

Equal Opportunities Strategy and Action Plan 2017



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The Equal Opportunities Strategy

This document relates to all activities conducted at Linköping University (LiU) and covers students and employees alike. The University's strategy for equal opportunities has its legal basis in the Discrimination Act (2008:567), the Work Environment Act (1977:1160), Swedish Work Environment Regulations AFS (2015:4), The Higher Education Ordinance (1993:100) and the Parental Leave Act (1995:584).

Equal opportunities is a quality factor which concerns everybody, both when it comes to the work and study environment, and the quality of the education and research. To prevent and combat discrimination, harassment, sexual harassment and victimization at LiU, at a structural and individual level, the following Equal Opportunities Strategy has been established. The University's strategy for equal opportunities is not just designed to meet the minimum requirements of the Discrimination Act.

In order to attain the equal opportunities goal, LiU works with equality and gender, ethnic and religious diversity, accessibility and participation for persons with impairments and equal treatment for persons regardless of sexual orientation, age or gender identity or expression. LiU also works preventively against victimization. The University's efforts also relate to other forms of discrimination, see Appendix for definitions.

Working towards equal opportunities contributes to the fulfilment of the University's strategic goals. Integrating work for equal opportunities into processes constitutes part of the University's quality assurance, and is vital for LiU's competence maintenance and all core activities. Working towards equal opportunities contributes to:

- A good and attractive study and work environment
- Development and creativity
- Quality in education and research
- Equitable structures and processes

LiU has democratic fundamental values built on human rights. LiU must constantly endeavor to ensure that its rules, norms and procedures reflect an attitude characterized by respect for individuals and their differences. LiU should maintain a critical approach, where everyone is able to express their opinion even when these may be considered controversial.

The University should provide a study and work environment where we utilize the resources brought to the University by students and employees from different backgrounds, life situations and competencies LiU should be free from discrimination, harassment, sexual harassment and victimization.

Visions

- LiU should be an open university with many wide-ranging contacts in various sectors of society that promote equal opportunities in the academic world and the community at large.
- LiU must have good accessibility in terms of support and personal service, information and communication, and the physical environment
- LiU activities, information and premises should be highly accessible.
- New students and employees should be made feel welcome when starting at the University.
- Equal opportunities should exist in work conditions, salaries, influence, career prospects and opportunities to combine a professional career with the responsibilities of a home and family.
- Equal distribution of the sexes should prevail at various levels and within the different types of posts and professions as well as in the decisionmaking and advisory bodies.
- LiU should help students, regardless of gender, to combine their studies with parental responsibilities.
- When planning LiU study programmes, equal opportunities should be taken into account concerning form, content, implementation and approach.
- The content of LiU's study programmes should contain perspectives characterized by equal opportunities.

Division of responsibility

The University's Vice-Chancellor has the overall responsibility for ensuring that the University strives to promote equal opportunities. The Strategy Group for Equal Opportunities (SGEO), together with its resource groups, is responsible for drafting an annual action plan referring to LiU as a whole. The drafted plan is discussed by the Central Liaison Group (CLG) and University Leadership. The University Board then decides upon the Plan.

Deans, Heads of Departments, and Heads of other units (the university library, the faculty offices, and the university services) are responsible for ensuring that two-year Action Plans containing concrete measures are drawn up, based on the circumstances at their own faculties, departments, or units. These action plans must be followed up annually and modified if necessary. Guidelines are available (in Swedish) at www.liu.se/likavillkor/vagledning. The Faculty Boards are also recommended to establish two year Action Plans with areas of development within Equal Opportunities (or equivalent, in accordance with upcoming guidelines for work with active measures) The work should be carried out jointly by employers, employees, and student unions. Issues related to equal opportunities should be brought up at board meetings, nomination committees, staff meetings, electoral committees and liaison groups, etc. It is also important that equal opportunities are taken into consideration when implementing changes at the University.

Each faculty, department, and unit has an equal opportunities representative tasked with communicating information between the SGEO with its resource groups and the department or unit. The representatives can to a larger extent carry out and be a part of the local work with Equal Opportunities within their department and should then have allocated time within their position for this work. The "local cooperation agreement for development" (Ref.no LiU-2010-00344) states that the equal opportunities representative can also be a member of the Local Liaison Group (LLG).

To achieve equal opportunities, leaders and staff must assume responsibility for the appreciation of difference and for respecting human equality. The student unions play an important role in the promotion of equal opportunities for students, especially in the training of mentors and maintaining dialogues with the respective sections.

Central organization

The SGEO consists of the following members: the Chairperson, equal opportunities coordinators, a representative from each faculty, a student representative from each student union, and one expert representative from each resource group. The four resource groups include employees, students and external representatives who are particularly interested in, or conducting research in one of the following areas: Ethnicity, religion and philosophy of life, Impairment, Gender equality and gender issues, and Sexual orientation and gender identity/expression. In SLV, expert knowledge about age as grounds for discrimination is provided by a person from the National Institute for the Study of Ageing and Later Life (NISAL) at LiU.

Currently the SGEO also works to combat victimization and forms of discrimination. LiU is also working to improve the coordination between the areas of equal opportunities, work environment, and the environment.



The LiU Equal Opportunities Action Plan for 2017

This Action Plan presents the measures that are being taken within the framework of the SGEO's work, as well as measures that contribute to equal opportunities at LiU as a whole, but are being carried out and funded by others. In addition to the measures described here, all work with equal opportunities that is conducted on a faculty, department or unit level is documented in local action plans. These can be found at the equal opportunities portal: www.liu.se/likavillkor/lokalaplaner.

