



Sveriges lantbruksuniversitet  
Swedish University of Agricultural Sciences

**Faculty of Natural Resources and  
Agricultural Sciences**

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## Action Plan for Working with Active Measures and Gender Equality

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

### General description of the plan

The faculty has adopted an action plan to facilitate the work of the faculty and its departments/equivalent units on [active measures pursuant to the Swedish Discrimination Act \(SFS 2008:567\)](#), and in particular to identify any risk of discrimination.<sup>1</sup>

The purpose of this action plan is thus to:

- create a clearer work process that includes targeted material to support the work; and
- develop more effective procedures for following up and evaluating the goal-attainment of activities.

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<sup>1</sup> From the Equality Ombudsman's report *Undersök, åtgärda och utbilda. En analys av universitetets och högskolors arbete med aktiva åtgärder för att motverka diskriminering av studenter* "What we can see from our analysis is that higher education institutions need to create a clear work process for active measures and that they need to develop the investigative aspect of this work" (free translation, the official report is in Swedish). The Equality Ombudsman's review covers the work of higher education institutions in their role as education providers; however, as an employer too we need to work towards a clearer process for taking active measures and to develop our investigative work.

## Points of departure

The faculty's action plan is based on the current government assignment for [gender mainstreaming](#) in the Swedish Higher Education sector and on the [Discrimination Act](#),<sup>2</sup> as well on SLU's internal governance documents and documents containing strategic objectives, including: the action plan [SLU's Gender-Equality Work 2022–2025](#) and [SLU's strategies](#) and the [Faculty of Natural Resources and Agricultural Sciences' strategies](#) for the period 2021–2025.

The importance of critical thinking within academia – which includes questioning norms – is central to the action plan. 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.

## Responsibility

Ultimate responsibility for ensuring equal opportunities at SLU rests with the Board and the Vice-Chancellor. The Dean is responsible for ensuring that active measures are taken within the faculty to ensure equal opportunities, including planning, implementing and following up measures and obtaining support for them within the organisation, both in day-to-day operations and strategic planning.

The faculty's heads of department/equivalent managers are responsible for pursuing and integrating active measures and gender mainstreaming within their own organisation and demonstrating in word and deed that these are important areas. The practical implementation of active measures shall be documented and presented in the annual follow-up.

Documentation is formulated within all levels of the faculty. All four steps of work with active measures (investigate risks and obstacles, analyse causes, take measures, follow up and evaluate) must be documented.. A template is available to facilitate this work. This and other support materials for working with the four steps of active measures are available on the [Staff Web](#).

All staff and students at SLU have an obligation to contribute to a good work and study environment from an equal opportunities perspective.

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<sup>2</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).

## Support functions

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

**Faculty level:** The Committee for Gender Equality and Equal Opportunities is a forum for information, planning and following up the faculty's systematic work with active measures and gender equality.

**Faculty Administrative Office:** It is the job of the gender equality and equal opportunities officer to support faculty management and departments/equivalent units in their operational and systematic work with active measures and gender equality.

**Division of Human Resources:** The local HR function is tasked with supporting managers and local cooperation groups with systematic work environment work.

**Local level:** the department/equivalent unit's cooperation group on systematic work environment work, health and safety and equal opportunities supports the head of department/equivalent manager in working with active measures. The local gender equality and equal opportunities contact person shall be a member of the local cooperation group.

## Activity Plan:

The activities described below are to be initiated. The focus of these activities is to make it easier for the faculty and its departments to work systematically to prevent discrimination. The activities in the faculty's action plan should therefore contribute to making the faculty and its departments/equivalent units more proactive in working systematically to prevent discrimination in accordance with SLU's Strategy 2021–2025.<sup>3</sup>

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<sup>3</sup> SLU Strategy 2021–2025, p. 10.

