faculty and Department's 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 responsible: the Faculty management

Responsible: heads of departments, information officers on Faculty and department levels

- Inform about the Department's work with gender equality, equal opportunities and diversity perspectives at the public information meetings for new students and in the e-mail that is sent to new students about LU and KEGs support activities. Conducted at the start of the autumn semester 2016
Responsibility of the Student counsellors
- Conduct trials of anonymised examinations on some courses. Conducted in the autumn semester of 2016
Main responsibility of the Directors of studies
Responsibility of Course conveners
- Follow up the throughput of the Department and the reasons for student dropout, to see if it is possible to find patterns in who leaves their studies. Conducted during the summer of 2016
Main responsibility of the Department's group for gender equality, equal opportunities and diversity perspectives (hereafter called JLM-group)
Other operational staff involved: Administrators
- Investigate how the department can counteract victimization to promote a good working environment and prevent the risk of illness due to organizational and social conditions in the work environment. Conducted in autumn 2016
Main responsibility of the Head of department
Responsibility of Department's JLM-group, Administrative Director of Studies, Director of Studies.
- Develop procedures for the management and communication concerning students with pedagogical support at the department.
Main responsibility of the Director of Studies
Responsibility of Student counsellors and teachers

Problem area: There are aspects regarding gender equality, equal opportunities and diversity perspectives in teaching situations that affect the pedagogical mission. E.g. some students try to intimidate female teachers. To implement gender equality, equal opportunities and diversity perspectives in education, the department shall:

- Bring forward requests that the higher education course focusing on gender and diversity gets a clear practical profile associated with the move to the AHU. Conducted in spring 2016.
Responsibility of the department's representative in the faculty's JLM-group (Linda Stihl)
- Compile how many teachers that completed the faculty's higher educational course "Genus och mångfald i undervisningen" or equivalent.
Responsibility of Department's JLM-group
- Conduct a seminar or workshop on teaching experiences with the goal of giving employees the tools to handle different situations. Conducted at department's Internat 2016
Responsibility of Department's JLM-group

B. Recruitment and promotion

Affected groups: Researchers and teaching staff

Problem area: There is a skewed gender balance in the Department where men are over-represented in senior positions. For those seeking posts in the Department, there are not enough women who qualify for lecturer positions. To promote gender equality, equal opportunities and diversity in the area of recruitment and promotion, the Department shall:

- Follow up KEG and HEKs Ph. D.s after defense. The monitoring is done of Ph.D. students who defended their thesis in the last 10 years. The aim is to analyse where our Ph.D.s go and identify how the Department can give our Ph.D.s equal opportunities to enhance their qualifications. Conducted in spring 2016.

Responsibility of Department's JLM-group

C. Leadership

Affected groups: Dean, Heads of Department, Directors of Studies, and other managerial staff

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 department shall:

- Take part in the work with establishing 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: the Faculty management

Responsibility of heads of departments

D. Research and researchers

Problem area: lack of quantitative gender equality among researchers. A long-term plan to break male dominance is needed. The work, however, is beyond the duration of this action plan.

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. Ph.D. students, and especially female Ph.D. candidates, stand out negatively in this respect, but the cause is not clear. In addition to this there are problems with employees having different access to information, or to their workplace. In addition, the Department has for a long time had problems with the psychosocial working environment. To promote equal pay and equal working conditions, the Department will engage in the following tasks:

- The Faculty Management and Faculty HSE committee will map sick leave at the faculty and do in-depth interviews with Ph.D. candidates during the spring semester of 2016. Provided that the work at the Faculty is progressing as planned, data on the Department's sick leave will be analysed and compared with the Faculty level data. Conducted in autumn 2016.

Main responsibility of Department's JLM-group

Responsibility of Safety representative, Director of Ph.D. Studies

- Take part in the work with establishing 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

- Ensure that an accessibility consultant is employed for all extensions/modifications made to the Faculty's premises*.
Responsibility of the heads of department and Faculty management
- Inform new employees about the Faculty's work to promote gender equality, equal opportunities and diversity. To be implemented in 2016*.
Responsibility of the heads of department
- Identify the information needs of new employees and compile the information to encourage and include new employees of the institution. Conducted in the spring of 2016
Main responsibility of Department's JLM-group (Agnes Andersson Djurfeldt och Mads Barbesgaard)
Responsibility of Head of department, Administrative Director of Studies, Director of Studies and Administrators
- Investigate how the department can counteract victimization to promote a good working environment and prevent the risk of illness due to organizational and social conditions in the work environment. Arbetsmiljöverket has new regulations (AFS 2015: 4) since 2016-03-31. Conducted in autumn 2016.
Main responsibility of Head of Department
Responsibility of Department's JLM-group, Administrative Director of Studies.