

Seminar for teaching staff- recap



Recap from survey performed 2020

- Action Plan with five focus areas:
 - Work load
 - Loneliness
 - Teachers use of suppression techniques/diminishing students
 - Recruitment of supervisors
 - Ethnicity



Quote

“I really can’t say there is an equality in ethnicity and background. You can feel the discrimination in detail, there is nothing so obvious.

You can ignore the students who try to discriminate you, but when you feel it from a lecturer, it is not easy at all.”



Invitation – Seminar for teaching staff to improve the students' psychosocial work and study environment

Between 15 January and 3 February, the annual survey on the psychosocial work and study environment of students at the Faculty of Engineering was carried out. The responses have now been processed, an action plan has been drawn up and the results are presented throughout the organisation.

There are many positives in the survey, which show that overall, the Faculty of Engineering has a good study environment. However, the Student Welfare Council, which is responsible for the survey, has noted some comments from respondents that indicate there is some unacceptable behaviour among staff and students at the Faculty of Engineering.

Management of the Faculty of Engineering take this very seriously. Nobody should feel unsafe in their study or workplace. At the Faculty of Engineering, we work against victimisation and harassment.

Based on V2020/604 *LG GU Handlingsplan för arbete med studenters psykosociala arbets- och studiemiljö* this seminar is given for teaching teachers.

By reasons written above, an external consultant by the name Zanyar Adami, will perform this seminar for teaching teachers, one seminar per department. The purpose is to get an understanding on how suppression techniques can be perceived by our students. Also, to counteract the use of discrimination and victimisation. Ethnicity, a ground for discrimination, will be given extra focus. The seminar is given in English.

LTH follows the Swedish Public Health Agency's recommendations to prevent spread of infection. The seminar will be given digitally via Zoom.



