

Equal Opportunities Strategy and Action Plan 2018



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Definitions

The Equal Opportunities Vision

It goes without saying that at LiU we work to ensure the equal value of all, with equal rights and opportunities. Our vision strongly supports this. Everyone, with all their individual differences, is welcome: everyone is needed. Equal opportunities is a quality factor that concerns everybody, both when it comes to the work and study environment, and the quality of the education and research. LiU is to be characterised by an inclusive work and study environment, where all co-workers and students are treated with respect and where they have the best conditions to work and grow.

LiU works from democratic fundamental values built on human rights. LiU must constantly endeavour to ensure that its rules, norms and procedures reflect an attitude characterised by respect for the individual and for their different situations. LiU is to nurture critical and reflective thinking within the framework of its fundamental values.

At LiU we carry out extensive work to promote equal rights, equal opportunities and equal obligations. We work also to counteract all forms of discrimination, harassment, sexual harassment, victimisation and exclusion. 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 maintaining LiU's expertise and all core activities. Working towards equal opportunities contributes to:

- A healthy, attractive and inclusive study and work environment
- Development and creativity
- Quality in education and research
- Equitable structures and processes.

This document relates to all activities conducted at Linköping University (LiU) and covers students and co-workers 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). The work is covered also by a commission from the Swedish government in gender mainstreaming for the period 2016-2019.

The university is to be a study and work environment where we utilise the resources brought to it by students and co-workers from different backgrounds, life situations and possessing different expertise. LiU is to be free from discrimination, harassment, sexual harassment and victimisation.

Visions

- LiU is to 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.
- Equal opportunities are to be prevalent with respect to work conditions, salaries, influence, career prospects, development prospects, and the opportunities to combine a professional career with the responsibilities of a home and family.
- An equal distribution of the sexes is to prevail at all levels and within the different types of post and profession, as well as in decision-making and advisory bodies.
- New students and co-workers are to be made to feel welcome when starting at the university.
- LiU is to counteract all forms of abusive treatment.
- LiU is to have good accessibility in terms of support and personal service, information and communication, and the physical environment.*
- Equal conditions and opportunities are to prevail during admission and recruitment processes, and during examinations and assessments. Further, these must never be discriminatory.
- LiU is to help students to combine their studies with parental responsibilities.
- LiU is to act to ensure broad participation of students in education, with consideration of all grounds for discrimination.
- The content of LiU's study programmes is to contain perspectives characterised by equal opportunities. When planning LiU study programmes, an equal opportunities perspective is to be held concerning the form, content, implementation and approach.

* For a discussion of these concepts, see the Government Bill 2013/14:198 *Inadequate accessibility for people with disabilities as a new form of discrimination*, page 127.

Division of responsibility

The university's vice-chancellor has the overall responsibility for ensuring that the university actively strives to promote equal opportunities. The Strategy Group for Equal Opportunities (SGEO) is responsible for drafting an annual plan of action that encompasses LiU as a whole. Resource groups provide support in an analysis of requirements. The draft is discussed by the Central Liaison Group (CLG) and university management. The university board then adopts the plan.

Heads of departments and equivalent bodies (managers within University Services, the university library, faculty offices, the Centre for Biomedical Resources, and the National Supercomputer Centre) are responsible for ensuring that two-year action plans for equal opportunities are drawn up, based on the circumstances at their own department or equivalent. It is recommended that also faculty boards and the student unions establish two-year action plans or equivalent, with aims and measures for the areas in which the boards and unions believe that they can contribute to development. These action plans and their equivalent are to be followed up annually and modified if necessary. In order to facilitate this work, new guidelines for work with active measures are available at the Equal Opportunities Sharepoint page. It is an advantage if work with active measures (in particular with respect to working conditions and the study environment) is coordinated with systematic measures for improving the work environment at LiU. This work is to be carried out by employers, co-workers and student unions in collaboration. 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.

A decision taken by the vice-chancellor (Ref. No. LiU 353/07-17) requires that each department or equivalent appoint a representative for equal opportunities whose task is to take part in the local work with equal opportunities at the workplace. Time should be allocated from the working hours of the representative for this. 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).

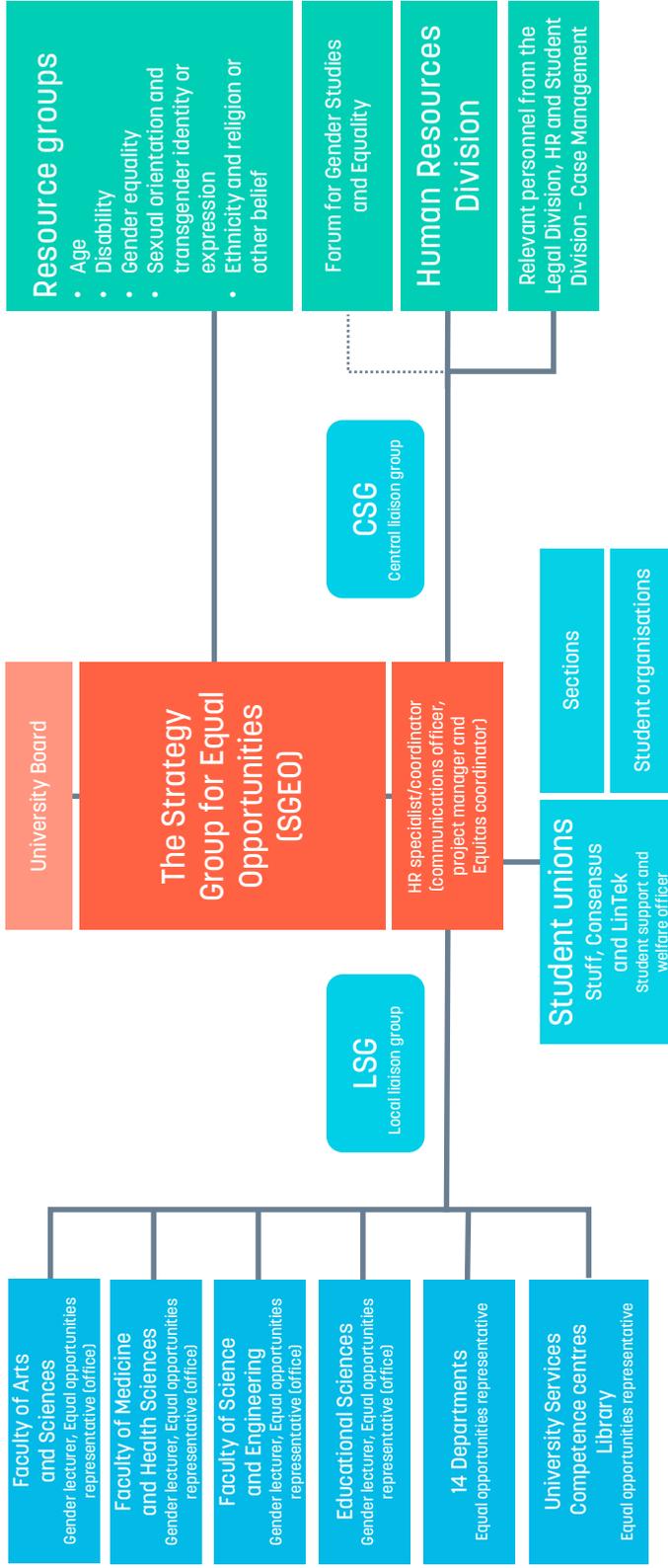
Since 2005, LiU has had gender lectureships at each faculty, the holders of which are to work to integrate a gender perspective into the contents and forms of education, and to develop teaching models for long-term work with aspects of equal opportunities and gender equality. Each gender lecturer is instructed by the faculty, and draws up a faculty-specific action plan each year, detailing the activities to be given priority.

The Forum for Gender Studies and Equality (known simply as the "Forum") is a centre that was established at LiU in 1985 and that is to promote a gender-conscious approach in order to achieve gender equality at LiU. The Forum is to work to ensure that research and knowledge within gender science reaches a wider audience.

