University-wide initiative for gender equality and equal treatment

Lund, 26-02-2021

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Summary

For many years Lund University has been working on issues related to gender equality and equal opportunities. Since 2017, the Swedish Discrimination Act has required that higher education institutions work systematically and preventively with active measures, applying four steps, against all forms of discrimination in relation to all grounds of discrimination. Therefore, at Lund University, at the behest of the vice-chancellor of the University, a project entitled University-wide initiative for gender equality and equal treatment was implemented, with the aim of strengthening university level work on gender equality, equal treatment and equal opportunities. This project was implemented by Jimmie Kristensson and Ellen Karlsson. The aim was to identify and develop effective, useful procedures for the university-wide work. The focus of the project was based on the following overarching issues:

1. How might the university-wide work with gender equality, equal treatment and equal opportunities be organised in order to create structures for running, coordinating and monitoring the work and for knowledge transfer between different areas of the university?

2. Lund University should work systematically to prevent discrimination. This work should be done by means of active measures in several steps, with risk assessments, measures and monitoring. This work takes place primarily at the faculty level, may be different in nature and must be the subject of an annual report. How could the work of strengthening the procedures be supported at the university-wide level?

3. The faculties or equivalent have a major responsibility to work with gender equality, equal treatment and equal opportunities. It is therefore important that there be ample latitude for freedom of action. To what extent should the University issue centralised directives relating to, for example, prioritisation of key issues – and which issues is it, in such cases, particularly important to prioritise?

4. How much space should issues relating to gender equality, equal treatment and equal opportunities be given within higher education teaching and learning programmes, research supervisor training and leadership training? What requirements should the University place on staff who teach, supervise or have other types of leadership role?

During the spring of 2020 a large number of interviews were carried out. The project interviewed people in the vice-chancellor’s management team, people in senior positions in HR and the Administration, people with special responsibility for working with gender equality and equal opportunities at the university-wide level, all the faculty managements, all the boards and committees working with these issues at the faculty level, student representatives and various networks including LGBTQ-LU. The project also posed various questions about how the work on gender equality and equal opportunities is organised at the universities in Malmö, Umeå, Uppsala, Gothenburg and Stockholm, as well as the Royal Institute of Technology, Chalmers University of Technology and Stockholm School of Economics. The project investigated the funds that Lund University has allocated internally to different projects on gender equality and equal opportunities over the last ten years.

The project is fully persuaded that before it is time to provide concrete proposals regarding how the University work on gender equality and equal opportunities should be implemented, it is necessary to have an organisational structure that ensures that such work can be implemented in an effective manner. The project therefore proposes the changes set out below. The proposals are intended to raise the profile of the issues at the management level, to enable expert functions to be clearly linked to management functions and to form a university-wide support structure. In brief, the project proposes:
• That the name, mandate and composition of the current Council for gender equality and equal treatment (R-JOL) all be changed. This would create a mandate and better conditions for working with these issues at a strategic level.
• That an advisory expert group be instituted. This would create the conditions for management to make decisions firmly based on knowledge.
• That a clear university-wide support structure for operational work be instituted. This would create networks, systems, a common understanding and the opportunity for transfer of knowledge.
• That a communications plan be established. This would raise the profile of ongoing work and clarify the significance of the issues.

The proposals were produced collaboratively, were sent out for consultation and information was distributed in accordance with the Employment (Co-Determination in the Workplace) Act.

Introduction

Legislation

The basis for the protection against discrimination which is defined in the Swedish Discrimination Act (2008:567), appears in the UN Universal Declaration of Human Rights and the Swedish Instrument of Government (1974:152), part of Swedish constitutional law. (Gabinus Göransson & del Sante, 2018). In addition there are a number of other pieces of Swedish legislation which in various ways strengthen the work on equal opportunities, for example the Parental Leave Act (1995:584).

The practical work to counteract discrimination is based on the Swedish Discrimination Act. The current Discrimination Act, which came into force in 2009 and was most recently updated in 2017, brings together most of the since repealed laws which in different ways aimed to protect against discrimination in society. The current legislation offers stronger, more complete protection against discrimination than previous legislation.

The Discrimination Act aims to counteract discrimination and to promote equal rights and opportunities for the individual. As an employer and education provider, Lund University has the responsibility and duty to work against discrimination in accordance with the Swedish Discrimination Act. The seven grounds of discrimination set out in Chapter 1, Section 1 are:

- gender,
- transgender identity or expression,
- ethnicity,
- religion or other belief,
- disability,
- sexual orientation,
- age.

The law is mandatory and under Chapter 1, Section 4 there are six types of discrimination:

- Direct discrimination: that someone is disadvantaged by being treated less favourably than someone else in a comparable situation. The disadvantaging must be associated with one of the seven grounds of discrimination.
- Indirect discrimination: there exists a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age at a particular disadvantage.
- Inadequate accessibility: that a person with a disability is disadvantaged through a failure to take measures for accessibility to enable the person to come into a situation comparable with that of persons without this disability.
- Harassment: conduct that violates a person’s dignity and that is associated with one of the grounds of discrimination.
- Sexual harassment: conduct of a sexual nature that violates someone’s dignity.
- Instruction to discriminate: an order or instruction to discriminate given to someone who is in a dependent position relative to the person who gives the instruction.

Under Chapter 2, Section 1 an employer may not discriminate against a person who with respect to the employer is an employee, is applying for work, is applying for or carrying out a traineeship, is available to perform work or is performing work or is temporary or borrowed labour. The prohibition of discrimination in the form of inadequate accessibility does not apply to a person enquiring about work. Under Chapter 2, Section 5 an education provider may not discriminate against anyone participating in or applying to join the organisation. Employees working within the organisation shall be equated with the education provider when they are acting within the context of their employment.

The Discrimination Act contains a number of exceptions to the prohibition of discrimination. Chapter 2, Section 2 of the Discrimination Act stipulates that differential treatment on the grounds of gender is permitted when measures are intended to promote equality between women and men. In practice, this means positive differential treatment, which is only permitted when two people have the same or almost the same skills and qualifications. In such cases a person from the underrepresented gender may be treated advantageously if the aim is to achieve gender equality.

Both employers and education providers have a duty to investigate when they are alerted to any suspicion of or information about harassment and/or sexual harassment. Employers and education providers are also duty-bound to put in place measures to address any harassment and/or sexual harassment.

Under Chapter 2, Section 18 an employer may not subject an employee to reprisals because said employee has
1. Reported or called attention to the fact that the employer has acted contrary to the Discrimination Act,
2. Participated in an investigation pursuant to this Act, or
3. Rejected or given in to harassment or sexual harassment on the part of the employer.

Under Chapter 2, Section 19 the education provider may not subject an individual to reprisals because that individual has
1. Reported or called attention to the fact that the education provider has acted contrary to the Discrimination Act,
2. Participated in an investigation pursuant to this Act, or
3. Rejected or given in to harassment or sexual harassment perpetrated by the party alleged to have engaged in discrimination.

With the amendment to the Discrimination Act which came into force on 1 January 2017, the requirement for employers and education providers to work with active measures against discrimination was strengthened, whereby all the grounds of discrimination are now covered by such preventive work. The change also means that the Act also indicates what procedures and systems must be used in the work and the four steps given in Chapter 3 of the Discrimination Act. The aim is to work for equal rights and opportunities and to counteract discrimination. The work on active measures shall be documented and carried out continuously, following the four steps below:

1. Investigate whether there are risks of discrimination in the organisation's activities,
2. Analyse the causes of risks and obstacles discovered,
3. Implement measures, and
4. Monitor and assess the work.

Pursuant to Chapter 3 Section 5 of the Discrimination Act the employer shall work with active measures in five areas:

1. Working conditions,
2. Provisions and practices regarding pay and other terms of employment,
3. Recruitment and promotion,
4. Education and training and other skills development, and
5. Possibilities to reconcile work with parenthood.

The education provider shall also, pursuant to Chapter 3 Section 17 of the Discrimination Act, work with active measures within five areas:

1. Admission and recruitment procedures,
2. Teaching methods and organisation of education,
3. Examinations and assessments of students' performance,
4. Study environment, and
5. Possibilities to reconcile studies with parenthood.

Terms and definitions

At Lund University different terms are used to describe the work being carried out within gender equality and equal opportunities. These include gender equality, equality, diversity and equal treatment. These terms are sometimes used synonymously, but sometimes have different meanings. The most commonly used terms are clarified below.

Equality
Equality is about the equal value of every person. This may partly mean the rights of the individual to their own free development and partly the equal rights and opportunities of all individuals. In some contexts equal influence and equal social conditions may also be intended (Gabinus Göransson & del Sante, 2018).

Gender equality
Gender equality means that women and men shall have the same rights, opportunities and obligations in all key areas. The difference between equality and gender equality is that gender equality refers specifically to the relationship between women and men\(^1\). The concept of gender equality was established during the end of the 1960s and in 1979 Sweden adopted its first gender equality act, Act (1979:1118) respecting equality between women and men at work (Wahl et al., 2018).

Gender equality is often divided into quantitative gender equality and qualitative gender equality. Quantitative gender equality alludes to representation in an organisation, meaning the number and proportion of individuals from different groups of people. Quantitative gender equality rather focuses on the culture and values of organisations (Wahl et al., 2018).

The goal of Sweden's gender equality policy is for women and men to have the same power to shape society and their own lives. This goal has been the overall goal of gender equality policy since 2005, when it was adopted by the government (Wahl et al., 2018).

\(^1\) In this context the legal division of gender, i.e. women and men pursuant to Section 18 of the Population Registration Act (1991:481) is applied.
**Equal Treatment**

In EU law, equal treatment is regulated by means of a number of different directives based on the idea that discrimination due to nationality, sex or ethnicity and so forth is forbidden. In Sweden equal treatment is primarily associated with promotion of equal rights of pupils and students and with countering discrimination, which was based on the now repealed Equal Treatment of Students at Universities Act (2001:1286) and the Act Prohibiting Discrimination and Other Degrading Treatment of Children and School Students (2006:67). The Discrimination Act (2008:567) previously contained the requirement for education providers to establish an annual equal treatment plan for pupils and students, but the amended Discrimination Act (2008:567) which came into force on January 1, 2017 did not contain this requirement and education providers must instead continually work with active measures against discrimination.

**Diversity**

Diversity concerns the differences and variations between groups and individuals. The word mångfald in Swedish began to be used in Sweden in the 1990s, deriving from the term diversity as used in the United States. Diversity work has often been thought to generate economic and commercial benefits for an organisation, for example via an increase in and broadening of competence in the organisation as a result of greater diversity. In Sweden the term mångfald (diversity) has primarily come to be associated with ethnicity. With the implementation of the Discrimination Act a broader definition of mångfald (diversity) has become more common, until it now covers all grounds of discrimination in the Swedish Discrimination Act (Wahl et al., 2018).

**Equal opportunities**

Work on equal opportunities is an umbrella term for work with gender equality, diversity, equality, equal treatment and so forth. The work aims to provide equal rights and opportunities for everyone in the organisation.

**Discrimination**

Discrimination means differential treatment or disadvantaging of individuals or groups. Under the Discrimination Act, an action which involves differential treatment is not always discriminatory, but rather those criteria which the legislation has formulated must be met in order for the action to be viewed as discriminatory within the meaning of the Act (Gabinus Göransson & del Sante, 2018).

**Systematic preventive work against discrimination**

Systematic preventive work against discrimination is used at Lund University to describe the work with the active measures via four steps which employers and education providers must implement pursuant to the Discrimination Act. The concept is used at Lund University to clarify how the work with active measures should be preventive and systematic. In this way Systematic preventive work against discrimination has certain similarities to the Systematic Work Environment Management which aims to prevent accidents and illness in the workplace.

**Gender equality at Lund University**

Lund University presents annual statistics for various forms of employment and education, divided by gender. These statistics are based on legal gender. Age may be specified. There is no information about employment and education regarding other grounds of discrimination. This is due to the fact that the General Data Protection Regulation (GDPR 2016/679) does not permit the University to routinely register sensitive personal information about employees or students. This covers several of the grounds of discrimination such as ethnic origin, religious persuasion and sexual orientation as well as information about health and political beliefs. This means that if Lund University wishes to map forms of employment or conditions of employment based on the grounds of discrimination other than those covering age and/or
gender, other forms of data collection are necessary. The information gathered must, in addition, be anonymized.

At Lund University division of the genders among students (FTE) may be viewed as gender equal, since in 2019 55% were women and 45% were men. There are some large variations between the faculties, for example the Faculty of Social Sciences was the least gender-equal faculty in 2019, in terms of FTE students and gender, while the Faculty of Fine & Performing Arts was the most gender equal (Table 1).

The proportion of professors at Lund University who are women has slowly increased since 2010. In 2010, 21% of the professors were women while the equivalent figure for 2019 was 28% (Figure 1). The distribution of senior lecturers at Lund University is more gender equal, remaining relatively unchanged since 2010. The same is true of the distribution of doctoral students. The proportion of women who were senior lecturers in 2010 was 38% compared to 41% in 2019 (Figure 2). In 2010 the proportion of women who were doctoral students was 47%, while in 2019 the figure was 50% (Figure 3). For senior lecturers and doctoral students there are large variations between the faculties.

In the 2017 Appropriation Directions for Lund University, the university was given a recruitment target for the distribution of genders among newly recruited professors over the period 2017–2019. 46% should be women, not including adjunct professors. In terms of the number of individuals over this period, 46% of the newly recruited professors at Lund University were women (Figure 4). The differences between the faculties can be significant. The equivalent target for 2021 is 49%.
Table 1: The number of women and men respectively employed as professors, senior lecturers, doctoral students and technical and administrative staff as well as FTE students as a percentage during 2019

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Professors</th>
<th>Senior lecturers</th>
<th>Doctoral students</th>
<th>Technical and administrative staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Engineering</td>
<td>21/79</td>
<td>27/73</td>
<td>37/63</td>
<td>65/35</td>
<td>37/63</td>
</tr>
<tr>
<td>Faculty of Fine and Performing Arts</td>
<td>27/73</td>
<td>39/61</td>
<td>71/29</td>
<td>46/54</td>
<td>49/51</td>
</tr>
<tr>
<td>Faculties of Humanities and Theology</td>
<td>34/66</td>
<td>51/49</td>
<td>56/44</td>
<td>64/36</td>
<td>64/40</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>43/57</td>
<td>48/52</td>
<td>57/43</td>
<td>68/32</td>
<td>65/35</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>26/74</td>
<td>57/43</td>
<td>64/36</td>
<td>70/30</td>
<td>69/31</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>25/75</td>
<td>23/77</td>
<td>45/55</td>
<td>60/40</td>
<td>48/52</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>36/64</td>
<td>55/45</td>
<td>62/38</td>
<td>77/23</td>
<td>72/28</td>
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<tr>
<td>LUKOM</td>
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<td></td>
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<td>67/33</td>
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<tr>
<td>LUSEM</td>
<td>39/61</td>
<td>32/68</td>
<td>44/56</td>
<td>68/32</td>
<td>46/54</td>
</tr>
<tr>
<td>MAX IV</td>
<td>0/100</td>
<td>100/0</td>
<td>100/0</td>
<td></td>
<td>26/74</td>
</tr>
<tr>
<td>The University administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63/37</td>
</tr>
<tr>
<td>USV</td>
<td>57/43</td>
<td>25/75</td>
<td>73/27</td>
<td>83/17</td>
<td></td>
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</tbody>
</table>
Figure 1: Proportion and number of professors 2010–2019

Figure 2: Proportion and number of senior lecturers 2010–2019
Figure 3: Proportion and number of doctoral students 2010–2019

Figure 4: The proportion and number of newly recruited professors in 2017–2019; does not include adjunct professors or senior professors.

Regulatory documents at Lund University

At Lund University there are a number of university level policies and regulatory documents that in various ways create the frameworks for equal opportunities work.
In the 2017–2026 Strategic Plan for Lund University (Dnr STYR 2015/1048) core values of Lund University are set out, with autonomy and academic freedom at their heart. The core values are also based on the laws which a Swedish public authority is obliged to adhere to. The university shall also safeguard “democracy, legality, impartiality, freedom of opinion, respect for the equal value of all human beings, efficiency and service as well as democratic principles and human rights and freedoms.” Gender equality and diversity are fundamental principles in the organisation. Six development areas are identified in the strategic plan, with gender equality and diversity stressed as important aspects within a number of these priority areas.

Lund University policy on Gender Equality, Equal Opportunities and Diversity (Dnr PE 2011/177) stems from 2011 and states that the aim of Lund University’s work on gender equality, equal treatment and diversity is for it to lead to higher quality in the activities of the organisation. It is based upon the Strategic Plan and the Discrimination Act that were in place at the time. The policy sets out the six areas which are particularly important in the realisation of the goals of the work on gender equality, equal treatment and diversity. The policy is outdated in many ways and in need of revision. The University needs a policy which is a clear signpost and which thus forms the basis of supplementary documents with concrete targets and strategies, such as action plans and other initiatives. The concepts of gender equality, equal treatment and diversity are not defined in the current policy and the Discrimination Act which is the foundation stone for the policy is not explained. For example, it is clear that there is zero tolerance towards victimisation in the university. Victimisation (kränkande särbehandling in Swedish) is a term which is mainly found in Organisational and social work environment provisions AFS 2015:4 and which deals with the work environment. The term is not used in the Swedish Discrimination Act.

Another document which relates to work on equal opportunities at Lund University is the Plan concerning gender mainstreaming at Lund University 2017–2019 (Dnr STYR 2016/466). The plan, which is no longer current, defines how the University should work to develop its efforts towards gender mainstreaming in the organisation. In the 2017 Public service agreement for Lund University the University was given a recruitment target, whereby 46% of newly recruited professors over the period 2017–2019 should be women. In the 2020 public service agreements for Lund University it is stipulated that the University should continue to develop work on gender mainstreaming so as to contribute to reaching the gender equality policy targets. The equivalent recruitment target for 2021 is 49%. The work should be implemented based on an individual action plan. In practice, Lund University does not currently have a plan for gender mainstreaming. Such a plan needs to be created urgently.

The Work Environment Policy for Lund University (Dnr STYR 2018/2030) explains that a successful organisation is characterised by a good work and study environment that is stimulating, safe and secure and which encourages development. It also stipulates that there is a policy of no tolerance against victimisation, harassment and sexual harassment in the University.

Lund University Appointment Rules (Dnr STYR 2020/2212) is another regulatory document which has an impact on the area of equal opportunities. Lund University Appointment Rules is intended to clarify rules for recruitment, employment and promotion of teachers and is based on Chapter 2, Section 2, Paragraph 1, Page 9 of the Swedish Higher Education Ordinance (1993:100), though both the Swedish Higher Education Act (1992:1434) and the Swedish Higher Education Ordinance (1993:100) contain rules related to the appointment of teaching staff. The University Appointment Rules explain that recruitment, employment and promotion shall be free from discrimination and that active preventive and systematic work on gender equality and equal treatment issues shall be carried out in order to achieve an even gender distribution and increased diversity among the staff of the University.

Since September 2020 Lund University has been covered by EU certification HR Excellence in Research. This certification means that the University fulfils many of the stringent EU
requirements for a responsible and professional employer, and that in doing this it has demonstrated a commitment to continuous quality management. An action plan for the next two years has been drawn up which defines eight development areas, including career development and the recruitment process.

The University Appointment Rules are supplemented by the Policy on employment and good and clear career paths for teaching staff and researchers at Lund University (Dnr STYR 2019/1076) which is intended to function as a strategic and operational tool for the employment of teachers and researchers. Good, clear career paths encourage gender equality, equal treatment and diversity and contribute to the competitiveness of the University.

Lund University also had a regulatory document entitled New routine to increase gender equality in the recruitment of professors (Dnr STYR 2016/1133) which aimed to make the faculties strive even harder than previously to recruit professors from the underrepresented gender. The decision applied from 22-09-2016 until 31-12-2020. Previous vice-chancellor Torbjörn von Schantz took the initiative for the procedure by which, as far as possible during the recruitment of professors, the faculties must ensure that there are applications from qualified applicants of both genders before the matter proceeds to the experts for further assessment. This procedure has led to an increased awareness of these issues in the University, partly because the previous vice-chancellor required action in those cases where there were not qualified applicants of both genders. The decision was extended and now applies from 01-01-2021 until 31-12-2021 (Dnr STYR 2021/276).

The University-wide work

All employees and students bear the responsibility to contribute to the efforts of the University in striving for a democratic university free from discrimination. The vice-chancellor has the ultimate responsibility and this is delegated down the management line and a large part of the responsibility for planning, implementation and evaluation rests with the faculties or equivalent. At the University level there is the Council for gender equality and equal treatment (R-JOL). The Council is headed by the vice-chancellor and deals with university level issues and acts as a support to the vice-chancellor and the vice-chancellor’s Management Council (Dnr STYR 2019/95). In the University administration there are two people whose task it is to work at the University-wide level; one HR consultant from the HR division with an employer perspective (working 50% of full time) and one coordinator from the Student Affairs Division with an education provider perspective (working 50% of full time, the position at the Student Affairs Division is unfinanced). There is currently no forum or network by which people working on these issues in the faculties can meet to collaborate and share their experience. The two people in the University administration have no established channel out to the rest of the university. The faculties, with the exception of the Faculties of Humanities and Theology, have committees or boards, one of whose tasks is to work on the faculties’ strategic efforts for equal opportunities. The composition, mission and target of these boards/committees varies between the faculties. The faculties also have varying resources set aside for work on these issues.

