



Sveriges lantbruksuniversitet  
Swedish University of Agricultural Sciences

**Faculty of Natural Resources and  
Agricultural Science**

**GOVERNING DOCUMENT** SLU ID: SLU.ua.2021.1.1.1-3780

Subject area: Equal opportunities / equal treatment

Document type: Annual planning and governing document  
Decision-maker: Dean  
Department/Organisational unit: NJ Faculty office  
Administrative Officer: Malin Ekström

Decision date: 19 November 2021  
Enters into force: 19 November 2021  
Valid until: 31 December 2022  
Should be updated before: 31 December 2022

## Action plan for gender equality and equal opportunities at the NJ Faculty 2021/2022

### 1 Consultation

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

The plan complements the faculty's operational plan. It contains activities linked to gender equality and equal opportunities, and replaces the NJ Faculty's equal opportunities strategy for 2015–2016.

In this text, the term *department* refers to the department or equivalent unit. *Head of department* is also used to refer to managers of other units within the faculty.

### 2 Summary of the faculty's action plan

The faculty's equal opportunities committee has been tasked with creating a gender equality and equal opportunities action plan based on the risks and needs identified at the faculty. This plan will facilitate the work with active measures in accordance with the Discrimination Act at the faculty and its departments.

The action plan aims to contribute to clearer procedures and methods for documenting and following up on the work, and provide us with more knowledge about what is happening at the faculty and departments, in order to take more efficient measures. The action plan is updated annually.

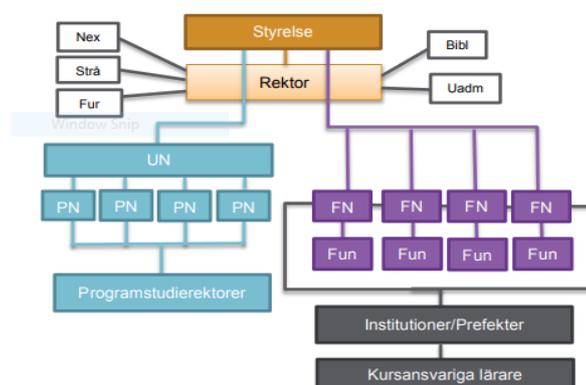
### 3 Starting points and definitions

The concept of “equal opportunities” includes gender equality, diversity and equal treatment of employees and students at the university. The term “equal opportunities” means that all employees, students and applicants have the same conditions and are treated fairly.<sup>1</sup> The faculty’s action plan assumes the following:

- latest government remit ([gender mainstreaming](#))
- legislation ([the Discrimination Act](#))
- university governing documents and strategic targets:
  - [action plan Gender mainstreaming](#)
  - [SLU strategy](#)
  - [NJ Faculty strategy](#)

The SLU quality assurance system for courses and (study) programmes contains components linked to the work with gender equality and equal opportunities.<sup>2</sup> The quality assurance work for courses and (study) programmes at the university will provide the necessary infrastructure for the university and faculty’s work with gender equality and equal opportunities (see Figure 1 below).

Ansvar för kvalitet i utbildningen sammanfattas i nedanstående figur.



Förkortningar: UN= Utbildningsnämnden, PN= Programnämnd, FN: Fakultetsnämnd, Fun: Forskartutbildningsnämnd, Nex: Nämnden för antagning av excellenta lärare, Strå: Studiesociala rådet, Fur: Forskartutbildningsrådet Uadm: Universitetsadministrationen, Bibl: Biblioteket.

Figure 1: Illustrating responsibility for the quality of education

SLU has initiated and signed a [letter of intent](#) for an attractive, gender-equal and fair workplace and study environment in the green sector. The letter of intent sets out to improve the social and organisational work and study environments within the educational environment and workplaces of the green sector. The aim is to offer

<sup>1</sup> SLU is the employer in relation to its employees (including employed doctoral students). SLU is the education provider in relation its students (including doctoral students who are not employed in accordance with Chapter 5 of the Higher Education Ordinance, i.e., those whose positions are financed by certain scholarships).

<sup>2</sup>Read more about quality assurance of education at SLU on the staff web: <https://internt.slu.se/Organisation-och-styrning/kvalitetssakring-utbildning/>

a positive, gender-equal and fair workplace and/or study environment students and other members of the green sector.