The Action Plan begins with general measures that concern all legally established grounds for discrimination. These are followed by aims and measures in the areas of ethnicity, religion or outlook on life, disability, gender equality, gender issues, sexual orientation, gender identity/expression and age. The format of this year's action plan is slightly different from earlier years as there is a need for an overview of the equal opportunities organisation, its working methods and budget, as required by various government initiatives, of which a brief description is provided below.

Gender mainstreaming at universities and university colleges - Equitas

The Swedish government has instructed each university and university college to develop a plan for how to work with gender mainstreaming in a way that allows their activities to contribute to the gender equality objectives, for example in terms of equal career opportunities, academic choices and recruitment. Work on the plan shall take place at both the departmental and central level and involve development needs, objectives and activities that the university intends to implement in the period 2017–2019. The plan shall furthermore describe how gender equality is to be integrated into the regular activities, for example at all levels of the university's management processes. The plan shall have been established no later than 15 May 2017 and all implemented measures and results based thereon shall be reported in the university's annual reports for 2017–2019.

Within LiU's organisation, the commission is placed under Equal Opportunities and goes by the name Equitas. Together with the faculties, Equal Opportunities funds a central coordinator for the commission, who works together with representatives at the departmental and central level. The university's gender lecturers and the Forum for Gender Studies and Equality are also proposed to take part in the commission.

New regulations in the Discrimination Act regarding active measures

At the start of the year, changes in the Discrimination Act enter into force, which means that the work with active measures shall now include all grounds for discrimination and be conducted within an umbrella framework, similar to that used in the systematic work environment efforts. The difference from before is that the Act now describes a working method, rather than specifying which specific objectives are to be reached. The current plan requirement is replaced by a written requirement for documentation of all parts of the work. This documentation shall contain a report on the investigation of risks and obstacles and on the analysis conducted, as well as on the preventive and promotive measures that have been taken or planned. Follow-up and evaluation shall also be part of the documentation.

For LiU, both in its capacity as employer and education provider, the following areas are to be surveyed and analysed based on all grounds for discrimination:

Employer – working conditions, regulations and practice in regard to salaries and other terms of employment, recruitment and promotion, education and other skills development and opportunities to combine gainful employment with parenthood

Education provider – admission and recruitment, education formats and organisation, examinations and assessments of student performance, study environment and opportunities to combine studies with parenthood

Furthermore, salary surveys are to be conducted annually instead of once every three years. Employers shall also analyse any salary discrepancies between a group of employees in jobs that are or are often considered female-dominated and a group of employees in jobs that are not or are rarely considered female-dominated, but which pay a higher salary even though the work requirements are deemed to be lower.

Another new regulation is that on compulsory guidelines and procedures in the operations to prevent harassment, sexual harassment and reprisals, which is associated with requirements for annual follow-up and evaluation.

An initial assessment of the consequences of legislative changes for LiU is that more functions at LiU will have to be given special responsibility for the various areas that are to be reviewed. This must be more closely investigated, and resources need to be devoted to the implementation of new working methods.

New work environment provisions in regard to bullying

The new Organisational and social work environment (AFS 2015:4), provisions entered into force in April 2015. These provisions regulate bullying, among other things, and have led to a revision of LiU's procedures for handling these matters. This revision also refers to the new regulations in the Discrimination Act on compulsory guidelines and procedures in the operations to prevent harassment, sexual harassment and reprisals. Work is underway to develop a new procedure and various support materials in reference to concrete case management as well as initiatives to prevent bullying, harassment, sexual harassment and discrimination. This too requires resources in order to develop materials and implement new procedures in LiU's operations.

Broader recruitment and participation

In 2015, the Swedish Council for Higher Education (UHR) completed a government commission to survey and analyse the higher education institutions' work with a broader recruitment to higher education. LiU participated in and responded to various surveys and questionnaires and also took part in hearings and conferences. The commission resulted in a report in which UHR recommends the government to instruct the higher education institutions to develop a strategy to broaden recruitment and participation, which should contain various elements. The government has yet to declare its view on the matter.

Work to develop a strategy has been initiated at LiU, and it is SGEO's ambition to act as a coordinating function in this regard.

Time for revision, coordination and implementation is needed

The Strategy Group for Equal Opportunities has made the assessment that the work on equal opportunities in 2017 must be focused on the above-mentioned government initiatives and legislative changes. In addition to investigating what each project entails and how LiU is to work on them, the projects need to be reviewed in terms of how they can be integrated, as they require analysis of processes that are used in several of the projects. In this revision, LiU's work with education quality and the LiU refugee initiative should be taken into account. The revision shall also result in a proposal for some form of equal opportunities action plan, which is to take a comprehensive approach when it comes to the work and the goals that LiU should strive to attain. Time is then needed to implement new working methods.

Overall aims and measures for equal opportunities

Time for revision, coordination and implementation is needed

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Revision of the work with equal opportunities

Due to the government initiatives and legislative changes that have been described in the previous section, SGEO and the Coordinators for Equal Opportunities will focus on the following two comprehensive objectives and measures in 2017:

1. Equal opportunities in work with LiU's objectives, organisation, working methods and budget allocation

Objectives: LiU is to carry out equal opportunities work that lives up to the requirements set out in current legislation, government commissions and LiU-specific objectives and needs.