It is the belief of the project that the most comprehensive initiatives for gender equality and equal opportunities happen by means of the allocation of central university funds to various initiatives or projects throughout the university. Special funds to increase the proportion of individuals from the underrepresented gender in senior teaching positions were announced for the first time in 2009, as the result of the thorough evaluation which took place by means of RQ-08 (Dnr LS 2009/8). Since 2009 the university has continued to allocate funds, with diverse focus and aims. There are four main types of funding which it has been possible to apply for: Central university funds for the employment of visiting professors from the underrepresented gender in the name of Hedda Andersson; Funds to stimulate a balanced

2 In this context the legal division of gender, i.e. women and men pursuant to Section 18 of the Population Registration Act (1991:481) is applied.
division of genders among professors at Lund University; Funds from the Council for gender equality and equal treatment; and Central university funds for the stimulation of systematic preventive work against discrimination and for equal opportunities.

Each year the faculties or equivalent must present a report of their work to the vice-chancellor. The aim is for the reports to be a tool which can partly serve as an overview, partly facilitate the collation of the work which is ongoing and contribute to the possibility of spreading knowledge about the ongoing work within the organisation. Active work is taking place in all faculties – even if to different degrees – but it is the project's belief that it is difficult to obtain an overall picture of the work going on out in the faculties or equivalent. Neither can the project see how the reporting leads to knowledge transfer between the different parts of the university. The annual reports have failed, therefore, to become the tool they were intended to be. It is the view of the project that there are a number of reasons for this. One of these is that there is no common means of reporting. There is a common document template but the reporting happens in different ways. Another reason is that the reports are not collated and communicated and neither is there any particular feedback.

Another measure that the University has taken is the special procedure for increasing gender equality in the recruitment of professors (Dnr STYR 2016/1133) mentioned above. Under this measure, as far as possible during the recruitment of professors, the faculties must ensure that there are applications from qualified applicants of both genders before the matter proceeds to the experts for further assessment.

Execution of the project

Organisation
The project University-wide initiative for gender equality and equal treatment was initiated by the Vice Chancellor in the autumn of 2019 and a steering group consisting of the vice-chancellor, the university director, the HR director, the Dean of the faculty of law, one student representative and a union representative was set up. The project group was set up, consisting of a project manager and a project coordinator. The project group also linked three reference groups to the project which in various ways assisted the project with valuable opinions and input. The three reference groups consisted of: members of the Council for gender equality and equal treatment; Lund University Student Unions network for gender equality, equal opportunities and diversity; and a group of employees who do not work in an organised way with gender equality and equal opportunities issues as part of their employment at Lund University.

Execution
During the project a large amount of information was gathered in from various sources. The project gathered information in the following ways:

- By looking at relevant reports and regulatory documents.
- By means of individual interviews with people in the vice-chancellor’s management team, people in senior positions within HR and the Administration, people with special responsibility for working with gender equality and equal opportunities at the central university level.
- By means of group interviews with all the faculty managements, all the boards and committees working with issues at the faculty level, student representatives and various networks.
- By posing written questions about how the work on gender equality and equal opportunities is organised at the universities in Malmö, Umeå, Uppsala, Gothenburg

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3 In this context the legal division of gender, i.e. women and men pursuant to Section 18 of the Population Registration Act (1991:481) is applied.
and Stockholm as well as the Royal Institute of Technology, Chalmers University of Technology and Stockholm School of Economics.

- By posing in-depth questions to the teaching and learning in higher education units at Lund University, namely the Division for Educational Development (AHU), Genombrottet in the Faculty of Engineering, MedCUL in the Faculty of Medicine and PLUS in the Faculty of Science.
- By surveying the projects and initiatives which have been awarded central university funds in gender equality and equal opportunities since 2009.

Findings

In order to give clear picture of the information collected, it is reported here in five parts. The first part focuses on what was discovered during the interviews and is summarised in SWOT format. The second part summarises the answers given by the students to the written questions. The third part summarises the answers given by the teaching and learning units at Lund University. The fourth part summarises the work on gender equality and equal opportunities at other higher education institutions; the fifth part summarises those projects which have been granted funds by the vice-chancellor over the last 10 years.

Summary of interviews

During the interviews the desire was expressed for the terminology used in work on equal opportunities at the University to be explained and clarified. Equality has to do with human values, the right to personal development and the fact that everyone should have the same opportunities and rights. Gender equality means that women and men should have the same opportunities, rights and obligations. In Sweden equal treatment has mostly been associated with education and promoting equal rights for pupils and students as well as countering discrimination within education. The Discrimination Act previously required education providers to draw up equal treatment plans. When the Discrimination Act was changed in 2017, this requirement was replaced with a requirement for all education providers to work instead in a preventive manner against discrimination with the aid of active measures. Diversity is a term used primarily to describe similarities or dissimilarities between individuals in groups of people. It may refer to one of the grounds of discrimination, for example gender or ethnicity, but it may also refer to other aspects such as study background. In discussions with the project steering group it was postulated that the most correct thing would be to use the terms equal rights and opportunities, from a legal perspective. Equal opportunities is an umbrella term used for work on issues related to equality, gender equality, diversity and equal treatment, and where opportunities is a word used to include both rights and opportunities.

Strengths and opportunities

Work is being carried out on issues related to gender equality and equal opportunities in all the faculties or equivalent. It is the project’s opinion that there is a general commitment to the issues and a will to work on them. Participants expressed the opinion that it is positive that funds have been allocated and may be applied for regarding the employment of professors from the underrepresented gender and that there are special funds which may be applied for for projects or initiatives in the areas of gender equality and equal opportunities. Different types of projects are being run in the faculties or equivalent. They might, for example, consist of mentorship programmes, the establishment of a special equal opportunities group, leadership training courses, lecture series, teaching and learning competence raising or the systematic use of the internal tool - the Systematic Preventive Work Against Discrimination board game. Systematic work for the prevention of discrimination has been initiated, though different faculties have made different amounts of progress. In some places Systematic preventive work against discrimination has been linked with Systematic Work Environment Management, particularly in the organisational and social work environment. In the Faculty of Medicine and the Faculty of Engineering a vice-dean and a pro vice-chancellor respectively
have special responsibility for these issues and the fact that in this way these issues were clearly linked to the faculty management level was highlighted as a positive thing in both faculties.

During the interviews a number of proposals for improvements were put forward. It was suggested that it might be possible to create stable structures using employees who have devoted time to working with these issues. It was also suggested that a network or a special Systematic preventive work against discrimination team should be created. Participants stated that it is important that work with these issues does not become too centralised, but rather that the faculties or equivalent take a large part of the responsibility for working with these issues so that work is being done "on the ground". Coordination and support are needed. It was also pointed out that it would be possible for the University Management to be clearer regarding strategic goals, monitoring of ongoing work and provision of support structures. Such support could be of help in the preventive work and also in cases of suspected harassment or other forms of discrimination.

It was also noted that it is important for the University administration to make use of knowledge that exists across the organisation and to assemble experts who could help with, for example, research-based documentation or proposals for changes or initiatives. There was a call for the opportunity to coordinate those people who work with these issues in different networks under the University administration in order to offer support and to create consensus, a common method of working and a common follow-up system. Such a network would also have the potential to create the opportunities for highlighting good examples, facilitating the implementation of successful methods and creating opportunities for knowledge transfer between parts of the University. One concrete suggestion was to organise an annual joint conference where successful and less successful projects would be presented. Another suggestion was to coordinate and arrange joint initiatives – e.g. in the form of trainings or seminars.

Participants from several faculties put forward the possibility of creating a structure, similar to the one which already exists in work environment management, with a centralised Systematic Work Environment Management team which would create a network consisting of coordinators or staff with other skills from the faculties or equivalent.

**Weaknesses and obstacles**

The interviews brought up a number of challenges for the university-wide work. These relate primarily to lack of clarity in the organisational structure, lack of strategies, the need for support and the lack of follow-up.

In a number of interviews it was pointed out that there is a need for these issues to be made visible at the leadership level – both within the vice-chancellor’s management team and within the faculties or equivalent – including by means of clearer goals and clearer strategies. It was also stated that it is important that the strategic work at the vice-chancellor's level has a clear link to the management lines throughout the University. There was a call for updated regulatory documents. There was a feeling that there is a lack of clear strategy which means that those projects which have been initiated in the different parts of the University run the risk of being isolated initiatives which are not implemented. This risk may be increased if those projects which run are not clearly based in the management of the respective areas of the university. One reason suggested for why it can sometimes be difficult to define goals at the faculty level, is that the University has quantifiable goals regarding gender equality among professors but not within other areas, or that there is a lack of qualitative goals.

The Council for gender equality and equal treatment is viewed as being invisible, with an unclear mission and an unclear mandate. One reason for this may be the composition of the Council and the mandate of its members to pursue issues in their own areas of the University as well as the connection they have to the leadership of those areas. Another reason may be that there is a lack of clarity about which issues the Council is mandated to deal with. It came
out in a number of interviews that, while having committed people working on and driving these issues is a strength, this can also be a frailty, if it is only the commitment of these people and not the organisation itself which creates the conditions for the work. It was also pointed out that there is currently no university-wide structure for taking advantage of the expertise which exists within the University and that there is no clear link between experts and managers.

In a number of interviews it was mentioned that there is no follow-up of the work and the projects which are being carried out around the University and there was a desire for clear feedback, increased visibility and greater opportunities for transfer of knowledge between different areas of the University. The faculties or equivalent should present annual equal opportunities reports wherein the work with gender equality and equal opportunities is reported. Common templates were produced but some faculties use them more than others and currently there is no common way for the faculties to compile their reports. It is the project's belief that it is currently difficult to obtain an overall picture of the work going on. Neither is there any follow-up at the University level, and it is the interpretation of the project that no follow-up has been sought by the University management. Neither has any collective follow-up for those projects which were financed at University level been carried out and it was noted that there currently is no structure for raising the profile of those projects or procedures which are being implemented in the faculties or equivalent, which is an obstacle to knowledge transfer. Neither is there a structure for focusing attention on the highly competent people who are currently employed as visiting professors of the underrepresented gender, outside the faculty which recruited them – which might have been one way of bringing attention to good role models.

It was also stated that there is a need for more support and for more common ground in the operational work and that there is no common platform where people can meet. There was a desire for more in-depth statistics about employment positions and salaries. There was a desire for further support regarding Systematic preventive work against discrimination and the need was expressed for common guidelines and working procedures (for example common timelines/scheduling) with regard to risk assessment, measures and follow-ups. It is clear that the different parts of the University have made different amounts of progress in their work and that there are differences in how they organise their work and the amount of resources allocated to it.

**Summary of responses from the students**

The reference group consisting of student representatives has provided a considerable amount of documentation where they reply to those issues initially presented to them (Appendix 5). To summarise, the students would like a common conceptual apparatus and one proposal is that the Council for gender equality and equal treatment be given a clearer mandate and that resources be allocated in the form of a special support structure to strengthen and coordinate the university-wide work.

**Work on gender equality and equal opportunities in higher education teaching and learning programmes**

Responsibility for higher education teaching and learning programmes lies with the respective faculties. University-wide courses are run by the Division for Educational Development, AHU. Faculty specific courses are run by Genombrottet (Faculty of Engineering), MedCUL (Faculty of Medicine) and PLUS (Faculty of Science). Courses may also be run as a collaboration between two or more faculties.

**Division for Educational Development, AHU**

The general framework for higher education teaching and learning programmes is the Lund University requirement of at least two weeks training for doctoral students who are teaching and at least five weeks for teaching staff. This training must be related to the national recommendations from the Association of Swedish Higher Education Institutions. AHU offers
courses which meet the Lund University requirements, while also offering more in-depth and/or specialised courses.

The foundation courses *The role of the teacher in higher education* and *Course design in higher education* were revised during the period 2016–2018 to meet the new goals for higher education teaching and learning programmes set by the Association of Swedish Higher Education Institutions. Gender equality and equal treatment were clarified in these goals and were given more space in the training programmes. The various elements in the course are obligatory and the examination follows criteria related to gender equality, equal treatment and equal opportunities.

Common to all AHU courses is that equal opportunities issues are dealt with continuously, regardless of the focus area, rather than, for example, dealing with the issue in a single teaching session. AHU has recently begun a project which aims to create a series of seminars about the multicultural classroom. AHU has also announced the course *Gender and diversity in teaching* which will be delivered by the Faculty of Social Sciences.

*Genombrottet at the Faculty of Engineering*

The Faculty of Engineering has developed a professional higher education teaching and learning programme designed for teaching staff. For lecturers the programme is of at least ten weeks duration while all doctoral students are offered at least a two-week higher education teaching and learning course. One of the objectives of the higher education teaching and learning programme for professionals is for the participants to be able to demonstrate a reflective approach to democracy, gender equality and equal treatment and so forth.

There is also an optional course in the higher education teaching and learning programme for professionals with a focus on gender, *Gender psychological aspects of teaching – women, men and technology*. This course aims to research and study how gender issues can impact on learning, teaching and recruitment. The course involves three weeks of work.

*MedCUL at the Faculty of Medicine*

The Faculty of Medicine offers training in higher education teaching and learning via MedCUL, the Centre for Teaching and Learning. The aim is for all teachers to have ten weeks of training in higher education teaching and learning, which is in line with the Lund University requirement of at least five weeks of training in higher education teaching and learning for those in teaching posts. Doctoral students with a teaching role should have at least two weeks of training in higher education teaching and learning. The obligatory courses in professional development courses in higher education teaching and learning at MedCUL are *Perspectives on learning* (2 weeks) and *Perspectives on course design* (3 weeks). There are a number of additional optional courses. The obligatory courses have the goal of discussing the value systems within higher education, including gender equality and equal opportunities. One of the goals of the optional courses is to plan for inclusive teaching and learning, where gender equality and equal treatment are focussed on.

*PLUS at the Faculty of Science*

The teaching support unit in the Faculty of Science, PLUS, mainly provides three professional development courses in higher education teaching and learning: *Learning and Teaching in Higher Education – Theory and Practice* (3 weeks), *Supporting students writing skills* (2 weeks), *Education for scientific literacy – sustainability, equal opportunities and ethics* (2 weeks). The course *Learning and Teaching in Higher Education – Theory and Practice* is obligatory for doctoral students who are also teaching and comprises the first part of the professional development training in higher education teaching and learning. Equal opportunities issues are integrated into the course and comprise one of the subjects discussed on the course. The course *Supporting students writing skills* is optional and is open to participants from every faculty. A selection of equal opportunities issues are incorporated into the various activities carried out on the course. The course *Education for scientific literacy – sustainability, equality and ethics* is optional and is provided to the teaching staff at the
faculty, which includes teachers, doctoral students and librarians. The course is delivered in the form of a number of workshops, two of which deal with issues of equal opportunities and inclusive teaching. The course was delivered for the first time in 2020. The course has a major focus on equal opportunities and the participants are expected upon finishing the course to be able to "explain the conditions and obstacles for equal opportunities in education and working life, as well as to provide examples of how the awareness of equal opportunities can be promoted" and to "describe how awareness of gender and cultural and ethnic diversity has an impact on the subject, education and research. The participants should also be able to relate to gender and diversity perspectives in scientific subjects and how these can promote a qualitative development in student learning.

Work on gender equality and equal opportunities at other higher education institutions

*Chalmers University of Technology (ca 9 800 FTE students and ca 3 400 employees)*
At Chalmers University of Technology in Gothenburg two employees work in the University administration, dealing with gender equality and equal opportunities; one gender equality coordinator works from the employer perspective and one diversity coordinator works from the education provider perspective. In addition to these two posts, there is a gender equality ombud in each department, appointed by the head of department, who represents the employer. There are also centrally employed work environment engineers who work together with the gender equality coordinator on issues in the organisational and social work environment. Additionally, one of the deputy vice-chancellors is the coordinator for gender equality in the vice-chancellor’s group. At Chalmers, work on gender equality and equal opportunities is organised together with work on organisational and social work environment. Each year a follow-up of the work of the departments is carried out. There is a work environment and gender equality committee which works on strategic issues and where action plans are prepared and the annual review is scrutinised. The committee is led by the vice-chancellor.

Gender equality and equal opportunities are offered as an optional course in the higher education teaching and learning programme at Chalmers. In the research supervisor training these issues are obligatory, which is also the case in leadership training. It is stated that it is seen as a very important part of the strategic work. In the case of recruitment, single gender searches are not accepted, and where they occur the recruitment process is restarted. This procedure applies to recruitment of academic staff and support staff.

*University of Gothenburg (ca 49 200 students/27 300 FTE students and 6 500 employees)*
At the University of Gothenburg there are two staff employed at the University level who work with gender equality and equal opportunities. One is based in the HR unit and works from the employer perspective and the other is based in the education unit, working from the student perspective. Both of these staff members work strategically and provide support to the vice-chancellor’s management team. At the education centre there are also a number of staff who are employed to work with learning support for students with disabilities and with broader recruitment. In line with the University of Gothenburg gender equality and equal treatment policy, there must be an equal treatment representative in each department or equivalent. This person will aid their head of department in designing and implementing the work. The equal treatment representative must have a permanent contract at the University of Gothenburg, be co-opted as a member on the departmental council and be given the latitude to carry out the work assigned to them under their terms of employment. The work is led, developed and coordinated by the Pro vice-chancellor.

The work on gender equality and equal treatment is integrated with the work environment initiatives at the University of Gothenburg. The reason for this is partly that it makes the work more efficient and that these issues have commonalities and partly that the mission from the government - Gender mainstreaming in Swedish Higher Education institutions (JIHU) - stipulates that the gender equality perspective shall be incorporated into all processes. Certain
leadership training courses at the University of Gothenburg are obligatory, but not all. The work environment training deals with subjects such as harassment and sexual harassment. The procedures for recruitment and promotion have been reviewed and all members of the academic appointments boards have undergone training.

Stockholm School of Economics (ca 2 000 students/1 600 FTE students and ca 250 employees)
At the Stockholm School of Economics there is an Equality and Diversity Manager who runs the daily work on gender equality and equal opportunities. The role has existed since 2015. The Equality and Diversity Manager deals with the coordination and monitoring of the work while also running activities. Structurally, the role is placed in the HR department, but the main responsibility and the strategic decision-making lies with the vice-chancellor. In addition to this, there is an Equality and Diversity Committee with representatives from all the departments in the University as well as the Students Union. The Stockholm School of Economics Equality and Diversity Manager is part of the pedagogical development group and works with the Head of Pedagogy and Faculty Development at the School. Each year a course is arranged aimed at supporting teachers in becoming more inclusive in their teaching. Additionally, every employee must take part in a workshop which provides tools for the creation of more open and inclusive environments, from the education provider perspective. The HR Department holds regular courses for managers, which include training in labour law and the Swedish Discrimination Act.

Royal Institute of Technology (ca 13 500 FTE students and ca 5 000 employees)
At the Royal Institute of Technology in Stockholm, there is an Equality Office whose job it is to coordinate and support the Institute's overall work on gender equality, diversity and equal opportunities. At the Royal Institute of Technology there is a deputy vice-chancellor with responsibility for gender equality and values who also works in the Equality Office. At the Equality Office there are also two gender equality, diversity and equal opportunities strategists whose task is principally to work proactively with gender equality, diversity and equal opportunities from the employer's perspective. There are also two project managers and one gender equality, diversity and equal opportunities strategist working from the education provider perspective. In addition there are researchers attached to the unit who primarily work with the faculties.

In addition to the Equality Office there is a gender equality, diversity and equal opportunities group with a representative from the management team of each faculty, one representative from the administration and one student representative. The gender equality, diversity and equal opportunities group is the strategic body and the group is constructed such that the group will have the mandate and latitude to act. In each of the five faculties there is a gender equality, diversity and equal opportunities group and each faculty also has a gender equality, diversity and equal opportunities partner from the administration. The job of this partner is to support the work with gender equality, diversity and equal opportunities in the faculties/schools. The Royal Institute of Technology also has a gender equality, diversity and equal opportunities officer in the management team of each faculty/school, in the support services and in the students union. The gender equality, diversity and equal opportunities officer is a person who has the task of running the local gender equality integration and equal opportunities work together with support from the gender equality, diversity and equal opportunities partner.

Malmö University (ca 24 000 students/12 000 FTE students and ca 2 100 employees)
At Malmö University there are two members of staff who work across the university with gender equality and equal opportunities; one gender equality strategist working full time and one public health scientist working half-time. The gender equality strategist is employed by the management office and works from the employer perspective. This person’s job involves coordinating gender mainstreaming for both staff and students. The public health scientist works on coordinating the equal treatment work from the education provider perspective and is employed by the Student Health Centre. At Malmö University the HR Division provides support to all areas of the University with the work on active measures and with investigations.
of reports from staff regarding harassment, sexual harassment or retaliation. The HR Division is also tasked with implementing the annual salary survey. In the case of reports from students of harassment, sexual harassment, or retaliation there is a lawyer at the University Office who carries out the investigations.