<b>Employer and education provider perspectives</b>			
<b>Activity</b>	<b>Responsible/Carried out by/Supported by</b>	<b>Anticipated outcome</b>	<b>Performance indicators</b>
<p><u>Theme: create a clear work process</u></p> <ul style="list-style-type: none"> <li>- Preparation of, for example, an annual wheel for working with active measures and gender equality at faculty and department levels.</li> <li>- Local cooperation groups take the SFAD (systematic preventive work against discrimination) “game”.<sup>4</sup></li> <li>- Local cooperation groups that have not gone through the training about systematic work</li> </ul>	<p>Dean/gender equality and equal opportunities officer/JLV administration</p> <p>Head of department/local cooperation group/gender equality and equal opportunities officer</p> <p>Head of department/local cooperation group/gender equality and equal opportunities officer, HR specialist</p>	<p>A clearer work process for active measures and more investigations designed to identify risks of discrimination.</p>	<p>Increased number of investigations and activities that can be followed up in the faculty’s and department’s documentation of the work.</p>

<sup>4</sup> SFAD is a method developed by Human Resources at Lund University to identify risks within one’s own organisation, the first step in active measures. Contact the gender equality and equal opportunities officer or local HR specialist to use the method.

<p>environment work and active measures do so.</p> <ul style="list-style-type: none"> <li>- To follow up and evaluate the faculty's action plan, departments/equivalent units submit their own documentation of work at local level.</li> <li>- Annual (during the autumn) gender equality and equal opportunities workshop within the framework of the council of heads of department (prefektråd). The local gender equality and equal opportunities contact is to be invited to this workshop.</li> <li>- The faculty's follow up and evaluation of gender equality and equal opportunities work at faculty and departmental level is reported to the Faculty Board, preferably during a meeting in the spring.</li> <li>- Gender equality, active measures and systematic work environment work are discussed, followed up and documented during</li> </ul>	<p>Dean/Committee for Gender Equality and Equal Opportunities (via the chair/vice dean for gender equality and equal opportunities)/gender equality and equal opportunities officer</p> <p>Dean/Committee for Gender Equality and Equal Opportunities (via the chair/vice dean for gender equality and equal opportunities)/gender equality and equal opportunities officer</p> <p>Dean/Committee for Gender Equality and Equal Opportunities (via the chair/vice dean for gender equality and equal opportunities)/gender equality and equal opportunities officer</p> <p>Dean/vice dean for gender equality and equal opportunities/gender</p>		
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<p>departmental operational dialogues.</p> <p>- Gender equality, active measures and systematic work environment work are discussed during the faculty's operational dialogue.</p>	<p>equality and equal opportunities officer</p> <p>Dean supported by the vice dean for gender equality and equal opportunities</p>		
<p><u>Theme: Events to increase competence and provide inspiration</u></p> <p>- Invite faculty management and staff to one or more competence-enhancing, inspirational lectures or workshops based on identified needs.</p>	<p>Dean/Committee for Gender Equality and Equal Opportunities/gender equality and equal opportunities officer</p>	<p>Facilitate discussion and reflection among staff and managers on matters related to gender equality and equal opportunities.</p>	<p>Number of participants.</p>
<p><u>Theme: Knowledge-enhancing initiatives concerning bystander intervention<sup>5</sup></u></p>		<p>Create opportunities for more people to intervene in various</p>	<p>Number of participants who, in evaluating the training/workshop,</p>

<sup>5</sup> Bystander intervention is an American research-based method for preventing harassment and abuse. The premise of bystander intervention is that anyone witnessing offensive behaviour should be able to intervene. This is a positive method based on inclusion, empowerment and being part of the solution.

<p>- The working group for planning equal opportunities seminars for doctoral students<sup>6</sup> conducts a train-the-trainer course in order to: 1) hold its own course for doctoral students, and 2) train others to hold their own courses based on their respective target groups (e.g., students or staff).<sup>7</sup></p> <p>- Hold a bystander intervention workshop for doctoral students in June.</p> <p>- Hold an additional couple of train-the-trainer courses/workshops on bystander intervention during the autumn.</p>	<p>Dean/vice dean for gender equality and equal opportunities/gender equality and equal opportunities officer</p> <p>Dean/vice dean for gender equality and equal opportunities/gender equality and equal opportunities officer</p> <p>Dean/vice dean for gender equality and equal opportunities/gender equality and equal opportunities officer</p>	<p>forms of harassment/offensive behaviour.</p>	<p>feel that they now have a greater possibility to intervene.</p>
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<sup>6</sup> This working group is a collaboration between the Faculty of Natural Resources and Agricultural Sciences and the Faculty of Veterinary Medicine and Animal Science. The members include the vice deans for gender equality and equal opportunities, the faculties gender equality and equal opportunities officer, the Doctoral Student Ombudsman and representatives from the doctoral students council.

