



## **Action plan for gender equality and equal opportunities at the Faculty of Science 2011**

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## Action plan for gender equality and equal opportunities at the Faculty of Science 2011

### Background

The Faculty of Science shares the core value stated in Lund University's policy of gender equality, equal opportunities and diversity. The Faculty adheres to this and refers to the focus areas concerned in its action plan. Below you will find the Faculty of Science's action plan for 2011, to which the gender equality and equal opportunities report for 2010 is attached, along with the allocation of responsibilities within the faculty, relevant contact information and the procedure for dealing with cases of harassment.

The aim of the plan is to promote the equal rights of all individuals in work and education at the faculty, regardless of ethnicity, functional disability, gender, transgender identity, religion or other belief system, sexual orientation and age, with the ultimate aim of increasing quality in education, research and the work environment.

The systematic gender equality and equal opportunities work at the faculty is described partly through long term goal setting which is strategically specific to the faculty and complies with the focus areas stated in Lund University's policy for gender equality, equal opportunities and diversity, and partly through the special measures for the current year.

### Long term goals

*- Gender equality and equal opportunities issues on the agenda*

The faculty is to work actively to promote gender equality and equal opportunities by putting these issues on the agenda and disseminating information throughout the organisation. (All focus areas)

*- Recurrent clear reports on gender equality and equal opportunities*

Set up annual gender equality and equal opportunities reports with recurrent key performance indicators as of the end of the year 2010. On a yearly basis, the faculty is to evaluate the departments' interventions utilising the funds allocated to gender equality and equal opportunities activities. The results are compiled in an annual gender equality and equal opportunities report. (All focus areas)

*- Information on gender equality and equal opportunities work in English*

Every year, the faculty is to translate the action plan for gender equality and equal opportunities, which is to be made available via the faculty's home page. (All focus areas)

*- Special interventions in the faculty's departments*

The departments at the faculty are allocated SEK 80 000 a year for interventions concerning gender equality and equal opportunities issues. Each department is encouraged to produce a concrete yearly action plan, featuring at least three measures in compliance with the action plan. The measures are to be concrete and measurable, and are to be reported in connection with the annual gender equality and equal opportunities report. (All focus areas)

*- Prevent the occurrence of discrimination, victimisation and harassment*

The faculty is to actively prevent the occurrence of discrimination, victimisation and harassment; whether sexual in nature or of some other kind. The dean is to be informed should any cases arise. All students and employees at the faculty's various departments and units are to be aware of the faculty's action plan and the regulatory documents concerning victimisation and sexual harassment. The faculty's gender equality and equal opportunities plan is to contain information on procedures for handling cases of harassment. (Focus area 1: Discrimination)

*- Broadened and equal recruitment of undergraduate students and research students*

Active work is to be carried out to recruit male and female upper secondary school pupils from non-academic backgrounds to the faculty's programmes. This also applies to recruitment to research studies. Efforts are to be directed in particular towards departments and equivalent units with an unequal distribution of students and research students. (Focus area 3: Recruitment and promotion)

*- More women in higher teaching positions*

A large proportion of the science environments within academia are made up of male-dominated workplaces. A basic problem on several levels within the Faculty of Science is that the smaller proportion of women employed within many subject areas creates a limited recruitment base. In the long term, the proportion of women in higher teaching positions is to increase at the faculty. The gender equality efforts are to include special interventions to improve the gender balance and the work situation for women within the faculty, which is also to highlight female role models. For example, the faculty employs associate senior lecturers instead of postdoctoral research fellows in order to promote job security. The faculty is continually to identify promising researchers within strong research fields and set up qualifying positions in these areas while striving to achieve an equal gender distribution. The faculty strives for half the external lecturers and teaching staff to be women. (Focus area 3: Recruitment and promotion)

*- More men within the administration*

Within Lund University as a whole and similarly in the Faculty of Science, there is a smaller proportion of men in administrative positions. In the long term, the proportion of men is to increase in these positions at the faculty. Special interventions are to be made in the context of gender equality work to improve the gender balance and work situation for men within this professional group. (Focus area 3: Recruitment and promotion)

*- Both women and men in management positions*

Achieve a better balance between women and men in management positions. The faculty is to work actively to achieve and maintain an equal gender balance in all decision-making bodies and in management positions. (Focus area 4: Leadership)