To achieve equal opportunities, managers and co-workers must assume responsibility for an appreciation of differences 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 organisation

The SGEO comprises the following members: the chairperson, HR specialists, equal opportunities coordinators, a (management) representative from each faculty, a student representative from each student union, and one expert representative from each resource group. The four resource groups include co-workers, students and external representatives who are particularly interested in, or conducting research in, one of the following areas: ethnicity, religion or philosophy of life, disability, gender equality and gender issues, and sexual orientation and gender identity/expression. Expert knowledge about age as a ground for discrimination is provided in the SGEO by a person from the National Institute for the Study of Ageing and Later Life (NISAL) at LiU. Questions concerning victimisation are currently monitored by the SGEO, in close collaboration with those who work with the work environment. LiU also works to improve coordination between the areas of equal opportunities, work environment, and the environment.



Organisation of equal opportunities at LiU. For more information about the various groups and actors, see the website of the Equal Opportunities group.

The LiU Equal Opportunities Action Plan for 2018

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. (Budgets for the latter are not presented here.) In addition to the measures described here, additional work with equal opportunities is conducted by departments or equivalent bodies. This is documented in local action plans and other documents. A summary of these is given below. Measures taken by the faculties within the framework of gender mainstreaming and integration are also summarised below. This action plan was discussed and approved by the Central Liaison Group on 20 November 2017.

The action plan commences with a description of the new requirements and directives in the field of equal opportunities that have been laid down in recent years, and how LiU has acted to satisfy these. This is followed by a description of overall measures and work that is involved for all legally defined grounds for discrimination. Aims and measures in the areas of ethnicity, religion or philosophy of life, disability, gender equality and gender issues, sexual orientation, transgender identity or expression, and age are then discussed. A description is then given of the local active measures at LiU, and LiU's guidelines and procedures in the field of abusive treatment. The action plan concludes with information about legislation, concepts and definitions.

New regulations in the Discrimination Act regarding active measures

Changes in the Discrimination Act entered into force on 1 January 2017, which means that the work with active measures must now include all grounds for discrimination. It must be conducted within an umbrella framework, similar to that used in the systematic work with the work environment. The difference from previously is that the act now describes a working method, rather than specifying specific aims to be reached. The current requirement for action plans is replaced by a requirement for written general documentation of all parts of the work. This documentation is to contain a report of the investigation of risks and obstacles and of the analysis conducted, together with the preventive and promotive measures that

have been taken or are planned. Follow-up and evaluation are also to be part of the documentation, and it must be shown how the requirement for collaboration has been achieved.

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:

LiU as 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 employment with parenthood.

LiU as education provider: admission and recruitment, form and organisation of education, 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 are also to analyse any salary differences between a group of employees in jobs that are or are often considered to be female-dominated and a group of employees in jobs that are not, or are rarely considered to be, female-dominated, but which pay a higher salary even though the work requirements are deemed to be lower.

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

Intense work has been carried out during 2017 to analyse and implement the change and requirements for LiU's work with equal opportunities described above. An analysis was conducted in which a judicial investigation (Ref. No. LiU-2016-02281) and the work of a reference group during the spring term formed the basis for further work. Workshops have been held (29 November, 29 May, 14 June and 4 September) for equal opportunities representatives, health and safety representatives, HR managers and other managers. Several information meetings have been held. A lecture concerning active measures was given by legal specialist Tommy Iseskog (12 October), together with a human rights network for the regional administration in which 15 people (HR specialists and managers) from LiU participated. New guide-

line documentation and templates for action plans have been drawn up. Continued implementation of a new way of working and a partially new organisation of the work will continue during 2018, together with follow-up and evaluation.

Gender mainstreaming at universities and university colleges – Equitas

The government has requested that all institutions of higher education intensify their work with gender mainstreaming during the period 2016-2019. The aim of the work is that the operations help to realise the equality policy goals, for example, in matters concerning equal opportunities for career paths, gender-related study choices and student completion.

A central action plan for gender mainstreaming at LiU (Ref. No. LiU-2017-00543) has been drawn up based on the pre-study that was carried out in 2016-2017 (“Rapport från förstudie” and “På tal om lika villkor vid LiU 2017”). Four overall and long-term areas for development have been identified for the work with gender mainstreaming at LiU: terms of employment and opportunities for development, gender and gender equality in education, gender and gender equality in research, and organisation of the work with gender equality and equal opportunities.

The overall goal for work with gender mainstreaming at LiU is that a gender equality perspective is to be included in current operations, key arenas and key roles. Gender equality is to be a part of all decision making, at all levels and in all steps of the process – from proposal to execution and evaluation. This means that activities that create lasting change in which the structures, values and norms that create and maintain existing inequality within the organisation at a fundamental level are to be challenged and changed. In order to achieve a long-term and systematic integration of gender equality into operations, this work will be intensified during the period specified by the Swedish government. It constitutes an opportunity to apply existing success factors in the current work to a greater extent, and to review areas for development. Further, there will be better opportunities to follow these processes up. The commission from the Swedish government ends in 2019, and the organisation has until then an opportunity to create incentives for long-lasting change. In this case, LiU will become an environment with even greater gender equality that creates the conditions

required for core activities of high quality in a world characterised by change.

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 level of faculty or area, and at central level. The gender lecturers at each faculty constitute important actors in the work. The Forum for Gender Studies and Gender Equality is a further part of the organisation that works to promote these questions in LiU's operations.

Central processes, such as those that deal with terms of employment and career development, are reviewed as specified in the Action Plan for Gender Mainstreaming (Ref. No. LiU-2017-00543). These central development actions take place together with Equal Opportunities, and consider the work environment and other areas within the operations of the Human Resources Division. An example is given on page 15. They will involve the departments when dealing with fields such as terms of employment and career development.

Further important aspects of gender mainstreaming are to create collaboration between various actors in the organisation, to initiate a professional discussion of gender and gender equality, and to encourage participation and the adoption of responsibility in the ongoing processes of renewal that are occurring at various levels. This is particularly important in such a large organisation as LiU, where different operational units have different conditions, and all with their own strengths and areas for development. A further important factor is to create synergies and collaboration in parallel processes and legal requirements. This can occur, for example, for gender equality as a perspective (Higher Education Act 1992:1434), which is a part of LiU's quality-assurance initiative. In this case, gender mainstreaming can be seen as an in-depth measure, or a support in the development towards quality assurance in the field of gender and gender equality in undergraduate and post-graduate education. In a similar manner, the commission from the Swedish government overlaps with the ongoing and expanded work with active measures, the work environment, and work to broaden participation.

Work with gender mainstreaming involves the faculties and areas of study. Based on their local relevant requirements, these have identified individual development processes within each faculty, based on the four areas of development listed by the Action Plan, and described in a separate action plans.

Faculty of Science and Engineering (Ref. No. LiU-01558)

- An in-depth analysis of the study into career pathways and gender equality på LiTh
- A pilot project intended to develop support for career planning at each department
- Introduction of research support intended to increase the incentive for more equitable research environments
- Continued development of a web-based course in gender equality and equal opportunities for teaching personnel and laboratory assistants, and work towards a sustainable, long-term development of the course
- Systematic follow-up of the level of study completion, and the introduction of measures where appropriate
- A student recruitment campaign with a focus on courses of study within computer sciences and electronic engineering, and measures for the marketing activities of the boards of studies
- Differentiated course start ups (for example, in programming and mathematics)
- Collaboration to increase interest in STEM (science, technology, engineering and mathematics) courses with a focus on gender equality
- Collaboration around gender mainstreaming with Chalmers University of Technology and the Royal Institute of Technology
- Clarify the task of the Board for Schools Collaboration (NSS) at the Institute of Technology such that it counteracts gender-based choice of education

Faculty of Arts and Sciences (Ref. No. LiU-2018-00085)

- Collaboration with StuFF and the sections to inform and educate education surveyors and health and safety representatives (concerning gender and gender equality in education)
- Participation in the Kalas activity (gender and gender equality in education)
- Participation in the faculty-specific part of the course in research supervision (gender and gender equality in research)
- Participation in the courses in career planning held by faculties for PhD students (gender and gender equality in research)
- Information initiatives for PhD students through dialogue with research environments and departments (gender and gender equality in research)
- Update previous surveys carried out by the faculty concerning career pathways, in order to obtain up-to-date material for educational initiatives and discussions (terms of employment and career development)

Faculty of Medicine and Health Sciences (Ref. No. LiU-2017-01558)