At Malmö University there is a central Council for gender equality and equal opportunities which provides advice to the vice-chancellor, while also having a support and coordination function. The operational work follows the line management structure where managers with staff under them are responsible for the work on gender equality and equal opportunities. At Malmö University there is also a partnership agreement with the unions which stipulates that there should be collaboration on gender equality and equal opportunities in relation to staff.

In order to ensure a good work environment, free from discrimination and retaliation, Malmö University has carried out a dialogue on coordinating the procedures around the preventive work against discrimination and the preventive initiatives on the work environment. The aim being to harmonise the requirements for a systematic and continuous work which appear both in the Swedish Discrimination Act and in the Work Environment Act.

Stockholm University (ca 33 100 students/ca 27 000 FTE students and ca 5 700 employees)
At Stockholm University there are four members of staff in the central administration working on equal opportunities, but these are not full-time equivalent posts. There is a gender mainstreaming coordinator in the Office of the President (vice-chancellor), a gender equality coordinator in the Student Services Division and HR specialists in the HR Division. In addition to this there are equal opportunities managers in the departments, in those cases where the head of department has delegated responsibility, otherwise the responsibility lies with the head of department. At Stockholm University there is a Council for Work Environment and Equal Opportunities, RALV, which is an advisory body to the President. RALV is the university-wide advisory organ for issues regarding work environment and equal opportunities based on work environment legislation and the Discrimination Act. RALV has two committees: the employer/employee committee and the education provider/student committee. There are also work environment and equal opportunities groups in each department. The departmental “councils” are part of the University level organisation of the systematic work environment and equal opportunities work, and an important part of the cooperative framework between employers, employees and students.

Equal opportunities issues are dealt with in the University leadership programme and the training programme for directors of studies. In the undergraduate education programmes, work environment and equal opportunities, intended for managers, includes training in the Discrimination Act. The procedures for recruitment and promotion have been reviewed and all members of the academic appointments boards have undergone training in gender equality.

Umeå University (ca 33 400 students/17 500 FTE students and ca 4 1100 employees)
At Umeå University there are two members of staff, one HR specialist and one student coordinator, whose contracts stipulate that they will work half-time as equal opportunities coordinators. Both coordinators work on a university-wide level and are responsible for developing and coordinating the university work on gender equality and equal treatment issues. In the faculties, in the University administration and in the university library there are administrators working 25% on equal opportunities and in the departments there are equal opportunities representatives who must devote at least 30 hours per six-month period to these issues. These coordinators, administrators and representatives all provide support to management in their work on equal opportunities which covers all grounds of discrimination. In addition, there is one deputy vice-chancellor who has special responsibility for equal opportunities. This deputy vice-chancellor is also chair of the University Council for Equal Opportunities which brings together representatives from the faculties and the students.

The work on equal opportunities and work environment is integrated at Umeå University, but in order to avoid equal opportunities issues being hidden in the background of the established
efforts on the work environment, a structure has been created in the organisation for equal opportunities representatives. The coordinators organise regular network meetings, which enable the over 100 representatives at the University to meet and participate in themed meetings. Leadership training is organised at the university-wide level and is voluntary.

Uppsala University (ca 46 000 students/17 000 FTE students and ca 7 300 employees)
At Uppsala University there are a number of staff employed at the University level working on equal opportunities. In the HR division there are equal opportunities specialists, in the student services division there are coordinators for equal opportunities and coordinators for students with disabilities.

The University has an equal opportunities council which is the strategic, university-wide organ for equal opportunities issues. This council acts in an advisory capacity to the vice-chancellor. The chairperson of the council is the vice-chancellor or their appointee. In the faculties, the University administration and the University library there are equal opportunities working groups. There must be an equal opportunities representative in each department/administrative office with more than 20 employees; this representative supports the head of the department or office in ongoing equal opportunities work. The equal opportunities representative is a representative in the administration's equal opportunities working group.

Allocation of central funds

Between 2009 and 2020 Lund University allocated a total of SEK 70 391 100, divided between 126 applications. There were four different initiatives from which funds could be applied for: Hedda Andersson or visiting professor from the underrepresented gender; For an even gender distribution among professors; Funds from the Council for gender equality and equal treatment; and Funds for Systematic preventive work against discrimination and for equal opportunities. Today there remain: University-wide funds for gender equality initiatives for visiting professors from the underrepresented gender (previously Hedda Andersson) and Funds for Systematic preventive work against discrimination and for equal opportunities. 58.6 million of the SEK 70.3 million has been distributed within the framework of the initiative Hedda Andersson or visiting professor from the underrepresented gender (Table 2). This is not a particular surprise since the initiatives have been in place since 2009.

* See Appendix 2
Table 2 Distribution of central funding per initiative

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Number</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hedda Andersson or visiting professor from the underrepresented gender</td>
<td>75</td>
<td>58 607 000</td>
</tr>
<tr>
<td>For an even gender distribution among professors</td>
<td>19</td>
<td>7 046 200</td>
</tr>
<tr>
<td>Funds from the Council for gender equality and equal treatment</td>
<td>25</td>
<td>1 277 900</td>
</tr>
<tr>
<td>Funds for Systematic preventive work against discrimination and for equal opportunities</td>
<td>7</td>
<td>3 460 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
<td><strong>70 391 100</strong></td>
</tr>
</tbody>
</table>

Of the 126 applications, three were granted an extension, meaning that a total of 123 individual grants have been awarded since 2009. There is a detailed breakdown of this in Appendix 2. To facilitate the breakdown the information is divided up into the following categories:

- Professors of the underrepresented gender
- Career support
- Education and Training
- Student representation

**Professors of the underrepresented gender**

By far the most money has been allocated to the appointment of visiting professors of the underrepresented gender. A total of SEK 56 707 000 has been allocated to this. The initiative has resulted in 67 people being offered posts at Lund University. The Faculty of Science has received the most money (Table 3).
Table 3: Professors of the underrepresented gender

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUSEM</td>
<td>10^5</td>
<td>6 060 666</td>
</tr>
<tr>
<td>Faculties of Humanities and Theology</td>
<td>6</td>
<td>6 146 667</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>4</td>
<td>2 985 500</td>
</tr>
<tr>
<td>Faculty of Fine and Performing Arts</td>
<td>3</td>
<td>2 887 000</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>8^6</td>
<td>11 518 000</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>7</td>
<td>6 000 000</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>19</td>
<td>13 544 000</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>7</td>
<td>6 899 000</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>500 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>56 707 000</strong></td>
</tr>
</tbody>
</table>

Career support
A total of SEK 6 507 800 has been allocated to initiatives or projects which in various ways aim to support the career paths of people of the underrepresented gender. This has included mentorship programmes, career programmes, supplementary allocation of research funds for people close to promotion to professor, introduction of procedure observers in the recruitment process and career coaching. A total of 22 such initiatives have been awarded funds, the highest amount being awarded to the Faculty of Medicine (Table 4).

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^5 On one occasion LUSEM, the Faculties of Humanities and Theology and the Faculty of Social Sciences applied for and were granted funds for a jointly appointed visiting professor. This application is not recorded in the number of projects faculties were awarded funds for, but in the total number of projects and in the total of allocated funds in Table 3.

^6 On one occasion the Faculty of Engineering and the Faculty of Medicine applied for and were granted funds for a jointly appointed visiting professor. This application is not recorded in the number of projects faculties were awarded funds for, but in the total number of projects and in the total of allocated funds in Table 3.
Table 4: Career support

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUSEM</td>
<td>1</td>
<td>400 000</td>
</tr>
<tr>
<td>Faculty of Fine and Performing Arts</td>
<td>2</td>
<td>450 000</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>3</td>
<td>350 000</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>6</td>
<td>2 282 400</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>6</td>
<td>1 585 000</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>3</td>
<td>953 400</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>487 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>6 507 800</strong></td>
</tr>
</tbody>
</table>

Education and Training
A total of SEK 5 587 900 has been allocated to 31 different initiatives intended for education or skills training. The largest amount was awarded to the Faculty of Fine and Performing Arts (Table 5). While the initiatives do increase knowledge, their purpose is also to change culture or values. Initiatives have targeted both research and education/training, primarily in the form of arranging seminars, symposia and workshops with a focus on increasing knowledge about equal opportunities, harassment, inclusive communication, norm criticism, LGBTQ issues and so forth. The majority of the initiatives focused on employees but there were also some initiatives which included students.
### Table 5: Education and Training

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUSEM</td>
<td>1</td>
<td>800 000</td>
</tr>
<tr>
<td>Faculties of Humanities and Theology</td>
<td>5</td>
<td>216 700</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>1</td>
<td>50 000</td>
</tr>
<tr>
<td>Faculty of Fine and Performing Arts</td>
<td>4</td>
<td>1 858 000</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>9(^7)</td>
<td>854 250</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>2</td>
<td>1 306 150</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>5</td>
<td>280 000</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>222 800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>5 587 900</strong></td>
</tr>
</tbody>
</table>

Representation among students
A total of SEK 1 597 400 has been allocated to 6 different initiatives which in various ways related to equal opportunities and diversity among different groups of students. These included, for instance, developing proposed measures to increase the number of female students in computer science and developing procedures to broaden recruitment to arts programmes. The largest amount here was awarded to an individual professor, Gunilla Jarlbro, for her initiative *Imbalances in the number of men and women on undergraduate courses at Lund University* (Table 6).

\(^7\) On one occasion the Faculty of Engineering and the Faculty of Science applied for and were granted funds for a joint project. This application is not recorded in the number of projects faculties were awarded funds for but in the total number of projects and in the total of allocated funds in Table 5.
Table 6: Representation among students

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Fine and Performing Arts</td>
<td>2</td>
<td>147 400</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>1</td>
<td>50 000</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>1</td>
<td>100 000</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1 300 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>1 597 400</strong></td>
</tr>
</tbody>
</table>

The project notes that feedback has only been received for 13 of the initiatives awarded funding. This does not mean that evaluations were not carried out but it makes it very difficult to form a picture of which initiatives worked well and which did not. According to the Swedish Secretariat for Gender Research (2016) the question of what the results of the work were and whether the initiatives resulted in sustainable, long-term processes is fundamental in order to make progress. Without an overall picture of what findings were generated it is also difficult to prioritise or implement successful processes.

Summary

Based on the information collected, the project draws the following conclusions

- Lund University needs a more dynamic, clearer organisational structure in order to be able to work with these issues at a strategic level. This is a question primarily of making the issues more prominent at the management level and strengthening the connections between the vice-chancellor and the faculties or equivalent. The Council for gender equality and equal treatment has an unclear role and an unclear mandate.

- Lund University needs to make the strategic goals clear and greater consensus is needed regarding which issues are strategically prioritised.

- Lund University needs structures which take advantage of the expert competence which exists around the University and needs to create the conditions for a clear link between specialists and management.

- Lund University needs clearer organisational structures for the monitoring of those funds which have been allocated to different projects. This is important in order to highlight good examples, gain knowledge about which projects are effective and also to be able to spread knowledge between different parts of the University and to implement efficient work processes.

- Lund University needs to develop a clearer university-wide support structure for the systematic preventive work against discrimination with active measures in four steps. The university level work should thus focus on supporting faculties and equivalent
institutions in operational work by, in various ways, contributing to creating common procedures for risk assessment, measures and follow-up.

- Lund University needs to create a common platform for those people working with the issues in the faculties or equivalent in order to create opportunities for common ground and knowledge transfer between different parts of the University.

- Lund University needs to improve its communication, by having clearer web pages and presenting clearer information to managers, staff and students.

- Lund University has primarily focused on issues related to gender equality and in particular gender equality in senior teaching positions. These are important issues but there is also a need for structures which clearly provide opportunities for an active focus on other grounds of discrimination.

Preparation of proposals and consultation process

It is the view of the project that before it is time to provide concrete proposals regarding how the University work on gender equality and equal opportunities should be implemented, it is necessary to have an organisational structure that ensures that such work can be implemented in an effective manner. The proposals are intended to raise the profile of the issues at the management level, to enable expert functions to be clearly linked to management functions and to form a university-wide support structure. The project believes that the proposals would create increased visibility, increased clarity and increased opportunities to work effectively on issues related to gender equality and equal opportunities, at both strategic and operational levels. The project suggests the following organisational changes:

1. That the mission and composition of the current Council for gender equality and equal treatment (R-JOL) be changed. The project also suggests that the name of the Council be changed to The Council for gender equality and equal opportunities (Rådet för jämställdhet och lika villkor). The Council is currently headed by the vice-chancellor and consists of representatives, (with alternates) from the Central Administration, all the faculties or equivalent, plus representatives for the student unions and trade unions. The Council should be mandated to be the driving force for the university-wide work on combating discrimination and promoting gender equality, equal rights and opportunities, to organise monitoring and analysis of university-wide work to counteract discrimination and promote gender equality, equal rights and opportunities and to prepare necessary regulatory documents on discrimination, gender equality, equal rights and opportunities and also to participate in the preparation of certain matters within the area (STYR 2019:95).

The project suggests that the Council shall in the future be headed by the vice-chancellor, the pro vice-chancellor, the deputy vice-chancellor or another person in the vice-chancellor's management team. Besides that, the Council should consist of the university director, the HR director, student representatives and representatives from trade union organisations and all the faculty management groups (dean, pro-dean, vice-dean or equivalent). The Council should take the lead in the University's strategic work for gender equality and equal opportunities and be in charge of preparing relevant strategic and regulatory documents. The Council should be in charge of making suggestions to the vice-chancellor regarding distribution of – and monitoring of the distribution of – funds, drawing up strategic plans, and making annual analyses and follow-ups of the university-wide work. It should deal with in-depth statistical analyses of appointments and should develop common procedures for appointments
without preconceptions or bias. It is of major importance that in the immediate future the Council develops a strategic plan and updated regulatory documents.

The mandate period for the Council should coincide with the mandate of the vice-chancellor, a three-year period. The proposal means that the Council would have a clearer management mandate and greater possibilities to drive forward strategic issues. The proposal would also mean a clearer link between University Management and management of the faculties or equivalent, which would create the conditions to facilitate strategic and operational work. The project stresses that in the faculties there should be a close, clear connection between the faculty management and the committees/boards working on gender equality and equal opportunities, in order to gain the maximum synergies from the new composition of the Council.

2. By changing the composition of the Council for gender equality and equal treatment, these issues will receive a clearer focus at the management level. At the same time it is important that management does not lose its connection with specialists. The project suggests that an expert group be established. Organisational this could be linked to the Council and consist of 8 – 10 lecturers or researchers with documented specialist knowledge within gender equality and equal opportunities and with good knowledge of the university operations. The group should also have a student representative.

The expert group should be appointed by the Council and led by the chairperson of the Council. The members of the expert group should be appointed in consultation with the deans or equivalent. The project suggests that the expert group initially be given a mandate of three years which coincides with the mandate period of the Council. After that there should be an evaluation of the composition of the group and future mandate period. This expert group should work on issues assigned directly by the Council and help with the strategic work, by developing knowledge-based material prior to decisions by the Council, observing external activities, proposing initiatives and helping with analyses during follow-up. One person from the expert group should be co-opted to the Council.

3. In the Tellus project, which surveys the occurrence and mechanisms of sexual harassment at Lund University, it has previously been proposed - and approved - that a support structure (a team) may work on issues relating to harassment, sexual harassment and victimisation. Under the proposal for allocation of resources for 2021, funds will be allocated to the equivalent of 1.5 full-time positions and the vice-chancellor has set aside the resources from the vice-chancellor's budget so that the team can start work in September 2020. The team, which must have, among other things, professional competence in HR and labour law should function as both proact and reactive support to the faculties and departments on labour law issues and investigations under the Swedish Discrimination Act and Organisational and social work environment (AFS 2015:4) provisions, and also on preventive work against harassment, sexual harassment and victimisation. The team should also coordinate a network consisting of representatives from the faculties or equivalent to facilitate and professionalise the university-wide preventive work against harassment, sexual harassment and victimisation, to create the conditions for consensus and to coordinate competence-raising initiatives. The students particularly proposed that the 1.5 full-time equivalent positions should be an increase in the existing resources and allocated so that at least one person is working full-time with these issues, in order to create the conditions for focused work. The project shares the students’ opinion in this matter. The project has had discussions with representatives of Tellus and proposes that the planned support structure be given a broader mission and that beyond its special focus on harassment, sexual harassment and victimisation, the team should also focus on systematic preventive work against other forms of discrimination. A representative of this team should be co-opted to the Council for gender equality and
equal opportunities. The team should collaborate regularly with the expert advisory group. The overall mandate of the support structure should be to create the conditions for Lund University to conduct fit-for-purpose, efficient systematic preventive work against discrimination that complies with government legislation, and to carry out professional management of issues linked to harassment, sexual harassment and victimisation. In addition the team should work in particular to support the faculties or equivalent by:

- developing and providing support to the faculties or equivalent in legal matters related to the Swedish Discrimination Act from the perspectives of both employer and education provider.

- developing and providing support in conjunction with investigations related to suspected harassment, sexual harassment or victimisation. Such support may consist of advice related to the carrying out of investigations and input or coordination of contacts with outside experts. Only in special cases should the team carry out investigations. This might be in the case of particularly complicated matters or matters which carry the risk of a conflict of interest.

- coordinating the preventive work related to discrimination, harassment, sexual harassment and victimisation at the University. This requires that the faculties or equivalent co-opt a systematic preventive work against discrimination coordinator to work on these issues locally. The team should form and coordinate a network consisting of systematic preventive work against discrimination coordinators at the faculty or equivalent level. This network should work to create university-wide structures and approaches regarding how the systematic preventive work against discrimination, harassment, sexual harassment and victimisation can be run and followed up. The team should also coordinate and enable regular competence raising initiatives, work for knowledge transfer between the different areas of the University and create structures for annual compilation and follow-up of the work taking place at the University.

- collaborating with other parts of the University administration – especially with those people working on work environment issues – to harmonise procedures, education initiatives, information material and the like. It is also important that the team creates templates for collaboration with Occupational Health Services and Student Health Services.

The team should cooperate with Lund University Student Unions (LUS). The team should also strive to build structures to support LUS in dealing with matters related to discrimination, harassment and sexual harassment. A special study is required to decide on the precise nature of such support. It is the opinion of the project that the proposal would create the conditions for clearer and more structured work at the operational level. It would also create conditions for cooperation, exchange of experience and knowledge transfer between different parts of the University.

4. The project suggests that a communications strategy be drawn up to raise the profile of these issues, both internally and externally. One part of the preventive work against discrimination relates to building awareness, whereby it is important for staff and students to be very aware that these are high priority issues that are being worked on actively. It is a clear signal of what the key values at the University are. External communication is also important, not least to attract people who place value on an employer and education provider who clearly places equal opportunities and gender equality on the agenda and works actively for them. This becomes even more
important in the case of application for funding, since funders require higher education institutes to have clear strategies on equal opportunities and gender equality.

5. The project suggests that educational courses be introduced for staff, management and leaders. This might be in the form of specially prepared courses but it could also be a case of creating space for these issues within existing courses. Suggestions for educational courses were put forward during the interviews. It is the view of the project that it is self-evident that managers and teaching staff are expected to have knowledge of gender equality and equal opportunities. It is also the view of the project that this issue needs to be discussed at a strategic level and that the University needs to take a stance regarding what knowledge requirements should be set, what courses are to be provided, who will arrange the training and who will participate. The project maintains that it is an issue which should be prioritised by the Council for gender equality and equal treatment.

Resources
The project has conducted discussions with various people in the University administration and management regarding what resources would be necessary in order to implement the first three proposals. It is the view of the project that these proposals can be, to a great extent, implemented using existing resources.

In the case of resources for the Council for gender equality and equal opportunities (Proposal 1) the Council currently has management support. The project suggests that this support continues but that the support staff also be made responsible for coordination of the expert group and for ensuring that there is a link between the Council, the expert group and the support structure. In the case of resources for the expert group (Proposal 2) it is the view of the project that there will be a need for further resources where investigations or in-depth analyses need to be carried out. The project suggests that decisions on this be made by the vice-chancellor on a case-by-case basis and that money is then taken from the funds for gender equality and equal opportunities allocated in the resource allocation decision for 2021.

In the case of resources for the support structure (Proposal 3), positions corresponding to 1.5 full-time equivalent posts has been allocated under the Tellus project and, with this increase in resources, the project deems the combined resources in the University administration (a total of 2.5 full-time equivalent posts) is sufficient in the current situation.

Consultation responses 8

School of Economics and Management
The School of Economics and Management is favourably disposed to the proposal. They stress that the fact that the proposal takes a holistic view of the organisational structure and that it would entail strengthening of the systematic preventive work against discrimination is positive. They point out, on the other hand, that it is important for the strengthening of resources not only to strengthen at the university level but also to be of benefit to the whole university.

Faculties of Humanities and Theology
The Faculties of Humanities and Theology welcome the initiative for systematic work with gender equality and equal opportunities and are in overall agreement with the proposal. They point out that the proposed organisational structure runs the risk of being too complicated. They also maintain that there is a risk that the work stops at the faculty level and that the support is not given where it is needed, i.e. at the departmental level. They maintain that it might be problematic for the dean or equivalent to be on the Council for gender equality and

8 See consultation and consultation responses in Appendix 6
equal treatment rather than a person with a daily involvement in these issues. They also maintain that the role and composition of the expert group are unclear, and that a “parallel” to the local collective agreement on work environment collaboration might be a way to make the structures clearer.