*- Staff appraisals and career planning*

All employees are to be offered the opportunity for career planning and support in building a network, which is particularly important for young female employees at the levels of doctoral studentship and post-doctoral fellowship. (Focus area 5: Salaries and terms of employment)

- *Objective wages*

In all salary-setting, the faculty strives to uncover and remedy unjustified pay differentials. (Focus area 5: Salaries and terms of employment)

- *Parenthood and employment/studies*

The faculty is to work to increase the possibility of combining work with parenthood and studies with parenthood. Parenthood is not to constitute a hindrance to continuous professional development. Parenthood is to be taken into account in the allocation of work and the structuring of working hours. The policy is that no meetings are to begin before 8:30 or to end later than 16:30. Similarly, components that are mandatory or essential for the successful completion of a course or degree are not normally to be scheduled later than 17:00. (Focus area 5: Salaries and terms of employment)

- *Intersectional perspective\* and gender perspective in education*

The equal opportunities committee is to monitor that an intersectional perspective and a gender perspective are integral parts of tuition and education. (Focus area 6: Gender and intersectional perspectives)

\*Social science term on how discriminatory power relations, based on ethnicity, gender and class, interact within a society.

**Special measures for 2011**

- The faculty is investing in a series of measures aimed at elementary and upper secondary schools for a broadened and gender-balanced student recruitment. For example, the *LUNE project*, *Vattenhallen* and *Levande frågelådan* (The Living Question Box) for elementary school pupils, as well as *Student Ambassadors*, *Matematikpilen* (The Mathematics Arrow) and *Högskolan nästa* (Next Stop University) for upper secondary school pupils.
- The departments are encouraged to increase the proportion of female research students within the subject areas where female doctoral students are less than 20% of the total. According to currently applicable decisions at the faculty, when a female doctoral student is recruited with direct government funding, the department concerned is given additional funding for a research student, on condition that these funds are also allocated to a woman.
- By reviewing the possibility of establishing new posts for senior lecturers in research areas with strong women candidates, the faculties are to create opportunities for the recruitment of women to higher teaching positions.
- For each female professor promoted, the faculty establishes targeted funding corresponding to the entire salary cost in its allocation model. The aim of this measure is for the management of each department to be further motivated to encourage and create the conditions for the department's female lecturers, in particular female senior lecturers, to qualify for an application for promotion.
- The faculty financially supports the WINGS network for women.
- Systematic staff appraisals, in which career planning is included as an obligatory element, are to be offered to all employees in connection with the delayed 2010 salary review. Special interventions are to be made for women employed at the post-doctoral and senior lectureship levels by making resources available, such as working hours for qualifying assignments.

- The faculty participates in the pilot project for gender certification at the Department of Physics and the Department of Earth and Ecosystem Sciences. On the basis of experiences from the gender certification project, the equal opportunities committee will disseminate experiences on how to integrate the gender perspective in tuition and education.
- The faculty is to review the proposal to distribute a gender equality and equal opportunities bonus to the departments that implement measures for gender equality and equal opportunity, based on the gender equality and equal opportunities annual report.

**Attachment to the 2011 Action plan for Gender Equality and Equal Opportunities  
at the Faculty of Science**

## **Gender equality and equal opportunities report for 2010**

Below follows a compilation of the results and measures implemented, in the long term work at the Faculty of Science, on the basis of Lund University's prioritised focus areas regarding gender equality and equal opportunities.

### **Focus area – Recruitment and promotion**

The proportion of women among all employees at the faculty is the same as for 2008 and 2009 – 39 %. It is above all the professional groups of professors and senior lecturers with a higher proportion of men, and the administrative positions with a higher proportion of women, that deviate from the 40/60 interval. In general, all employees at the faculty are offered staff appraisals.

#### *Lecturers*

A decision on a new allocation model in which the department receives a 100% funding grant to cover the salary costs for each female professor has been introduced and applied for two thirds of 2010, according to the conditions of implementation.

Funding has been set aside from the central administration and from the faculty to fund three women as visiting lecturers in compliance with a 2010 decision. These appointments will be made during 2011. In addition, funding from the central administration has been set aside for research for two women employed at the faculty, to qualify them for promotion to a professorship.