- Recruitment to programmes with an over-representation of women. Analysis and statistical processing of admissions to the programmes given by the Faculty of Medicine and Health Sciences during the past five years. A particular focus on the occupational therapy and biomedical laboratory science programmes. Carry out information initiatives at recruitment fairs, and review the information and photographs in printed and digital media. A review of programme and course syllabuses from a perspective of equal opportunities.
- Retention – retain students and increase study completion. Analysis and statistical processing of admissions to the programmes given by the Faculty of Medicine and Health Sciences during the past five years, and an analysis of retention one year and two years after admission. Analysis of study results after one, two and three years of study. Analysis of how long it takes students to progress from admission to degree completion. All analyses to be carried out on total numbers, and on numbers of women and men. Data are available from the occupational therapy programme and the nursing programme showing that a larger fraction of women than men who were admitted to either of the programmes in the period 2012-2014 have completed their degree. Increased knowledge about the retention, study results and experience of enjoyment of men taking the nursing programme and the occupational therapy programme, relative to same parameters for women. Increased knowledge about study results of students with another mother tongue than Swedish who take the biomedical laboratory sciences programme, relative to the same parameters for students with Swedish as mother tongue. Analysis of student surveys with respect to parameters coupled to enjoyment and education for students within the occupational therapy and nursing programmes. Follow-up of students' study results, with timely offers for support counselling, if required. A review of programme and course syllabuses from a perspective of equal opportunities.
- Career pathways – what has happened 10 years after defending a doctoral thesis. Analysis of the number of publications during the years since defending the thesis. Analysis of career in terms of job titles. The analyses to be carried out on total numbers, and on numbers of women and men. Increase knowledge and awareness of how career development within the Faculty of Medicine and Health Sciences progresses for women and men. Increased information to PhD students and postdocs about career pathways, with increased career guidance. Increased information to supervisors about the importance of career guidance. Review the composition of the academic appointments boards, and how members for the expert committees are appointed for cases concerning employment and promotion.

Faculty of Educational Sciences (Ref. No. LiU-2017-01558)

- Ensure that work with gender mainstreaming is part of the normal dialogue between the faculty and the departments (in, for example, recruitment cases, conditions of employment, distribution of research funds and grants, career progression)
- Establishment of a clear aim to increase the number of men working in the dean's office
- Continued work to examine the various programmes, their syllabuses, course syllabuses, course literature and the way in which the faculty orders programmes and courses, together with the work of transition that follows. Continued work with gender inclusion, i.e. with gender as contents (to include a gender perspective), gender as form (gender-aware education), and the development of a norm critical perspective (to be completed before the autumn term of 2019).
- Strengthen collaboration with the Communication and Marketing Division to recruit male students (with a certain emphasis on the preschool and primary school teacher programmes for those who specialise in F-3 teaching)
- Continue development of the "Men in the preschool" topic as part of the preschool teacher programme, in collaboration with male students, and others
- Further development of the analysis of student statistics that the faculty normally carries out
- Ensure that gender and/or gender equality are included in policy documents governing research education
- The faculty-specific part of the training for supervisors (Stage 3) to discuss questions of gender, gender equality and equal opportunities
- All personnel active within the faculty's research education are to take the web-based course in equal opportunities
- Follow-up of results of the questionnaire designed for senior lecturers in the area of educational sciences
- Involve the reference group of the gender lecturers in work with gender mainstreaming
- Clarify the overall responsibility of the gender lecturer for work with gender mainstreaming in the faculty
- Develop further the way in which gender mainstreaming is treated in various management and controlling bodies (such as the faculty board, management group, area management, board for researcher and docent issues, regular meetings with PUL)
- Collaboration, mainly with municipal school owners and other stakeholders, in order to increase interest for education for teachers and the teaching profession.

Overall aims and measures for equal opportunities

Areas of development to be given priority concern further development of the Equal Opportunities organisation, the way it is organised and its working methods, in order to ensure the rule of law, efficiency, and the use of working procedures and needs that are relevant at LiU. One important region deals with continuing to create advantageous conditions for all who work with and/or are responsible for equal opportunities in the relevant operations.

Work with gender mainstreaming will continue in the coming years and a significant fraction of the work carried out by Equal Opportunities will be targeted at this area. Continued implementation and the development of expertise within the field of abusive treatment will take place.

The measures given priority and areas of development for 2018 are listed below.

1. Work with equal opportunities at LiU: aims, organisation and working methods

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

Action: To continue to implement changes in the organisation of Equal Opportunities, its working methods and its budget as a consequence of:

- the government commission for gender mainstreaming at universities and university colleges – Equitas
- New regulations in the Discrimination Act regarding active measures
- New work environment provisions in regard to victimisation
- Integration of the work environment with equal opportunities.

Responsibility: SGEO

Budget: Salary for the Equitas central coordinator

2. Funds that can be sought for work with active measures in LiU's operations

Aim: To promote work with active measures that are aimed at counteracting discrimination, and to promote equal rights and opportunities at LiU. To increase commitment and participation in the work with equal opportunities.

Action: Announce funds for co-workers/students, departments/divisions and courses that promote their work with active measures. SGEO will assess applications received. Guidelines for application for funds will be available on the Equal Opportunities portal at the beginning of 2018.

Responsibility: SGEO

Budget: SEK 75,000

3. LiU's equal opportunities course

Aim: Co-workers at LiU are to possess basic knowledge about and an understanding of the work with equal opportunities at LiU, of gender and norm awareness, and of LiU's procedures for the management of abusive treatment.

Action: A web-based course "LiU's Equal Opportunities Course" will be launched during the first quarter of 2018. Associated background material will be provided in order to promote discussion at workplaces when the course is taken (at group or unit meetings, for example).

Responsibility: SGEO

Budget: Salary for project manager (10%)

4. An inclusive collegiate: Educational support for gender equality and equal opportunities (INKA)

Aim: To increase knowledge among co-workers and students about gender, gender equality, equal opportunities, abusive treatment, intersectionality, norm awareness, gender identity/expression, sexual orientation, age, ethnicity, religion/other belief, disability, etc.

To provide continuous educational support that is offered on the basis of demand from and the requirements of departments, divisions, faculties, groups, student associations, student unions and functions at LiU, preferably with a focus on work with quality, gender mainstreaming, work with active measures, broader participation, and the work environment.

Action: Provide internal educational activities within the areas described at LiU. The Forum for Gender Studies and Equality (FoGJ) will coordinate the educational activities and all enquiries are to be addressed to the coordinator at FoGJ. Educational activities will be free of charge for the one placing the order.

Responsibility: Forum for Gender Studies and Equality and SGEO

Budget: SEK 60,000

5. Communication

Aim: Co-workers and students are to be aware of, and are to be given favourable condition to participate in, the work with equal opportunities at LiU. Measures:

Communication support

A communications officer (20%) will contribute to various operative and strategic initiatives in communication in order to achieve the aim described above. The measures taken may include, for example, developing a communication strategy, updating the equal opportunities internal and external websites, providing information about equal opportunities at "Inside LiU", and contributing to the working methods and development of equal opportunities, based on a communicative perspective. The communications officer will be responsible for the participation of the Equal Opportunities group at the Kalas event, Norrköping Pride (or equivalent) and the Linköping Rainbow Week.

Production of information and background material in Swedish and English, such as information fliers and folders concerning equal opportunities, Guide for Handling Offensive Treatment at Linköping University, working material for work with active measures, statistics relating to equal opportunities at LiU, etc.

Activities within information and education will be carried out with a focus on ongoing development (at, for example, meetings of equal opportunities representatives, meetings of resource groups, the HR arena for heads of department and HR managers, etc.) and in the leadership programme at LiU.

Equal opportunities representatives are responsible for carrying out educational and information initiatives at the relevant department (or equivalent). Background material for this work will continue to be given priority by the HR manager during 2018.

In the event of further demands for informational or educational initiatives, these will be referred to the Forum for Gender Studies and Equality. See also Measure 4.

Responsibility: SGEO

Budget: Informational and printed material (marketing, dissemination of information) SEK 50,000, salary for communications officer.

6. "På tal om Lika Villkor vid LiU 2019" - a statistics summary in Swedish

Aim: To provide statistics in the area of equal opportunities

Action: Draw up a revised version of the statistical material "På tal om Lika Villkor vid Linköpings universitet 2017". This work will start in the third quarter of 2018.

Responsibility: SGEO

Other measures:

7. Broadening recruitment and participation of students

Aim: To promote a broad participation of students based on all grounds for discrimination

Measure: Provide the support documentation for an analysis of requirements based on all grounds for discrimination for all responsible functions at LiU, increase the expertise of student ambassadors in equal opportunities at LiU through education, recruitment activities, work towards an inclusive reception of new students and a healthy study environment, training of mentors, systematic work with the work environment, etc.