The importance of critical thinking within academia – which includes questioning norms – is central to the action plan.<sup>3</sup> Norms within research, education and surrounding organisations can create barriers and therefore need to be highlighted, discussed and criticised. This will help us respect everyone’s equal rights, worth and opportunities.<sup>4</sup>

*Active measures according to the Discrimination Act*

Active measures involve systematic preventive work against discrimination through activities that relate to the seven grounds of discrimination. This work is ongoing and is divided into four stages that are documented, see model below. The Discrimination Act contains the following grounds of discrimination:

1. sex
2. transgender identity or expression
3. ethnicity
4. religion or other belief
5. disability
6. sexual orientation
7. age.<sup>5</sup>

**Aktiva åtgärder**



<b>Within the following areas:</b>	
<p><u>Employer</u></p> <ul style="list-style-type: none"> <li>- Working conditions</li> <li>- Salaries and other terms of employment</li> <li>- Recruitment and promotion</li> <li>- Training and continuing professional development</li> </ul>	<p><u>Education</u></p> <ul style="list-style-type: none"> <li>- Admission and recruitment</li> <li>- Examinations and assessments</li> <li>- Study environment</li> <li>- Combining studies and parenthood</li> <li>- Teaching forms and organisation</li> </ul>

Figure 2: Models for active measures based on the Discrimination Act and the areas covered by the work.

<sup>3</sup>Norms are often described as the unwritten social rules we adhere to that both shape us as individuals and influence the way we behave around others. Norms facilitate social interaction, but they can also create barriers.

<sup>4</sup> The preparatory work for the changes to the Discrimination Act, 1 January 2017 outlines that work with active measures involves increasing awareness of the norms and attitudes that influence employers and education providers’ everyday work as well as acting in a way that promotes equal rights and opportunities (Government Bill: 2015/2016:135, p 42)

<sup>5</sup>Read more about the grounds of discrimination on the Equality Ombudsman’s website: <https://www.do.se/om-diskriminering/skyddade-diskrimineringsgrunder/>

## 4 Responsibility

The SLU Board and Vice-Chancellor have overall responsibility for the work with equal opportunities. Deans must ensure that equal opportunities work is conducted at their faculty. This work includes planning, implementation and follow-up in both day-to-day activities and strategic planning. Faculty heads of department are responsible for managing and integrating equal opportunities issues into their activities. They must also demonstrate the importance of this area through their words and actions. The annual follow-up and documentation and follow-up must include information about how the measures have been implemented.

The work must be documented at all faculty levels. All stages must be documented. A document template is available to simplify this work. The template and other support material for work with the four stages of active measures are available on the [staff web](#).<sup>6</sup>

All SLU staff and students must play their part in achieving a healthy work and study environment from an equal opportunities perspective.

### 4.1 Support functions

The following functions support the faculty and its operations:

Faculty-wide: The JLV committee is a faculty-level forum for discussion and information regarding the university's ongoing gender equality and equal opportunities work, as well as the work with active measures as per the Discrimination Act. The committee is to contribute to this work and organise continuing professional development, such as seminars or lectures, in the area for students and staff.<sup>7</sup>

The faculty office: The equal opportunities administrator is tasked with supporting faculty management and institutions with operative and systematic gender equality and equal opportunities work with the active measures.

Division of Human Resources: The local HR officer is tasked with supporting managers and coordination groups with systematic work environment management.

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<sup>6</sup> <https://internt.slu.se/Organisation-och-styrning/lika-villkor/arbete-forebyggande-mot-diskriminering/>

<sup>7</sup> See memorandum Organisation and working methods for SLU's work with gender equality and equal opportunities: [https://internt.slu.se/globalassets/sw/regler/rattigheter-och-skyldigheter/pm\\_jlv\\_organisation\\_arbetsatt\\_190822.pdf](https://internt.slu.se/globalassets/sw/regler/rattigheter-och-skyldigheter/pm_jlv_organisation_arbetsatt_190822.pdf)

Local level: department coordination group for systematic work environment management, safety and equal opportunities supports heads of department in the work to implement active measures at the department. The equal opportunities ombud/contact can also be included in the local collaboration group.

## 5 Action Plan for NJ Faculty 2021–2022

### 5.1 Both perspectives: employer and education provider

a) Each year, the faculty and other departments follow up on the assessment, analysis and measures included in the areas relevant to their operations and activities, see Figure 2 above. All four stages must be documented.<sup>8</sup>

- Heads of department must hold annual meetings with the equal opportunities administrative officer to exchange information and review the department's work and conditions. Issues to be addressed include: What is already being done? What needs to be done? How do we implement active measures at a local level? How do we promote a culture/climate where staff and students can speak openly about risks to equal opportunities they see, and how can we do this practically?<sup>9</sup>
- Management groups and local coordination groups conduct the SFAD game.<sup>10</sup> This is a method for examining risks and obstacles and is a good way to launch discussions. The faculty's equal opportunities administrative officer or HR officer can lead the game.
- After identifying the needs, the heads of department are offered activities for the department's staff, as well as workshops about norms/values, interaction and master suppression techniques.<sup>11</sup> Preferably including interactive components for discussion and joint reflection.
- Questions about the work environment and equal opportunities are to be raised in conjunction with staff development reviews.