Six associate senior lectureship vacancies have also been announced during 2010, as a specially funded investment by the faculty and the University. According to a decision in a previous gender equality plan, the establishment of associate senior lectureships is to be prioritised over appointments to post-doctoral research fellowships.

The faculty has financially supported the establishment of a network for female lecturers/researchers within the faculty, WINGS.

Four women were promoted to a professorship, two women were promoted to a senior lectureship and four women were recruited for appointment as senior lecturer during 2010, of whom one was also promoted to a professorship and is included here. The number of female professors at the faculty has increased from ten in 2008 corresponding to 8 %, 13 in 2009 corresponding to 11 %, to 16 in 2010, which corresponds to 13 % of all professors. This is a clear increase related to the faculty's investments in career support and in special faculty-funded senior lectureships, which are mentioned below.

Five advertised faculty-funded senior lectureships have been established, targeted at subject areas with a strong female search field, advertised during 2008 and subsequently filled with women. During 2010 the last three senior lectureships were filled. In addition to these, one further senior lectureship was awarded to a woman. The proportion of women at the senior lectureship level is 29 %, as compared to 2008 and 2009 when the figure was 27 %.

During 2010, four associate senior lectureships were filled. Two women and two men got these appointments. In total, the proportion of women among the associate senior lecturers is 39 % as compared to 38 % in 2009 and 43 % in 2008.

The proportion of appointed external lecturers and teaching staff, for which the target has been for half of them to be women, varies between the departments. It

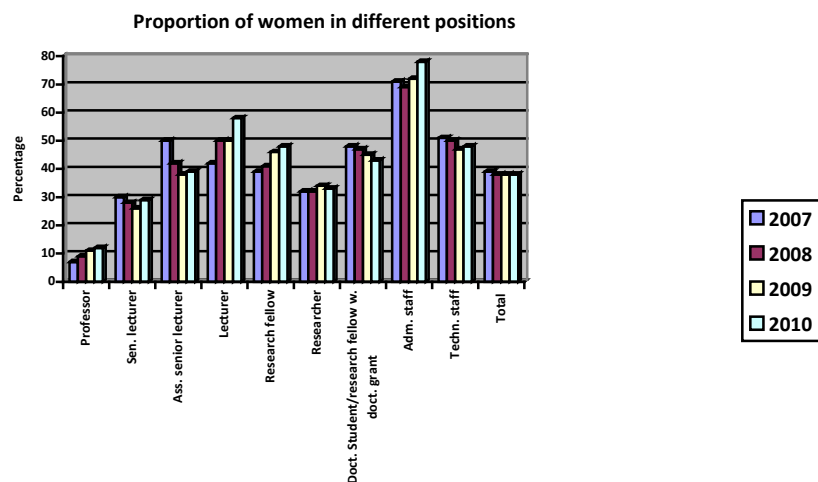
**Attachment to the 2011 Action plan for Gender Equality and Equal Opportunities  
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can be noted, however, that the targets have not been met, since the responding departments or equivalent units have indicated a proportion of women ranging from just under 20 % to approximately 45 %.

*Administrative and technical support staff*

There is a clear gender imbalance with regard to administrative support staff, among whom less than one in four is a man. The departments that have appointed technical and administrative staff during 2009 have mainly taken the gender equality aspect into account during the recruitment process, where this has been possible. Lund University's web-based recruitment portal, E-rekrytering, was introduced at the faculty during 2010, for the appointment of support staff and most fixed-term employment positions. The recruitment portal has a systematic structure, which among other things attempts to take gender equality aspects into account in the recruitment process.

Position	Women	Women %	Men	Men %	Total
Professor	16	13	106	87	122
Senior lecturer	25	29	60	71	85
Associate senior lecturer	7	39	11	61	18
Lecturer	8	57	6	43	14
Post-doctoral research fellow	8	47	9	53	17
Researcher	34	33	69	67	103
Doctoral student and research fellow with a doctoral grant	100	43	133	57	233
Administrative support staff	66	78	19	22	85
Administrative support staff	15	48	16	52	31
Total for the categories	279	39	429	61	708



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*Research students and undergraduates*

The active work on recruitment of women within undergraduate education to research studies has continued, with the faculty continuing to monitor the issue in its ongoing work within the organisation.