Responsibility: Resource groups within Equal Opportunities, Marketing Office, the faculties, Student Division, the student unions, and actors within a systematic work with the work environment.

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 co-workers or students can feel discriminated against when other co-workers or students utilise their right to freedom of speech. Especially in areas concerning religion and philosophy of life, there is a risk for conflicts of interest. By strategic and preventive measures, LiU strives to appreciate ethnic diversity and respect the individual's right to practise different religions and hold other philosophies of life. Throughout this action plan, the expression "ethnicity, religion and philosophy of life" is used instead of the Discrimination Act's wording "ethnicity and religion or other belief". This is to emphasise the right of the individual to their own philosophy of life, regardless of religion.

It is vital for LiU to have the expertise necessary 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 that target several grounds for discrimination can be found in the "Overall aims and measures for equal opportunities" section.

Activities within the framework of making LiU more international are expected to help bring about more international exchange for students and co-workers alike, and produce a greater understanding of cultural similarities and differences. This will 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. Everyone at LiU is welcome to use these facilities.

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

On Campus Norrköping, Andrum is on the ground floor of Kopparhammaren 2.

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

Measures:

8. Increased integration of international students

Aim: To make the international students' time in Sweden as good as possible and to promote their integration into the Swedish university system. The goal is also to increase interaction between Swedish and international students.

Action: Activities within the Erasmus Student Network (ESN), International Office (IO), International Students Association (ISA), Association for International Visitors (AIV) and other international student organisations. For example, Sverigestrimma, mentorship activities, welcome activities, host families, language and culture exchange, and career lunches for international students. Co-ordination of the integration of

international students during the reception period and in events organised by the sections throughout the year are carried out in, for example, an international council with the student unions and sections.

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

9. Increased integration of internationally recruited co-workers

Aim: To facilitate the integration of international co-workers into LiU's operations and into Swedish society, and to husband the experiences and expertise that they bring to LiU.

Action: Practical aid during recruitment from the coordinator at the International Office (this service will be expanded to a full-time employee during 2018). For example: Introduction Day, Welcome reception, host families and social activities.

Responsibility: International Office and AIV

10. A new Andrum at Campus Norrköping

Aim: To facilitate for co-workers and students who require a calm location to pray or meditate.

Action: Creation of a new Andrum at Campus Norrköping.

Responsibility: Facilities Management Office

11. LIU initiatives in refugee issues

Aim: The university is to work actively to use the potential that newly arrived people bring, and make possible their establishment in Swedish society.

Action: Bring publicity to the action taken, create links between current initiatives both within and outside LiU, and support new ideas.

Responsibility: Vice-chancellor and the coordinator for LiU's initiatives in refugee issues.

Disability

LiU is to be an inclusive and accessible university, where no one is excluded from obtaining information, participating in activities, studying or working as a consequence of disability. The term "disability" includes both physical and mental disability. People with disabilities are to be able to take part on an equal basis in the activities conducted at the university.

It is important to increase awareness among LiU's co-workers 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 a disability 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 disability. 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 disabilities and equal opportunities coordinators. Initially, the group is focusing on physical accessibility within LiU and its premises.

The resource group focusing on disability is available to act as a reference body for planned construction and refurbishment.

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

Studying with a disability

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

- Course material as audio-book
- Mentoring
- Help with note-taking
- Sign-language interpreting
- Alternative examination formats

More information can be provided by the coordinator for students with disabilities, and at the website:
www.student.liu.se/studentstod/funktionsnedsattning

Measures:

12. Educational support for students with disabilities

Aim: All students with disabilities are to obtain the educational support to which they are entitled.

Action: Offer educational support for students with disabilities. See box above.

Responsibility: Coordinators for students with disabilities, the library service for students with reading difficulties

13. Support to teachers

Aim: To facilitate for teachers and students with various needs and conditions (with a focus on, for example, neurodevelopmental disabilities) in educational and student contexts, with the aim of improving the work and study environment, rule of law, obligations and rights, etc.

Action: Work has been initiated as a collaboration between Didacticum, the Student Division, the Equal Opportunities group and the faculties. It will continue during 2018 with the aim of developing systematic educational tools (Didacticum) and material to support methods. This work is led by the deputy university director.

Responsibility: Didacticum and University Services

14. Action plan for increased accessibility

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

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

- An inventory of physical accessibility in buildings, and identification of necessary development
- An inventory of existing products for helping people with hearing loss/sound-amplifying technology and identification of necessary development
- An analysis of requirements for adapted examination locations for student with special requirements.

This work has started to a certain extent, and will be incorporated with the work with active measures during 2018-2019.

Responsibility: SGEO and the Facilities Management Office

Gender equality

Equality presupposes an even distribution of power and influence between women and men. Several types of gender equality can be identified:

Quantitative equality concerns the distribution of representation between women and men. An even distribution of genders is prevalent when women and men both have at least a 40% representation.

Qualitative equality deals with the contents of the work carried out and issues associated with terms of employment, equality of salaries, influence, methods and values. Everyone in an organisation characterised by equality has positive preconditions, independent of sex, and methods and structures are in place to guarantee this.

There is also a difference between formal and actual equality. "Formal equality" describes a situation in which there are no formal or legal impediments to gender equality. This has gradually been achieved in Sweden: all professions, for example, are open to both women and men, and taxation is independent of marital status. Work to achieve true gender equality, in which women and men have equal opportunities in reality, and in which formal theoretical gender equality is achieved in practice, is, however, still ongoing.

In order to achieve equality, positive discrimination is allowed and justified in certain situations (such as recruitment).

Gender equality has long been a broadly supported goal and has been given high priority 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 gender lecturers as partners and vital resources. GEXcel, the international centre of excellence for interdisciplinary gender research is a joint venture consisting of LiU, Örebro University and Karlstad University. GEXcel and the Department of Thematic Studies – Gender Studies further reinforce the discipline of gender studies.

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

Certain measures that always apply

- Ensuring an even distribution of genders on the different councils, 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, employees at LiU currently receive 10% of salary as parental leave compensation. This is centrally managed by the departments in order to avoid burdening individual research projects.
- Encouraging men to take parental leave
- Scheduling meetings during office hours when possible, to make it easier for parents to attend
- When advertising vacancies: including specific details about equal opportunities and about women and men.

Measures:

15. Equitas - government commission on gender mainstreaming

Aim: LiU shall contribute to achieving the equality policy goals, in matters concerning, for example, equal opportunities for career paths, gender-related 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. Each faculty has a plan of action that describes areas to be given priority, see also the summary on page 8. The work is to be reported in the university's annual report.

Responsibility: SGEO and the faculties (gender lecturers)

Budget: Salary costs for the Equitas central coordinator (35%)

16. Promote an even distribution of sexes in various types of work, within different categories of employee, and in leading positions

Aim: An even distribution of sexes will be prevalent at LiU, based on the guidelines laid down by legislation. The work to promote an even distribution of the sexes is to take place continuously and efficiently.

Action: Development has been initiated to review LiU's internal procedures concerning the work

to promote an even distribution of sexes in order to ensure that they follow the rule of law and are efficient. This work should result in new strategies and methods that can support operations.

HR managers from the equal opportunities group, the gender mainstreaming coordinator, the current director of the Forum for Gender Studies and Equality, and the current head of department at the Department of Computer and Information Science are participating in this work. The group will report to the director of human resources.

Responsibility: Human Resources Division and SGEO

17. Recruitment aims

Aim: An even distribution of sexes within academic employees.

LiU has laid down a specific aim of 46% women among newly appointed professors in the period 2017-2019.

Action: The faculties take individual decisions about recruit aims for 2018 and the measures to be taken to achieve them.

Responsibility: The faculties and the Human Resources Division

18. Equal salaries

Aim: Equal salaries for equal or equivalent work, and equal salaries between categories of employment dominated by women and those not dominated by women

Action: Conduct a salary survey, analysis and action plan for LiU as specified by the new guidelines in the Discrimination Act.

An action plan for equal salaries for 2017 is described in a separate document (Ref. No. 2017-01587).

Responsibility: Human Resources Division

19. Investigation into conditions of service for senior lecturers

Aim: To obtain knowledge about the conditions and terms of employment for senior lecturers at LiU from a perspective of gender equality.