Faculty of Law
The Faculty of Law is mostly favourably disposed to the proposal. They are in favour of the establishment of the expert group and of the Council for gender equality and equal treatment having a strong connection at the management level. They also see a risk that the appointment of coordinators for systematic preventive work against discrimination might be too resource-intensive for the smaller faculties.

Faculty of Fine & Performing Arts
The response from the Faculty of Fine & Performing Arts was predominantly positive. They agreed that the University needs a clearer and more dynamic organisational structure. They welcome the proposal’s focus on the organisational structure. They maintain that the organisational structure of the current work environment is exemplary as regards distribution of responsibility and structure and state that the work with gender equality and equal opportunities would have benefited from a similar structure. They are positively disposed to the proposal to appoint systematic preventive work against discrimination coordinators but would like to see a clearer description of the expert group.

Faculty of Engineering
The response from the Faculty of Engineering was predominantly positive. They believe that the proposal will bring a better organisational structure. However, they would like to see clarification with regards to allocation of resources. The Faculty of Engineering also points out the importance of coordination of the systematic preventive work against discrimination efforts, that the dialogue between the vice-chancellor and the faculties should be strengthened, including regarding which issues should be prioritised and they would like to see a university-wide action plan. They would like to see training for the HR staff in gender equality and equal opportunities.

Faculty of Medicine
The Faculty of Medicine is positively disposed to the proposals and maintains that it is particularly valuable that the roles and mandate be strengthened, that the issues addressed in the proposal be highlighted, and that the connection between the University administration and the faculties should be strengthened.

Faculty of Science
The Faculty of Science welcomes the fact that the University is taking a holistic approach to equal opportunities work, regarding both structures and procedures. They see the expert group as an important complement to the Council, suggesting that it also be given an operational role. They maintain that it is important for the expert group to consist of people who have knowledge about change management and experience of successful initiatives – and that a good knowledge of the workings of the University should not be the most important requirement. They would also like to see a clear description of how the expert group would be put together and would like clarification with regards to the allocation of resources. Finally, the Faculty of Science is hesitant about the proposal to appoint coordinators for systematic preventive work against discrimination. They rather advocate the establishment of an operational measures group as support for the Council for gender equality and equal treatment.

Faculty of Social Sciences
The Faculty of Social Sciences believes that it is good that gender equality and equal opportunities issues will be managed by people with a formal mandate that comes with the change to the Council for gender equality and equal treatment. They express some misgivings about the proposal entailing increased bureaucracy and greater centralisation, with the accompanying risk that the work might be moved from the departmental level.
The University administration
The University administration supports the proposal but does not see how the increased workload for the team could be covered by the 1.5 FTE awarded through Tellus.

MAX IV
MAX IV laboratory is positively disposed to the proposal.

USV/LUKOM
No consultation response has been received from USV/LUKOM.

University Libraries
No consultation response has been received from the University Libraries.

Lund University Student Unions
Lund University Student Unions is favourably disposed to the proposal. They point out the importance of student representation in the expert group. They also stress that it is important that the team of 1.5 FTE posts, allocated as a result of the Tellus project, be full-time positions, in order to create the conditions for focused work. In addition to this they see the need for further resources if the team is to have a broader mandate.

Summary and clarification
It is the understanding of the project that the faculties or equivalent and LUS on the whole take a positive view of the proposals. There is a desire to have clarification regarding the composition of the expert group. The project shares the opinion of the Faculty of Science that the expert group needs competence and experience of change management, in both the national and international context. The project also shares the opinion of LUS that there should be student representation in the expert group. It is also the opinion of the project that it is important that the details of the composition of the expert group be discussed in the amended Council for gender equality and equal treatment. The project does not share the opinion of the Faculty of Science that the expert group should have an operational mandate. It was mentioned in a number of interviews that it is important for the work for gender equality and equal opportunities to be “dynamic” and above all for it to be carried out within the faculties or equivalents. The project maintains that the university-wide work should primarily deal with creating the conditions for university-wide strategic work with common goals, a clear link between the vice-chancellor and the faculties and additionally providing support for the faculties – including in operational work. The project believes that the proposals put forward would make this possible.

There was also a request on a clearer breakdown of how resources will be allocated to the proposals. The project shares the opinion of the students that it is important for the support structure to be staffed with people who will have sufficient time to carry out the tasks. In the case of resources for the expert group, it is the view of the project that there will be a need for further resources where investigations or in-depth analyses need to be carried out. The project suggests that decisions on this be made by the vice-chancellor on a case-by-case basis and that money is then taken from the funds for gender equality and equal opportunities allocated in the resource allocation decision.

The Faculty of Social Sciences and the Faculties of Humanities and Theology expressed misgivings lest the proposal might entail increased bureaucracy and weaken the internal work of the faculty. The project does not share these misgivings. The project will indeed entail increased administration. Nevertheless, it is the opinion of the project that the current structure needs to be strengthened in order to create conditions for more effective working procedures. Neither does the project believe that the proposal would impact on the possibilities of the faculties working on gender equality and equal opportunities themselves, or the possibilities of
identifying focus areas and initiating measures and projects. The faculties would experience no change in these possibilities. The project sees, rather, the opportunity to make the work done by the faculties more powerful, via the creation of common platforms and strategies.

**Proposals and recommendations**

It is the project’s judgement that the proposals submitted are based on a thorough review and a large number of interviews. The proposals were discussed on several occasions in the project steering and reference groups. The proposals were sent out for consultation and the opinions which have been received have been taken into account as far as possible. The trade union organisations have been kept informed pursuant to section 19 of the Employment (Co-Determination in the Workplace) Act. It is the opinion of the project that the process followed has ensured that the staff and the students have had an impact and that the proposals may be viewed as well-grounded. In summary, the project proposes that Lund University should decide to:

- Change the composition and mandate of the Council for gender equality and equal treatment in line with the above proposal
- Set up an expert advisory group in line with the above proposal
- Set up a support structure by expanding the mandate of the support structure allocated under the Tellus project in line with the above proposal
- Establish a communication plan in line with the above proposal
References


List of Appendices

Appendix

1. Implementation of the project *University-wide initiative for gender equality and equal treatment, Decision of the vice-chancellor*

2. Breakdown of initiatives financed by university level funds

3. Participants in the project

4. Interview guide

5. Answers to in-depth questions for LUS

Implementation of the project University-wide initiative for gender equality and equal treatment

Background
The University Board decided in conjunction with the research quality review RQ08 to allocate SEK 4 million annually for the employment of visiting professors of the underrepresented gender in the name of Hedda Andersson. In 2015 the University Board decided to add a further SEK 4 million per year to the achievement of a more balanced gender distribution among Lund University professors. This initiative was originally intended to ensure that senior lecturers of the underrepresented gender should be able to gain the necessary qualifications to be able to either compete for advertised professorial posts or apply for promotion to such posts. The faculties were able to apply for funds from both these pots.

Lund University faculties and departments are conducting comprehensive work with the purpose of promoting gender equality, equal treatment and diversity. Each faculty and many departments have their own groups working on gender equality and equal treatment and have adopted relevant regulatory documents and action plans. At the central university level there is the Lund University policy for gender equality, equal treatment and diversity. An annual follow-up of this takes place in the form of a gender equality report based on the reports from the faculties.

For a number of years the government has set out recruitment targets for female professors for respective higher education institutions. In 2016 the government commissioned the formulation of a plan for gender mainstreaming with the aim of contributing to the government gender equality policy goals. Gender mainstreaming consists of examining management and decision-making processes in order to identify and remove obstacles to gender equality in the organisation. The Lund University Plan concerning gender mainstreaming at Lund University, 2017–2019 was adopted in May 2017 and focuses on removing obstacles to gender equality in the staff recruitment process and on broadening recruitment and broadening student participation. This work now needs following up.

The resources allocated by the University Board for the promotion of an even gender balance among professors, have in recent years also been able to be used for measures which stimulate efforts for a gender equal work environment and the University work with the systematic preventive work against discrimination.
stipulated in the legislation. Despite decisions regarding changes concerning the criteria for the granting of funds, resources have steadily been accumulated and the allocated funds have not been exploited to the extent that the University Board decision intended and a capital surplus has been created. The discussion in the Council for gender equality and equal treatment around the underutilisation of these funds has led, among other things, to the suggestion that the two above-mentioned pots be combined into one pot in the resource allocation for 2020. Under the proposal the resources should promote even gender balance by funding visiting professors from the underrepresented gender. These resources can also be used to stimulate systematic preventive work against discrimination.

During the spring term of 2019 Lund University Students Unions raised the question of further changes to the use of the funds. This proposal was discussed by the University Board, the Vice-chancellor's Management Council and the management team.

In order to strengthen university-wide work for gender equality and equal treatment it is proposed that a project be initiated which would follow up the initiatives which have been implemented regarding gender mainstreaming, review how university-wide work for gender equality and equal treatment is to be structured in such a way that experiences from projects which have been implemented may be put to better use in the University and that the funds allocated by the Board may be used in the best way. The project should develop concrete proposals for the development of working procedures at the university-wide level. The Vice-chancellor is currently the chairperson of the Council for gender equality and equal treatment. The project manager should strengthen the university-wide work by observing the development of the knowledge area and, at the behest of the Vice-chancellor, driving matters forward between meetings of the Council for gender equality and equal treatment. At the same time the administrative support should be reinforced in order to help the project. The financing of project managers and extra support is planned to be taken from the accumulated capital stemming from the funds allocated by the University Board. The cost is estimated to be a total of SEK 2 million. The project will run from November 1, 2019 until February 28, 2021.

Negotiations under section 11 of the Employment (Co-Determination in the Workplace) Act took place on October 7, 2019.

**Decision**
The University hereby decides during the period November 1, 2019 until February 28, 2021 to implement the project University-wide initiative for gender equality and equal treatment. Project commissioned by the Vice-chancellor.

Vice-dean Jimmie Kristensson, Faculty of Medicine, is appointed as project manager on the basis of 30% of full-time for the duration of the project.

The project will recruit an extra full-time administrative support staff from the HR Division. The project manager shall submit a project plan and a budget to the Vice-chancellor by March 31st 2020 to rektor@rektor.lu.se.
During the project the project manager shall submit a proposal for updated working procedures regarding gender equality and equal treatment at the university-wide level. This proposal should be submitted to rektor@rektor.lu.se.

Work on the introduction of new working procedures will take place while the project is running.

A steering group will be set up, consisting of the Vice-chancellor, the university director, the HR director, dean Mia Rönnmar, a union representative from ST/OFR and a student representative. The student representative is to be appointed in accordance with Section 7 of the Ordinance on Students' Unions (2009:769). The Council for gender equality and equal treatment is a reference group.

SEK 200,000 of strategic research funds has been allocated for November – December 2019. Funds for the period January 2020 – February 2021 will be decided by the Vice-chancellor in the beginning of 2020. The funds decided upon will be recorded by the project office. The funds decided upon shall cover both direct and indirect costs. Unused funds at the end of the project shall be returned to LU jointly. A final report, along with a financial review shall be submitted by the project manager to rektor@rektor.lu.se by February 15, 2021 at the latest.

The decision in this matter has been taken by the undersigned Pro vice-chancellor in the presence of university director Susanne Kristensson, after a hearing with Lund University Student Unions and a representation from investigator Carina Wickberg.

Sylvia Schwaag Serger

Carina Wickberg
(Office of the Vice-chancellor)

Copies to
Jimmie Kristensson, Faculty of Medicine
The Council for gender equality and equal treatment
All faculties
All divisions
LUB
USV
LUKOM
Research Board
Education Board
Research Programmes Board
## Appendix 2 Breakdown of initiatives financed from central university funds

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Purpose</th>
<th>Initiative</th>
<th>Funds</th>
<th>Feedback report?</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Visiting professor in Hedda Andersson’s name</td>
<td>Participation in research and teaching, representation</td>
<td></td>
<td>2,000,000</td>
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<td>Professors of the underrepresented gender</td>
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<td>Visiting professorship</td>
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<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculties of Humanities and Theology</td>
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<td>Participation in research and teaching, representation</td>
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<td>Visiting professor in Hedda Andersson’s name</td>
<td>Participation in research and teaching, representation</td>
<td></td>
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<td>No</td>
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<td>Participation in research and teaching, representation</td>
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<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Law</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
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<tr>
<td>Faculty of Medicine</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
<td></td>
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<tr>
<td>Faculty of Medicine</td>
<td>Funds for research opportunities for lecturers of the underrepresented gender who are close to promotion to professorship.</td>
<td></td>
<td>100 000</td>
<td>No</td>
<td>Career support</td>
<td></td>
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<td>Faculty of Science</td>
<td>Funds for research opportunities for lecturers of the underrepresented gender who are close to promotion to professorship.</td>
<td></td>
<td>100 000</td>
<td>No</td>
<td>Career support</td>
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<td>Faculty of Science</td>
<td>Funds for research opportunities for lecturers of the underrepresented gender who are close to promotion to professorship.</td>
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<td>100 000</td>
<td>No</td>
<td>Career support</td>
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<td>Faculty of Social Sciences</td>
<td>Funds for research opportunities for lecturers of the underrepresented gender who are close to promotion to professorship.</td>
<td></td>
<td>100 000</td>
<td>No</td>
<td>Career support</td>
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<td>Faculty of Engineering</td>
<td>Funds for research opportunities for lecturers of the underrepresented gender who are close to promotion to professorship.</td>
<td></td>
<td>100 000</td>
<td>No</td>
<td>Career support</td>
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<td>Faculty of Engineering</td>
<td>Funds for research opportunities for lecturers of the underrepresented gender who are close to promotion to professorship.</td>
<td>100 000</td>
<td>No</td>
<td>Career support</td>
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<tr>
<td>Other</td>
<td>Imbalances in the number of men and women on undergraduate courses at Lund University. Initiatives to promote gender equality.</td>
<td>1 000 000</td>
<td>No</td>
<td>Student representation</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>Cross-boundary doctoral studentship from the beginning of research education Initiatives to promote gender equality.</td>
<td>300 000</td>
<td>No</td>
<td>Student representation</td>
<td></td>
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<tr>
<td>Faculty of Law</td>
<td>Visiting professor in Hedda Andersson’s name Participation in research and teaching, representation.</td>
<td>1 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>LUSEM, Faculty of Social Sciences, Faculties of Humanities and Theology</td>
<td>Visiting professorship Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Science</td>
<td>Visiting professorship Participation in research and teaching, representation</td>
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<td>Professors of the underrepresented gender</td>
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<td>Visiting professor in Hedda Andersson’s name Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculties of Humanities and Theology</td>
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<td>Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>LUSEM</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
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<td>Participation in research and teaching, representation</td>
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<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Law</td>
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<td>Participation in research and teaching, representation</td>
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<td>No</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
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<td>No</td>
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<td>Faculties of Humanities and Theology</td>
<td>Visiting professor in Hedda Andersson’s name</td>
<td>Participation in research and teaching, representation</td>
<td>1 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
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<td>No</td>
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<td>Faculties of Humanities and Theology</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>LUSEM</td>
<td>Visiting professor in Hedda Andersson’s name</td>
<td>Participation in research and teaching, representation</td>
<td>The visiting professor was in Lund for approximately two months, participated in an international conference and an internal workshop at the school for three days.</td>
<td>410 000</td>
<td>Yes</td>
<td>Professors of the underrepresented gender</td>
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<td>LUSEM</td>
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<td>Participation in research and teaching, representation</td>
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<td>No</td>
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<td>LUSEM</td>
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<td>Participation in research and teaching, representation</td>
<td>175 000</td>
<td>No</td>
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<td>Participation in research and teaching, representation</td>
<td>1 647 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>942 000</td>
<td>No</td>
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<td>Faculty of Science</td>
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<td>Participation in research and teaching, representation</td>
<td>290 000</td>
<td>No</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>1 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>1 060 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>720 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Science</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>1 080 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>Faculty of Social Sciences</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>499 000</td>
<td>No</td>
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<td>Participation in research and teaching, representation</td>
<td>1 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>Faculty of Engineering</td>
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<td></td>
<td>1 800 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
<td></td>
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<tr>
<td>Faculty of Medicine</td>
<td></td>
<td></td>
<td>580 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>700 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Law</td>
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<td>985 000</td>
<td>No</td>
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<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
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<td></td>
<td>527 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>Faculties of Humanities and Theology</td>
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<td></td>
<td>1 580 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Social Sciences</td>
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<td>2 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>LUSEM</td>
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<td></td>
<td>720 000</td>
<td>No</td>
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<td>Faculty of Science</td>
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<td>150 000</td>
<td>No</td>
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<td>Faculty of Medicine</td>
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<td></td>
<td>870 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Fine &amp; Performing Arts</td>
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<td>Participation in research and teaching, representation</td>
<td>360 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Engineering</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>528 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>LUSEM</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>700 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Participation in research and teaching, representation</td>
<td>1 900 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Participation in research and teaching, representation</td>
<td>1 900 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Participation in research and teaching, representation</td>
<td>1 500 000</td>
<td>No</td>
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<td>Participation in research and teaching, representation</td>
<td>1 500 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Participation in research and teaching, representation</td>
<td>200 000</td>
<td>No</td>
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<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>600 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>2 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
<td>1 800 000</td>
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<td>Participation in research and teaching, representation</td>
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<td>700 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Faculty of Social Sciences</td>
<td>Visiting professorship</td>
<td>Participation in research and teaching, representation</td>
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<td>Faculty of Social Sciences</td>
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<td>Participation in research and teaching, representation</td>
<td>400 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<td>Participation in research and teaching, representation</td>
<td>2 000 000</td>
<td>No</td>
<td>Professors of the underrepresented gender</td>
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<tr>
<td>Faculties of Humanities and Theology</td>
<td>Seminars in norm-critical pedagogy</td>
<td>Norm-critical pedagogy for employees</td>
<td>Implementation and development of a series of seminars in norm-critical pedagogy, total five seminars</td>
<td>50 000</td>
<td>Yes</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>Computer science for all</td>
<td>Project for knowledge gathering and proposing measures for improved gender balance in the civil engineering programme in computer science at the Faculty of Engineering</td>
<td>50 000</td>
<td>Yes</td>
<td>Student representation</td>
<td></td>
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<tr>
<td>Faculty of Engineering</td>
<td>IDAHOT 17-05-2017</td>
<td>Day to raise the profile of LGBTQIA rights the world over</td>
<td>Organisation of theme days in conjunction with IDAHOT 2017</td>
<td>5 500</td>
<td>Yes</td>
<td>Education and Training</td>
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<tr>
<td>Category</td>
<td>Description</td>
<td>Goals</td>
<td>Budget</td>
<td>Approved</td>
<td>Area</td>
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<tr>
<td>Other</td>
<td>Workshops for promoting equality and diversity at LUCSUS (Lund University Centre for Sustainability Studies)</td>
<td>To raise awareness of equal conditions and diversity and to work to improve these at LUCSUS</td>
<td>57 000</td>
<td>Yes</td>
<td>Education and Training</td>
<td></td>
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<tr>
<td>Faculty of Engineering</td>
<td>Togetherness - A seminar series on gender equality, equal treatment and diversity</td>
<td>To raise awareness among employees about difficulties or issues in the workplace concerning these subjects. The employees also become familiar with tools and knowledge which will help them improve the workplace from a gender equality, equal treatment and diversity perspective.</td>
<td>60 000</td>
<td>No</td>
<td>Education and Training</td>
<td></td>
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<tr>
<td>Other</td>
<td>LGBTQ certification Initiative to improve knowledge in the staff teams at the Student Health Centre and Study Support and Advising Services and attitudes towards students within the framework of LGBT issues.</td>
<td>An Education and training course delivered over four half days over a period of five months by RFSL (the Swedish Federation for Lesbian, Gay, Bisexual and Transgender Rights)</td>
<td>135 800</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Faculties of Humanities and Theology</td>
<td>The road less travelled: Lecture series with female philosophy professors</td>
<td>Initiative with the purpose of increasing the recruitment of female students to the Department of Philosophy</td>
<td>Lecture series with female philosophy professors aimed at increasing representation. These lectures focus on the experience of the female researchers when working as researchers in philosophy with the hope of attracting potential female students to the programme and inspiring existing female students to continue their studies, perhaps for a future academic career in philosophy.</td>
<td>36 900</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Faculty of Social Sciences</td>
<td>LGBTQI and racialization - intersectional initiative in inclusion</td>
<td>To focus attention on the situation of minorities in the University</td>
<td>Individual initiatives, such as celebrating IDOHOT Day 2018 and Transgender day of remembrance 2018 and also providing information about LGBTQ-LU on open days throughout the year</td>
<td>20 000</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Other</td>
<td>Lecture within the diversity project for librarians at LU</td>
<td>Annual day for skills development for staff in the Lund University library network</td>
<td>This initiative consists of a lecture with an inspirational speaker and presentations by colleagues from other University and University College libraries in the region</td>
<td>30 000</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Faculties of Humanities and Theology</td>
<td>Diversity in teaching - challenges and opportunities</td>
<td>To raise awareness around diversity for the teachers in the department and in the long term to create a manual which will highlight certain key aspects of diversity in the teaching</td>
<td>A guest lecture with follow-up workshop for teachers at the Department of History/Humanities and Theology to put the focus on these issues and to work on integrating them into the teaching.</td>
<td>41 800</td>
<td>Yes</td>
<td>Education and Training</td>
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<tr>
<td><strong>Faculty of Engineering</strong></td>
<td>Togetherness – unifying departments and groups by jointly working towards an equal workplace</td>
<td>To make the workplace more gender equal</td>
<td>A seminar series on gender equality, equal treatment and diversity for staff in “M-huset” building at the Faculty of Engineering. This seminar series is a continuation of a previous initiative which has created a better climate of communication in M-huset and opened up cross-boundary collaboration.</td>
<td>50 000</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td><strong>Faculty of Law</strong></td>
<td>Seminar series on anti-discrimination for teachers and students</td>
<td>This initiative aims to initiate a continuous input on norm criticism and attitudes among both teaching staff and the students.</td>
<td>A seminar series on anti-discrimination, norm criticism and attitudes for teachers and students in the Faculty of Law.</td>
<td>50 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td><strong>Faculty of Social Sciences</strong></td>
<td>Collaborative toolbox towards diversity and anti-racism in academia</td>
<td>To spread knowledge and ideas across the three arms of academia: education and teaching, research and organisational structures</td>
<td>Design and launch of tools for diversity and anti-racism within academia, including through seminars and information booklets.</td>
<td>50 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td><strong>Faculties of Humanities and Theology</strong></td>
<td>All inclusive - seminar series on gender equality and diversity</td>
<td>The initiative aims to increase knowledge about gender equality and diversity.</td>
<td>A similar series focusing on gender equality and diversity in teaching, research supervision and research.</td>
<td>48 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>Expanding Architecture. Critical Perspectives Acting from Within</td>
<td>Symposium intended to give expression to experiences from the practice of architecture where architectonic design and subject-based reflection have challenged confirmative narratives about architecture and its culture with a particular focus on diversity and gender equality issues</td>
<td>A symposium to highlight those working in architecture with a diversity and gender equality perspective, particularly highlighting class, race and disability. This initiative is aimed at both teachers and students.</td>
<td>50 000</td>
<td>No</td>
<td>Education and Training</td>
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</table>