Action: Investigate needs and implement changes in the equal opportunities organisation, its working methods and budget allocation in relation to:

- The government commission relating to gender mainstreaming at universities and university colleges – Equitas
- New regulations in the Discrimination Act regarding active measures
- New work environment provisions in regard to bullying
- The UHR guidelines for the work with broader recruitment and participation.

Responsibility: The Strategy Group for Equal Opportunities (SGEO)

Budget: Salary costs for central Equitas coordinator

2. Communication

Objectives: Employees and students are to be aware of, and be given opportunities to participate in the equal opportunities work at LiU and the case management in the event of discrimination, harassment, sexual harassment and bullying.

Measures: **Communications support resource**

In the upcoming implementation, support resources will be needed in relation to various communicative measures to achieve the above-mentioned objectives, such as developing a communications strategy, updating the internal and external websites of Equal Opportunities, and producing an online introduction to equal opportunities.

Production of information and support material in Swedish and English, such as information postcards and folders on equal opportunities, case management in the event of discrimination, harassment, sexual harassment and bullying, material for work with active measures and statistics on equal opportunities at LiU

Information and education initiatives were previously a priority task for the

Coordinators for Equal Opportunities. The type of targeted measures that were implemented before will now only be carried out to a limited extent by the Coordinators, who will instead focus on the measures required for the upcoming implementation. Should the earlier form of targeted measures be requested, the possibility of hiring other people for this will be examined.

Responsibility: SGEO

Budget: Information and printed material (marketing, dissemination of information) SEK 20,000, costs for online training SEK 70,000, salary costs for communicator and project manager for the online training.

3. Widening participation of students

Aim: Increase LiU's ambassadors' knowledge of equal opportunities work at LiU.

Action: Train LiU's ambassadors in equal opportunities.

Responsibility: The Marketing Unit

Ethnicity, religion and philosophy of life

Linköping University is a non-denominational university with scientific knowledge as its foundation. LiU protects freedom of speech and fosters a climate open to debate and enquiry. At the same time, it is important to highlight the fact that individual employees or students can feel discriminated against when other employees or students utilise their right to freedom of speech. Especially in areas concerning religion or other philosophies of life, there is a risk of conflicts of interest. By strategic preventive measures, LiU strives to appreciate ethnic diversity and respect the individual's right to practice different religions and philosophies of life. Throughout this action plan, the expression 'Ethnicity, religion or philosophy of life' is used instead of the Discrimination Act's wording 'Ethnicity and religion or other belief'. This is done to emphasize the right of the individual to their own philosophy of life, regardless of religion.

It is vital for LiU to have the necessary skills to be able to carry out its activities, and it is also important for the University to reflect society's diversity in order to create confidence and legitimacy.

Measures targeting several grounds for discrimination are described in the section "Overall aims and measures for equal opportunities". Examples include wider advertising, and different kinds of specific information and educational measures.

Activities within the framework of making LiU more international are expected to help bring about more international exchange for students and employees alike, and produce a greater understanding of cultural similarities and differences. This will be of help to promote awareness of equal opportunity issues.

Do you know about LiU's 'Rooms for Reflection'?

The Andrum (room for reflection) is available for those seeking tranquillity, silence, prayer or meditation.

You can find the Andrum at Campus Valla above the Humanities and Social Sciences Library, on the third floor in Block D.

At Campus Norrköping the Andrum is on the 5th floor in Kårhuset Trappan. However, there are plans to move the room.

At Campus US a room for reflection is located on level 09 in the main block, next to the cafeteria.

Measures:

4. Increased integration of international students

Aim: Att göra de internationella studenternas tid i Sverige till den bästa möjliga och underlätta deras integrering i det svenska universitetssystemet. Målet är också att öka de nationella studenternas utbyte med internationella studenter.

Action: Activities within the Erasmus Student Network (ESN), International Office (IO), International Students Association (ISA), Association for International Visitors (AIV) and Career center as well as other international student organisations. For example Sverigestrimma, Mentorship activities, Welcome activities, Host families, Language and Culture Exchange, Careerlunch for international students.

Responsibility: ESN, IO, ISA, AIV and other international student organisations

5. Increased integration of internationally recruited employees

Aim: To aid the integration of international co-workers within LiU and within the Swedish society and also to utilize the experiences and competencies these co-workers bring to LiU.

Action: Practical recruitment support by the coordinators within the International Department and activities within Association for International Visitors (AIV). For example Introduction Day, Welcome reception, Host Families and Social activities.

Responsibility: The International Affairs Division and AIV

6. A new Andrum at Campus Norrköping

Aim: Underlätta för anställda och studenter som behöver en avskild plats för att be eller meditera.

Action: Inrätta ett nytt Andrum på Campus Norrköping.

Responsibility: SGEO and the Properties Division

7. The LiU refugee initiative

Objectives: The university shall work actively to utilise the potential of newly arrived migrants and facilitate their establishment in Swedish society.

Action: Increase awareness on what is being done, create links between ongoing initiatives, both within and outside of LiU, and support new ideas

Responsibility: The Vice-Chancellor and two Coordinators for the LiU refugee initiative

Impairment

LiU will be a fully accessible university. No one will be excluded because of difficulties in acquiring information, participating in activities, studying or working resulting from disabilities. The term impairment includes both physical and mental impairments. People with impairments must be able to take part on an equal basis in the activities conducted at the University.