<sup>7</sup> Train-the-trainer courses are here based on the seminar model developed at Chalmers University of Technology for its shipping and marine technology programmes, which in turn is based on the Intervention Initiative project at the University of Exeter: <http://law.exeter.ac.uk/research/interventioninitiative/>.

<b>Employer perspective</b>			
<b>Activity</b>	<b>Responsible/Carried out by/Supported by</b>	<b>Anticipated outcome</b>	<b>Performance indicators</b>
<p><u>Theme: To inform and reach out to employees</u></p> <ul style="list-style-type: none"> <li>- Develop dialogue starters:<sup>8</sup> Ten shorter exercises in gender equality and equal opportunities that departments can use at department and unit meetings.</li> <li>- Departments implement the dialogue starters developed by the faculty during the action plan period.</li> <li>- The faculty supports departments with whiteboards for information on gender equality and equal</li> </ul>	<p>Dean/gender equality and equal opportunities officer/JLV administration, HR specialists</p> <p>Dean/gender equality and equal opportunities contact person/gender equality and equal opportunities officer</p> <p>Dean/Committee for Gender Equality and Equal Opportunities (via the chair/vice dean for gender equality and equal</p>	<p>The exercises help to gauge the workplace climate in order to identify potential risks of discrimination.</p>	<p>Discussion of gender equality and equal opportunities issues at departments/equivalent units increases.</p>

<sup>8</sup> Various exercises intended to open more people's eyes to gender equality and equal opportunities issues and contribute to joint reflection that can gauge the workplace climate (investigation started to identify risks).



<p>opportunities in common areas (e.g., beside coffee machines).<sup>9</sup></p> <p>- Contribute tips and information related to gender equality and equal opportunities for departments' whiteboards.</p>	<p>opportunities)/gender equality and equal opportunities officer, gender equality and equal opportunities contact person</p> <p>Dean/Committee for Gender Equality and Equal Opportunities/gender equality and equal opportunities officer, gender equality and equal opportunities contact person</p>		
<p><u>Theme: Employee onboarding</u></p> <p>- Preparation of a gender equality and equal opportunities checklist<sup>10</sup> for departments/equivalent units when onboarding new employees (including doctoral students).</p> <p>- Departments follow up that new employees have undergone staff Nano training on discrimination,</p>	<p>Dean/gender equality and equal opportunities officer/administration</p> <p>Head of department/local cooperation group/HR specialist</p>	<p>New employees have received information about their rights/obligations and responsibilities pursuant to the Discrimination Act, as well as guidelines and procedures in the event of suspected harassment or sexual harassment.</p>	<p>Number of departments using the checklist and following up on staff Nano training on discrimination – checked in the faculty's follow-up of the action plan.</p>

<sup>9</sup> This activity comes from the Department of Energy and Technology, which placed a whiteboard beside its coffee machine with information about contact persons and what to do in cases of suspected harassment, as well as information on upcoming events related to gender equality and equal opportunities (at SLU and the department), reading tips and infographics on the theme, all of which are regularly updated.

<sup>10</sup> The checklist should include guidelines and procedures in the event of suspected harassment and measures to prevent discrimination.

<p>which is mandatory for all new employees.</p>			
<p><u>Theme: Survey method in the form of “taking the pulse”<sup>11</sup> (as a complement to SLU’s Staff Survey, which is conducted every third year) and psychosocial health and safety inspections</u></p> <p>- Preparation of templates (survey/discussion) for annual surveys of the work environment to identify any risk of discrimination and harassment.</p> <p>- Preparation of questions for psychosocial health and safety inspections in order to identify any risk of discrimination and harassment.</p>	<p>Dean/gender equality and equal opportunities officer/JLV administration</p> <p>Dean/gender equality and equal opportunities officer/JLV administration, HR specialist</p>	<p>Make it easier for responsible managers and cooperation groups to jointly undertake systematic work environment management and active measures, and to identify any risk of discrimination and harassment in the common work environment.</p>	<p>Number of departments/equivalent units using the surveys.</p>

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<sup>11</sup> “Taking the pulse” refers to conducting smaller surveys over the course of the year to capture anything that might stick out, such as problems that might otherwise be missed by a larger, less frequent survey such as the Staff Survey. By regularly “taking the pulse” of the organisation, we hope to take measures before a problem becomes major.