<p>| Faculty of Fine &amp; Performing Arts | Norms and gender in the band | Awareness raising particularly for students during their current studies but also in preparation for their coming working life | Project to increase knowledge and raise awareness of the reproduction of patterns in recruitment and roles in the band situation. A series of lectures, workshops and group discussions with the students. | 38 000 | Yes | Education and Training |</p>
<table>
<thead>
<tr>
<th>Faculty of Social Sciences</th>
<th>Campus Helsingborg against harassment</th>
<th>To raise awareness about the responsibility of the University in the question of harassment and to provide information on how to act if someone is a victim of harassment and how the investigation process works.</th>
<th>Event where information on harassment was disseminated by means of various activities and information material. In addition there was a small number of lectures related to the theme of the event.</th>
<th>50 000</th>
<th>No</th>
<th>Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Engineering</td>
<td>Togetherness – unifying departments and groups by jointly working towards an equal workplace</td>
<td>Aiming to make the workplace more gender equal.</td>
<td>A seminar series on gender equality, equal treatment and diversity for staff in “M-huset” building at the Faculty of Engineering. This seminar series is a continuation of a previous initiative which has created a better climate of communication in M-huset and opened up cross-boundary collaboration.</td>
<td>30 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>FVM Equality Push (EPOS day)</td>
<td>To attract more female students to the education programmes</td>
<td>Increased residence activities with a female artist/teacher and a Bulgarian musician during the academic year 2019-2020 and a specific theme day on gender equality in folk and world music during the autumn of 2019</td>
<td>47 400</td>
<td>No</td>
<td>Student representation</td>
</tr>
<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>Prelude for female directors</td>
<td>To create the conditions to open up and prepare opportunities for women to try out directing, and particularly to gain a broader understanding and knowledge of why there is underrepresentation of women in this profession and how they themselves can work to understand and improve their opportunities to create greater security around the profession.</td>
<td>A two-day course with workshops on the role of the director in classical Western music, specifically problematising women's opportunities to develop within this profession.</td>
<td>100 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>Broader recruitment</td>
<td>This initiative aims to develop the application procedure</td>
<td>Two specific initiatives for broader recruitment of students and to ensure the development of the performing arts in society as well as democratic values. An external consultant with experience of diversity and recruitment work was engaged to investigate the invisible barriers which may exist in the application procedure which create obstacles for potential students. Collaboration with Fridhems Folk High School.</td>
<td>100 000</td>
<td>No</td>
<td>Student representation</td>
</tr>
<tr>
<td>Faculties of Humanities and Theology</td>
<td>Norm-critical and inclusive communication</td>
<td>Internal Education and Training for the faculty communication officers to improve their work performance in the hope that they will create ripples in the water so that everyone can identify themselves in the pictures and texts produced by the faculties.</td>
<td>Workshop on norm-criticism and inclusive communication.</td>
<td>40 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>Broadened recruitment to audiology, physiotherapy, and speech therapy programmes at LU.</td>
<td>A more heterogenous student corps, and preparing the teaching staff for a more heterogenous student corps.</td>
<td>The initiative consists of two parts: firstly, to break up the homogenous student corps in the programme in order to get a greater breadth regarding gender, ethnic and linguistic background as well as age; secondly, to LGBTQ certify the three programmes by Education and Training the staff in order to increase knowledge for when meeting a heterogenous student group, with the help of RFSL (the Swedish Federation for Lesbian, Gay, Bisexual and Transgender Rights). The first part of the initiative consists of a recruitment tour of students and teachers, visiting upper secondary schools, folk high schools and labour market initiatives to provide information to towns with a high immigrant population (Malmö, Helsingborg, Kristianstad).</td>
<td>100 000</td>
<td>No</td>
<td>Student representation</td>
</tr>
<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>Value issues in popular music</td>
<td>To continue the work with norm-criticism</td>
<td>Workshop on normality and LGBTQ issues with senior lecturers from the Department of Gender Studies and musical encounters with the artist Ola Salo.</td>
<td>20 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Science/Faculty of Engineering</td>
<td>“Women in mathematical sciences” – evening lecture series</td>
<td>To raise the profile of female students, doctoral students and senior lecturers on each other and to contribute to a better work environment.</td>
<td>A lecture series and networking for women studying and working in mathematics</td>
<td>17 500</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>Career-development support</td>
<td>To initiate collaboration around research and education between mentor Prof Margaret-Anne Storey and the two female associate senior lecturers working in the Department</td>
<td>Recruitment of a mentor, Professor Margaret-Anne Storey, to provide support for the two female associate senior lecturers working in the Department. Funds to transfer Prof. Storey’s experience to the associate senior lecturers and thus support their career development towards docent and professorships.</td>
<td>150 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>Culture and career paths</td>
<td>To produce materials for the Education and Training of heads of department and committee members.</td>
<td>Lectures and workshops with themes such as career paths, recruitment and promotion, inclusive and exclusive environments. This work is aimed at staff in management and leadership positions.</td>
<td>150 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>Student ambassadors</td>
<td>To provide student ambassadors at the Faculty of Engineering with a better foundation in and greater knowledge of gender equality and diversity work before they meet potential students.</td>
<td>Creation of Education and Training materials; planning and implementation of the first round of Education and Training for student ambassadors at the Faculty of Engineering. Focus is on producing materials as a basic structure for Education and Training sessions.</td>
<td>100 000</td>
<td>Yes</td>
<td>Education and Training</td>
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<tr>
<td>LUSEM</td>
<td>Mentorship programme Junior Faculty</td>
<td>To help young researchers who have received limited career support in informal networks to receive equivalent support via the mentorship programme</td>
<td>A mentorship programme aimed at young staff, particularly post-doc and associate senior lecturers. This initiative is expected to contribute to a high level discussion on careers and gender equality issues, and also to function as career planning support for younger staff.</td>
<td>400 000</td>
<td>Yes</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>How to redress gender imbalance in Academia – What can Lund University do?</td>
<td>To develop and propose measures to improve the gender imbalance among professors at LU by looking at the findings of previous research.</td>
<td>Focusing on operational measures to address the gender imbalance.</td>
<td>452 000</td>
<td>Yes</td>
<td>Career support</td>
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<tr>
<td>Faculty of Medicine</td>
<td>Mentorship programme for senior researchers</td>
<td>The aim is to increase the percentage of professors who are women</td>
<td>A mentorship programme intended for senior researchers who have a docentship but no fixed teaching position, with the aim of helping the process towards becoming a professor</td>
<td>500 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>Seminars with the theme of gaining further qualifications within academia for teachers who are active in the theatre and performing arts</td>
<td>To create an in-depth knowledge base for lecturers and doctoral students on their own career development</td>
<td>Seminars, workshops and individual supervision for lecturers and doctoral students. Both internal and external lecturers/researchers are employed to carry out these measures.</td>
<td>350 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>The allocation of research funds – an important prerequisite for equal conditions</td>
<td>To investigate whether it is possible to increase the proportion of women professors by implementing a possible weighted differential allocation of research finance</td>
<td>Project to increase knowledge about the outcomes of gender-based allocation of research funding. An active measure entails relevant indicators being developed which can be used with annual follow-ups.</td>
<td>341 400</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>Mentorship programme for senior researchers</td>
<td>A continuation of the previous mentorship programme in the Faculty of Medicine directed at senior researchers with the aim of helping the process towards becoming a professor, for staff who have an unpaid docentship but no permanent teaching post.</td>
<td>The mentorship programme consists primarily of a series of seminars by an external specialist focusing on gender and diversity in addition to project management.</td>
<td>400 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>How to redress gender imbalance in Academia – What can Lund University do?</td>
<td>Supplementary financing of ongoing project which had previously been granted funding, which aims to stimulate a more even gender balance among professors at Lund University.</td>
<td>The project has two parts. The first consists of carrying out interviews with leaders of the eight faculties, based on four key areas where research has shown that imbalance arises and is recreated. The second consists of carrying out further investigations of these areas based on the interview discussions in order to analyse and create opportunities for the implementation, which are adapted to local conditions. During the second part workshops are arranged to facilitate the step from identification to implementation.</td>
<td>401 400</td>
<td>Yes</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Anti-discrimination Education and Training at the departmental level</td>
<td>The long-term goal and purpose is to create a better work environment so that more people choose to continue their careers at Lund University</td>
<td>The creation of an anti-discrimination Education and Training course for one department, with the intention of providing it to other departments. Also, providing Education and Training for the whole university is a long-term goal of the initiative.</td>
<td>245 000</td>
<td>No</td>
<td>Career support</td>
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<tr>
<td>Faculty of Science</td>
<td>Recruitment procedure observers</td>
<td>The objective of the project is to train a “procedure observer” who would then monitor recruitment in the faculty in order to achieve a better, more transparent recruitment procedure.</td>
<td>The project intends to train a recruitment procedure observer. The procedure observer may also be used with other boards or committees, and if the method is deemed to work well, it can also be implemented in other parts of the University. The expected effect is an increased awareness around unconscious bias and its impact.</td>
<td>250 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Academic career coaching</td>
<td>That the faculty in the long run shall reach the University gender equality targets related to recruitment to permanent teaching and research jobs.</td>
<td>The programme for academic career coaching, primarily for people with a limited-term academic post. The programme shall contain a combination of mentoring and seminars, which will focus on networking and increasing knowledge about the academic career system.</td>
<td>240 000</td>
<td>Yes</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Mentoring for change</td>
<td>Programme entitled Mentoring for change, with the general goal of recruiting more women to academic posts at the postdoctoral, senior lecturer and professor levels.</td>
<td>Implementation of mentorship programme with the long-term aim of recruiting more women to academic posts. This goal requires an initiative aimed at individual careers and also structural change.</td>
<td>650 000</td>
<td>Yes</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>A discrimination-free work and study environment</td>
<td>This initiative has the long-term goal of achieving a more even gender distribution among the teaching staff in the faculty and for students and staff to be able to work and study in a discrimination-free work environment. In the long term, students and staff will contribute to a society free from discrimination.</td>
<td>The survey and analysis of the work and study environment with the aim of creating relevant educational input for the future. A long-term strategy and action plan is to be drawn up against the background of the survey.</td>
<td>800 000</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Other</td>
<td>Early Career Mentorship Programme</td>
<td>To increase the integration of people with different backgrounds into the permanent staff pool.</td>
<td>Mentorship programme with an intersectional focus. Seminars will also be run, in which staff who do not take part in the mentoring programme are expected to participate; one aim is thus that the work environment will be improved for everyone. The seminars are intended to provide Education and Training on subjects including intersectionality, gender equality and diversity, and career paths in academia.</td>
<td>478 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Program Name</td>
<td>Description</td>
<td>Budget</td>
<td>Eligibility</td>
<td>Support</td>
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<tr>
<td>Mentorship programme for senior researchers at the Faculty of Medicine</td>
<td>A continuation of the previous mentorship programme in the Faculty of Medicine directed at senior researchers with the aim of helping the process towards becoming a professor, for staff who have an unpaid docentship but no permanent teaching post.</td>
<td>750 000</td>
<td>No</td>
<td>Career support</td>
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<tr>
<td>Faculty of Medicine</td>
<td>Career programme for senior researchers on the way to professorships</td>
<td>A continuation of the mentorship programme from previous years, focusing on making senior researchers from the underrepresented gender qualified and competent for the post of professor.</td>
<td>The focus is on valuable steps on the way to professorships, such as university knowledge, leadership and the role of teacher. Anticipated effects of this initiative are to signal that this is a priority area and to show senior staff opportunities to become professor. To raise the profile of participants in the programme, which will give them access to networks and to facilitate the path towards professorship so that the proportion of female professors increases during the next decade. The participants will be monitored during the next five years, looking at grants, jobs, commissions and applications.</td>
<td>191 000</td>
<td>No</td>
<td>Career support</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Impact of and countermeasures against bias in students’ evaluations of their teachers.</td>
<td>Impact of and countermeasures against subconscious bias in students’ evaluations of their teachers.</td>
<td>The initiative includes knowledge gathering in the field, the planning of measures, information dissemination in the form of seminars, and the creation of templates and so forth; evaluation of the measures must be carried out. The expected impact of this initiative is an increased understanding of the effect of bias on course evaluations and other ways of evaluating teachers. One concrete effect was that future course evaluations can be designed in such a way as to minimise bias.</td>
<td>197 400</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Faculty of Engineering</td>
<td>The Togetherness Initiative - a seminar series on gender equality, equal treatment and diversity for staff in M-huset</td>
<td>To raise awareness among employees about difficulties or issues in the workplace concerning these subjects. The employees also become familiar with tools and knowledge which will help them improve the workplace from a gender equality, equal treatment and diversity perspective.</td>
<td>A seminar series on gender equality, equal treatment and diversity for staff</td>
<td>200 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>Workshops on non-violent communication and multicultural understanding at the workplace</td>
<td>To increase well-being and to improve communication between the staff. It is planned to write an anti-discrimination strategy which will include active measures against bullying and conflict resolution communication. The goal is increased understanding of intersectionality and a better work environment for everyone.</td>
<td>Two workshops on the theme of non-violent communication for all staff at LUCSUS</td>
<td>10 000</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Faculty of Science</td>
<td>Action-oriented equal conditions programme part 1, part 3 and part 5</td>
<td>To work systematically against discrimination and for equal conditions using an action-oriented equal conditions programme</td>
<td>Part 1 is the establishment of an Active measures group at the faculty level which will primarily investigate and evaluate methods and initiatives at the departmental level in order to decide what initiatives should or should not be implemented. Part 3 is a workshop with concrete tools to train how to use discussions to manage resistance to work for gender equality and equal conditions. Part 5 consists of three different modules which aim to create a change in the culture at the faculty.</td>
<td>1 100 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>LUSEM</td>
<td>Raising intercultural competence at LUSEM - educational initiatives on intercultural competence for staff and students</td>
<td>The aim of the project is for staff and students to develop intercultural awareness, increase resilience in the face of insensitivity, to embrace diversity and to promote awareness raising activities in course syllabuses</td>
<td>The project has four parts; to establish an International Task Force to work with preventive measures against discrimination; to identify appropriate tools to achieve the objective and train the ITF in Intercultural Development Inventory &amp; Intercultural Conflict Style Inventory; to implement a pilot study of LUSEM management and staff with the help of the tools IDI &amp; ICSI; to evaluate LUSEM directors of studies and programme coordinators with the aid of IDI &amp; ICSI</td>
<td>800 000</td>
<td>No</td>
<td>Education and Training</td>
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<tr>
<td>Faculty of Social Sciences</td>
<td>Campus against harassment - theme days for students and staff at Campus Helsingborg</td>
<td>Three events aimed at sustainable and long-term work against discrimination and for equal conditions</td>
<td>Part 1 is a several-day-long event focusing on harassment “Campus against harassment”; part 2 deals with developing and clarifying communication and marketing for the event in order to attract more students to participate; part 3 involves organising a series of seminars for all staff categories at Campus Helsingborg</td>
<td>150 000</td>
<td>No</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>How to support students socially - a seminar about teaching assistants as role models.</td>
<td>The aim of the seminar is to give teaching assistants tools to be good teachers, leadership skills and knowledge of how to act if they notice language or jargon which does not correspond with the values of the Faculty of Engineering. In the long term this might lead to an overall cultural change in the Faculty of Engineering.</td>
<td>A seminar to train Faculty of Engineering teaching assistants to detect, perceive and act in situations which might lead to marginalisation of or discrimination against students</td>
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<td>200 000</td>
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<tr>
<td>Faculty of Fine &amp; Performing Arts</td>
<td>Broader recruitment, gender equality and diversity at Malmö Theatre Academy</td>
<td>The main aim is to, in the long run, achieve a significantly broader recruitment of students and staff to Malmö Theatre Academy, so that the performing arts in the future can be characterised by relevance and diversity.</td>
<td>Initiatives to promote a more even distribution of genders among students at the Theatre Academy. Three focus areas have been identified: external communication, broader recruitment and gender equality development of actor Education and Training</td>
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<td>Education and Training</td>
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</tbody>
</table>
### Appendix 3  Participants in the project

#### List of interviews

**Individual interviews**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Name and title/position</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR division</td>
<td>Ann Silbersky Isaksson, former HR Director</td>
</tr>
<tr>
<td>HR division</td>
<td>Anna Sjösten, HR Consultant</td>
</tr>
<tr>
<td>HR division</td>
<td>Ina Roman, former Project Leader</td>
</tr>
<tr>
<td></td>
<td>Chefplattformen</td>
</tr>
<tr>
<td>LU Service Division</td>
<td>Linda Petersson, Project Manager</td>
</tr>
<tr>
<td>University Management</td>
<td>Torbjörn von Schantz, former Vice-Chancellor</td>
</tr>
<tr>
<td>University Management</td>
<td>Sylvia Schwaag Serger, former Pro Vice-Chancellor</td>
</tr>
<tr>
<td>University Management</td>
<td>Bo-Anders Jönsson, former Deputy Vice-Chancellor</td>
</tr>
<tr>
<td>University Management</td>
<td>Susanne Kristensson, University Director</td>
</tr>
<tr>
<td>University Management</td>
<td>Senior Advisor to Vice-Chancellor</td>
</tr>
</tbody>
</table>

**Group interviews**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Name and title/position</th>
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</thead>
<tbody>
<tr>
<td>D-chip LTH</td>
<td>Rebecca Liss, student</td>
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<tr>
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<td>Frida Larsson Takman, student</td>
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<td></td>
<td>Annie Tallund, student</td>
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<td></td>
<td>Elna Seyer, student</td>
</tr>
<tr>
<td></td>
<td>Hanna Höjbert, student</td>
</tr>
<tr>
<td>LUSEM</td>
<td>Kristina Eneroth, former Pro Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Alf Rosenbäck, Head of Faculty Office</td>
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<tr>
<td></td>
<td>Emma Carolander, Work Environment Coordinator</td>
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<tr>
<td></td>
<td>Molly Backman, student</td>
</tr>
<tr>
<td>LUSEM Council for gender equality and equal treatment</td>
<td>Kristina Artsberg</td>
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<td></td>
<td>Niklas Lars Hallberg</td>
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<td></td>
<td>Jakob Bergman</td>
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<td></td>
<td>Martin Önnerfors</td>
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<td></td>
<td>Ellen Hillbom</td>
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<tr>
<td>University Administration working group for gender</td>
<td>Elna Rosén</td>
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<td>Faculty of Law Council for gender equality and equal treatment</td>
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<td>Faculty of Fine &amp; Performing Arts</td>
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<td>Michelle Holm, student</td>
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<td>Faculty of Fine &amp; Performing Arts, Systematic preventive work against discrimination group</td>
<td>Anna Houmann</td>
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<td>Faculty of Engineering</td>
<td>Viktor Öwall, former Vice-Chancellor</td>
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<td>Faculty of Engineering Management group for gender equality, equal treatment and diversity</td>
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Gabriella Andersson
Rasmus Göranasson

Faculty of Medicine
Erik Renström, former Dean
Kristina Åkesson, former Pro-Dean
Maria Björkqvist, Vice-Dean
Heiko Herwald, Vice-Dean
Karin Jirström, Vice-Dean
Ebba Wallström, student
Jonathan Hall, student