To improve the accessibility it is necessary to increase the awareness of the way that education, information, services and environments can be designed, so that everyone at LiU can use them. LiU's websites should be clear and easy to navigate.

As of 1 January 2015, inadequate accessibility has been added to the Discrimination Act as a new form of discrimination. Inadequate accessibility is when a person with an impairment is disadvantaged due to reasonable measures for accessibility not having been taken – measures that would have placed the person in a situation comparable to that of persons without this impairment. These measures can include support or personal service, information and communication as well as the physical environment.

In 2015, efforts were initiated to more systematically review accessibility at LiU and write an action plan for increased accessibility. A work group was established with representatives from the Facilities Management Office and the Premises and Technical Support Office, in addition to coordinators for students with impairments and Equal Opportunities coordinators. Initially, the group is focusing on physical accessibility within LiU and its premises.

LiU should work continuously to improve the physical accessibility of its premises. Measures for increased physical accessibility are listed in the action plan, for which University Services and the owners of the premises are jointly responsible. Recommendations concerning scheduling and the booking of premises can be found at www.liu.se/funktionshinder.

The resource group focusing on disability offers to act as a referral body for planned constructions and reconstructions.

Measures which target several grounds for discrimination can be found in the "Overall aims and measures for equal opportunities" section.

Studying with impairments!

At LiU, several different forms of education support are available for students with impairments. For example:

- Course material as audio-book
- Mentoring
- Sign-language interpreting
- Help with note-taking
- Additional examination time/ alternative examination formats

More information can be provided by the coordinator for students with impairments, and found at the website: www.student.liu.se/funktionshinder

Measures:

8. Pedagogical support for students with impairments

Aim: All students with impairments should have the pedagogical support to which they are entitled.

Action: Offer pedagogical support for students with impairments. See box above.

Responsibility: Coordinators for students with impairments, the Library's service for students with reading difficulties

9. Information about support

Aim: All new students should have received information about the support available to them in case of impairment.

Action: Produce and disseminate materials about the support available in case of impairment, preferably to be included in the welcome package for new students.

Responsibility: SGEO

10. Action Plan for Increased Accessibility

Objectives: LiU shall be a university accessible to all in matters of support or personal service, accessible information and communication and the physical environment.

Action: Create an action plan for increased accessibility at LiU, focusing in 2016 on:

- Inventory of practical accessibility to lecture theatres and identifying where developments are needed.

- Inventory of existing products for helping people with hearing loss/soundamplifying technology and identifying where developments are needed.

The work has been commenced but will be subsumed under the work with active measures in accordance with procedures developed in 2017.

Responsibility: SGEO and LFEE

Equality and gender issues

Jämställdhet förutsätter en jämn fördelning av Equality presupposes an even distribution of power and influence between women and men. There are different types of equality:

Quantitative equality. Known as the justice aspect. It is unfair that certain persons, for no particular reasons, are subject to lower salaries, worse working conditions and less influence etc. An even distribution of genders is defined as both sexes having at least a 40 per cent representation in a work force. *Qualitative equality* concerns procedures, values, organization etc. being gender neutral and not characterised by a set gender competence. A change in quantitative division between the genders can lead to qualitative changes and vice versa.

There is also a difference between formal and actual equality. Formal equality, in the sense that there are no longer any formal or legal obstacles for equality has been achieved gradually in Sweden, for example, through making all occupations available to all sexes and through individual taxation. The work for actual equality, that is, women and men having equal opportunities in practice, is still ongoing.

In order to achieve equality, positive special treatment is allowed and justified in certain situations.

Gender equality has long been a broadly supported goal and a highly prioritized national policy in Sweden. At LiU, in addition to actively working with gender equality, we have the advantage of also being a strong academic environment where such issues can be discussed. The SGEO sees the Forum for Gender Studies and Equality and LiU's special gender lecturers as partners and a vital resource. GEXcel, the international centre of excellence for interdisciplinary gender research is a joint venture consisting of LiU and Örebro University and further emphasizes the importance of this academic discipline. GEXcel and the unit of Gender Studies further reinforce the gender scientific discipline.

The results of the various work environment surveys show that in the cases where employees and students feel discriminated against, it is primarily relating to their gender. This issue is being addressed in different educational measures concerning equal opportunities and in dialogue with the student unions.

Measures target several grounds for discrimination are described in the section "Overall aims and measures for equal opportunities". Among other things, the gender perspective is included in the educational measures. Gender identity/expression is addressed in the section "Sexual orientation and transgender identity/expression".

Certain measures that always apply:

- Ensuring an even distribution of genders where possible on the different council boards, committees, resource groups etc.
- Making an effort to invite lecturers of both sexes to events at LiU.
- Nominating both women and men for distinctions of honour.
- During parental leave, state employees currently receive 10% of salary in parental leave compensation. This should be centrally managed by the departments in order to avoid burdening individual research projects.
- Encourage men to take parental leave.
- Schedule meetings where possible during office hours to make attending easier for parents.
- When advertising vacancies, reference to equal opportunities and, where applicable, mention if one gender will be favoured in the case of equal merit.

Measures:

11. Equitas – government commission on equality integration

Aim: LiU shall contribute to achieving the equality policy goals, e.g., in matters concerning equal opportunities for career paths, genderrelated study choices and student completion

Action: Carry out the commission in accordance with guidelines and support from the Swedish Secretariat for Gender Research, University of Gothenburg

Responsibility: SLV, faculties, gender lecturers and forums for gender studies and equality

Budget: Payroll costs for central coordinator Equitas

12. Recruitment goals

Aim: Promote an equal distribution of gender within the academic positions.