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<sup>8</sup> <https://internt.slu.se/Organisation-och-styrning/lika-villkor/arbete-forebyggande-mot-diskriminering/>

<sup>9</sup> Harassment and victimisation may be difficult to notice as a result of under-reporting (those exposed don't submit a complaint) and normalisation (if certain type of "banter" becomes standard).

<sup>10</sup> SFAD, systematic preventive work with discrimination, or the equal opportunities game are methods for examining risks and obstacles. Contact the equal opportunities administrative officer or local HR officer to use the game.

<sup>11</sup> The SLU Library has purchased a one-year licence for the "Picture a Scientist" film. The film focuses on gender equality and equal opportunities within academia, and is available for all students and employees. The film can be a good tool for launching discussions at the department. Access the film via the [SLU Library search function, Primo](#).

- Equal opportunities issues and the work with active measures must be a recurring point on the coordination groups and management groups' agendas.

*Responsible party: Heads of department*

*Support function: Equal opportunities administrative officer and HR officer*

- b) Use the staff survey, doctoral student survey and student welfare survey <sup>12</sup>in the work with active measures.

*Responsible party: Dean, heads of department/equivalent*

*Support function: Equal opportunities administrative officer and HR officer*

- c) Ensure that staff and students who cannot speak Swedish are able to access the information and participate in activities.<sup>13</sup> Furthermore, make it easier for non-Swedish speakers to learn the language.<sup>14</sup>

*Responsible party: Heads of department*

*Support function: Language coordinator, Division of Human Resources*

- d) Hold regular lunch seminars. Create a shared information point in Teams, where the departments' equal opportunities ombud can share information, experience and good examples.

*Responsible party: Dean*

*Support function: Vice-dean, Equal opportunities committee, Equal opportunities administrative officer*

- e) Local coordination groups implement the university-wide training in systematic work environment management and active measures.<sup>15</sup>

*Responsible party: Heads of department*

*Support function: Human resources officer, Equal opportunities administrative officer*

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<sup>12</sup> Previous student welfare survey

<sup>13</sup> Use [SLU's Language Guidelines](#).

<sup>14</sup> "Non Swedish-speaking staff members must, within four years of first being employed, have sufficient knowledge of Swedish/Scandinavian to understand information in Swedish (does not apply to doctoral students)." Taken from [SLU's Language Guidelines](#). The Division of Human Resources will arrange [Swedish lessons](#) for SLU staff.

<sup>15</sup> The coordination group conducts the systematic work based on both the Work Environment and Discrimination Acts. This training demonstrates how to combine work with equal opportunities and the work environment, and facilitate the process. It is aimed at groups who have initiated work with the systematic work, and can be given in both Swedish and English. The training lasts for 3 hours. Contact a human resources officer or equal opportunities administrative officer to book.

f) Improve access to equal opportunities information on the faculty's web pages; this will enable managers and staff to find a compilation of information on gender equality and equal opportunities.

*Responsible party: Dean*

*Support function: Equal opportunities administrative officer, supported by the Division of Communication*

g) Each year, invite the faculty's managers and staff to one or more tailored inspirational lectures or workshops to increase knowledge and understanding.

*Responsible party: Dean*

*Support function: Vice-dean, Equal opportunities committee*

## 5.2 Employer perspective

h) Educate staff on the Discrimination Act and the university's work with equal opportunities. Furthermore, emphasise the zero tolerance approach towards discrimination, harassment, sexual harassment and other forms of victimisation.

- Equal opportunities must be an integrated element of introductions for new employees.
- The Guidelines in place for suspected harassment, sexual harassment or other victimisation must be clear and accessible. Furthermore, staff must know who to contact if they feel they have been a victim of such behaviour. Information about responsibilities and contact people must be available.
- Clear emergency planning must be in place so suspected cases of harassment, sexual harassment or reprisals can be addressed (e.g., interviews, documentation, feedback and follow-up).<sup>16</sup>
- There must be room set aside (e.g., during departmental meetings, staff meetings, planning days) to discuss the communal climate in the workplace. Suitable questions may include: How can we strengthen a climate where we feel we can raise the risks or problems related to equal opportunities that we have seen? How can we promote an inclusive climate?

*Responsible party: Heads of department*

*Support functions: Equal opportunities administrative officer and HR officer*

i) Explore the possibilities and conditions for creating a course similar to the S Faculty's "Gender Equality and Equal Opportunities for an Inclusive University", to be made compulsory for certain staff such as course coordinators, programme directors of studies and doctoral student supervisors.

