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Action plan for the work with gender equality and equal opportunities at the LTV Faculty 2024

Collaboration

The plan has been prepared by the LTV Faculty's equal opportunities committee in which students, staff and employee organisations are represented.

Purpose

The action plan intends to facilitate the work with gender equality and equal opportunities by clarifying what is expected from departments and units at the faculty. It also provides tangible proposals for support measures.

Basis

The term 'equal opportunities' encompasses gender equality, diversity, and equal treatment of staff and students at higher education institutions. The term 'equal opportunities' means that all employees, students and applicants have the same conditions and are treated fairly.

The action plan is based on the latest government remits ([gender mainstreaming](#)) and legislation ([the Discrimination Act¹](#)) as well as SLU's governing documents and strategic targets that include: [The SLU action plan for gender equality work 2022–2025](#), [the SLU strategy](#) and [the LTV Faculty strategy 2021–2025](#).

¹ The Discrimination Act assigns the role of employer to SLU in relation to its staff (including employed doctoral students) and education provider in relation to students (including doctoral students who are not employed as per Chapter 5 of the Higher Education Ordinance, i.e. doctoral students in receipt of a scholarship).

Responsibility

The SLU board and vice-chancellor have overall responsibility for the work with equal opportunities. The dean and the head of faculty administration are responsible for active equal opportunities work including planning, implementation and follow-up at all faculty levels in both the everyday work and the strategic planning. The faculty managers are responsible for managing and integrating equal opportunities issues within their activities and for demonstrating the importance of this area through their words and actions.

All SLU students and staff must actively contribute to a good work and study environment from an equal opportunities perspective.

Support functions

The following functions are tasked with supporting the faculty and its activities:

Faculty-wide level: the Committee for Gender Equality and Equal Opportunities (JLV) is a faculty-level forum for information, planning and follow-up of the faculty's systematic work with active measures and gender equality.

The faculty office: The JLV administrative officer is tasked with supporting faculty management and departments or units with the operative and systematic work with active measures and gender equality.

Local level: the departmental or unit's collaboration group for systematic work environment management, security and equal opportunities supports heads of department or managers in the work with active measures at the department or unit. Any local JLV contact person is to be included in the local collaboration group.

Focus areas and activities as per the SLU action plan

SLU has identified two primary approaches for the work with gender mainstreaming: equal career paths and equal education. A number of interim targets have been identified as part of the framework for these two areas.²

² The approaches and interim targets are described in detail in the [SLU action plan for the work with gender equality 2022–2025](#).

The equal career paths are divided into two sub-groups, *equal conditions and division of resources* together with *recruitment and division of tasks*. The SLU action plan does not contain any concrete activities for departments and units within recruitment and the division of tasks. Below is a summary of the activities and measures to be implemented in both approaches.

1. Gender equality in career paths

Equal opportunities

Measure	Responsible/ with support from	Expected long-term results	Indicator
Managers must identify and rectify shortcomings in academic cultures and structures relating to power and norms, such as how tasks are distributed. Ideally this work should be integrated into the systematic work with equal opportunities.	Manager/faculty JLV administration officer, collaboration groups at departmental level or equivalent.	Increased knowledge about how the norms and conditions of academic culture are expressed at SLU, and better conditions for equal career paths.	Staff survey

Resource allocation

Measure	Responsible/ with support from	Expected long-term results	Indicator
A gender equality perspective integrated into budgeting work, developed continually.	The faculties/Division of Planning, faculty JLV administrative officers	Once financial decisions are taken, there will be information and knowledge about the gender equality effects. The long-term results are to ensure an equal distribution of resources per gender. Equal opportunities for improving merit regardless of gender.	Gender equality perspectives addressed during the faculties' budgeting discussions. Indicators linked to gender equality in budgeting in the management system.

2. Gender equality in education

The SLU action plan contains measures that fall under the gender equality in education approach. These are to be implemented locally.

Gender equality in the content and implementation of education

Measure	Responsible/ with support from	Expected long-term results	Indicator
Heads of department must provide course coordinators, directors of studies and principal supervisors of doctoral students with training in JLV including the SLU-wide JLV course.	Head of department		

Active measures following the Discrimination Act

As an employer and education provider, SLU must counteract discrimination and act for equal rights and opportunities. This is stipulated in active measures included in the Discrimination Act.

Work with active measures must be continuous and systematic, following four steps: investigate, analyse, take measures and monitor/evaluate. In our role as an employer, we must coordinate measures with employees/employees' organisations, and as an education provider, we must coordinate our work in this area with the student representatives. The work must be documented.

The local work with active measures is to be implemented in the collaboration groups at the departments and units. Support materials and information are available on the staff web and external sites.³

The following areas must be reviewed each year as part of SLU's role as *employer*:

- working conditions
- pay and other terms of employment
- recruitment and promotion
- training and other continuing professional development
- the possibility of combining work with parenthood.