In the recruitment of research students, an even gender distribution is to be sought and according to the faculty's admission regulations the under-represented gender is to be prioritised where all other conditions for admission are equal.

In both supervision training for research supervisors and in introductory courses, teacher training and project management training for doctoral students, it is established that the courses are to include a gender equality component.

In the examining committee, the research programmes board and the study programmes board, women and men are to be equally represented.

In connection with the appointment of supervisors, the faculty is to strive to increase the proportion of female role models.

For 2010, the faculty has extended the decision on funding to increase the proportion of female research students in areas where the number of female doctoral students is less than 20% of the total.

The departments or equivalent mainly offer their doctoral students a careers interview before the public defence of their thesis. This is, however, mostly carried out by the supervisor and not by the head of department or equivalent. A department is planning to introduce careers interviews for doctoral students in 2011.

The recruitment of research students in 2010 shows that a total of 83 research students have been admitted, of which 37 are women (45 %) and 46 men (55 %). The percentage proportion in 2009 was 49 % women and 51 % men. The total proportion of women appointed to a doctoral studentship and post-doctoral research fellows with an educational grant is 43 %, as compared to 45 % in 2009 and 47 % in 2008.

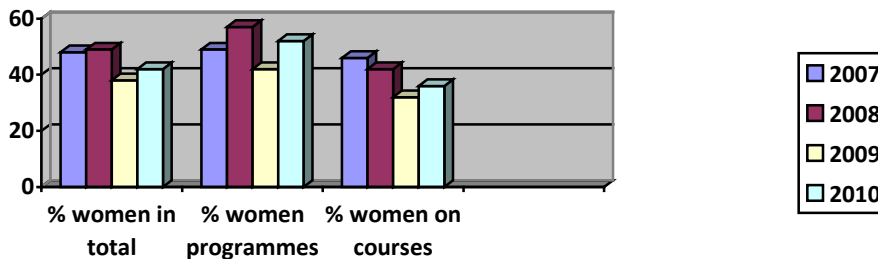
The faculty's active work to recruit upper secondary school pupils of both genders to the faculty's programmes has continued, as the faculty monitors the issue within the organisation in its ongoing work through the study programmes board.

In 2009 the faculty introduced so-called alternative entry points to the Bachelor of Science programme. The aim is to increase and broaden recruitment of first year students with prior scientific knowledge, who may not necessarily have been through the science programme in upper secondary school.

The total recruitment of first-year students enrolling for the first time during 2010 shows that from the point of view of gender distribution, out of 603 beginner students admitted, 268 were women (44 %) and 335 men (56%). On free-standing courses the distribution is 35 % women and 65 % men, and on programmes 52 % women and 48 % men.

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**Percentage of women among undergraduate students enrolling for  
the first time**



**Focus area – Salaries and other terms of employment**

During the 2010 salary negotiations, which will be carried out during 2011 due to a delay, systematic work will be done to correct unjustified pay differentials between women and men. The delay means that the salaries at the 2010 levels have not been renegotiated at the time of writing – a statistical update is therefore unfounded.

Staff category	2009				Women's average salaries as a percentage of men's average salaries			
	Number of women	Women's average salary in SEK*	Number of men	Men's average salary in SEK*	2009	2008	2007/2006	2005
Professor	13	50000	105	50300	99.4	100.7	100.1	99.9
Senior lecturer	23	41500	62	40300	103	98.5	98.6	98.3
Lecturer	8	32400	8	31900	101.6	103.3	94.3	91.4
Researcher	29	31000	57	33600	92.3	93.4	94.3	103.9
Research fellow	15	32400	15	32800	98.8	97.5	97.5	98.7
Research engineer	11	27400	32	30500	89.8	88.2	94.4	92.2

\* Salary amounts are rounded up to the nearest SEK 100.

The faculty once again draws attention to the fact that associate senior lecturers do not have the right to renewal of their appointment after four years of employment (extension), as a result of parental leave, according to the law governing this form of employment. This is an unfortunate limitation in a qualifying period which naturally falls in a life phase in which families are growing.

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**Focus area – Leadership**

Gender equality aspects are taken into account in the appointment of members of committees and boards. When filling leadership positions such as head of department, the contract for heads of department decided by the faculty is applied. One of the faculty-specific attachments to the university-wide contract includes a presentation of the method to follow in the appointment of heads of department, which explicitly states for example the head of department's responsibility for promoting gender equality within the organisation.