Action: The faculties will set their own recruitment goals for 2015.

Responsibility: The faculty departments and the Human Resources Office

13. Equal salaries

Aim: Equal salary survey for equal or equivalent work.

Action: Conduct salary survey, analysis and action plan for LiU.

Responsibility: The Human Resources Office

14. Gender conscious co-workers

Aim: Spread knowledge about classic gender scientific texts from different disciplines to students.

Action: Invite students to the network Gender Academy – student. The network will arrange four seminars with lecturers from different disciplines at LiU during the autumn semester 2015.

Responsibility: Forum for Gender Studies and Equality.

Sexual orientation and gender identity/expression

The prevailing social norm which presumes that everyone is heterosexual is usually termed 'heteronormativity'. Heteronormativity also presumes that all people identify themselves with the sex to which they were assigned at birth. Those who challenge heteronormativity can be, for instance, bisexual, homosexual, transsexual or transvestite. Whether or not a person belongs to the hetero 'norm', they should be made to feel welcome to work and study at Linköping University.

All people decide their own gender identity. This includes the right to choose their given name and pronoun, which should be respected. The concepts gender identity or gender expression are used in this action plan rather than transgender identity/expression, which the ground for discrimination is called in the Discrimination Act (see box to the right). This accords with DO's use of the concepts. All people have gender identity and expression, not just trans persons. Gender identity or gender expression refer to a person's identity or expression in terms of clothing, body language, behavior or other similar circumstances with respect to gender.

Focus in this area is increasing awareness concerning discrimination based on sexual orientation and gender identity or expression. Further measures which contribute to the goals can be found under the section "Overall aims and measures for equal opportunities".

Measures:

15. Participate in the Linköping Rainbow week (Linköping Pride)

Aim: Support measures for an open society.

Action: Inform about the Rainbow week, arrange seminars or the like, join the Love Parade.

Responsibility: SGEO

SFQ

The Swedish Federation of LGBTQ students (SFQ) is a collaborative organ for the Swedish universities and higher education institutions. If you wish to start a local association or contact SFQ, more information can be found at www.hbtqstudenterna.se

Transgender identity/expression...

... is the ground for discrimination called in the Discrimination Act and among others it includes trans persons, transsexuella and transvestites. It is not sexual orientation.

Age

In the Discrimination Act age is defined as the prevailing age of a person. The law covers all people and there are no upper or lower age limits. The law also covers presumed age, that is to say, when a person is discriminated against because she or he is presumed to be older or younger than she or he is. All people are of a certain age, but the fact that a person's age constantly changes implies that discrimination based on age has very specific attributes.

According to the DO report Age discrimination in Swedish work life (accessible at www.do.se) age discrimination is to a great extent based on the presumption that we have different rights during different parts of our lives. In working life many people have the notion that they have to wait for certain rights and they accept this thought. The idea often interacts with the conception that competence or experience corresponds to the number of years at service, or the number of years with the one and same employer. Younger people more often than older meet this conception, running counter to the idea of a society built on the view that all people should primarily be judged on his or her merits. On the other hand, the report points to an identified myth that says that younger people stay longer at the same work place than older people who are approaching retirement. This myth, which among other things is maintained by the statutory retirement age, can be the basis for discrimination against older people in recruitment situations and when allocating key resources (p. 9 and 11).

Regardless of age one should be made to feel welcome to work and study at LiU. Among other things, we will review the LiU terms of employment from an age perspective, as well as continue organizing the reception of students so that it suits both young and older students. Further measures which contribute to the goals can be found under the section "Overall aims and measures for equal opportunities".

Measures:

16. Employee statistics

Aim: Good personnel planning.

Action: Produce statistics concerning upcoming pensions in the workforce as well as holiday pay debts.

Responsibility: The Human Resources Office

17. Reception of new students

Aim: All students, regardless of age, should feel welcome.

Action: Arrange activities for older students during the reception.

Responsibility: The faculty departments through assignments to the student unions.

Case administration - Discrimination, harassment, sexual harassment and victimisation at individual level

Equal treatment for all is a manifestation of democracy and equality of opportunity. Discrimination, harassment, sexual harassment and victimisation contravene human rights and is in no form accepted at LiU. It threatens people's wellbeing, health and scope for success in both work and studies. This behaviour may have repercussions in such forms as sick leave and drop-out from studies and research, which represent losses in terms of skills and productivity both for the individuals and higher education institutions concerned, and for society at large. Research to date indicates very clearly that, in the great majority of cases, harassment constitutes oppression and an abuse of power (see the Swedish National Institute of Public Health report, 2005:49). LiU therefore strives to achieve a work environment characterized by equal opportunities for all.

Starting Points

If as an employee or student at LiU feel that you have been subjected to unwelcome behaviour, it is not always easy to ascertain whether it was just discrimination, harassment, sexual harassment or offensive treatment. First and foremost, defining the events is less important. The most important is that you speak out against the person you feel has discriminated against you and/or turn to somebody else who can support you and give you information about the management of this issue at LiU.

The aim of this section is to clarify: 1) the operators students and employees can turn to for further guidance upon experiencing unwelcome behaviour; 2) the operators that have a particular responsibility for making decisions about how this sort of matter is dealt with and; 3) how these matters are dealt with. N.B. The procedure for LiU's case management is under revision and is not yet ready at the time of writing. The following section is largely in line with the new procedure but this section will be updated in 2017.