Action: Use statistics and/or group discussion to obtain knowledge about the conditions of service. If necessary, propose improvements.

Responsibility: The gender mainstreaming coordinator and SGEO

20. A day of outreach in gender mainstreaming in association with International Women's Day

Aim: To contribute to increased knowledge about the terms of employment and organisation based on a perspective of gender equality at LiU.

Action: Arrange a day of outreach at LiU with a focus on gender equality in the academic world as an organisation, in association with International Women's Day (8 March). Professors and those active in Sweden in gender equality to participate, and an invitation will be widely distributed at LiU, aimed at both co-workers and students.

Responsibility: Forum for Gender Studies and Equality

Budget: SEK 50,000

21. Gender mainstreaming and the LiU leadership programme

Aim: A leadership programme with an integrated perspective for gender equality

Action: Review of the contents and form of the leadership programme in collaboration with the responsible HR manager. Provide support in the form of coaching and materials that describe methods.

Responsibility: The gender mainstreaming coordinator and the Human Resources Division.

Sexual orientation and gender identity or expression

The prevailing social norm which presumes that everyone is heterosexual is usually termed 'heteronormativity'.

In addition to sexual orientation, the norm takes it for granted that all people identify themselves with the sex that was assigned to them at birth. Those who challenge heteronormativity can be, for instance, bisexual, homosexual, transgender or transvestite. Everyone is to feel welcome to work and study at Linköping University.

Each individual determines his or her own gender identity. This gives everyone, among other things, the right to choose how to be addressed (given name and pronoun), and this must be respected. Just as the Equality Ombudsman (DO), this document uses the terms 'gender identity' and 'gender expression' instead of 'transgender identity' and 'transgender expression', which are the terms used to describe the grounds of discrimination in the Discrimination Act (see the box on the right). All people have a gender identity and a gender expression. The terms gender identity and gender expression describe an individual's identity or expression in the form of clothes, body language, behaviour or other similar factors with respect to gender.

Measures in this area are focused onto increasing awareness of discrimination based on sexual orientation and gender identity or expression. Further measures that contribute to reaching the goals described below can be found under the section "Overall aims and measures for equal opportunities".

SFQ

The Swedish Federation of LGBTQ students (SFQ) is a collaborative organ for the Swedish universities and higher education institutions. If you want to start a local branch or come into contact with SFQ, more information is available at www.hbtqstudenterna.se.

Transgender identity or expression

The term used in the Discrimination Act to describe discrimination of transgender people and transvestites, among others, is "transgender identity or expression". This is not a sexual orientation.

Measures:

22. Participate in the Linköping Rainbow Week and Norrköping Pride (or equivalent)

Aim: Support work towards an open society.

Action: Participate in the Linköping Rainbow Week and Norrköping Pride (or equivalent events) by, for example, being present at the Norrköping Pride Parade (or equivalent events), the Linköping Rainbow Parade, raising the Pride flag on our various campuses during the Linköping Rainbow Week, and supporting local activities.

Responsibility: SGEO

Age

The Discrimination Act defines age as the length of life reached, and it thus refers to the physical age of a person. Thus, the law covers all people and there are no upper or lower age limits. The law also covers presumed age, which is necessary when a person is discriminated against because she or he is presumed to be older or younger than she or he is. All people have an age, but the fact that a person's age is constantly changing means that discrimination based on age has very specific attributes. *Ageism* describes the existence of stereotyped ideas or discrimination based on the age of a person.

According to the DO report *“Åldersdiskriminering i svenskt arbetsliv”* (available at www.do.se) age discrimination depends to a large extent on expectations, in particular the expectation that one has different rights during different phases of life. In working life, many people have the belief that they have to wait for certain rights and are content with this belief. The belief often interacts with the idea that expertise or experience corresponds to the number of years of service, or the number of years with a particular employer. Younger people more often than older meet this idea, which is incompatible with the vision of a society built on the view that all people should primarily be judged on merit. On the other hand, the report points to a myth that says that younger people stay longer at the same workplace than older people, who are approaching retirement. This myth, which is maintained by, among other things, the statutory retirement age, can be the basis for discrimination against older people in recruitment situations and when allocating key resources (see pages 9 and 11).

Regardless of age everyone is to feel welcome to work and study at LiU. Further measures that contribute to reaching the goals described below can be found under the section “Overall aims and measures for equal opportunities”.

Measures:

23. Reception for new students

Aim: All students, regardless of age, are to feel welcome.

Action: Arrange activities for older students during the reception period.

Responsibility: The faculties, to use the work of the student unions

Active measures at LiU

At LiU, the work with active measures is undertaken at several different levels by several different actors. The work is carried out in four steps: investigation, analysis, action, and follow-up/evaluation. All organisational units with a responsibility to carry out active measures (see the model below) have investigated the relevant operations from the perspective of all grounds of discrimination and the areas that are specified from the perspective of an employer and education provider. They have all identified areas for development for which future work will be taken. These areas for development (measures) have been documented in a plan of action for 2017-2019 that has been registered with Ref. No. LiU-01558. The plan of

action also describes certain systematic measures, such as statistics classified by gender, information about guidelines/procedures to follow in the event of abusive treatment, the promotion of an even distribution of genders, etc. A summary is given below of measures taken for each department, office or corresponding organisational unit.

Summary of active measures 2017-2019

University Services

Communications and Marketing Division

In order to increase knowledge about how visual vocabulary can have an impact, and how it can be inclusive rather than exclusive, a workshop is to be carried out with photographic personnel. In order to increase knowledge among all co-workers concerning LiU's guidelines relating to abusive treatment, a workshop is to be carried out.

IT Division

Ensure that the work with the interface in systems developed at LiU is suitable for people with various types of disability and special needs by investigating where there is a risk of impediment or discrimination not only in the work with the interface, but also in the meeting with the user. Draw up a checklist for development of frontend systems.

Payroll Office

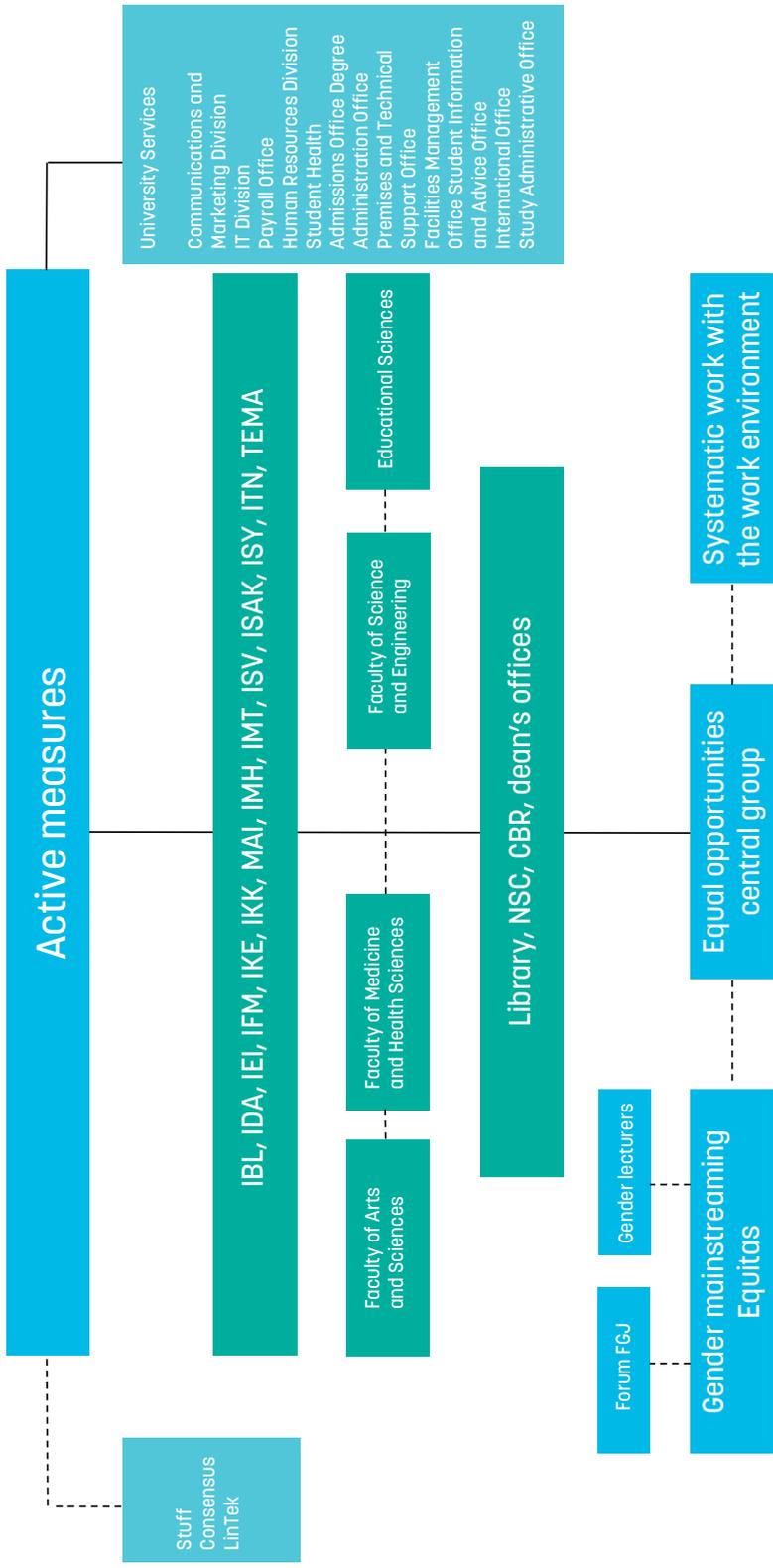
Review of all forms used by the Payroll Office to ensure that exclusive concepts are not used, and systematic surveillance of new forms in the future to ensure inclusive concepts.