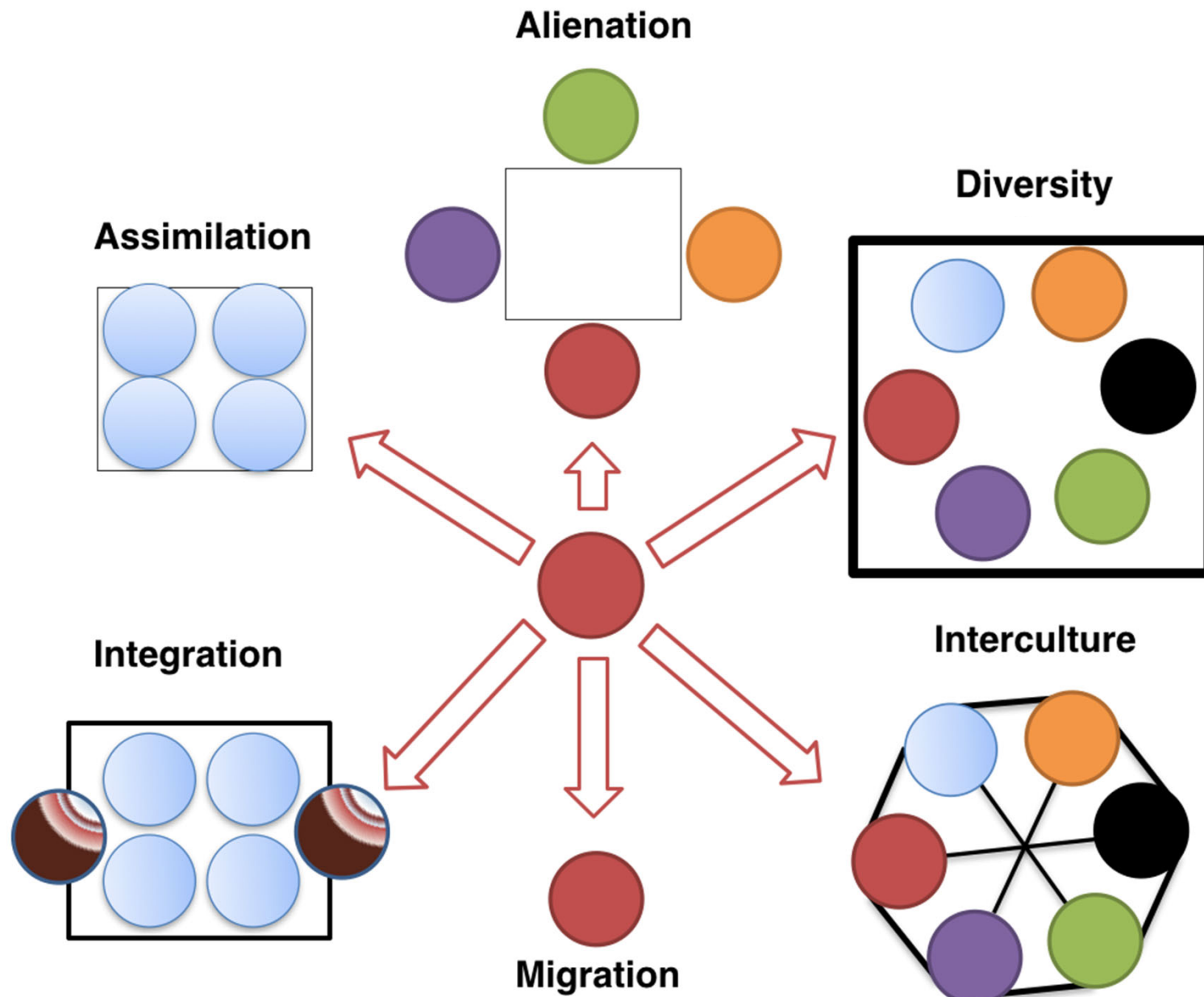
<u>Department</u>	n filled in the evaluation	n attended the seminar
Architecture and Built Environment	24	43
Automatic Control	21	40
Building and Environmental Technology	41	102
Biomedical Engineering	14	26
Centre for Mathematical Sciences	53	129
Chemical Engineering*	0	0
Chemistry*	0	0
Computer Science	16	21
Construction Sciences	19	41
Design Sciences	16	36
Electrical and Information Technology	53	60+58=118
Energy Sciences	35	48
Food Technology, Engineering and Nutrition	11	34
Immunotechnology*	0	0
Industrial Management and Logistics	9	15
Mechanical Engineering	13	26
Physics	21	59
School of Aviation	9	17
Technology and Society	11	18
Total	366	773

* Did not participate



	DU GAMLA	DU NYA		DU FRIA
Year	1960	1990	2020	2050
Population	7,5 millions	8,6 millions	10,2 millions	12 millions
Foreign background	?	1 million	2,4 millions	3,6 millions
Foreign born	300 000	790 000	1,9 millions	2,7 millions
Part of population	4%	11,5%	24 %	30 %
Term	Utlänningar	Invandrare	Nysvenskar	Svenskar
Politics	Assimilation	Integration	Diversity	Interculture
Attitude	Tolerance	Acceptance	Inclusion	Interaction
Cause	Race	Ethnicity	Religion	Experience





The structure of the seminar

- Suppression, resistance and supporting techniques
- Case questions:
 - A student is alienated from his/her classmates - what can you do to include the student? How can you create an intercultural space in the classroom?
 - A student makes an offensive remark in the classroom about students from a certain country. What should you do in the situation? What should you do if a colleague makes an offensive comment in the lunchroom?