Operators at LiU that can provide further guidance

For further guidance from the university, *employees* can turn to:

- Head of Department/equivalent immediate supervisor
- Staff Superintendent
- Trade Union Representatives
- Central Working Environment Representatives
- Equal Opportunities Representatives
- Coordinators for Equal Opportunities
- The University's Human Resources Office
- Occupational health care
- Director of HR

For further guidance from the university, *students* can turn to:

- Director of studies, programme/course director
- Individual tutors
- The student union
- Student Health Care Centre
- Study counsellor
- Central working environment representative for students at section level
- Coordinators for Equal Opportunities
- Director of Administration

The matters shall always be dealt with as discreetly as possible, taking all involved parties into consideration. Student Health Care Centre, Occupational Health Care and study counsellors must observe professional secrecy that their appointment entails.

Operators with particular responsibility for decisions dealing with matters

The following persons have a particular responsibility for decisions dealing with matters where *employees* feel victimised.

- Head of Department/equivalent immediate supervisor
- Director of HR

The following persons have a particular responsibility for decisions dealing with matters where *students* feel exposed.

- Director of studies, programme/course director
- Director of Administration

Dealing with matters

Each matter is dealt with respect and consideration for the victim's wishes. Employees and students can contact a responsible operator for advice if they notice another person being victimised. However, only the victim may decide if they feel subjected to unwanted behaviour or not. Actions presuppose that there is direct contact with the other person who is believed to have been victimised.

The aim of all interventions is to make sure that the unwelcome behaviour ceases as soon as possible. It is therefore often most advantageous for all of those involved to seek an activitybased and pragmatic solution to the situation. However in certain cases, more formal action may be necessary. As each matter is unique, there is no standard method of action.

An employee who has been contacted with details of a student or other employee believing themselves to be subjected to unwelcome behaviour shall forward this information to the immediate superior as soon as possible, who must further investigate the circumstances. If there is uncertainty regarding who the immediate superior is, the coordinators for equal opportunities should be consulted (likavillkor@liu.se). First and foremost, the superior should deal with the situation by contacting the affected person and in consultation with them, agree on how to proceed, preferably through individual meetings with the parties involved. One solution may involve a meeting between the affected parties (if this is not completely unsuitable) to discuss what has taken place and in turn reach a solution about which both parties are satisfied. Different forms of more thorough conflict resolution may also be considered for more complicated situations. For such a matter to be finalised through such actions, it is assumed that the situation has received an immediate solution, accepted by all parties.

If the situation cannot be resolved via the above measures, or if it is deemed to be of a serious nature, the matter shall be presented to the HR director if the victim is an employee. For cases in which a student is the victim, contact the director of administration. Suitable management of the matter is determined based on the circumstances of the individual case and in light of the appropriate legislation. The matter shall be transferred to the University's Legal Office for investigation if it becomes evident from the evaluation that the unwelcome behaviour is linked to one or more of the forms of discrimination presented in the Discrimination Act and that indicates a person having been subjected to unfair treatment, violation or repeated violations. The Chief Legal Advisor is responsible for evaluating the extent to which such a transfer shall take place, or if the matter should firstly be managed in a different way. This is based on the university's specific obligation to investigate as stipulated in the Discrimination Act.

Further information

More information about case management is available in the document Dealing with Victimisation, Discrimination and Harassment at Linköping University at the portal for equal opportunities: www.liu.se/likavillkor/diskriminering.

Other considerations

Follow-up of the 2016 Action Plan

A follow-up report on the Linköping University Strategy and Action Plan for Equal Opportunities, 2016 is available at www.liu.se/likavillkor (in Swedish). Its reference number is LiU-2015-01839.

The Discrimination Act

The purpose of the Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, impairment, sexual orientation or age.

The entire Act is available in English at: www.regeringen.se/sb/d/10105/a/115903

AFS 1993:17

<https://www.av.se/arbetsmiljoarbete-och-inspektioner/publikationer/foreskrifter/krankande-sar-behandling-i-arbetslivet-afs-199317-foreskrifter/>

AFS 2015:4

<https://www.av.se/arbetsmiljoarbete-och-inspektioner/publikationer/foreskrifter/organisatorisk-och-social-arbetsmiljo-afs-20154/>

Resources

Altogether, implementing the concrete measures listed in this Action Plan and paying for the overheads and skills development for the Strategy Group for Equal Opportunities and its resource groups will cost SEK 750,000.

Staff resources for the overall work with EO: 150% of a full-time position. Chairperson and members of the SGEO and taskforces will participate within the framework of their employment. Fees can be paid to external members.

Each faculty, department, and unit (the university library, the faculty offices, and the university services) has at least one EO representative. The scope of their duties and its costs are decided on by each faculty, department, and unit.

Communication

The “Equal Opportunities Strategy and Action Plan” is distributed to the University Board, student unions, trade unions, faculties, libraries, University Services, departments and units, preferably via web, but will also be printed in a limited edition, primarily for special information events.

Definitions

Most of the definitions can be found on the website of the Swedish Equality Ombudsman (DO) (www.do.se), Arbetsmiljöverket (www.av.se), Nationella sekretariatet för genusforskning (www.genus.se), JämställNu (www.jamstall.nu) eller HBTQ-studenterna (<http://hbtqstudenterna.se>). Some of the definitions are partially remade with examples for an academic context. If a reference is not mentioned the definition is collected from DO or LiU:s own definition.

