



LUND
UNIVERSITY

University Board

The following is a common vision for Lund University's work to increase equality of opportunity, diversity and the equal treatment of students:

Activities at Lund University are founded on gender equality and on striving for ethnic and social diversity. The equal worth of all people is recognised, and the University is proactively against racism and xenophobia.

The University's activities are conducted in ways that allow each individual to develop on the basis of their personal capacities, independently of irrelevant distinctions of gender, ethnic or social background, religion or other belief, sexual orientation and/or functional disability.

The University has a policy of zero tolerance of harassment and discrimination.

Lund University's policy for the equal treatment of students is set out below. Important points of this policy are related to Lund University's gender equality policy, and to plans covering recruitment and diversity, accessibility issues, etc.

Lund University's policy for the equal treatment of students 2006-2010

This document presents overall objectives and priority action areas to promote the equal treatment of students at Lund University for the period from 2006 to 2010. These objectives are given concrete form in annual equal treatment plans with scheduled proposals for measures for each faculty and affected work unit, which are also responsible for the achievement of the objectives.

Legislation about the equal treatment of students is predicated on the assumption that a person's gender, ethnic background, religion or other belief, sexual orientation, or functional disability does not generally affect his or her ability to become educated. The overall objectives for Lund University, based on existing legislation in this area, are to be proactive in promoting the equal rights of all students, irrespective of gender, ethnic background, religion or other belief, sexual orientation, or functional disability, and to prevent and combat harassment. A prerequisite for achieving these objectives is that both students and staff at the University are familiar with existing legislation.

Gender

Lund University shall actively strive to

- * achieve an even gender distribution and equal opportunities in education at the first and second (undergraduate) levels, and at the third (postgraduate) level, irrespective of gender.
- * achieve an even gender distribution in all categories of teachers.
- * make it possible to combine university studies with parenthood.
- * include diversity perspectives, particularly gender perspectives and a gender-conscious pedagogy, in education programmes and courses as well as in the training of teachers, tutors, and other staff at the University, with the aim of achieving an environment that promotes equal treatment regardless of gender.

Ethnic background

Lund University shall actively strive to

- * ensure that education is organised in such a way that there are no obstacles to assimilating it which are conditioned by the student's ethnic background.
- * include diversity perspectives and an ethnicity-conscious pedagogy in education programmes and courses as well as in the training of teachers, tutors, and other staff at the University, with the aim of achieving an environment that promotes equal treatment and ethnic diversity.

Religion or other belief

Lund University shall actively strive to

- * ensure a climate of mutual respect among everyone at the University, irrespective of their religion or other belief.
- * include diversity perspectives and a tolerance-conscious pedagogy, focusing on religions or other beliefs, in education programmes and courses as well as in the training of teachers, tutors, and other staff at the University, with the aim of achieving an environment that promotes equal treatment regardless of religion or other belief.

Sexual orientation

Lund University shall actively strive to

- * ensure a climate of mutual respect among everyone at the University, irrespective of their sexual orientation.
- * include diversity perspectives and a tolerance-conscious pedagogy, focusing on sexual orientation, in education programmes and courses as well as in the training of teachers, tutors, and other staff at the University, with the aim of achieving an environment that promotes equal treatment regardless of sexual orientation.
- * ensure that teaching in relevant subjects also encompasses a non-heterosexual orientation, situation and family-making.

Functional disability

Lund University shall actively strive to

- * ensure that students with functional disabilities are offered such general or pedagogic support that they can pursue studies in the same circumstances, to the greatest extent possible, as students without functional disabilities.
- * ensure that information about functional disabilities is included in the training of teachers, tutors, and other staff at the University, with the aim of achieving an environment that promotes equal treatment regardless of functional disabilities.

In Lund University's work for equal treatment in the 2006-2010 period, the following shall be priority areas for action

- * **Dissemination of information**
 - * **Recruitment and reception**
 - * **Adaptation/accessibility**
 - * **To prevent and combat harassment**
 - * **Diversity perspectives in education**
-

Dissemination of information

Against the background of Lund University's long term vision, it is of great importance that knowledge and understanding of the equal treatment of students be increased in the area.