<b>Leadership roles</b>	<b>Total</b>	<b>Women</b>	<b>% Women</b>
Dean	3	1	33
Head of department or equivalent	10	1	10
Assistant/deputy head of department	8	2	25
Administrative head /responsible officer*	9	9	100

\*There are four administrative heads/responsible officers at the faculty office and others at five departments.

**Focus area – Information efforts and prevention and counteraction of harassment and victimisation**

The faculty has invested in information to illustrate how sexual harassment can be prevented and dealt with. For the first time, the faculty's gender equality and equal opportunities plan for 2010 contained a management procedure for the handling of cases of harassment and contact information.

**Focus area – Diversity perspective, gender perspective and gender aware teaching in education**

Through the Department of Physics and the Department of Earth and Ecosystem Sciences, the faculty participates in the ongoing pilot project on gender certification of first cycle education.

The faculty's qualifying training courses in teaching and learning in higher education will also continue to address issues concerning gender equality and equal opportunities.

A decision has been taken by the faculty's study programmes board that every student, on completion of his or her study programme, is to have knowledge and insight on gender equality and diversity issues within the relevant scientific field and in global society as a whole.

**Focus area – Adaptation and accessibility**

Issues of accessibility are dealt with as an integral part of the systematic work on the working environment. For purposes of information, issues concerning the Internet and information are handled with reference to the guidelines for accessibility that exist at Lund University.

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**Reports on interventions at the department level**

*Department of Astronomy and Theoretical Physics*

The department has invested in four summer appointments within current projects, targeted at students in first cycle programmes who are women.

*Department of Biology*

During 2010 the extension of two doctoral studentships has been funded with the aim of setting aside special resources for gender equality work. The book *Elisabeth Blackburn and the Telomeres* by Catherine Brady, which has a gender perspective, was presented as a Christmas gift to the employees at the department.

*Department of Physics*

During 2010, double compensation for the parental leave of doctoral students was introduced. The department is taking part in the gender certification project and during 2010 it has carried out the following initiatives, in addition to planning meetings and ongoing work. The staff at the department has been inventoried from a gender equality perspective with the subsequent formulation of proposals for recruitment plans. A seminar on LGBT issues has been organised by UDIF and the student organisations. A gender half day has been carried out by the Linnaeus-funded *Lunds Lasercentrum*. A lecture was given by Anna Danielsson on the theme Doing Gender, Doing Physics. A budget has been compiled among other things to allow staff to carry out gender projects and to employ a mentor to support the lecturers at the department. In addition, a plan of action with aims and measures for the gender certification project has been set up regarding 2011 and 2012.

*Department of Earth and Ecosystem Sciences*

A lecture was held by Elaine Bergqvist on master suppression techniques in November. The gender equality plan which was adopted by the board of the department on 1 April 2010 has been translated into English.

The department is taking part in the pilot project for gender certification and participation will continue during 2011 within its separate units. The work on gender certification includes a reference group at the department composed of seven people under the leadership of doctoral student Elin Sundqvist, part of whose post is funded by the project.

2010 was notable for a large number of activities within the gender certification project. Among others, the implementation of the *See the person* training course, the exchange of experiences with the Department of Physics, which is also taking part in the project, a lecture by Jens Rydström from the Centre for Gender Studies on gender studies theories and their applications, forum plays about diversity and gender by the forum theatre group PUMAN, evaluation of all course syllabi at the department, in which the reference group participated, a literature seminar with a review and listing of gender literature, as well as ongoing information to staff on the aim and plans for gender certification.

For 2011, the following activities are planned in the context of the gender certification project: literature seminar part 2, a daytime event for students in

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English in the form of for example value exercises, lectures or forum theatre, finding geologists and physical geographers who work with gender issues to hold lectures, assessment of course evaluations and drawing up specific gender questions that can be included in the course evaluations, cooperation with the Centre for Gender Studies to evaluate the survey of doctoral students on why fewer women than men continue their academic careers after completing their PhDs, compiling a handbook with guidelines for gender perspective in education and gender-aware teaching at the department, and a final seminar in connection with the gender certification of the department.