<p><u>Theme: Initiatives to enhance knowledge of disability as a ground for discrimination, with the emphasis on the impact of neuropsychiatric disorders on working life from an employer perspective.</u></p> <p>- Prepare relevant support material for faculty management.</p>	<p>Dean/gender equality and equal opportunities officer/JLV administration</p>	<p>Increase the knowledge of faculty management concerning accessible workplaces.</p>	<p>Number of managers using the support material – checked in the faculty’s follow-up of the action plan.</p>
<p><u>Theme: Recruitment and skills provision</u></p> <p>- Identify obstacles to gender-equal career paths in academia – supported by research and from the perspective of the Faculty of Natural Resources and Agricultural Sciences – for example, academic housework.</p>	<p>Dean/Committee for Gender Equality and Equal Opportunities (via the chair/vice dean for gender equality and equal opportunities)/gender equality and equal opportunities officer</p>	<p>Increased knowledge of career paths at the faculty from a gender-equality perspective that</p> <p>- contributes to a more contextualised understanding on which to base activities.</p>	<p>Number of implemented/planned activities.</p>

<b>Employer and education provider perspectives</b>			
<b>Activity</b>	<b>Responsible/Carried out by/Supported by</b>	<b>Anticipated outcome</b>	<b>Performance indicators</b>
<p><u>Theme: Student onboarding</u></p> <p>- Production of a video introducing students to equal opportunities at SLU<sup>12</sup> as a complement to already prepared support material.</p>	<p>Dean/gender equality and equal opportunities officer/JLV administration</p>	<p>Students have received information about their rights/obligations and responsibilities pursuant to the Discrimination Act, as well as guidelines and procedures in the event of suspected harassment or sexual harassment.</p>	<p>Percentage of programmes using the video – followed up via programme directors of studies and departmental directors of studies.</p>
<p><u>Theme: Doctoral student onboarding</u></p> <p>- Equal opportunities issues are addressed in the faculty's onboarding of doctoral students.</p>	<p>Dean/vice dean for third-cycle studies, the faculty's director of third-cycle studies/gender equality and equal opportunities officer</p>	<p>New doctoral students have received information about their rights/obligations and responsibilities pursuant to the Discrimination Act, as well as guidelines and procedures in the</p>	<p>Number of participants in the faculty's onboarding process.</p>

<sup>12</sup> This video can be used both to onboard new students and continuously during courses and programmes.

<p>- The preparation of a quick guide (PowerPoint presentation) to equal opportunities issues (rights, obligations and responsibilities) to complement other information on gender equality and equal opportunities provided to new doctoral students.</p>	<p>Dean/gender equality and equal opportunities officer</p>	<p>event of suspected harassment or sexual harassment.</p>	<p>Number of departments using the quick guide – followed up by the department’s director of third-cycle studies.</p>
<p><u>Theme: Dialogue tool for teachers for integration in teaching &amp; checklist for integrating gender equality and equal opportunities into courses and programmes</u></p> <p>- Preparation of material with three simple exercises on norms for course leaders and teachers to use in teaching.</p> <p>- Checklist for beginning the integration of gender equality and</p>	<p>Dean/gender equality and equal opportunities officer/JLV administration, Educational Development Unit</p>	<p>Make it easier for teachers to integrate exercises with and for students – to reflect on interaction and communication between norms and values, roles and positions.</p> <p>Make it easier for responsible functions to integrate the gender equality and equal opportunities perspective into the planning and</p>	<p>Percentage of programmes using the material – followed up via programme directors of studies and departmental directors of studies.</p>

<p>equal opportunities into courses and programmes.</p>	<p>Dean/gender equality and equal opportunities officer/JLV administration, Educational Development Unit</p>	<p>implementation of courses and programmes.</p>	
<p><u>Theme: Survey method for identifying risks and obstacles associated with the grounds of discrimination set out in the Discrimination Act<sup>13</sup></u></p> <p>- Preparation of a template for a core values survey that can be used within programmes to identify risks of discrimination.</p>	<p>Dean/gender equality and equal opportunities officer/JLV administration</p>	<p>Increase knowledge about how students in the various programmes offered by the faculty perceive their study environment, thus contributing to the effectiveness of initiatives.</p>	<p>Number of programmes using the survey – followed up via programme directors of studies and departmental directors of studies.</p>

<sup>13</sup> Complements the Student Barometer, which is conducted every other year/every third year.



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