Against this background, the following actions shall be undertaken in the period between 2006 and 2010

- * an accessible website shall be maintained, with information about the University's work for equal treatment, and information and documents related to the Equal Treatment of Students at Universities Act.
- * equal treatment and diversity aspects shall be monitored in information and news material regarding Lund University.
- * information shall be provided to new employees, postgraduate students, and students in connection with their introduction to working and studying at Lund University.
- * faculties shall regularly provide different staff and student groups with targeted information about the Equal Treatment Act and/or issues dealt with in the Act.

Recruitment and reception

Recruitment to Lund University shall reflect the social and ethnic diversity of society. To this end, the objective of reaching a fair representation in terms of gender and ethnicity shall be given particular prominence. The reception of students is a key function, both in terms of the University's attractiveness and its credibility as a place to study and work, for all the groups that the Equal Treatment Act comprises.

Against this background, the following actions shall be undertaken in the period between 2006 and 2010

* faculties shall analyse and improve their recruitment operations in order to rectify uneven gender distribution at the first, second, and third levels.

* faculties shall analyse and improve their recruitment operations in relation to students with a foreign background on the first, second, and third levels.

* faculties shall analyse and improve their forms of reception so that these are suited to different groups of students and cannot be perceived as offensive.

* the University shall work actively towards a collaboration with student unions and nations (social clubs) regarding the reception of students at the beginning of term, etc.

Recruitment and reception of students with a foreign background is dealt with particularly in the action plan for broadened recruitment to Lund University 2006-2008. Recruitment from a gender equality perspective is also dealt with in the University's policy for gender equality 2006-2010.

Adaptation/accessibility

The terms adaptation and accessibility are often used in connection with issues concerning the functionally disabled, and they are dealt with particularly in Lund University's action plan for accessibility, as well as in concrete plans developed within the University's disability activities and construction unit. In a broader context, adaptation and accessibility may also concern the study conditions and opportunities of other groups protected by the Equal Treatment Act. This might be about the possibilities of combining studies with pregnancy and parenthood, in which case it would be about gender. It might also be about the possibilities of combining religions or other beliefs with the form and scheduling of studies. Even if the premise in the latter issue is that Lund University is undenominational, and that scheduled teaching and exams are normally held during the daytime between Monday and Friday, with the observance of public holidays, there should be scope for individual adaptation when this is practicable.

Against this background, the following actions shall be undertaken in the period between 2006 and 2010

* efforts to provide accessibility for functionally disabled students shall be actively undertaken in accordance with the detailed two-year action plans being developed particularly for this area.

* teaching and examination shall be planned and scheduled in such a way that it is possible to combine studies with having a family.

* an accommodating attitude shall apply with respect to individual adaptations of study conditions due to family or religious reasons, when this is possible.

To prevent and combat harassment

It is a well documented fact that harassment of all the types encompassed by the Equal Treatment of Students Act occurs at Lund University as well. This was shown, for example, in the Study Environments at Lund University report (the Evaluation Unit, 2005:236). At the same time, awareness of this is often limited within the activities. One reason for this may be a misunderstanding of the terminology. At issue here is every type of unwelcome behaviour – related to ethnic background, religion or other

belief, sexual orientation, functional disability or gender, or of a sexual nature – which in word or deed leads to feelings of humiliation or unease in the person subjected to it.

In accordance with Lund University's current Action Programme against sexual and gender related harassment, there is an Action group which serves as operative support for faculties in their work on these issues. The Equal Treatment of Students Act requires that universities prevent and preclude harassment of students not just on gender related or sexual grounds, but also on ethnic grounds, due to religion or other belief, sexual orientation, or functional disability. In this context, the Vice-Chancellor has approved a procedural system for harassment cases at Lund University, determining the formal case process.

