

Recommendations to LUND University Medical, Science and LTH Faculties from WINGS Workshops

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Areas to prioritize in order to ensure equal opportunities and responsibilities for students and employees, based on feedback from workshop participants:

- Integrate gender equality and bias awareness into current leadership trainings for all leadership across the university. Training on gender equality and bias awareness should be available to all those with personnel and management responsibilities, including faculty leadership (Deans etc).
- Educate all individuals with supervisory responsibilities (including those who supervise PhD students, graduate students, and undergraduate students) on gender equality and bias awareness. These topics should be integrated into current trainings where possible. Include bias awareness and gender equality, for instance, in Docent education. While these trainings should not be mandatory, access to high-quality and interesting trainings should be provided and seen as a perk and a part of professional development.
- Integrate gender equality and bias awareness into all Intro courses for new students (undergraduates, graduates and PhD students). This will help ensure equal opportunities for all students through self-moderation in the class environment.
 - A model and example for this type of integration is the current Geology and Geography Introduction Course for PhD students, led by Daniel Conley. The Intro course extends across 7 days, which extends over a two-week period. It includes 11 modules, including seminars that take around 2 hours, as well as full-day discussions, etc. The course includes content on ethics, communication, gender equality, who should be an author on a research paper, how to write a grant, etc. While this course is for PhD students, the concept of integrating gender equality into current Intro courses should be followed with other student groups.
- Update department-specific checklists and guidelines for recruiting to include bias awareness and gender equality. Specific areas to include are gender-neutral language and wording in recruitment ads.
- Update department and university checklists for creating events, seminars and panels to include gender equality and bias awareness. (For instance, "Before you set up a workshop, check that...").

- Ensure that invited guests and speakers reflect a 50/50 gender balance.
- Create departmental policies that specifically encourage men to take paternal leave and "Vård av barn."
- Ensure that all recruiting and promotion is done via formal channels, and not in back-door channels that can potentially bias the process towards one gender, such as at informal lunches, golf, sports, etc.
- Include questions that highlight equality and diversity aspects in the new Lund University psychological/environment study.
- Test blind grading (without names) to ensure non-gender-biased grading. A pilot could be done at LTH, for instance, where you use Anonymous grading and compare data from 2014/2015 and 2015/2016 to see the effect of anonymous exams.
- The leadership of each faculty should reinforce that it is unacceptable to repeat someone else's idea and represent it as your own. When this does happen, it's important that bystanders speak up and ensure to repeat the original person's statements to ensure that the original creator of an idea receives credit.
- Investigate the possibilities for the equality organizations at the different faculties to have a central meeting to share ideas and initiatives, etc. There are likely greater possibilities to get funding for different initiatives, for instance, if there is unity among the three faculties.
- Lift and encourage women experts from the STEM faculties (Medical, Science and LTH), to be visible in the media, in university PR, press releases, on the faculties' and university websites. This could be done for instance by promoting LU's women experts in internal and external conferences, providing media training, etc.
- Create department and university lists that highlight women experts in STEM fields – for questions from journalists, panels, conferences, PR, media, etc. Share these lists with Rättevistförmedlingen, who will help spread the word.
- The leadership of each faculty can mention WINGS as an organization during internal conferences and events to support new membership and support inclusion within their departments.
- Review the representation of women and men as examples of role models in the field in Intro courses (for both undergraduates and graduate students). Create a 50/50 balance of women and men who are scientists and mentioned in Intro courses.
- Officially include and budget in time for faculty members to participate in a "gender equality and diversity hour" per week – similar to budgeted time for exercise.
- Everyone at the university has a responsibility to ensure that administrative tasks, such as note-taking at meetings, are not constantly being allocated to an individual based on their gender. Good policies in this

area include that the person in charge of the meeting (the Chairperson), keeps a record of who took notes each time and ensures that the responsibility rotates across the group. Faculty leadership, in particular, should ensure that administrative tasks are equally distributed.

- Clarify what harassment is (including examples) in the faculty guidelines and action plans.
- Clarify department expectations of faculty members, including criteria for promotion.
- Ensure equal speaking time for students regardless of gender.