Faculty of Medicine Council for gender equality and equal treatment
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Anna Kristensson Ekwall
Maria Alvarado Kristensson
Björn Rosengren
Gjendine Voss
Tania Ramos-Moreno
Emma Passad
Ulrika af Sillén

Faculty of Science
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Karin Hall, Pro-Dean
Anders Tunlid, Vice-Dean
Catrin Malmström, Head of Faculty Office
Ida Bonnevier Wallstedt, student

Faculty of Science Council for gender equality and equal conditions
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Tomas Brage
Ragnhild Möller
Johanna Stadmark
Ricardo Guillén
Thomas Bensby
Tina Olsson
Julia Nilsson
Sara Maad Sasane
Einar Elén

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Kristina Åkesson, former Pro-Dean
Anna Meeuwisse, former Vice-Dean
Malou Engberg de Carvalho, Head of Faculty Office

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Lovisa Eriksson
Marja Åkerström
Caroline Flyjer
Ted Svensson

HR division
Lena Lindell, HR Consultant

Student Affairs Division
Hanna Björklund, Coordinator

Student Unions
Matilda Byström, former chairperson, LUS
Sanela Lulic, former chairperson
Samhällsvetarkåren
Linnea Karlsson, former chairperson Faculties of Humanities and Theology students union
Henrik Paldán, former Head of Education Issues Teknologkåren
Ella Sjöbeck, former chairperson Faculty of Law Students Union
Jonatan Hall, former chairperson VÅVS (Corpus Medicum)
Ida Bonnevier Wallstedt, former chairperson Lunds naturvetarkår
Molly Backman, former chairperson LundaEkonomerna

WINGS
Johanna Stadmark
Anna Jöud
Charlotte Sjödell
Ann Alriksson-Schmidt
Tania Ramos-Moreno

Pedagogical units, participating via written answer

**Organisation** | **Name and title/position**
--- | ---
Division for Educational Development | Anders Sonesson, Deputy Head of Department
Faculty of Fine & Performing Arts | Ylva Hofvander Trulsson, Course Director
Higher education teaching and learning programme
Faculty of Engineering | Per Warfvinge, Course Director
Higher education teaching and learning programme
Faculty of Medicine | Annika Diehl, Educational Developer
Higher education teaching and learning programme
Faculty of Science | Susanne Pelger, Course Director
Higher education teaching and learning programme

Other higher education institutions, participating by interview and/or written answers

**Organisation** | **Name and title/position**
--- | ---
Chalmers University of Technology | Johanna Andersson, Gender Equality Coordinator
University of Gothenburg | Gunilla Hellén, HR Specialist
Equal Treatment
Stockholm School of Economics | Karol Vieker, Equality and Diversity Manager
Royal Institute of Technology | Anna Wahl, Deputy Vice-Chancellor with responsibility for gender equality and values
Malmö University
Cristina Liljeroth, Gender Equality Strategist
Stockholm University
Lovisa af Petersens, Programme Director
Umeå University
Annelie Mellström, HR Specialist
Thomas Wahlström, Student Coordinator
Uppsala University
Ann-Sofie Wigg Bodin, Equal Conditions Specialist

Steering group

Organisation
Fackförbundet ST vid Lunds universitet OFR/S
Carola Persson, representative of trade union organisations
Faculty of Law
Mia Rönnumar, former Dean
Lund University student unions
Matilda Byström, former chairperson LUS
Bodil Ritzén, student representative
HR division
Ann Silbersky Isaksson, former HR Director
University Management
Torbjörn von Schantz, former Vice-Chancellor
Susanne Kristensson, University Director

Reference groups

Organisation
Council for gender equality and equal treatment
Torbjörn von Schantz
Lena Lindell
Hanna Björklund
Annie Lindberg
Katarina Larsdotter Wendel
Katarina Branzén
Marianne Hall
Elna Rosén
Jeffrey Armstrong
Ragnhild Möller
Tomas Brage
Isabella Grujoska
Malin Espersson
Ulrika Andersson
Kristina Artsberg
Annika Mårtensson
Ann Silbersky Isaksson
Elsa Lövung
Sara Ramberg
Bodil Ritzén
Ida Bonnevier Wallstedt
Staff

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Hege Irene Markussen  
Linnea Wegerstad  
Annika Michelsen  
Mattias Alveteg  
Yvonne Ceder  
Jessica Abbott  
Rebecca Selberg  
Linda Petersson  
Oskar Johansson

Students

Matilda Byström  
Bodil Ritzén  
Rasmus Göransson  
Ida Bonnevier Wallstedt  
Ella Sjöbeck  
Saga Cornelius  
Sara Ramberg  
Ellen Såthén  
Isa Hendriks  
Josefin Malmberg  
Gabriella Andersson  
Milla Marzelius  
William Weidow  
Elin Andrén  
Malin Bruce  
Alexandra Billet  
Karolina Boyoli  
Elvira Källberg  
Emily Ljungqvist  
Samuel Hertsberg Åsander  
Axel Lindberg  
Ida Wachsberger

Others

Organisation

Name and title/position

Faculty of Fine & Performing Arts  
Selma Gušić, Project Manager  
Equality Initiative

Faculty of Science  
Gunilla Thylander, Head of HR and former Project Manager HR Excellence

HR Division  
Lars Lohmander, HR Coordinator
Interview guide
What is the purpose of the project?

In order to strengthen the university-wide systematic preventive work against discrimination, the University has decided to review how the university-wide systematic preventive work against discrimination should be structured, so that experiences from completed projects could be put to better use within the University and so that the funds allocated by the Board might be used in the best way.

The aim of the project is to develop effective, useful working procedures for the university-level work on systematic preventive work against discrimination, for gender equality and equal treatment.

Goals

Impact goal
The goal is for the University to be an organisation free from discrimination, characterised by respect and understanding, which has an efficient and well-functioning structure for the initiation, implementation and evaluation of the systematic preventive work against discrimination.

Delivery goals
The project has the following delivery goals
To evaluate the initiatives and projects carried out, which were financed via central funds. The evaluation should be complete and a report prepared by 31-05-2020.
To present concrete suggestions for development of working processes at the university-wide level. Proposals shall be submitted at the latest by 15-02-2021.
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**STRENGTHS**

1. What are your strategies and goals with your gender equality and equal conditions work?
2. How do you work at a strategic, tactical and operational level in gender equality and equal conditions work?
3. How does your work dovetail with that of the University?
4. How is your Systematic preventive work against discrimination organized? What is working well?
5. What are your main strengths within gender equality and equal conditions?

**WEAKNESSES**

1. What is working less well in your work with gender equality and equal conditions?
2. What weaknesses do your staff/students point out?
3. What would your staff/students like to see which you are not currently "delivering"?

**OPPORTUNITIES**

1. What developmental opportunities do you see regarding the university-wide working processes?
2. Which central support structures do you make use of? What more do you think that you might need?

**THREATS**

1. What obstacles to the development of university-wide working processes do you see?
2. What do you need that you are not getting?
Lund University student unions (LUS) submission regarding the University-wide initiative for gender equality and equal treatment

Below is the Lund University student unions (LUS) submission regarding the University-wide initiative for gender equality and equal treatment. The submission consists of answers to the questions the project gave to LUS.

This submission was commissioned by Ordförandekollegiet and written by the LUS Network for gender equality, equal treatment and diversity. The network has representatives from all LUS constituent Unions. The submission was approved, with additional comments by Ordförandekollegiet on June 12, 2020. The submission was edited and sent to the project team on June 24, 2020.

The questions posed by the project team were:

1. How do you think the university-wide work with gender equality, equal treatment and equal opportunities might be organised in order to create structures for running, coordinating and monitoring the work and for knowledge transfer between different areas of the university?

2. Lund University should work systematically to prevent discrimination. This work should be done in several steps with risk assessments, measures and follow-ups. The work takes place primarily at the faculty level, may be different in nature and is to be reviewed in an annual report. How do you think the University might be able to support this work to strengthen the systems in the work with feedback reports?

3. The faculties and equivalent have a major responsibility to work with gender equality, equal treatment and equal opportunities. It is therefore important that there be ample latitude for freedom of action. To what extent do you think the University should issue centralised directives relating to, for example, prioritisation of important issues – and which issues is it, in such cases, particularly important to prioritise?
4. How much space do you think issues relating to gender equality, equal treatment and equal opportunities should be given within higher education teaching and learning programmes, research supervisor training and leadership training? What requirements do you think the University should place on staff who teach, supervise or have other types of leadership role?

1. How do you think the university-wide work with gender equality, equal treatment and equal opportunities might be organised in order to create structures for running, coordinating and monitoring the work and for knowledge transfer between different areas of the university?

To begin with the students would like to stress two things:

- It is important that LU has overall centralised responsibility for enabling work with gender equality and equal opportunities. The management of each faculty in turn is responsible for the implementation, a responsibility which cannot be delegated to lower levels. The responsibility for gender equality and equal opportunities should not fall upon dedicated individuals.
- Implementing these changes will cost money, and there must be acceptance of this.

Following that, the students would like firstly to stress what has been requested since 2019 (see "the students proposals for changes to gender equality, equal treatment and diversity work at LU” submitted to the Vice-chancellor’s management team, May 28, 2019): The students want to see LU increasing the number of employees who work with gender equality, equal treatment and diversity at a central level to one department or team with a common head. This would mean that the central level would be able to further support the local level with competence, to implement central strategic initiatives, to investigate issues which the Council for gender equality and equal treatment needs answers to, and provide joint leadership for the work of the staff. This team should include both proficient administrative staff and specialists. From those documents presented to the Council for gender equality and equal treatment at the meeting of January 28, 2020 prior to the work with the new gender mainstreaming plan, it is evident that this type of initiative is the most effective.

Secondly the students propose that one person be employed full-time to work operationally with gender equality and equal opportunities, in contrast to the current situation where this responsibility lies with employees who also have to manage other HR issues. It should, however, not be understood that those people currently working with these issues should have gender equality and equal opportunities "taken from them" but rather that the students would like to see one person working full-time on this.

To summarise the students propose that

- Lund University should increase its work with gender equality, equal treatment and diversity issues to one department or team with a leader in common.
• Lund University ought to have at least one person working full time on gender equality, equal treatment and diversity issues.

Further, the students would like LU to decide on a common name for the work on gender equality and equal treatment. In the current situation there are different names and labels around the different levels of the University, apparently with different responsibilities and functions. This makes corporation, coordination and synergy more difficult. The students believe that the responsibility for gender equality and equal treatment in the faculties should be coordinated such that there is a lowest common denominator regarding how the responsibilities are structured. However, beyond that, each faculty should be free to act according to its needs. The students would like there to be a common action plan which would be a foundation, on which the faculties should be able to concretise, based on their own circumstances.

Therefore the students propose that

• LU should make a decision centrally on a common name for all groups working with gender equality and equal treatment.
• The faculty teams should have equivalent functions.
• At least one person per faculty should be in charge of work in this area, and be responsible for holding discussions with LU management and corresponding managers at the faculties.
• The faculty teams should have the task of concretising the overall LU gender equality plan at faculty level.

The students believe that the LU webpage on gender equality and equal opportunities is not fit for purpose. The information structure needs to be reviewed and updated so that all relevant documents are gathered together. It is currently difficult to navigate it, to find the right policies and to find out how LU is working with gender equality and equal opportunities.

Finally, the students believe that the Council for gender equality and equal treatment must be re-examined. It is currently extremely unclear what function the group fulfils. In decision (Dnr STYR 2019/95) regarding the mission and composition of the Council, it is stipulated that the Council is mandated to (among other things):

• Act as a driving force in the University’s strategic work on countering discrimination and promoting gender equality, equal rights and equal opportunities.
• Be responsible for following up and analysing the university-wide work on countering discrimination and promoting gender equality, equal rights and opportunities.
• Prepare the necessary regulatory documents in the field of discrimination, gender equality, equal rights and opportunities and participate in the preparation of certain matters within its field.

In the opinion of the students, it has not been possible to fulfil these tasks. It is difficult to take advantage of drive and commitment, due to the fact that the members have different functions in their respective faculties and institutions. The Council has not been able to manage an adequate follow-up and analysis of the
university-wide work, as the members of the Council are not, per se, administrative staff who are able to compile and present information and analyses, but are rather representatives. There is a lack of central guidelines for what the gender equality annual report should be, there are no administrative staff resources able to compile and present reports in an appropriate manner. This also has consequences for the ability of the council to prepare necessary regulatory documents and actions. This brings us back to the first thing the students would like to see: a centrally based employee who can manage the operational work.

2. Lund University should work systematically to prevent discrimination. This work should be done in several steps with risk assessments, measures and monitoring. The work takes place primarily at the faculty level, may be different in nature and must be reviewed in an annual report. How do you think the University might be able to support this work to strengthen the systems in the work with feedback reports?

As presented above we would like to see a centrally based member of staff at Lund University. This position could be very significant in the work on systematic preventive work against discrimination, annual report and ongoing work.

We would like to see this central position providing training and support for the faculties and equivalent institutions. We would like there to be a central training programme for the systematic preventive work against discrimination, to avoid the faculties becoming dependent on there already being someone in the faculty who happens to have the right knowledge. The University must avoid the situation whereby the systematic preventive work against discrimination work falls to enthusiastic individuals, and must strive to ensure that University as a whole actually takes on the responsibility that an employer and an education provider has to work against discrimination pursuant to chapter 3 of the Swedish Discrimination Act.

We would like the University to have an equivalent to a central protection committee working with gender equality, equal treatment and diversity issues.

We would like to see the annual reports carried out by the faculties become clearer, more systematic and more homogenous. We believe that there are many problems with the current reports, including the fact that:

- they are designed and completed differently by different faculties,
- the faculties do not know how they should be completed
- all the evaluation work takes place at the year end, and
- there is no follow-up.

We believe that a central unit could design good, clear forms or guidelines for exactly how the annual reports should be designed, how the faculties should fill them out and so forth in order to have a clear annual report. In this way the reports could be used to make comparisons between faculties, and even though the target would not be to show which faculty is better or worse, it would make it possible for the faculties to learn from each other by seeing how the others work. They could also be used to enable the faculties to gradually work on their own development. If the central unit at LU were to provide training in systematic preventive work
against discrimination, this training could include how the annual report should be prepared. If there were to be one person responsible for gender equality, equal treatment and diversity issues in each faculty, who was also in close contact with faculty management, it would also become clear who was responsible for compiling the annual report.

We would like to see the report regarded as a living document, and not something that is only done at the end of the year. Just as the faculties do continuous accounting of their finances this report should show a continuous development. Continuous monitoring would make it relevant for the faculties to have milestones with deadlines which would make it important for the faculties to be constantly working on these.

The central unit could also be the point of contact with the faculties to answer questions and provide guidance when both the planning and the report are done.

The students would like for the central unit to follow up on what the faculties present in their annual reports and in such a way make the annual report a less blunt tool and to increase the requirement for the faculties to actually evaluate their work. Here there may also be the possibility of reporting faculties who do not carry out their work or evaluations in an adequate way.

3. The faculties and equivalent have a major responsibility to work with gender equality, equal treatment and equal opportunities. It is therefore important that there be ample latitude for freedom of action. To what extent do you think the University should issue centralised directives relating to, for example, prioritisation of important issues – and which issues is it, in such cases, particularly important to prioritise?

Fundamentally, the students believe that there are various prioritised issues, including substantive issues regarding non-discrimination, gender equal recruitment etc. and structural issues. The students believe, however, that LU should prioritise issues related to central governance, such as establishing a centralised staff position, in order to be able to better work with substantive issues. The students believe that LU should prioritise the need for central governance and management of work on gender equality and equal opportunities by setting up a central unit. The students believe that this is necessary in order to be able to work effectively with the specific issues.

Therefore it is a priority for the students that LU should prioritise:

- Structure and guidance for the faculties.
- Ensuring that each faculty can provide comparable support in issues relating to gender equality and equal opportunities.

4. How much space do you think issues relating to gender equality, equal treatment and equal opportunities should be given within higher education teaching and learning programmes, research supervisor training and leadership training? What requirements do you think the University should place on staff who teach, supervise or have other types of leadership role?
We want to see that there are requirements for issues related to gender equality, equal treatment and equal opportunities should be given within higher education teaching and learning programmes, research supervisor training and leadership training. Centrally the University must be serious about making these issues an important part of the training the University provides in order to create a modern place of education and work. This requirement must come from the centre in order to avoid certain individuals feeling themselves singled out from their faculty and due to the fact that it shows resistance.

We are aware of the fact that which gender equality, equal treatment and equal opportunities issues are relevant varies between faculties and between subjects, which means that each faculty must be able to interpret centralised education and training in its own way in order for it to be relevant and fit for purpose. The responsibility must lie with the University, centrally. Centrally, the University must know what it means to include issues of gender equality and equal treatment in the work and to convey this to the faculties.

The University must be able to require that those who teach, supervise or have leadership responsibilities be aware of these issues and integrate them in their teaching/supervision/leadership work. By providing centralised training the University can place requirements on staff working at the University.

On behalf of the students,

Network for gender equality, equal treatment and diversity
Lund University student unions (LUS)
Proposal for organisational structure of university-wide work for gender equality and equal opportunities.

Introduction

For many years Lund University has been working on issues related to gender equality and equal opportunities. Since 2017, the Swedish Discrimination Act has required higher education institutions to work systematically and preventively with active measures, applying four steps, against all forms of discrimination in relation to all grounds of discrimination. At Lund University at the behest of the vice-chancellor of the University a project entitled University-wide initiative for gender equality and equal treatment is currently being implemented with the aim of strengthening university-wide work for gender equality, equal treatment and equal opportunities. The aim is to identify and develop effective, useful procedures for the university-wide work.

During the spring of 2020 the project team carried out a large number of interviews. The project interviewed people in the vice-chancellor’s management team, people in senior positions in HR and the Administration, people with special responsibility for working with gender equality and equal opportunities at the university level, all the faculty managements, all the boards and committees working with these issues at the faculty level, student representatives and various networks including LGBTQ-LU. The project also posed questions about how the work on gender equality and equal opportunities is organised at the universities in Malmö, Umeå, Uppsala, Gothenburg and Stockholm as well as the Royal Institute of Technology, Chalmers University of Technology and Stockholm School of Economics. The project has also begun to investigate the funds that Lund University has allocated internally to different projects within gender equality and equal opportunities over the last ten years.

During the spring of 2020 the focus of the project was based on the following overarching questions:

1. How might the university-wide work with gender equality, equal treatment and equal opportunities be organised in order to create
structures for running, coordinating and monitoring the work and for knowledge transfer between different areas of the university?

2. Lund University should work systematically to prevent discrimination. This work should be done by means of active measures in several steps, with risk assessments, measures and monitoring. The work should take place primarily at the faculty level, may be different in nature and must be the subject of an annual report. How might the University be able to support this work to strengthening the systems?

3. The faculties and equivalent have a major responsibility to work with gender equality, equal treatment and equal opportunities. It is therefore important that there be ample latitude for freedom of action. To what extent should the University issue centralised directives relating to, for example, prioritisation of important matters – and which issues is it, in such cases, particularly important to prioritise?

4. How much space should issues relating to gender equality, equal treatment and equal opportunities be given in higher education teaching and learning programmes, research supervisor training and leadership training? What requirements should the University place on staff who teach, supervise or have other types of leadership role?

Below is a summary of what came out of the interviews. Following that some proposals are presented. The proposals were discussed in the three project reference groups, in the project steering group and in the vice-chancellor's Management Council. The faculties and equivalent were given the opportunity to offer their opinions on a first draft. Those opinions which we received were taken into account in the elaboration of the proposals below.

Summary of interviews

The interviews generated a large amount of information and a general summary is presented below.

Strengths and opportunities

Work is being carried out on issues related to gender equality and equal opportunities in all the faculties and equivalent institutions. The project is fully persuaded that there is a general commitment to the issues and the will to work on them. Participants were positive about the fact that funds have been allocated, and may be applied for, regarding the employment of professors from the underrepresented gender and that there are special funds which may be applied for, to be used in projects or initiatives in the areas of gender equality and equal opportunities. Different types of projects are being run in the faculties and equivalent institutions. They might, for example, consist of mentorship programmes, the establishment of a special equal opportunities group, leadership training courses, lecture series, teaching and learning competence raising or the systematic use of the internal tool - the Systematic Preventive Work Against Discrimination.
board game. Systematic work for the prevention of discrimination has been initiated, though different faculties have made different amount of progress. In some places systematic preventive work against discrimination has been linked with systematic work environment management, particularly in the organisational and social work environment. In the Faculty of Medicine and the Faculty of Engineering a vice-dean and a pro vice-chancellor respectively have special responsibility for these issues and the fact that in this way these issues were clearly linked to the faculty management level was highlighted as a positive thing in both faculties.

During the interviews a number of proposals for improvements were put forward. It was suggested that it might be possible to create stable structures using employees who have devoted time to working with these issues. It was also suggested that a network or a special Systematic Preventive Work Against Discrimination team should be created. Interviewees stated that it is important that work with these issues does not become too centralised, but rather that the faculties and equivalent institutions take a large part of the responsibility for working with these issues so that work is being done "on the ground". Coordination and support are needed. It was also pointed out that it would be possible for the University Management to be clearer regarding strategic goals, monitoring of ongoing work and provision of support structures. Such support could be of help in the preventive work and also in cases of suspected harassment or other forms of discrimination.