³ [Working preventively against discrimination | staff web](#)

An annual risk assessment of the following areas is to be performed as part of SLU's role as *education provider*:

- admissions and recruitment processes
- forms of instruction and organising education
- examinations and student assessment
- study environment
- possibility of combining studies and parenthood.

Investigating certain areas as a department or unit may be difficult. However, all areas are to be examined to the greatest extent possible. Any identified risks must be analysed and rectified if necessary, and a final follow-up conducted.

The SLU staff survey was conducted during 2024. The results have been analysed as outlined in the Discrimination Act regarding the active measures.

Measure	Responsible/with support from	Expected long-term results	Indicator
Departments and units must follow up on the results of the 2024 staff survey, with particular focus on the issues addressing discrimination and equal opportunities.	Head of department or unit supported by collaboration group Support from JLV administrative officer where necessary	Knowledge and analyses of risks and other obstacles enable the actions necessary for promoting equal opportunities within the organisation.	The staff survey

Support measures and activities

Below is a list of proposed support measures and activities relating to gender equality and equal opportunities that can be implemented at the LTV Faculty. These are a way for us to meet the statutory requirements and those in the government assignment. The list is not exhaustive and should be seen as a set of examples. The needs identified at each department and unit are to determine which measures need to be taken. Managers and those responsible are encouraged to contact the faculty's JLV administrative officer for support if necessary.

A. Active measures: investigation

SLU's faculties have jointly purchased a survey created by Malmö Against Discrimination.⁴ The survey can be conducted at departments and units to identify discrimination risks and obstacles (step one of the systematic work with active measures). It is structured and begins with information, followed by the survey and then subsequent group discussions that intend to contribute to the analysis of the results (step two). The results are intended to form the basis of the local coordination group's continuing work.

The survey is available for all departments and units. The Department of Biosystems and Technology has registered its interest to be the first to try out the concept during spring 2024.

B. Training local coordination groups

A few years ago, SLU implemented a training course for all local collaboration groups at LTV Faculty. It has been a while since this training course took place and some managers and other representatives have since left and been replaced.

The course aims to provide information about our obligations and how the work with equal opportunities and the work environment can be integrated into the local collaboration groups. It can be adapted based on the specific needs of the department or unit.

C. The SFAD game

SFAD refers to systematic preventive work against discrimination. The SFAD game was created by the SFAD team at Lund University. The game can be used in work groups as a tool for discussing risks and preventive measures against discrimination. It can also support the work with active measures.

The game has been offered and used by the LTV Faculty during 2022 and 2023. It continues to be offered. Contact the JLV administrative officer if interested. It is also available to students and student unions.

D. Bystander intervention training

Bystander intervention training places the observer in focus, and highlights the opportunities that we have as observers to prevent potentially dangerous

⁴ Malmö Against Discrimination is a non-profit organisation and one of 18 anti-discrimination agencies in Sweden. Its tasks are governed by the Ordinance on government support to activities that prevent and counteract discrimination (2002:989).

situations from developing. Bystander intervention is not intended to teach individuals how to keep themselves out of danger, rather it is about finding other tools that can be used to make a difference.

Similar training has been integrated into certain programmes at Chalmers University of Technology. Inspired by these efforts, the NJ Faculty offered bystander intervention training several times during 2023.

Bystander intervention training will initially be offered to all students in collaboration with the SLU Library. It will be held twice during spring 2024. The training will also be offered to departments and units at the LTV Faculty.

E. Visible among students

Student perspectives and input are important components in the work with equal opportunities and to be able to fulfil our statutory duties as an education provider.

We see a need to be visible among students and increase collaboration with the student unions. One proposed activity is having JLV administrative officers regularly participate when the student unions have open days. Another measure is asking JLV administrative officers to participate in one or more student union meetings.

F. Course for teaching staff: *Towards an inclusive university*

As part of the work to create education characterised by gender equality, the Unit for Educational Development (EPU) and JLV group have created a course aimed at all teaching staff. It aims to provide room for reflection, as well as practical tools to help teaching become more inclusive and how to integrate these issues into teaching throughout the entire course. The first day of the course will be held in Uppsala, with two subsequent sessions on Zoom. The course is the equivalent of one week's full-time work.

Heads of department and other managers should encourage teaching staff to participate in the course.

Follow up

At the end of the year, the departments and units should submit a written account to the JLV administrative officer and the dean outlining the department's work with the active measures. This will enable the faculty to evaluate the work. The work can be documented in the SLU excel template created for university-wide documentation of the work with active measures

and systematic work environment management. The main aim is to ensure that all departments and units follow the statutory process.