Age

Age is defined as the prevailing age of a person.

Cis persons

Individuals whose gender identity and gender expression accord with what is considered the norm of the sex that was legally registered for them at birth. It is also called linear sex, as biological, legal, social, and cultural sex, gender identity and gender expression accord with the norm of respective sex (SFQ - <http://hbtqstudenterna.se/>).

Discrimination, victimisation and harassment

Discrimination occurs when an individual is disadvantaged by not being given the same treatment as others are, have been, or would have been given in a comparable situation; and when this lack of treatment is connected with the statutorily defined bases for discrimination — gender, ethnicity, religion or other belief (philosophy of life), sexual orientation, transgender identity and expression, impairment and age.

Direct discrimination may be described as divergent treatment of equal cases. It occurs when an individual is disadvantaged by being treated less well than another person is, has been, or would have been treated in a comparable situation.

Indirect discrimination takes place when an apparently neutral decision or the equivalent proves, in practice, to be disadvantageous to certain individuals or groups.

Inadequate accessibility - means that a person with impairment is disadvantaged due to the fact that reasonable measures for accessibility have not been taken. Reasonable measures, in this context, are measures taken in order for a person with impairment to have access, which is similar to that of persons without this impairment.

Structural discrimination means that certain rules, norms, routines, attitudes and ways of behaving in organisations and other structures in the community, systematically discriminate against certain groups of people.

Instruction to discriminate refers to orders or instructions to discriminate against someone, given to a person in a subordinate or dependent position in relation to the person issuing the order or instructions, or someone who vis-à-vis the latter has undertaken to fulfil a task.

Harassment: Is unwanted behaviour and actions that violate a person's dignity. To be covered by the Discrimination Act, the offensive actions must be connected to one or more of the forms of discrimination. According to the law, for it to become a matter of harassment or sexual harassment, the person conducting the offensive actions must understand how said actions are experienced. Therefore it is important that the person who has been harassed clearly states to the harasser that their behaviour is unpleasant and unwelcome. In certain situations, the offence may be so clear that no comment is needed from the person who has felt harassed.

Sexual harassment: Harassment may also be of a sexual nature. This is known as sexual harassment. In addition to comments and words, this may include groping or casting inappropriate glances. This may also include unwelcome compliments, invitations and allusions.

Victimisation: Victimization refers to offensive behaviour and actions that are aimed at one person or more in the work place or study environment that can lead to poor health or a person being excluded from the workplace community

Diversity

This is the range of differences and similarities in, for example, sex, gender, age, sexual orientation, ethnic origin, religion or philosophy of life, impairment and social background. To LiU, the concept involves seeing, understanding, valuing and preserving this assortment.

Equal opportunities

This is LiU's collective term for its work on gender equality and gender issues, ethnic and religious diversity, accessibility and participation of people with impairments, sexual equality and equal treatment irrespective of age or gender identity/expression.

Equality

All human beings are of equal value irrespective of sex, nationality, ethnic origin, social background, religion, impairment, sexual orientation, age, etc.

Ethnicity and/or ethnic affiliation

Ethnicity is commonly related to group-building and to imagined or genuine cultural differences (language, religion, etc) and also power relationships between majorities and minorities. According to the Discrimination Act *ethnic affiliation* is an individual's national or ethnic origin, skin colour or other similar attribute. Examples of "other similar attribute" are conceptions of other people's characteristics, appearances, or backgrounds. All people in Sweden have ethnicities of one kind or another, which means anyone can be exposed to ethnic discrimination. It is the individual alone who defines his/her own ethnicity or ethnicities. Ethnic discrimination can occur when someone is attributed to a particular cultural and social affinity regardless of whether that person identifies with it.

Gender equality

Gender equality concerns the relative equality of the sexes, and means that women and men have the same rights, obligations and opportunities in all essential areas of life.

Gender identity

The subjective perception of one's own gender affiliations.

Gender

Gender refers to the notions in society that divide a person into one of two categories – man or woman. Gender is a socially constructed classification system and links these categories to various sets of behavioural, cultural, psychological and social characteristics and behavioural patterns. The social process that ascribes collective masculine and feminine gender properties to both people and institutions.

(L)GBT

LGBT is an abbreviation for Lesbian, Gay, Bisexual and Transgender persons. The aim is to create a collective term that can function as a starting point for political management and demands for increased rights. Various abbreviations are also used in Sweden to highlight the different activist groups. Some argue for LGBT – highlighting lesbians within the group homosexuals. Sometimes, Q – for queer – is also added to form LGBTQ,. Homosexual and bisexual persons are defined as a group based on their sexual orientation or desires, whilst transpersons are defined as a group based on their gender identity. Hence this is an important difference as transpersons can be homosexual, bisexual or heterosexual. Homosexual persons are attracted to and fall in love with people of the same sex as themselves, whereas bi-sexuals can be attracted to and fall in love with people regardless of their gender. In turn, “transpersons” is a collected description encompassing transvestites, transgenderists, drag kings/drag queens, transsexuals and intersex (<http://www.genus.se/meromgenus/ordlista> – for a list of Swedish terms).

HBTQ/LGBTQ

Same as above but including ‘queer’ (see below).