It was also noted that it is important for the University Administration to make use of knowledge that exists across the University and to assemble experts who could help with, for example, research-based documentation or proposals for changes or initiatives. There was a call for the opportunity to coordinate those people who work with these issues in different networks to collaborate via the University Administration in order to offer support and to create consensus, common working procedures and a combined follow-up system. Such a network would also have the potential to create the conditions for highlighting good examples, facilitating the implementation of successful methods and creating conditions for knowledge transfer across the University. One concrete suggestion was to organise an annual joint conference where successful and less successful projects are presented. Another suggestion was to coordinate and arrange joint initiatives – e.g. in the form of trainings or seminars.

Participants from several faculties put forward the possibility of creating a structure similar to the one which already exists in work environment management, with a centralised Systematic Work Environment Management team which would create a network consisting of coordinators or staff with other skills from the faculties or equivalent institutions.

**Weaknesses and threats**

The interviews brought up a number of challenges for the University-wide work. These relate primarily to lack of clarity in the organisational structure, lack of strategies, the need for support and the lack of follow-up.
In a number of interviews it was pointed out that there is a need for these issues to be made visible at the leadership level – both in the Vice-chancellor’s management team and in the faculties and equivalent – including by means of clearer goals and clearer strategies. It was also stated that it is important that the strategic work at the vice-chancellor's level has a clear link to the management lines throughout the University. There was a call for updated regulatory documents. There was a feeling that there is a lack of clear strategy which means that those projects which have been initiated in the different parts of the University run the risk of being isolated initiatives which are not implemented. This risk may be increased if those projects which are running are not clearly based in the management of the respective areas of the university. One reason suggested for why it can sometimes be difficult to define goals at the faculty level, is that the University has quantifiable goals regarding gender equality among professors but not within other areas, or that there is a lack of qualitative goals.

The Council for gender equality and equal treatment is viewed as being invisible, with an unclear mission and an unclear mandate. One reason for this may be the composition of the Council and the mandate of its members to pursue issues in their own areas of the University as well as the connection they have to the leadership of those areas. Another reason may be that there is a lack of clarity about which issues the Council is mandated to deal with. It came out in a number of interviews that, while having committed people working on and driving these issues is a strength, this can also be a frailty, if it is only the commitment of these people and not the organisation itself which creates the conditions for the work. It was also pointed out that there is currently no university-wide structure for taking advantage of the total expertise which exists within the University and that there is no clear link between experts and managers.

In a number of interviews it was mentioned that there is no follow-up of the work and the projects which are being carried out around the University and there was a desire for clear feedback, increased visibility and greater opportunities for transfer of knowledge between different areas of the University. The faculties and equivalent should present similar equal opportunities reports where the work with gender equality and equal opportunities is reported. Common templates were produced but some faculties use them more than others and currently there is no common way for the faculties to compile their reports. It is the project's belief that it is difficult to obtain an overall picture of the work going on out in the faculties and equivalent. Neither is there any follow-up at the University level, and it is the interpretation of the project that no follow-up has been sought by the University management. Neither has any collective follow-up for those projects which were financed at University level been carried out and it was noted that there currently is no structure for focusing attention on those projects or methods of work which are being implemented in the faculties and equivalent institutions, which is an obstacle to knowledge transfer.
Neither is there a structure for raising the profile of the highly competent people who are currently employed as visiting professors of the underrepresented gender outside the faculty which recruited them – which might have been one way of focussing attention on good models.

It was also stated that there is a need for more support and for more common ground in the operational work and that there is no common platform where people can meet. There was a desire for more in-depth statistics about employment positions and salaries. There was a desire for further support regarding systematic preventive work against discrimination and the need expressed for common guidelines and working methods (for example common timelines/scheduling) with regard to risk assessment, measures and follow-ups. It is clear that the different parts of the University have made different amounts of progress in their work and that there are differences in how they organise their work and the amount of resources allocated to it.

The project additionally noted that different terms were used around the University to describe the work on gender equality and equal opportunities and terms like equal opportunities, equal treatment and diversity are sometimes used synonymously and sometimes in parallel. *Equality* has to do with human values, the right to personal development and the fact that everyone should have the same opportunities and rights. *Gender equality* means that women and men should have the same opportunities, rights and obligations. *Equal treatment* has mostly been associated in Sweden with education and promoting equal rights for pupils and students as well as countering discrimination within education. The Discrimination Act previously required education providers to draw up equal treatment plans. When the Discrimination Act was changed in 2017, this requirement was replaced with a requirement for all education providers to work instead in a preventive manner against discrimination with the aid of active measures. *Diversity* is a term used primarily to describe similarities or dissimilarities between individuals in groups of people. It may refer to one of the grounds of discrimination, for example gender or ethnicity, but it may also refer to other aspects such as study background. In discussions with the project steering group it was postulated that the most correct thing would be to use the terms equal rights and opportunities, from a legal perspective. *Equal opportunities* is an umbrella term used for work on issues related to equality, gender equality, diversity and equal treatment, and where opportunities is a word used to include both rights and opportunities.

*The students’ opinions*

The reference group consisting of student representatives has provided a considerable amount of documentation where they reply to those issues initially presented to them. This written material follows as an appendix, but in summary the students would like a joint conceptual apparatus and one proposal is that the Council for gender equality and equal treatment be given a clearer mandate and that resources be allocated in the form of a special support structure to strengthen and coordinate the university-wide work.
In brief

- Lund University needs a more dynamic, clearer organisational structure in order to be able to work with these issues at a strategic level. This is a question primarily of raising the profile of the issues at the management level and strengthening the connections between the vice-chancellor and the faculties and equivalent institutions. The Council for gender equality and equal treatment has an unclear role and an unclear mandate.

- Lund University needs to make the strategic goals clearer and greater consensus is needed regarding which issues are strategically prioritised.

- Lund University needs structures which take advantage of the expert competence which exists around the University and needs to create clear links between experts and management.

- Lund University needs clearer organisational structures for the monitoring of those funds which have been allocated to different projects. This is important in order to highlight good examples, gain knowledge about which projects are effective and also to spread knowledge between parts of the University and to implement efficient working processes.

- Lund University needs to develop a clearer university-wide support structure for the systematic preventive work against discrimination with active measures in four steps. The university-wide work should thus focus on supporting faculties or equivalent institutions in operational work by, in different ways, contributing to creating common procedures for risk assessment, measures and follow-up.

- Lund University needs to create a common platform for those people working with the issues in the faculties and equivalent institutions in order to create opportunities for common ground and knowledge transfer between parts of the University.

- Lund University needs to strengthen its communication, by having clearer web pages and clearer information for managers, staff and students.

- Lund University has primarily focused on issues related to gender equality and in particular gender equality in senior teaching positions. These are important issues but there is also a need for structures which clearly provide opportunities for an active focus on other grounds of discrimination.
Proposals

The project is fully persuaded that before it is time to provide concrete proposals regarding how the University works on gender equality and equal opportunities should be implemented, it is necessary to have an organisational structure that ensures that such work can be implemented in an effective manner. The proposals are intended to raise the profile of the issues at the management level, to enable expert functions to be clearly linked to management functions and to create a university-wide support structure. The project believes that the proposals create increased visibility, increased clarity and increased opportunities to work effectively on issues related to gender equality and equal opportunities, at both strategic and operational levels. The project suggests the following organisational changes:

1. That the mandate and composition of the Council for gender equality and equal treatment (R-JOL) be changed. The project also suggests that the council changes name to The Council for gender equality and equal opportunities (Rådet för jämställdhet och lika villkor). The Council is currently headed by the Vice-chancellor and consists of representatives, (with alternates) from the University Administration, all the faculties and equivalent, plus representatives for the student unions and trade unions. The Council should be mandated to be the driving force for the university-wide work on counteracting discrimination and promoting gender equality, equal rights and opportunities, to organise monitoring and analysis of university-wide work to counteract discrimination and promote gender equality, equal rights and opportunities and to prepare necessary regulatory documents on discrimination, gender equality, equal rights and opportunities and also to participate in the preparation of certain matters within the area (STYR 2019:95).

The project suggests that the Council shall in the future be headed by the vice-chancellor, the pro vice-chancellor, the deputy vice-chancellor or another person in the vice-chancellor's management team. Besides that, the Council should consist of the University director, the HR director, student representatives and representatives from trade union organisations and all the faculty management groups (dean, pro-dean, vice-dean or equivalent). The Council should take the lead in the University's strategic work for gender equality and equal opportunities, and be in charge of preparing relevant strategic and regulatory documents. The Council should be in charge of apportioning – and monitoring the apportioning of – funds, drawing up strategic plans, and conducting annual analyses and follow-ups of the university-wide work. It should deal with in-depth statistical analyses of appointments and should develop common procedures to ensure appointments are made without preconceptions or bias. It is of major importance that in the immediate future the Council develops a strategic plan and updated
regulatory documents. The mandate period for the Council should coincide with the mandate of the vice-chancellor, a three year period. The proposal means that the Council would have a clearer management mandate and greater possibilities to drive forward strategic issues. The proposal would also mean a clearer link between University Management and management of the faculties and equivalent institutions, which would create the conditions to facilitate strategic and operational work. The project stresses that in the faculties there should be a close, clear connection between the faculty management and the committees/boards working on gender equality and equal opportunities, in order to gain the maximum synergies from the new composition of the Council.

The Council currently has support consisting of one HR consultant (with a special focus on staff) and one coordinator (with a special focus on students) with the job of supporting the University’ compliance with laws and rules related to, among other things, the Swedish Discrimination Act as well as running the Council meetings. This support will not change, partly so that a connection between the strategic and operational level may be built (see proposals below).

2. By changing the composition of the Council for gender equality and equal treatment, these issues will receive a clearer focus at the management level. At the same time it is important that management does not lose its connection with the specialists. Therefore the project suggests that an expert group be established. Organisatorically this could be linked to the Council for gender equality and equal opportunities. It should consist of people with good knowledge of the University operations as a whole and with documented specialist competence in gender equality and equal opportunities. The expert group should be appointed by the vice-chancellor, and led by the vice-chancellor, the pro vice-chancellor or the deputy vice-chancellor. The project suggests that the expert group initially be given a mandate of three years, which coincides with the mandate period of the Council. After that there should be an evaluation of the composition of the group and future mandate period. This expert group should work on issues assigned directly by the Council and help with the strategic work, by developing knowledge-based material prior to decisions by the Council, observing external activities, proposing initiatives and helping with analyses during follow-up. One person from the expert group should be co-opted to the Council.

3. In the Tellus project, which surveys the occurrence and mechanisms of sexual harassment at Lund University, it has previously been proposed - and approved - that a support structure (a team) are to work on issues relating to harassment, sexual harassment and victimisation. Under the proposal for allocation of resources for
2021, funds to the equivalent of 1.5 full-time posts will be awarded and the vice-chancellor has set aside resources from the vice-chancellor's budget so that the team can start work in September 2020. The team, which must have, among other things, professional competence in HR and labour law, should function as both proactive and reactive support to the faculties and equivalent institutions on labour law issues and investigations under the Swedish Discrimination Act and Organisational and social work environment (AFS 2015:4Eng) provisions, and also on preventive work against harassment, sexual harassment and victimisation. The team should also coordinate a network consisting of representatives from the faculties and equivalent to facilitate and professionalise the university-wide preventive work against harassment, sexual harassment and victimisation, create the conditions for a common approach and coordinate competence-raising initiatives. The students particularly proposed that the 1.5 full-time equivalent positions should be an increase in the existing resources and allocated so that at least one person is working full-time with these issues, in order to create the conditions for focused work. The project has had discussions with representatives of Tellus and proposes that the planned support structure be given a broader mission and that beyond its special focus on harassment, sexual harassment and victimisation, the team should also focus on systematic preventive work against other forms of discrimination. A representative of this team should be co-opted to the Council for gender equality and equal opportunities. The team should have regular meetings with the expert advisory group in order to engender cooperation. The overall mandate of the support structure should be to create the conditions for Lund University to conduct fit-for-purpose, efficient systematic preventive work against discrimination that complies with government legislation and to carry out professional management of issues linked to harassment, sexual harassment and victimisation. In addition the team should work in particular to support the faculties and equivalent by:

- developing and providing support to the faculties and equivalent in legal matters related to the Swedish Discrimination Act from the perspectives of both employer and education provider.
- developing and providing support in conjunction with investigations related to suspected harassment, sexual harassment or victimisation. Such support may consist of advice related to the carrying out of investigations and input or coordination of contacts with outside experts. Only in special cases should the team carry out investigations. This might be in the case of particularly complicated matters or matters which carry the risk of a conflict of interest.
- coordinating the preventive work related to discrimination, harassment, sexual harassment and victimisation at the University. This requires that the faculties and equivalent co-opt a Systematic preventive work against discrimination coordinator to work on these
issues locally. The team should form and coordinate a network consisting of Systematic preventive work against discrimination coordinators at the faculty and equivalent level. This network should work to create university-wide structures and approaches to how the systematic preventive work against discrimination, harassment, sexual harassment and victimisation can be run and followed up. The team should also coordinate and facilitate regular competence raising initiatives, work for knowledge transfer between the different areas of the University and create forms for annual compilation and follow-up of the work taking place at the University.

• collaborating with other parts of the University Administration – especially with those people working on work environment issues – to harmonise procedures, training initiatives, information material and the like. It is also important that the team creates templates for collaboration with Occupational Health Services and Student Health Services.

The team should cooperate with Lund University Student Unions (LUS). The team should also strive to build structures to support LUS in dealing with matters related to discrimination, harassment and sexual harassment. A special study is required to decide on the precise nature of such support. It is the opinion of the project that the proposal would create the conditions for clearer and more structured work at the operational level. It would also create conditions for cooperation, exchange of experience and knowledge transfer between different parts of the University.

4. The project suggests that a communication strategy be drawn up to focus attention on these issues both internally and externally. One part of the preventive work against discrimination relates to building awareness, whereby it is important for staff and students to be aware that these are high priority issues that are being worked on actively. It is a clear signal of what the key values at the University are. External communication is also important, not least to attract people who place value on an employer and education provider who clearly places equal opportunities and gender equality on the agenda and works actively for them. This becomes even more important in the case of application for funding, since financiers require higher education institutes to have clear strategies on equal opportunities and gender equality.

5. The project suggests that training courses be introduced for staff, leaders and management. This might be in the form of specially prepared courses but it could also be a case of creating space for these issues within existing courses. Suggestions for training courses were put forward during the interviews. It is the view of the project that it is self-evident that managers and teaching staff are expected to have knowledge of gender equality and equal opportunities. It is also the view of the project that this issue needs to be discussed at a strategic level and that the University needs to take a stance
regarding what knowledge requirements should be set, what courses are to be provided, who will arrange the training and who will participate. The project maintains that it is an issue which should be prioritised by the Council for gender equality and equal opportunities.
Proposal for organisational structure of university-wide work for gender equality and equal opportunities.

The School of Economics and Management has been given the opportunity to offer its opinions in a consultation response to the Proposal for organisational structure of university-wide work for gender equality and equal opportunities. The School of Economics and Management has gathered in opinions from the departments and the gender equality and equal treatment committee.

The School of Economics and Management is positively disposed to the proposal. It is good that the proposal takes a holistic view with clear concrete proposed measures. The holistic approach to the organisational issues and the analysis of the roles, support functions and structures is good.

The School of Economics and Management also takes a positive view of the aim to strengthen resources for the work to prevent discrimination and to tie this work more closely to issues regarding gender equality and equal opportunities together with the Council for gender equality and equal treatment.

It is, however, important that the strengthening of resources discussed in the proposal is of benefit to the whole of the University. The result must not be that the University simply strengthens at the “central level” with increased ambitions as a result and whereby the rest of the University must manage the work and the issues with the existing local resources available.

For the School of Economics and Management

Fredrik Andersson
Consultation – Proposal for organisational structure of university-wide work for gender equality and equal opportunities.

The Faculty Board welcomes the initiative for systematic work with these issues set forth in the proposal, and the board is mostly in agreement. The Board has also identified a number of troublesome problems.

The main problem is that the proposal entails a very complicated structure, which makes it somewhat opaque. It is proposed that a number of different groups be set up without their connection with one another being made clear. There are many labels: council, expert group, team, but the interrelations between them remain unclear, as do the relations with the "ordinary" structure.

However, it is clear that the perspective of the proposal is top-down, and that it more or less halts at the faculty level. The proposal calls for a “dynamic” organisational structure, the pressure being placed on “regulatory documents” and “management lines”. The Council itself is given a very strong, formal position with strategies etc. being communicated down the lines. The knowledge about these issues, the concrete work and the problems of implementation in the various parts of the University are, however, in the most distant/lowest reaches of the University, in the departments and offices, and this is where the need for support begins. This is where the embryos of conflict grow, between the desire for top level general targets, and the need for support for continuous, practical work in the different departments and offices that make up the University. There is no clear thinking about a channel for feedback from the knowledge nodes out in the University, the knowledge flow, as it is described in the proposal, comes down from above.

The stress on formal power for members of the Council, i.e. that there is a requirement for them to represent the faculty management is understandable from a top-down perspective. It is, however, problematic in many ways. The current management structure of the Faculties of Humanities and Theology does not permit this. Beyond the normal areas of responsibility the existing management posts already have a heavy burden of extra tasks, and there are no further management
staff planned. It should be closely examined whether a commitment to the issues might not offset a “formally” senior position in the hierarchy. As mentioned, it is more important that the work be carried out well, with the help of a good support structure than to have a certain category of official handing out orders for the work to be done. There is also an obvious risk that the same person works on these issues at the different levels, which in itself would mean a limited perspective.

The third bullet point on page 6 mentions a common platform. As it is described, it resembles what in other contexts would be defined as a network, but the question is what is actually meant. Would the platform be something more than centralised meetings, some fixed basic principles that administrators and others should adhere to?

The composition and role of the expert group proposed in point 2 on page 8 are unclear. The fact that it will have a mandate period suggests that it will be composed of people from the academic side. However, it is not in any way possible to understand what “documented specialist competence in gender equality and equal opportunities” actually means. The fact that the group will be headed by a manager at the vice-chancellor level makes its relationship with the actual Council unclear; it will become a parallel body.

The establishment of various groups with cross representation is thus problematic and unclear. The risk is also that it will not be possible to maintain the executive role which appears to be intended for the main Council, since with all the individuals who will participate in addition to the members, it will be somewhat large and thus unwieldy.

Point 3 refers to the belief of the students that there is a need for a full-time staff member. If we take as the main focus the university’s need for practical, concrete support, the proposal for 1.5 FTE positions becomes problematic, especially in view of the desire expressed by the students for a full-time member of staff. There is certainly a need for a person with the clearly defined task of bringing together this Systematic preventive work against discrimination team when the departments ask for support. But it is important that the team contains the same kind of broad competence that the Systematic Work Environment Management team has. The question is whether an exact percentage measure needs to be applied to this position, without specifying where this competence can be found, and that it is the task of the divisions and departments to deliver this competence.

A parallel to the collective agreement for work environment input would be able to clarify the structures, what the different levels are expected to work on and how, as well as the links between the different levels, which also in the long run would bring a clearer information flow.
Consultation: Project: University-wide initiative for gender equality and equal treatment

The Board of the Faculty of Law at Lund University, which has been invited to submit its opinions on the proposals regarding the project University-wide initiative for gender equality and equal treatment, hereby issues the following statement, prepared by a working group consisting of dean Mia Rönnmar, professor Ulrika Andersson, also chair of the Faculty Gender Equality and Equal Treatment Committee, Head of the Faculty Office Helena Josefsson, HR manager Jenny Lindskog, doctoral student representative Alexini Loxa, and student representative Samuel Hertsberg Åsander.

The Board of the Faculty of Law believes that the proposal encapsulates important aspects. For example, it is proposed that an expert group should be linked to the project, which the Faculty Board welcomes. The Faculty Board stresses the importance of such an expert group primarily being composed of lecturers and researchers with specialist competence in the area of gender equality and equal treatment. This is also stipulated by Principal 6 of Lund University Appointments Policy. It is also a question of having a research-based approach and of taking advantage of the great commitment and experience of individuals in this area.

It is also good for the Council for gender equality and equal treatment to have a clearer grounding at the management level. The proposal also stipulates that the faculties should appoint local Systematic preventive work against discrimination coordinators, who would work on these issues at the faculty level and also be part of a network. This might be a challenge for those faculties where there are a limited number of people to choose between for such a task. The Faculty Board also aligns itself with the LUS point of view regarding the importance of the annual report functioning as a living document.

For the Board

Helena Josefsson
Faculty of Fine & Performing Arts Consultation response regarding *Proposal for organisational structure of university-wide work for gender equality and equal opportunities*.

To begin with we would like to state that we support the pronouncement that Lund University needs a more dynamic, clearer organisational structure. We view positively the fact that the proposal begins by moving the focus from the behaviour and “input” of individuals in the University, to the actual structure of the University and the values that we would like to infuse it with. Naturally, work on gender equality and equal opportunities is dependent on the individual responsibility borne by every employee and student to treat each other with respect and dignity, but we welcome the initiative to create circumstances whereby the University better manages equal treatment issues at a structural level.