Guest lecturer Zanyar Adami's conclusions

- The departments that work closer to people, such as design and technology & society, were more aware and receptive to the message of equal treatment, while technology-heavy departments had more resistance
- Decisive what the head of department's attitude was to the issue of both awareness and the will to change
- Male-dominated departments found it more difficult to absorb the message (with the exception of TFHS)



Guest lecturer Zanyar Adami's conclusions

- Some departments denied the problem, they did not see their own part, either as individual actors or collectively as a department
- Some acknowledged the problem but defended their position with comments such as “it is not my responsibility for the students are adults” or “you can not say what you want anymore”
- Others tried to explain how they reasoned and could be open with their uncertainties
- Some took an active stand to change, where they saw the workshop as a starting point and a necessary push

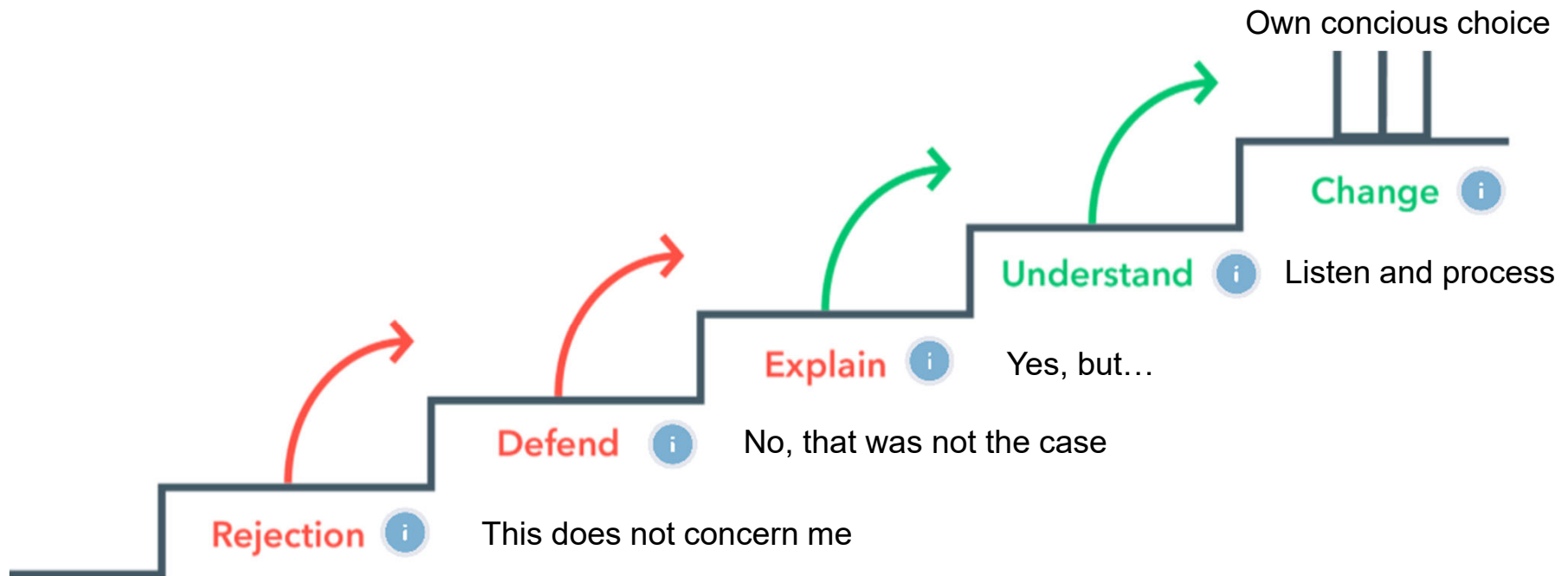


Guest lecturer Zanyar Adami's conclusions

- As a rule, women found it easier to absorb the message about ethnic discrimination because they could relate to the sex discrimination, they themselves had experienced
- In the seminars where there were many international participants, the issue was livelier, where those with a foreign background could add their own experiences