Human Resources Division

Salary mapping, development of the work to promote an even distribution of genders, provide opportunities for development of expertise, work to integrate a perspective of equal opportunities in work with the work environment, produce statistics on equal opportunities, recruitment targets, gender mainstreaming of the leadership programme, etc.

Admissions Office

Investigate how co-workers meet students through telephone and email by drawing up templates and procedures, and through discussion in group meetings with a focus on how we meet people. A review of the information provided on the website such that it is accessible by all and, where necessary, change it, provide a form in English for application about deferral, investigate the possibility of giving information in



The model shows organisational units that are responsible for drawing up a plan of action within the framework for active measures. It is recommended that units drawn with a dashed line draw up a plan of action, or have a close association with ongoing active measures.

readily understandable Swedish, investigate the possibility (in contact with UHR) to be able to claim 240 credits, instead of the standard value of 180 credits, for those with bachelor's degrees taken abroad.

Study Administrative Office (SAK)

With the aim of increasing accessibility and understanding for the currently valid regulations, a review of the website is to be carried out, and a shorter and more readily available version of the degree requirements is to be created.

Student Information and Advice Office (SIV)

With the aim of improving the accessibility of study guidance for people in paid employment, bookable telephone consultations are to be provided in TimeEdit.

With the aim of making it easier to combine study with parenthood, an activity corner with books, toys, paper and crayons for children will be established in the waiting room at central study guidance, making it easier for students to bring children to booked meetings.

With the aim of improving the way we meet students with hidden disabilities, a workshop and lecture are to be held in the subject, together with the coordinator for students with disabilities.

Student Health

With the aim of promoting a healthy work environment for students with neurodevelopmental disabilities who have a pressing need for calm surroundings for recovery/meal breaks, work to identify and provide isolated, calm premises at each campus to achieve this has been started.

International Office

Waiting for material from HP

Facilities Management Office (LFE)

With the aim of ensuring the accessibility of LiU's premises, the Facilities Management Office carries out extensive and continuous work in correlation with new construction at LiU, in particular during the project-planning stage. In addition to this, project managers participate in the work of resource groups and provide a consultancy service. The office participates in Swedish networks that promote this work.

Premises and Technical Support Office (LOTS)

With the aim of promoting a welcoming demeanour, and a healthy, inclusive work environment, work with group development that focuses on meeting and knowledge about group dynamics, etc., will be given priority.

Dean's offices, the university library and competence centres

Dean's offices (at the Faculty of Science and Engineering, Faculty of Arts and Sciences, Faculty of Medicine and Health Sciences, and Faculty of Educational Sciences)

A review of procedures, guidelines and policies used in the recruitment process, a review of the composition of recruitment committees, and organising a lecture about norm awareness in recruitment in order to ensure equal rights and opportunities, and to counteract discrimination during recruitment.

University Library

Increase and clarify awareness of how people with dyslexia and neurodevelopmental disabilities are met, by inviting Student Health to a collaboration and exchange, arrange a literature discussion forum, and use Socratic dialogue for joint learning and dialogue.

Centre for Biomedical Resources (CBR)

Improve the social work environment (and counteract abusive treatment) by increasing collaboration between the equal opportunities representative and the health and safety representative, in the divisions that are located at the Centre for Biomedical Resources, and increase the dissemination of information to selected groups. Counteract stress by a further analysis of the causes of stress and undertake stress-management measures.

National Supercomputer Centre (NSC)

With the aim of promoting an even distribution of the sexes at the NSC, announcements of situations vacant are to be designed such that they address and include everyone, they encourage women to apply for employment at the NSC, and work actively to create a work environment that includes everybody. With the aim of counteracting abusive treatment, discuss this topic explicitly at the personal development dialogue, and provide information about LiU's procedures for dealing with abusive treatment. (And a survey of salaries).

Departments

Department of Behavioural Sciences and Learning (IBL)

Counteract abusive treatment and promote an open climate by ensuring that all co-workers are aware of ongoing work with equal opportunities. This is to be achieved by including equal oppor-

tunities as a standing point on the agenda for the Local Cooperation Group and annually at group or unit meetings, arrange workshops on the topic of master suppression techniques, discuss equal opportunities and aspects of gender at personal development dialogues, spread information about courses, etc., in equal opportunities. Once a year, inform about equal opportunities and LiU's procedures for dealing with abusive treatment, adapt these procedures for operations at IBL (names of contacts, etc.). Targeted information to students about such matters as procedures/guidelines for dealing with abusive treatment, various support functions at LiU. Include a perspective of intersectionality in courses.

Department of Computer and Information Science (IDA)

All assistant teachers are to take the web-based course in gender to ensure that they meet students in a positive manner. Further, undertake measures within the framework of the gender equality work at the Faculty of Science and Engineering.

Department of Management and Engineering (IEI)

Counteract abusive treatment by an information email to all co-workers describing procedures for dealing with abusive treatment, a visit of the equal opportunities representative to all divisions with targeted information, information about the procedures to be given during personal development dialogues and during the introduction of new co-workers (arrange a meeting with the equal opportunities representative). All co-workers are to take the upcoming web-based course arranged by the Equal Opportunities group.

Department of Clinical and Experimental Medicine (IKE)

With the aim of counteracting the risk for a feeling of exclusion, victimisation or discrimination for co-workers and students with different forms of employment and study, procedures for creating the study plans of scholarship holders are to be drawn up, clarification of the different prevalent conditions of employment or study during introduction, and to continuously draw up procedures for the systematic investigation of the work environment of scholarship holders, with career guidance and the mentor programme.

In order to counteract abusive treatment and to make it possible to follow up such treatment, the equal opportunities representative shall continue to be visible around our operations and will give targeted information at group or office meetings

each term, in collaboration with managers. Equal opportunities information from the representative in the weekly newsletter from the department will be continuously given, and measures taken to ensure that all information is available in English. The equal opportunities representative will always be involved during the introduction of new co-workers.

Department of Culture and Communication (IKK)

With the aim of increasing awareness and knowledge about equal opportunities as a field, a themed day will be arranged at IKK to discuss equal opportunities, during which, among other things, all co-workers are to take the upcoming web-based course.

Department of Medical and Health Sciences (IMH)

With the aim of counteracting abusive treatment, the equal opportunities representative and HR manager will visit all divisions to provide information about the topic of abusive treatment, contact people at the department, and LiU's procedures for dealing with abusive treatment. The information will also be distributed in written form to all co-workers. Further, an investigation into which forums are most suitable to reach students with information about procedures to deal with abusive treatment, and measures within this framework will be carried out.

Draw up brief guidelines to support managers, leaders and co-workers during discussion of the work situation, focusing on the combination of parenthood with work at IMH.