Additionally, we have the following thoughts:

- We do not feel that the consultation document describes the expert group well enough—a number of questions arise when we read Proposal 2:
  - “Good knowledge of the university operations” which operations are referred to—research and education in the faculties? Operations in the administrative divisions? The work on active measures and regulation? Others?
  - “Documented specialist competence in gender equality and equal opportunities” — does this refer to researchers working in this area, or administrators who are experts within their area of the administration?
  - “Organisationally this could be linked to the Council”—would a new organisational unit be created? Where would it be positioned? Would the members of the expert group be employed by this organisational unit?
  - Is there a risk that individuals in the expert group would be working for both the vice-chancellor (or for the chairman of the Council? Unclear) and also for their boss?

- In order to create a more dynamic, clearer organisational structure we believe that LU needs to make the responsibilities at different levels of the organisation clearer. Here we compare with how the responsibility for Systematic Work Environment Management input is made clear by the Lund University Local Collective Agreement On Work Environment Collaboration (dnr STYR 2017/1659). With such a clear description of responsibilities and structures at each level we believe that work on
gender equality and equal opportunities could take great strides forward. A guideline, or a lowest common dominator for the organisational structure, facilitates the faculty's planning and creates better conditions for reaching the central organisational targets for equal treatment work (something that LUS also highlights). Perhaps it could be the case that the work could be coordinated and clarified in one and the same local agreement?

- We view each faculty appointing a coordinator as positive. In this way we believe that it is possible for a dedicated member of staff with the right skills to work with the issues, while someone coordinates the work for each faculty. We are also positive about the coordinators being connected through a network. We think that the participants in the network will then have close collaboration with the other organs (expert Council/support function?) and thus will be equipped with knowledge and tools to find a systematic work procedure.

- We are positive about the appointment of a team. However, it is important that the work of the Team be based on needs, coming from the Council or the faculties. We see a certain risk that, in its eagerness to drive the work forward, a team might create an excessive workload that would be difficult for the faculties to manage. From the Faculty of Fine & Performing Arts’ point of view we see the need primarily for support from the Team in preventive work which we take the initiative on ourselves; in following up on any decisions made by the Council; in providing support in individual cases. As we see it, it will also be an advantage if the Team are the ones who maintain the network that the coordinators participate in.

- We take a positive view of Proposals 4 and 5 which describe the work of informing and communicating, as well as the establishment of trainings or alternatively looking at the courses on offer and integrating these issues in those existing courses. We also think that in the introduction package for both new staff and new students there should be clear descriptions of the values held by the University regarding these issues and how we are organised to work with them. We would like to add the possibility of giving the Division for Educational Development (AHU) and other groups organising higher education teaching and learning the task of looking at how these issues may be integrated into the HPU offering.

For the Faculty of Fine & Performing Arts

Moa Lindell, acting Head of faculty Office
Åsa Bolltoft, Work Environment Coordinator
Selma Gusic, Project Manager
Statement: Consultation – Proposal for organisational structure of university-wide work for gender equality and equal opportunities.

The Faculty of Engineering (LTH) was invited to issue a statement regarding STYR 2020/1880. Here is our statement with our opinions.

Overall the Faculty of Engineering believes the proposal is good, and that through the interviews and consultation responses the University as a whole has been heard. The Faculty of Engineering views it as very positive that work in this area at LU will be more structured, and that there will be a decision-making organ which can drive forward the issues with the help of an expert group, and we look forward to participating in a newly created network relating to these issues.

The opinions of the Faculty are summarised under the following headings.

**Funds allocated in the budget**
The documentation mentions that a new centrally based structure will be built at LU. A possible complement to this, in order to bring the structure into the faculties and other areas of the University and into ongoing work, would be to allocate funds centrally in the budget, per faculty, linked to clear targets and impact goals. What is to be achieved with which budget? This should then be followed up in the annual report. In the annual report it should be clearer what LU does as an education provider and what it does as an employer.

**Concrete action plan and clear mandate**
The Faculty of Engineering would like to see a concrete action plan from the centre which all the faculties would follow. This would mean the faculties had the same overall goals, but would then implement measures that they felt were needed in their faculties. Monitoring and assessment would take place centrally, *in conjunction with* the faculties. The Faculty of Engineering would also welcome a clearer mandate for the current Council for gender equality and equal treatment, and clarity on how work with these issues could be strengthened.

**Dialogue with the faculties**
The dialogue with the faculties should be made clearer, including strengthening the issue of prioritised areas. In the case of systematic discrimination work, the Faculty of Engineering is in complete agreement with the proposal for coordination, which
is a necessity in order to make it work. There should be a central team, but there is also a need for competent individuals at the faculty level who can support the faculties and departments etc. in their work (similar to the Work Environment Coordinators). The need for collaboration with the work environment team/network is seen as self-evident. LU needs to improve the knowledge transfer/experience exchange between the faculties and other areas of the University.

The importance of trained HR staff.
There is a need for training for the HR staff who will support the management in issues related to gender equality and equal opportunities, partly when there are serious investigations into victimisation, and partly in how the University recruits, communicates with and manages staff. Our managers across the University have problems working with these issues in a preventive manner, and have too little time to work continuously, strategically over the long term and to fit in training for themselves. As they are also only there for a short while, there is a need for the support staff to continually provide training and to try to keep a long-term “red thread”. The development of support across the University in conjunction with conducting investigations is important and there is a major need for advice on legal issues and on actually conducting investigations. The Faculty of Engineering would like to stress that it is important for the 1.5 FTE posts to be, as far as possible, full-time staff, or alternatively staff who have worked with gender equality and equal opportunities being as large a part of their job as possible. This is necessary so that the gender equality, equal treatment and diversity work truly receives the priority it deserves.

It is not clear which employees would work with, for example, the students’ work environment; it should not just be up to the students to take care of the students’ interests. A Systematic preventive work against discrimination team, comprising different individuals from those who are part of the team created as a result of Tellus, is an excellent proposal. By employing people who have designated time to work with these issues, we will have a continuity in the work, and the work will not fall upon dedicated individuals out in the faculties.

Increased focus on values
An increased focus on values and, for example, the Systematic preventive work against discrimination game are desirable to create engagement in the cultural climate at LU. To create opportunities for staff to discuss and test out their values and perspectives with each other.

Support for people who have been subjected
In the Proposal there is no information about what support victims might expect. Should there be, for example, a fast track to the Student Health Centre when necessary? The Faculty of Engineering maintains that the Proposal should stipulate the support which is available and how important is to move those who have been victims of (sexual) harassment on to where they can receive the help they need.

This statement was compiled by the Faculty of Engineering, the Faculty of Engineering management team, the Faculty of Engineering gender equality, equal treatment and diversity team, the Faculty of Engineering students union, HR Coordinator Maria Carrick and Work Environment Coordinator Bodil Ryderheim.

Faculty of Engineering
Åsa Ahnfelt, Faculty of Engineering Faculty Office
Consultation response to internal consultation:
University-wide initiative for gender equality and equal treatment

The Faculty of Medicine received the consultation about the University-wide initiative for gender equality and equal treatment October 27, 2020. The Faculty Work Environment Coordinator forwarded the consultation to the Faculty Management and the Faculty of Medicine gender equality and equal treatment committee.

The Faculty of Medicine is positively disposed to the proposals which it judges to have been well prepared and be well developed. It is valuable for the roles and mandate to be clarified, and it is particularly positive that the proposals mean that the issues receive a higher profile at the management level and that the link between the Central University Administration and the faculties is strengthened. The proposal takes up a number of relevant aspects which together, if the proposal is adopted, in our opinion would increase the conditions for efficient, and fit-for-purpose-work for gender equality and equal opportunities at Lund University.

The gender equality and equal opportunities committee particularly pointed out the importance of having active local work at the faculty and department levels, and welcomes the proposal for a university-wide network across faculty boundaries. The committee would also like to particularly stress the importance of education and training and in the future would like to see knowledge about gender equality and equal opportunities among leaders and managers be a requirement.

Best regards

Dean
Erik Renström
Consultation response – Proposal for organisational structure of university-wide work for gender equality and equal opportunities.

We welcome the holistic approach taken towards the university-wide work for equal opportunities, regarding both structure and working procedures. We also take a positive view of how the present proposal has been reworked to an extent, including how important expert knowledge has been linked to the Council (RJoL) and how measures against bias in the recruitment process and the diversity perspective towards the contents and methods of research have been highlighted in the proposal. It is also good that the various terms used have been clarified.

In order to achieve gender equality, equal treatment and equal opportunities in academia, it is necessary for this work to permeate the whole organisation, at all levels. Therefore, we recommend a structure with a strong link to the central committees. It is crucial for these issues to have a clearer mandate linked to research and teaching and other important areas such as internationalisation and innovation. The present proposal still has a much too strong focus on Systematic preventive work against discrimination linked to HR and labour law.

We see no injected resources in the proposal and will therefore point out that in order to design a well-functioning organisation, there is need for resources to be allocated centrally

- for strategic and operational work planned and initiated by experts in equal opportunities (with broader competence than merely HR and labour law).

Comments on the four proposals:

1. The clarification of the mission, mandate and composition of the Council for gender equality and equal treatment (RJoL). The link with the management lines is good, but we fear that shortage of time and less specific competences among the new members will hamper the efficient and strategic work for equal opportunities. We suggest that an operational active expert group be established. This group could either be members of the Council or be co-opted onto it. This will ensure that the Council was an active player with specific knowledge, cooperating closely with the three central committees. It would have been useful here to take into account how other universities have structured their work, for example the Royal Institute of Technology.

In order to conduct successful work with gender equality and equal opportunities it is crucial to work in a wide-ranging manner with the
issues, meaning that existing structures need to be analysed and academic culture needs to be changed in many different areas. It is therefore important to define which work needs to be carried out at the central level and which work needs to be carried out down the line across the University. Part of the work has to do with compliance with rules, but the important parts of the work have to do with radical changes.

We would like to again point out that the problem with the existing Council for gender equality and equal treatment (RJoL) is not simply due to its composition or mandate. There is a lack of trust due to a lack of transparency in the Council. This has come to light in the form of master suppression techniques at meetings, in the preparation of decisions and how various project groups have been put together. We recommend therefore an evaluation of the Council’s management support before new decisions about management support are taken.

2. We welcome the proposal for an expert group. It is important that the experts have knowledge of change management for equal opportunities and experience of successful initiatives from other universities or university colleges - international experience would be valuable. We do not, therefore, think that knowledge of the University is the most important requirement. We look forward to an in-depth presentation of how the expert council should be put together, and what resources are allocated for this important function.

3. This point refers to the Tellus project, which has already been allocated resources, which we view as positive. It is good for the team that works with these issues to have regular contact with the Council for gender equality and equal treatment.

We are very doubtful about the proposal to establish Systematic preventive work against discrimination coordinators. The role is unclear and copying the structure of the Systematic Work Environment Management does not seem to us to be a good solution, since this is not currently completely successful. We suggest instead developing the idea of network groups, with allocated resources, with competence in the field as a support for the future Council.

4. A communications strategy is good, but it can only be achieved when an organisational structure with clear missions and mandates is in place. We need to be successful in the work for gender equality and equal opportunities, before we can start broadcasting it.

5. The initiatives for raising knowledge are good and necessary. We look forward to a concrete proposal we can take a position on.
We look forward to a proposal that is clear, wide-ranging and with resources allocated.

For the management of the Faculty of Science,

Sven Lidin in consultation with the Active Measures Group
Hello Ellen,

Below is the Faculty of Social Sciences statement. Please also find our previous statement which we refer to in our response.

Best regards,
Malou

Statement: 19-11-2020
The revised proposal for the organisational structure of university-wide work for gender equality and equal opportunities 27-10-2020 is very similar in content to the proposal the faculties were previously invited to provide opinions on. The misgivings that the Faculty of Social Sciences expressed then remain.

The present proposal contains the addition of an expert group at the university-wide level which will also be headed by the vice-chancellor, pro vice-chancellor or deputy vice-chancellor. The addition of a further group at the central level serves to strengthen the Faculty’s criticism of the proposal. Committees and groups at that level increase the bureaucracy and consume a lot of time, so that considerable amounts of time will pass before anything happens that is noticed out in the faculties, departments and so forth. The new structure/management will interrupt or bring a halt to the ongoing work.

The Faculty cannot detect a holistic picture of how it is intended that gender equality and equal treatment work at LU will be conducted in a constructive, fruitful and efficient way. It would be preferable to find more subtle organisational solutions which do not weigh down the faculties, departments etc. with further burdensome, time-consuming committees. The important work which produces results is carried out at the departmental level.

Consultation response 18-09-2020
Opinions of the Faculty of Social Sciences about the proposal for a new organisational structure of university-wide work for gender equality and equal opportunities.

The Faculty would like to highlight its misgivings about the proposed structure, namely the risk that we have a bureaucratisation process diverting away from the work on gender equality and equal opportunities rather than strengthening it. LU does not need another committee of the type which is proposed. It is not clear which problems the new structure would solve. There is currently a lot of specialist competence in the LU gender equality and equal treatment group and in equivalent groups at the faculty level. There is a major risk that competence in gender equality, equal treatment and diversity will be lost with a restructuring and that the focus on the substantive issues will disappear.
We would like to see proposals for a clearer support structure with, for example, gender equality, equal treatment and diversity strategists who can work with these issues proactively over the long term. Gender equality, equal treatment and diversity work covers more than just HR and labour law. Additionally, statistical competence at the university-wide level needs to be strengthened. There is a desire for statistics to be systematically compiled annually and made available to the faculties. This would make it possible to follow developments and to make comparisons with other faculties.

On the other hand, it is positive that gender equality and equal treatment issues be moved closer to “the centre of power”. But instead of creating a new committee, with the accompanying bureaucratic superstructure, this Faculty suggests that the Vice-Chancellor's Management Council could take ownership of these issues. The Vice-Chancellor's Management Council could deal with gender equality and equal treatment issues a couple of times per term. This would require that the issues presented to the Vice-Chancellor's Management Council be well-prepared and documented so that it would be possible to deal with them. If the Vice-Chancellor's Management Council were to deal with these issues a natural consequence would be that the issues would be forwarded to the departments by the Faculty Department Heads Committee. By keeping the Vice-Chancellor-Dean-Head of Department lines the bureaucratic superstructure is reduced.

It is debatable whether or not a strategic plan is needed. The gender equality and systematic preventive work against discrimination work is already covered in detail by laws, regulations and government.

The Proposal suggests a new role at the faculty level: Systematic preventive work against discrimination coordinator. Currently the faculties have Work Environment Coordinators. What is the thinking here?

From: Ellen Karlsson <ellen.karlsson@hr.lu.se>
Sent: 18 November, 2020 17:51
To: Malou Engberg de Carvalho <malou.engberg_de_carvalho@sam.lu.se>
Subject: Re: Consultation for the project: University-wide initiative for gender equality and equal treatment

Hello,
On Tuesday, 24 November the project will provide the trade unions with information in accordance with the Employment (Co-Determination in the Workplace) Act. It would be very helpful to receive your consultation responses before that date.

We would be extremely grateful if you could find a way to submit your consultation responses this week.

Many thanks in advance.

Best regards,

Ellen Karlsson
HR Consultant
Hello,

I hope you have had the chance to look at the consultation for the project:

University-wide initiative for gender equality and equal treatment. I would be grateful if you could submit your response by Thursday, November 17 at the latest. Reference number for the consultation: STYR 2020/1880.

Many thanks in advance

Best regards,

Ellen Karlsson
HR Consultant
Ellen Karlsson
HR Consultant
Lund University
HR Division
Employer Support and Organisational Development
Tel: +46 46 222 83 22

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www.lu.se/integritet
From: MAXIV - Director
Sent: 12 November, 2020 18:23
To: Ellen Karlsson
Subject: RE: Consultation on the project: University-wide initiative for gender equality and equal treatment STYR 2020/1880

Ellen,

MAX IV is following this development with interest and appreciates the opportunity to comment. We view the proposals and comments which have been put forward so far as relevant, and we look forward to being able to implement any new guidelines or policies this initiative might produce.

Best regards,
Ian

__________________________________________________________________________
Ian McNulty
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From: Ellen Karlsson
Sent: 27 October 2020 14:02
To: Alf Rosenbäck <alf.rosenback@ehl.lu.se>; Gunnel Holm <gunnel.holm@kansliht.lu.se>; 'Helena.Josefsson@jur.lu.se'; Moa Lindell <moa.lindell@kanslik.lu.se>; Veronica Gummesson <veronica.gummesson@lth.lu.se>; Mattias Brattsström <mattias.brattsstrom@med.lu.se>; Catrin Malmström <catrin.malmstrom@science.lu.se>; Malou Engberg de Carvalho <malou.engberg_de_carvalho@sam.lu.se>; Susanne Kristensson <susanne.kristensson@rektor.lu.se>; Sara Virkelyst <sara.virkelyst@rektor.lu.se>; Annette Stambolovski <annette.stambolovski@maxiv.lu.se>; Elisabeth Stålesjö <elisabeth.stalesjo@ub.lu.se>; 'Ella Sjöbeck - LUS vice ordförande’ <v.ordf@lus.lu.se>
Copies to: Jimmie Kristensson <jimmie.kristensson@med.lu.se>
Subject: Consultation for the project: University-wide initiative for gender equality and equal treatment

Hello,
Please find attached the consultation and consultation document along with the submission from the students regarding the University-wide initiative for gender equality and equal treatment project.

We would be grateful to receive your consultation response by Thursday, November 12th at the latest. Feel free to contact me if you have any questions.

Best regards,

Ellen Karlsson
HR Consultant

Lund University
HR Division
Employer Support and Organisational Development
Tel: +46 46 222 83 22

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www.lu.se/integritet
Hi,

Here is the answer from the University Administration.

We support the proposal, but cannot see that the extended assignment for the "team" can be accommodated within the 1.5 positions that were appointed after Tellus.

Best regards
Susanne

Susanne Kristensson
University director
Lund University
Box 117
221 00 Lund
Sweden
+46 46 222 20 02

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From: Ellen Karlsson
Sent: 27 October 2020 14:02
To: Alf Rosenbäck <alf.rosenback@ehl.lu.se>; Gunnel Holm <gunnel.holm@kansliht.lu.se>; 'Helena.Josefsson@jur.lu.se'; Moa Lindell <moa.lindell@kanslik.lu.se>; Veronica Gummesson <veronica.gummesson@lth.lu.se>; Mattias Brattström <mattias.brattstrom@med.lu.se>; Catrin Malmström <catrin.malmstrom@science.lu.se>; Malou Engberg de Carvalho <malou.engberg_de_carvalho@sam.lu.se>; Susanne Kristensson <susanne.kristensson@rektor.lu.se>; Sara Virkelyst <sara.virkelyst@rektor.lu.se>; Annette Stambolovski <annette.stambolovski@maxiv.lu.se>; Elisabeth Stålesjö <elisabeth.stalesjo@ub.lu.se>; 'Ella Sjöbeck - LUS vice ordförande' <v.ordf@lus.lu.se>
Copies to: Jimmie Kristensson <jimmi.kristensson@med.lu.se>
Subject: Consultation for the project: University-wide initiative for gender equality and equal treatment

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We would be grateful to receive your consultation response by Thursday, November 12 at the latest. Feel free to contact me if you have any questions.
Best regards,

Ellen Karlsson
HR Consultant

Lund University
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Consultation response regarding the University-wide initiative for gender equality and equal treatment (STYR 2020/1880)

Lund University Student Unions (LUS) approve the presented proposal for an organizational structure for the university's joint work for gender equality and equality opportunities. In addition, LUS wishes to make the following comments for the continued work.

The project proposes that the Council for Gender Equality and Equal Opportunities be given a changed structure, and that an expert group be set up for the Council. LUS believes that both of these proposals are very good, but wants to emphasize the importance of student representation also in the expert group.

As a result of the Tellus project and in accordance with the allocation of resources for 2021 funds will be allocated to 1.5 full-time equivalents for the establishment of a support structure to work focused on issues related to harassment, sexual harassment and victimization. The project proposes that this already decided team should get an extended mission and in addition to special focus on harassment, sexual harassment and abusive discrimination also focus on the systematic preventive work against other forms of discrimination. LUS believes that this is a good proposal provided that the resources for the team are increased in relation to the expanded assignment. The 1.5 full-time equivalents that have currently been decided within the framework of the Tellus project are adapted to the task the team was assigned to work with harassment, sexual harassment and victimization. If the team should have a larger mission and area of responsibility requires that the team be expanded accordingly. If this does not happen, the students see a great risk that the work with all grounds for discrimination risks becoming mediocre, which would counteract the purpose of the change. LUS does not see that 1.5 full-time equivalents may be sufficient for the extensive work for all grounds of discrimination.

LUS wants to emphasize the importance of full-time equivalents being distributed as full-time positions as far as possible in order to create conditions for focused work.

LUS also wants, kindly but firmly, to point out the misspelling Lund University's united student unions on page 9, which should rightly be Lund University's student unions.

In conclusion, LUS would like to thank the project for a job well done with great understanding for the students' views.

Lund University student unions 06-11-2020