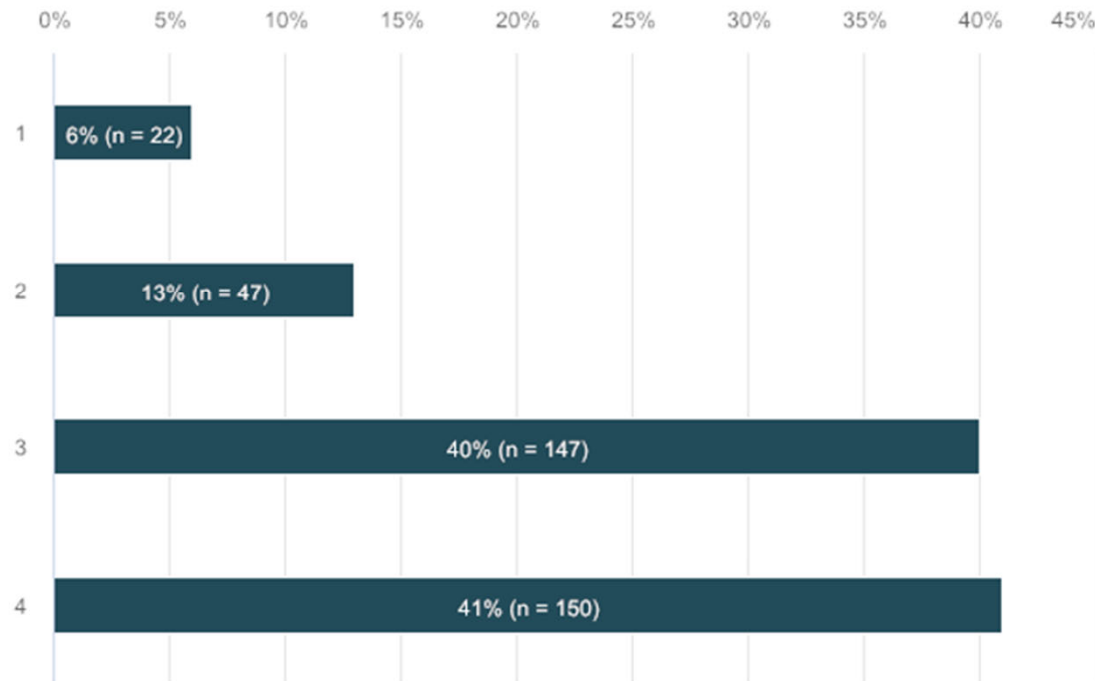
Feedback



Evaluation

1. What is your overall impression of the seminar? 1 is less good and 4 is very good

366 answers



LUNDS
UNIVERSITET

Evaluation – do you have suggestions on how LTH can work with these issues?

- *“Please continue training like this where we can talk to our colleagues. We need to start talking about these topics and getting new skills”*
- *“One could be to run these kind of seminars a bit more often so that it becomes even more woven into the culture at LTH. Each department could take on the task of discussing it further”*
- *“Make it a workplace culture to stand up for our values and combat clear signs of discrimination/suppression techniques”*



Evaluation – do you have suggestions on how LTH can work with these issues?

- *“Information and workshops like this one on all levels is probably the best way to work with it. Information about real examples and reports from students and employees brings the issues to light which as well is important ”*
- *“We can act on what we know, if there are issues, we are unaware of, we need to know. And having people to ask when such situations occur, also helps”*
- *“Give guidelines on how to deal with more difficult situations”*
- *“Supplement with opportunities for individual departments to receive similar support. Working at departmental level becomes very comprehensive and a department can be quite unique in terms of strengths, weaknesses, challenges and problems”*



Evaluation – do you have suggestions on how LTH can work with these issues?

- *“Senior staff should be made to feel more responsible for the work environment. When no one feels responsible, who will stand up for PhD students/young researchers who are afraid to stand up for themselves because it will hurt their careers?”*
- *“Course definitely contributed to increased awareness”*
- Physics:
 - More discussions regarding these issues
 - Want more help in how to act in the teaching situation
 - Know more about how to act with students with disabilities





LUNDS
UNIVERSITET