Against this background, the following actions shall be undertaken in the period between 2006 and 2010

- * the Action group, in collaboration with the management team for the equal treatment of students, shall update the Action Programme so that it applies not only to gender related and sexual harassment, but also ethnic harassment, harassment due to religion or other belief, to sexual orientation, or to functional disability.
- * a training package on how to prevent and take action against harassment shall be produced and offered to faculty managements, heads of departments, directors of studies, student guidance counsellors, and other key groups. The Action group, in consultation with the body dealing with issues concerning equal treatment of students, shall draw up a proposal for such a training effort.
- * effective initiatives shall be implemented among students and staff to increase awareness of and prevent harassment at Lund University.
- * the impact of the training efforts etc. shall be evaluated/followed up towards the end of the period.
- * the University shall strive actively to include student unions and nations (social clubs) in the work on equal treatment issues.
- * equal treatment issues shall be highlighted in connection with traineeships.

Diversity perspectives in education

Relevant diversity perspectives, including gender perspectives, and a diversity-conscious pedagogy shall be natural elements of all education programmes. Diversity and gender perspectives refer to the actual content of the education programme, and diversity-conscious pedagogy to the way teaching is done in relation to gender, ethnicity, religion and other beliefs, sexual orientation, and functional disabilities.

Against this background, the following actions shall be undertaken in the period between 2006 and 2010

- * faculties shall monitor the integration of a diversity perspective and a diversity-conscious pedagogy in relation to students, irrespective of gender, ethnicity, religion or other beliefs, sexual orientation, or functional disabilities, in all education programmes at Lund University.

* a diversity perspective and a diversity-conscious pedagogy in relation to students, irrespective of gender, ethnicity, religion or other beliefs, sexual orientation, or functional disabilities, shall be given a prominent place in the qualification-giving pedagogic training offered at Lund University.

* a project group shall work on “gender certification” of education programmes and courses, among other things.

* the diversity perspective in education shall also include traineeships. Information and knowledge about legislation and the University’s policy shall be provided to traineeship supervisors and other parties involved.

* course literature shall be continuously examined from the point of view of the Equal Treatment Act.

Diversity issues and pedagogy are also dealt with in Lund University’s gender equality policy 2006-2010, and in the action plan for broadened recruitment 2006-2008.

Organisation and distribution of responsibilities in equal treatment work

Distribution of responsibilities

The University’s decentralised decision-making and responsibility model also encompasses equal treatment work. The *Vice-Chancellor* has the overall responsibility for ensuring the observance of laws and ordinances at different levels, and that goal-oriented equal treatment work is done. *Deans/faculty chairs, heads of departments and directors of studies*, along with other *managers* and *supervisors*, have the immediate responsibility for implementation. It is their task to monitor equal treatment work, and their responsibility that the University’s policies and programmes are followed. Faculties and other work units shall draw up annual action plans with realistic goals, and be responsible for their implementation and follow-up. Faculties and affected units shall annually report on the equal treatment work to the planning unit/management team for the equal treatment of students.

Drafting and decision-making bodies

Management team

At the University there is a management team for equal treatment work, with representatives from the University’s various faculties and relevant units, and student unions. The team is the drafting committee for the Board and Vice-Chancellor and is charged with supporting and spreading knowledge about equal treatment and equal treatment work done at the University, with proposing and initiating various equal treatment measures, and with coordinating the evaluation of results.

Support function in the case of harassment

Representatives of student health care, company health care, student unions, and the personnel division have important roles in preventing harassment and in providing support and help to those who have been subjected to abuse. Those in charge of these organisations are bound by a confidentiality obligation, shall be easily accessible, and have considerable knowledge of the University’s activities. The student union can also actively support students who consider themselves the victims of abuse.

Equal treatment officer/developer

There is an equal treatment officer in the legal division. This officer is the secretary of the management team for equal treatment work and coordinates university-wide work. The officer shall also serve as support for faculties and other work units. Depending on the particulars of the case, officers from the personnel division may also become involved in investigations in the equal treatment area.

Faculties and other work units

It is the task of faculties and other work units to integrate equal treatment work into everyday activities. At the faculty level, there shall be a body whose task it is to monitor equal treatment issues and assist the faculty management with the drawing up and evaluation of the annual action plans. Also at the faculty level, there shall be at least one contact person for equal treatment, to serve as a link between the university-wide management group for equal treatment work and the faculty level. These bodies are also charged with supporting institutions in their work.