Department of Biomedical Engineering (IMT)

With the aim of counteracting abusive treatment, an increase in the LiU information about procedures and guidelines for dealing with abusive treatment are to be given priority in the IMT internal website, the equal opportunities representative and HR manager are to visit all divisions to inform about the topic of abusive treatment, and the question is to be systematically brought up at personal development dialogues.

With the aim of increasing the accessibility of IMT premises (such items as electrical door openers on all floors, equipment for the evacuation of people with a certain degree of disability), contact is to be made with the Properties Division at Region Östergötland, an inventory taken, and cost estimates and plans drawn up.

With the aim of including both Swedish and English-speaking people, an inventory of existing material (such as forms, information from the

Local Cooperation Group, minutes of meetings, etc.), and translated in the form of summaries. Information about the above to be given and its implementation to be carried out.

Department for Studies of Social Change and Culture (ISAK)

With the aim of counteracting abusive treatment information about LiU's procedures and guidelines concerning abusive treatment is to be given during the introduction for new co-workers.

The information is to be given as newsletter, website and other material. (Survey of salaries and consideration of equal opportunities during recruitment.)

Department of Social and Welfare Studies (ISV)

With the aim of obtaining better knowledge about people with various disabilities (with a focus on neurodevelopmental disabilities) in order to be able to create favourable conditions for co-workers and students, a themed day is to be arranged at ISV on ethical dilemmas and equal opportunities, interviews and group discussions will be carried out with co-workers in order to identify the situations and areas that it is important to work with, initiatives (such as workshops) based on the investigations described above, and the drawing up of a strategy to achieve an accessible work and study environment with respect to disabilities.

Department of Electrical Engineering (ISY)

Act to ensure that personnel information is available in both Swedish and English, arrange introductory activities in English for new PhD students. Disseminate information and give courses about equal opportunities for all co-workers.

Participate in recruitment at LiTH/LiU in order to promote broader recruitment from upper secondary schools. And ensure equal opportunities during recruitment – act to ensure that PhD students and teachers at least correspond to the recruitment catchment.

Department of Mathematics (MAI)

With the aim of improving the communication and collaboration climate, collaboration will be initiated with another department or external consultant, in order to start development in this field.

Department of Thematic Studies (TEMA)

With the aim of counteracting uniformity with respect to gender and homogenous research environments at TEMA, an inventory of operations and skills (known in Swedish as "VoK")

will be carried out, workshops around employment profiles will be initiated, as will work with management initiatives such as the introduction of office managers, the exchange of experience between divisions will be increased, management travel, and centrally designated working hours for managers, based on the actual degree of employment.

Furthermore, a review of recruitment programmes and the distribution of different types of task is to be carried out, and appropriate measures are to be taken, based on the investigations.

Department of Physics, Chemistry and Biology (IFM)

With the aim of counteracting abusive treatment, the topic of abusive treatment is to be taken up in the personal development dialogues during the coming year and all co-workers are to take the web-based course in equal opportunities.

Department of Science and Technology (ITN)

With the aim of ensuring knowledge about the topic of abusive treatment and LiU's procedures to deal with it, specific ITN information is to be provided for all new co-workers (at, for example, conferences held for PhD students) and specific information will be provided to teachers, in order to prepare them for dealing with abusive treatment with respect to students, if this becomes necessary. With the aim of achieving a more even distribution among students and co-workers, course supervisors are to engage in actively seeking laboratory demonstrators from the underrepresented sex, and in actively headhunting new potential co-workers. They will also participate in various equal opportunities activities to achieve increased input to their work. (Systematic measures such as a salary survey and information about equal opportunities.)

Comment: Several organisational units also work indirectly with gender equality and to counteract abusive treatment, in measures within the framework of work with the work environment. Such work is not described here.

Abusive treatment at LiU

Linköping University is founded on democratic core values based on human rights and equality. LiU is to be characterised by an inclusive work and study environment, where all co-workers and students are treated with respect and where they have the best conditions to work and grow.

LiU will under no circumstances accept abusive treatment, i.e. victimisation, harassment, sexual harassment or discrimination.

Work to prevent all forms of abusive treatment is carried out at several levels and by several actors at LiU. Currently, the occurrence of abusive treatment is systematically investigated every two years through questionnaires for co-workers, PhD students and students. The results form the basis, among other things, of preventative work at many levels in the organisation, such as faculties, departments and divisions, at the level of each educational programme, and through central processes (such as the Equal Opportunities group, work with gender mainstreaming, the work environment, Student Health, the student unions, Didacticum, etc.). The occurrence of abusive treatment is investigated and dealt with also on a continuous basis through group and office meetings and personal development dialogues.

Preventative measures 2017-2018

The result from LiU's questionnaires for co-workers, Ph.D students and students follow same pattern as that seen in society in general ("Arbetsmiljön 2015", published by Swedish Work Environment Authority). It is mostly women who experience that they have been the victim of various forms of abusive treatment at LiU, as is the case also in Sweden. LiU practices zero tolerance for all forms of abusive treatment, and thus the results of the questionnaires described above are not acceptable. When abusive treatment occurs at LiU, it is to be managed professionally and effectively. Co-workers at LiU are to be oriented about LiU's guidelines and procedures for dealing with abusive treatment in order to be able to support, when necessary, any students who experience it. Preventive work must take place with a long-term perspective and on several levels, where all co-workers and students participate and contribute to a healthy, inclusive work and study environment.

Under 2017 (Q2) har en ny vägledning för hantIn the spring of 2017, new guidance for the management of abusive treatment at LiU was drawn up and implemented in the organisation, and this will be followed up and evaluated during 2018. The results will be presented in the strategy and action plan for 2019. This work has been carried out in collaboration with, among others, the Legal Division. Supplementary background material

for people with responsibility has been prepared in the form of video-recorded lectures, podcasts, and informational and educational material. This is available to all co-workers at LiU. Films about master suppression techniques in the academic world and associated background material is also available. Systematic questions about abusive treatment have been included in the equal opportunities action plan, personal development dialogue, introductory consultation, and when following up work environment inspections. Educational initiatives in this area have been continuously carried out. Since the need for further development of expertise remains high, one measure is to include this topic in the LiU course on equal opportunities (see also page 10). Equal opportunities representatives, HR managers and other managers, programme coordinators and student support and welfare officers in the student unions have all also been recommended to systematically inform about and follow up LiU's procedures and guidelines with respect to co-workers and students.

Improvements will take place during 2018 involving a review of the parts dealing with abusive treatment (and active measures) that were investigated in the questionnaires for co-workers, PhD students, and students. This is to ensure that the measures taken correspond as well as possible to the needs of LiU for investigation (take action, analyse and follow up) this work. Work to implement and spread information about LiU's procedures and guidelines for abusive treatment will continue during 2018. Background material intended for both co-workers and students will be given priority, together with material intended to support discussion about fundamental values and the way in which we meet people in various situations. An annual information campaign on the topic of abusive treatment directed towards new students at LiU will be set up and carried out in collaboration with the student unions (to start in the autumn of 2018).

What happens if someone feels they have been subjected to abusive treatment?

The principle applied at LiU is the experienced abusive treatment is to be handled as close to the person concerned as possible, i.e. by a superior with HR responsibility or, in the case of a student, by the director of studies or equivalent. However, all co-workers (with the exception of study guidance counsellors and employees at Student Health when bound by professional secrecy) have a responsibility to take action if they come into contact

The student survey 2017

When completing the student survey in 2017, 6% (373 students) stated that they had been the victim of bullying, principally from another student. When classified according to sex, 7% of women and 4% of men had experienced themselves to be the victim of bullying.

8% (529) stated they had been the victim of sexual harassment when studying at LiU, principally from another student. When classified according to sex, 11% of women and 3% of men had experienced themselves to be the victim of sexual harassment.

When asked about their experiences of discrimination or abuse as a consequence of any of the seven grounds for discrimination or other grounds during the past two years, 9% (757) stated sex, 13% of women and 4% of men, and 6% (457) stated age, 7% of women and 4% of men, as the grounds.

Only 27% of the students, 25% of women and 30% of men, stated that they knew that they could contact www.liu.se/likavillkor for advice.

Footnote: In the co-worker survey, 74% (2528) of co-workers participated; in the PhD student survey 64% (672) of PhD students participated, and in the student survey, 42% (7081) of students participated.