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<sup>16</sup> [SLU Guidelines in case of suspected harassment, sexual harassment of or reprisals against an employee.](#)

*Responsible party: Dean*

*Support function: Vice-dean, Equal opportunities committee, Equal opportunities administrative officer*

j) Continue to ensure that recruitment and skills provision are objective and there is an awareness of discrimination and bias throughout the recruitment process.

- Follow up the action plan for increased gender equality in the recruitment process for higher academic positions.

*Responsible party: Dean*

*Support function: Equal opportunities administrative officer, Faculty administrative officer, HR officer*

### 5.3 The education provider perspective

k) Educate students on the Discrimination Act and the university's work with equal opportunities. Furthermore, emphasise the zero tolerance approach towards discrimination, harassment, sexual harassment and other forms of victimisation.

- Students must be informed of the rights, responsibilities and obligations linked to equal opportunities. For example, they must also know where to access the procedures that apply for suspected harassment or sexual harassment and information about local contacts, and where a person can turn if they believe they have been a victim of the above. Information about responsibilities and contact people must be available.
- The equal opportunities administrative officer has created a PowerPoint that can be used during the course introduction, and be made available throughout the course.
- Clear emergency planning must be in place so suspected cases of harassment, sexual harassment or reprisals can be addressed (e.g., interviews, documentation, feedback and follow-up).<sup>17</sup>

*Responsible party: Heads of department*

*Support functions: Equal opportunities administrative officer*

l) After identifying any needs, offer students lectures and workshops to students about norms/values and interaction with others. Interactive discussion components and time for reflection must be included.

*Responsible party: Heads of department*

*Support function: Equal opportunities administrative officer*

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<sup>17</sup> [SLU Guidelines in case of suspected harassment of a student.](#)

m) Increase dialogue on equal opportunities with the Ultuna Student Union and the Union for Students of Agricultural and Rural Management (in collaboration with LTV Faculty)

- Determine if, and how, the new student mediator role can be included in the gender equality and equal opportunities work.

*Responsible party: Dean*

*Support function: Vice-dean, Equal opportunities committee, Equal opportunities administrative officer*

n) Equal opportunities are an integrated element of the introduction of new doctoral students.

*Responsible party: Dean, heads of department/equivalent*

*Support function: Equal opportunities administrative officer*

o) Arrange an annual workshop on the theme of equal opportunities for doctoral students, in collaboration with the doctoral student ombudsman and VH Faculty.

*Responsible party: Dean*

*Support function: Vice-dean, Equal opportunities committee, Equal opportunities administrative officer*

p) Expand dialogue with the NJ Faculty doctoral student council and doctoral student ombudsman related to equal opportunities linked to the faculty's work with active measures.

*Responsible party: Dean*

*Support function: Vice-dean, Equal opportunities committee, Equal opportunities administrative officer*

## 5.4 Gender mainstreaming

q) Work actively with gender mainstreaming at faculty and department level, as per the [SLU's gender mainstreaming action plan](#).<sup>18</sup>

- The point relating to mapping and proposed measures addressing academic drop-outs was replaced by a vice-chancellor's decision on increasing the validity period of the action plan (up until 2021, SLU ID: SLU.ua 2020.1.1.1-4752)<sup>19</sup> with measures taken at faculty level. This means the faculty needs to review the needs and establish suitable measures.

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<sup>18</sup>The gender mainstreaming action plan entered into force on 22 May 2018. It describes the work with gender equality to be conducted at SLU, particularly the measures to be taken following the government's gender mainstreaming remit. The plan will be updated at the end of 2021/start of 2022.

<sup>19</sup> "A new strategic document linked to gender mainstreaming will be created during 2021. Therefore, the current action plan will be extended until 21 December 2021."

*Responsible party: Dean, heads of department/equivalent*  
*Support function: Equal opportunities administrative officer*

## 5.5 Follow-up of the faculty action plan

r) Faculty and departmental equal opportunities work based on the faculty's action plan is followed up and evaluated, as well as compiled in an annual report.

- Establish procedures for an annual compilation of how work functions at the faculty and departments.

*Responsible party: Dean, head of faculty administration*  
*Support function: Vice-dean, Equal opportunities committee, Equal opportunities administrative officer*

s) Ensure that the faculty's departments are given the support they need for work with active measures.

- Establish routines for annual check-ups that preferably are included in the procedures for follow-up and evaluation of the faculty's action plan, see point (r) above.

*Responsible party: Dean, head of faculty administration*  
*Support function: Equal opportunities administrative officer*