*Department of Chemistry*

During autumn 2010 a halfday training session was organised on the work environment, professionalism and heteronormativity ([http://www.kilu.lu.se/fileadmin/kilu/Tillfalligt/Fritt\\_fram\\_01.pdf](http://www.kilu.lu.se/fileadmin/kilu/Tillfalligt/Fritt_fram_01.pdf)). Among the lecturers were student Jonas Hansson, senior lecturer Jens Rydberg and police officer Jeanette Larsson, and their talks were followed by a panel debate including the Assistant Vice-Chancellor Ingalill Rahm Hallberg.

*Centre for Mathematical Sciences*

The department mainly focuses on recruitment work, for example by inviting and funding women as visiting researchers and visiting lecturers at the department, as well as one woman as professor during 2010.

*Centre for Environmental and Climate Research*

As a small and recently created department, a gender equality and equal opportunities group has been set up to work on producing a gender equality and equal opportunities plan for 2011.

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## **Allocation of responsibilities at the faculty and contact information**

### **Who is responsible within the faculty?**

It is important to establish a clear allocation of responsibilities in order to ensure that no uncertainties prevail about whom to turn to with various questions concerning gender equality and equal opportunities work, as well as who is responsible for ensuring that necessary measures are taken. It must however be pointed out that it is not possible in this plan to present an exhaustive account of who is responsible for all conceivable situations. Below follows an overview of how the responsibility for gender equality and equal opportunities work is to be shared within the Faculty of Science.

*The faculty board and dean* have the primary and comprehensive responsibility for gender equality and equal opportunities at the faculty. This responsibility is in turn delegated down to the faculty's various bodies, depending on the area of activity to which the gender equality and equal opportunities issue relates.

*The head of department, and where appropriate, the heads of division* have the operational responsibility at the department level for the planning and implementation of adopted measures. The heads of department are responsible for their department having an established organisation for gender equality and equal opportunities work, and for ensuring that the gender equality and equal opportunities plan for the department is drawn up and evaluated and updated on a yearly basis. The head of department is responsible for giving the department's management group the opportunity to develop expertise in gender equality and equal opportunities issues.

*The committee for gender equality and equal opportunities at the faculty and at the department level* is a drafting body which produces proposals for the gender equality and equal opportunities plan. The committee is also to work to increase awareness on gender equality and equal opportunities, to disseminate knowledge about laws and policy documents and to inform about and initiate activities connected to gender equality and equal opportunities issues. Each department should be represented in the faculty's committee for gender equality and equal opportunities with a member and the member should in turn sit on the departmental board. In 2010 at the latest, each department represented in the committee is to have a representative who also has a place on the board of the department.

*The study programmes board and the research studies board* have a duty to monitor gender equality and equal opportunities issues in their work with undergraduate studies and research studies respectively.

### **Responsibility according to prioritised focus areas**

The responsibility for the faculty's gender equality and equal opportunities work within the University's prioritised focus areas is allocated as follows.

#### *Dissemination of information*

The faculty board establishes the gender equality and equal opportunities plan. The dean has the strategic responsibility for the dissemination of the plan with the help of the boards involved and the faculty office.

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*Recruitment and promotion; admissions*

The dean and the chair of the academic appointments board have the primary responsibility for taking gender equality aspects into account in the establishment of and recruitment for teaching positions.

The faculty office is primarily responsible for promoting gender equality in the recruitment of other employees.

The study programmes board and the research programmes board have a responsibility in the work of recruiting students and doctoral students. In addition, the boards have the primary responsibility for taking gender equality aspects into account in recruitment to the first and second cycle of study as well as to the third cycle (research studies).

*Salary setting and other terms of employment*

The faculty office is responsible for promoting gender equality in issues regarding salary and other terms of employment.

*Leadership*

The dean is responsible for ensuring that managers within the faculty receive training on gender equality and equal opportunities.

*Preventing and counteracting harassment and victimisation*

The heads of department, together with the faculty office and the health, safety and environment committees are jointly responsible for preventing and counteracting harassment and supporting the departments in their work to create a good work and study environment.

*Adaptation and accessibility*

The heads of department, supported by the faculty office and the health, safety and environment committees, are responsible for creating good accessibility to the departments, adapted to the needs of individuals.