Heteronormativity

Can be described as the view which assumes that there are only two sexes, men and women (cf. Binary gender system), that men are by nature masculine and women feminine, and that these two sexes complement and attract each other (SFQ - <http://hbtqstudenterna.se/>).

Impairment and disability

Impairment describes a limitation of a person’s physical, mental, or intellectual capacity. The impairment may be a consequence of injury or illness that existed at birth, arose since or may be expected to arise. *Disability* refers to a limited ability which a person with impairment may experience in relation to his/her surroundings. The degree of impairment/disability is irrelevant in the context of discrimination. You are protected by the law even if your impairment/disability is of a minor nature.

Intergender or genderqueer is used by a person who identifies themselves as both genders, between genders or beyond the categories of woman/man. Some of them want to change their bodies via hormone therapy and/or surgery.

Intersectionality

A term from the social sciences that aims to highlight situations of oppression that are created in the intersections between power relations based on elements such as gender, class, ethnicity, etc. One important starting point for intersectional analyses includes people’s experiences, identities and possibilities being based on a range of different social and workplace positions that cannot be understood when isolated from each other. Consequently, women are never “just” women as gender relations – slightly similar to class, ethnicity or sexuality – are not sufficient to explain how inequality arises or in what way power is exercised (Swedish Secretariat for Gender Research <http://www.genus.se/meromgenus/ordlista>). For example, there is a great difference between the position held by a Swedish-born, middle-aged male senior lecturer attached to a university compared to that of a younger female doctoral student with a less academic background.

An intersectional perspective opens up the potential for breaking down boundaries between different social categories, to instead shift the attention onto how they affect each other (Swedish Secretariat for Gender Research <http://www.genus.se/meromgenus/ordlista>).

Norm criticism

Refers to placing focus on power and power structures. This includes highlighting and questioning the norms that affect understandings of what is “normal” and subsequently is understood as desirable, without reflection. Those following the norms have power and wherewithal to either maintain the norms, or contribute to their change. This applies to all levels – individual, organisational and societal.

When we see those in power change, the responsibility of efforts to change can be assigned to the right place. Through changing structures, instead of adapting individuals, the conditions exist for sustainable and long-term changes to the system. (<http://www.jamstall.nu/fakta/normkritik/>)

Queer/Queer Theory

is a political movement, but also a theory that brings forward a line of relationships in society that deal with gender, sexuality and power. The aim is to place the spotlight on the alleged norms and question society’s given truths about what is to be seen as normal and abnormal. “Queer” can be seen as an umbrella term that refers to LGBT persons, an academic research position in which the “norms” are studied instead of those who deviate from them, based on the deviant’s perspective. It is also an activist opposition movement against heteronormativity that does not only involve LGBT persons but also heterosexuals – i.e. a general distancing from prescribed identities.

Religion

No definite definition of religion exists in the Discrimination act. At LiU we work primarily with the six world religions: Buddhism, Hinduism, Islam, Judaism, Christianity, and Sikhism.

Sex

To be defined as male or female. One can also be intersexual, for example being born with atypical sexual organs.

Sexual orientation

Refers to descriptions of whether a person falls in love with or is attracted to men, women or both women and men. *Homosexual* refers to a person who falls in love with and feels sexual desire for people of the same sex as themselves. A *heterosexual* is a person who falls in love with and feels sexual desire for people of their opposite sex. A bisexual is a person who falls in love with and has sexual desires for people who are of the opposite sex or the same sex as themselves. Sexual preference can be said to consist of different components, such as *practice*, *identity* and *preference*. When combined, these three components make up the sexual orientation. *Practice*: Who do you have relationships with and who do you have sex with? *Identity*: What do you identify as and what do you call yourself? *Preference*: Do you want to live with men or women? Do you prefer to have sex with one of the sexes or both? (<http://www.genus.se/meromgenus/ordlista>).

Transgender identity or expression

When someone has a gender identity or gender expression in such forms as clothes, body language, behavior, which at all times or periodically differs from the gender norm.

Transperson

“Transperson” is an umbrella term encompassing those who in some respect deviate from the norms, traditions or expectations of “real” men and women. Individuals whose gender identity and/or expression temporarily or permanently distinguishes them from the norms associated with the gender they were registered as at birth. Being a transperson has nothing to do with sexuality. It is about how a person views their gender identity. A transperson can be homosexual, heterosexual, bisexual, queer, asexual or other.

Transsexual

A person who feels that (s)he belongs to the opposite sex to his or her biological sex. Many transsexuals wish to ‘rectify’ their bodies by hormone treatment and surgery. Trans sexuality is not a matter of sexual orientation.

Transvestite

A person who is a transvestite periodically, often, or always, uses the clothes and/or other attributes of the opposite sex as an expression of a sexual role.

Widening participation and throughput of students

To LiU, widening participation means offering equal opportunities to all students when recruiting, selecting and monitoring student throughput and retention, irrespective of sex, ethnicity, religion or philosophy of life, age, social background, sexual orientation, gender identity/expression, or impairment.

Whiteness

The term “whiteness” has opened up for analysis. Here, being white often involves the embodiment of a type of norm and therefore never needs to be viewed or discussed in terms of race or ethnicity. However this primarily fulfils the function of counteracting the tendency to automatically link questions and notions of ethnicity and race simply to immigrants and ethnic minorities. Whiteness studies attempts to highlight how racialisation of society does not just create suborder and marginalisation, it also forms the systems of privilege and supremacy, i.e., the hegemony of whiteness.

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www.liu.se/equal-opportunities