*Gender perspective, gender aware teaching and the diversity perspective in education*

The study programmes board, research programmes board and the faculty office mainly assist the directors of studies and other leaders within the faculty in promoting gender perspective and gender awareness in teaching in the programmes.

**Individual responsibility**

The faculty's goal is that the plan should influence and encourage employees and students to contribute themselves to creating the conditions for a workplace and study environment in which everyone is treated equally.

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**To whom should I address my questions on gender equality and equal opportunities?**

***Faculty of Science***

Contact person for gender equality and equal opportunities issues for the faculty: Johan Eliasson, 046 – 222 94 58 ([johan.eliasson@kansliN.lu.se](mailto:johan.eliasson@kansliN.lu.se))

Faculty of Science homepage: <http://www.naturvetenskap.lu.se>

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***Human Resources***

Contact person for gender equality and equal opportunities issues for Lund University: Kajsa Widén, 046 – 22 94 71 ([kajsa.widen@pers.lu.se](mailto:kajsa.widen@pers.lu.se))

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***Head of the Office of the Vice-Chancellor within Management Support***

Switchboard: 046 – 222 00 00

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***Occupational Health Service***

Reception: 046 – 222 32 80 (occupational health physician, nurse, physiotherapist, psychologist)

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***Student Health Service***

Reception: 046 – 222 43 77 (occupational health physician, counsellor, psychologist, nurse, physiotherapist)

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***Student unions and representatives***

Lund Science Students' Union (LUNA): <http://www.luna.lu.se>  
([luna@luna.lu.se](mailto:luna@luna.lu.se))

Lund University Doctoral Students' Union /Doctoral Student representative:  
<http://doktorandkaren.se/wordpress> ([domb@ldk.lu.se](mailto:domb@ldk.lu.se))

Student representative: <http://www.studentombud.se> ([studentombud@lus.lu.se](mailto:studentombud@lus.lu.se))

Equality Ombudsman: <http://www.do.se>

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## **Procedure for dealing with harassment cases**

The Equality Ombudsman defines harassment as unwelcome behaviour that offends a person. Harassment can be of a sexual nature and is then referred to as sexual harassment.

What is common to all harassment is that it makes a person feel insulted, threatened, offended or badly treated. Harassment is regulated in the discrimination act, if it is associated with:

- Gender
- Gender identity or gender expression
- Ethnicity
- Religion or other belief system
- Functional disability
- Sexual orientation
- Age
- Behaviour of a sexual nature.

Victimisation is also prohibited, meaning recurrent reprehensible or negative actions directed against individual employees in an offensive manner, which can result in those employees being excluded from the workplace community.

A student or employee who considers him or herself to have been exposed to harassment or offence should first turn to the head of department where he or she works or studies. The head of department, who is responsible for preventing and counteracting any staff member or student being exposed to gender-related, sexual or other types of harassment/victimisation, is to assess whether what has taken place is of such a nature as to be manageable within the department or whether the matter must be taken further. In the latter case, the head of department is to contact the head of the Office of the Vice-Chancellor at Management Support. In addition, the head of department is to evaluate whether the involvement of the Occupational Health Service or Student Health is called for. The head of department is also to assess what measures need to be taken at the department to prevent continued harassment or victimisation.

Employees at the faculty, who within the framework of their activities receive information about or otherwise notice that a student may have been exposed to harassment or victimisation, should first forward this information to the head of department or equivalent. This person is then to assess whether the event that took place is of such a nature that it can be handled within the department or whether it needs to be taken further. In the latter case, the head of the Office of the Vice-Chancellor at Management Support is to be contacted and will assess how the case is to be handled.

Students or employees at the University can also choose to address themselves directly to the head of the Office of the Vice-Chancellor at Management Support, who is entrusted with the task of assessing how the case is to be handled and what measures need to be taken. In addition, students can turn to their student union for support and assistance.

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Students can also turn to the student union or student representative at Lund University for advice. The Occupational Health Service and Student Health Service are resources available to all employees and students who need them. A person who considers him/herself to have been exposed to harassment or victimisation can also turn to the contact person at the faculty for advice.

More information is available on the following web page:  
<http://www5.lu.se/pa-online/likavillkor/jaemstaellighet-och-likabehandling/koensrelaterade-trakasserier>