The co-worker survey 2017

In the co-worker survey in 2017, 9% (215) of co-workers stated that they had experienced victimisation or bullying during the preceding two years, which is an increase of 1 percentage point from the figure in 2015 (8%). Most people specify that a colleague or manager is the person who has subjected the co-worker to abuse. When classified according to sex, 10% of women and 7% of men had experienced themselves to be the victim of victimisation or bullying during the preceding two years.

1% (22) stated that they had been the victim of sexual harassment, and again, mainly by a colleague. All 22 who answered thus were women.

With respect to victimisation on the basis of any of the seven grounds for discrimination or other grounds, sex (4% of total, 6% of women and 2% of men), age (4% of total, 4% of women and 3% of men) and other grounds (6% of total, 7% of women and 4% of men) were stated to be the grounds of the victimisation, and this has principally expressed itself in the social work environment (such as during coffee breaks).

75% of co-workers stated that they know to whom they can turn when experiencing abusive treatment, which is an increase by 4 percentage points from 2015 (71%). When classified according to sex, 79% of women and 70% of men knew to whom they can turn when experiencing abusive treatment.

The PhD student survey 2017

In the PhD student survey 2017, and the question of experienced victimisation on the basis of any of the seven grounds for discrimination or other grounds during the past two years, 9% (sex), 7% (age), 5% (ethnicity) and other grounds (8%) of PhD students stated that they had experienced this.

3% of PhD students stated that they had been the victim of sexual harassment at some stage of their postgraduate studies.

PhD students also replied in the survey to a question of whether they had been the victim of abusive treatment or bullying during the preceding two years (and the result is the same as that of other co-workers at LiU, i.e. a total of 9%). For the PhD students, however, an extra question was posed concerning who was considered to have subjected the research student to abuse, and most respondents specified that this was a colleague or supervisor.

with a person who feels that they have been the victim of abuse. Such action may entail, for example, passing the information on to the supervisor or manager. All students and employees at LiU have a responsibility to contribute to an inclusive and positive work and study environment.

If an employee or student experiences abusive treatment in connection with their activities at LiU, it is important to know how the matter is to be handled and which functions the co-worker or student can turn to. Every situation is unique of course, and so the process must also be adapted to the circumstances of each individual case. However, every case is to be treated with respect for all involved and on the basis of applicable legislation.

If someone feels they have been subjected to abusive treatment, it is important to deal with the situation as soon as possible. The most important aspect is always to ensure that any such treatment ceases.

Regardless of how the unwanted behaviour is defined and how the matter is handled, the manager/director of studies (or equivalent) must always take action to restore a good work or study environment for all involved.

Where to seek further guidance at LiU

For further guidance at the university *co-workers* can turn to:

- Head of department or equivalent, or immediate superior
- HR manager
- Trade union representatives
- Health and safety representative
- Equal opportunities representative
- Coordinators for equal opportunities
- Occupational health services.

For further guidance at the university *students* can turn to:

- Director of studies, programme or course supervisor
- An individual teacher
- The student union
- Student Health
- Study guidance counsellor
- Central working environment representative for students at section level
- Equal opportunities coordinator.

A person who feels that they have been subjected to abusive treatment should primarily turn to someone in their proximity, such as their immediate superior or HR manager (for co-workers), teacher or programme coordinator (for students), in order for the situation to be dealt with as soon as possible. Both students and employees can always turn to the equal opportunities coordinator (likavillkor@liu.se) for advice on matters relating to abusive treatment. The equal opportunities coordinator can also be contacted in cases where the victimised person does not feel that the situation is being handled in a satisfactory manner or if, for some other reason, they do not want to contact someone in their proximity. If needed, the equal opportunities coordinator will consult with the director of human resources and/or deputy university director and the chief legal advisor. Together they will decide how the case should be handled.

Cases shall always be dealt with as discreetly as possible, taking all involved parties into consideration. Student Health, the occupational health service and study guidance counsellors must observe the professional secrecy that their appointment entails.

Guidance is available at: <https://old.liu.se/insidan/HR-Personal/lika-villkor/ho-ovrig-krankande-sar-behandling/1.719609/VgledningfrhanteringavkrankandebehandlingsvidLiU.pdf>

Background material is available here: <https://liuonline.sharepoint.com/teams/ts4/43116/Delade%20dokument/Forms/AllItems.aspx?viewpath=%2Fteams%2Fts4%2F43116%2FDelade%20dokument%2FForms%2FAllItems.aspx>

Other information

Follow-up of the Equal Opportunities Action Plan 2017

A report: "Uppföljning av Strategi och handlingssplan för lika villkor 2017" is available on the website and under the reference number LiU-2017-03332.

The Discrimination Act

The purpose of the Swedish Discrimination Act is to counteract discrimination and in other ways promote equal rights and opportunities, independently of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

The act is available at:

(Swedish)

www.notisum.se/rnp/sls/lag/20080567.htm

English: http://www.government.se/4a788f/contentassets/6732121a2cb54ee3b21da9c628b6bdc7/oversattning-diskrimineringslagen_eng.pdf

AFS 2015:4:

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

English: <https://www.av.se/globalassets/filer/publikationer/foreskrifter/engelska/organisational-and-social-work-environment-afs2015-4.pdf>

Resources

The costs for carrying out the concrete measures that are listed in this document and further costs associated with expertise development of the Strategy Group for Equal Opportunities and its resource groups amount to SEK 750,000.

Staff resources for the overall work with equal opportunities: 150%. The coordinator for gender mainstreaming, project manager for the web-based course and a communications officer will be provided within the framework of the equal opportunities budget (see above). Chairperson and members of the SGEO and resource groups participate within the framework of their employment. Remuneration may be paid to external members.

Each department and unit has at least one equal opportunities representative. The scope and costs of their duties are decided by each department or unit.

Communication

The "Equal Opportunities Strategy and Action Plan" is distributed to the university board, student unions, trade unions, faculties, the library, University Services, departments and units, preferably by providing a link to a web address. It will also be printed in a limited edition, to be used primarily for special information events.

Definitions

The definitions can be found on the websites of the Swedish Equality Ombudsman (DO) (www.do.se), the Swedish Work Environment Authority (www.av.se), the Swedish Secretariat for Gender Research (www.genus.se), JämställNu (www.jamstall.nu), the Swedish Federation of LGBTQIA+ Student Organisations (<http://hbtqstudenterna.se>) or the Institute for Language and Folklore (<http://www.sprakochfolkminnen.se/>). Some of the definitions have been partially reworded with examples for an academic context. If a reference is not mentioned, the definition has been taken from DO or it is LiU's own definition.

Age

The Discrimination Act defines age as the length of life reached.

Broader recruitment and participation

At LiU, the term “broader recruitment and participation” denotes an aspiration to achieve recruitment and study completion/retention of students based on equal opportunities independently of sex, ethnicity, religion or other belief, age, social background, sexual orientation or disability.

Cis persons

Individuals whose gender identity and gender expression accord with what is considered the norm for the sex that was legally registered for them at birth. It is also known as “linear sex”, because here biological, legal, social, and cultural sex, gender identity and gender expression accord with the norm for the sex in question (<http://hbtqstudenterna.se/>).

Disability

Functional impairment describes any form of impairment of the physical, mental or intellectual abilities of a person. The impairment may be a consequence of injury or illness that existed at birth, has arisen since, or is expected to arise. *Disability* is the limitation that a functional impairment means for a person relative to the 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.

Discrimination, forms of discrimination and victimisation

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 grounds of discrimination — sex, ethnicity, religion or other belief, sexual orientation, transgender identity and expression, disability and age.

Direct discrimination may be described as different treatment of equal cases, and 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 describes a situation in which a person with a disability is disadvantaged due to the fact that reasonable measures for accessibility have not been taken in order for the person to be able to achieve a comparable situation as people without the said disability.

Structural discrimination: Structural discrimination occurs as a consequence of certain regulations, norms, procedures, approaches and behaviour that take place in organisations and societal structures leading to systematic discrimination of certain groups of people.

Instruction to discriminate is defined as 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: describes unwanted behaviour and actions that violate a person's dignity. To be covered by the Discrimination Act, the offensive actions must be related to one or more of the grounds 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 the said actions are experienced. It is, therefore, 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 is harassment of a sexual nature. Sexual harassment, in addition to verbal remarks, may take the form of groping or leering. This may also include unwelcome compliments, invitations and allusions.

Victimisation: This term describes behaviour and actions that are targeted against one or several people, at a workplace or study location, in an abusive manner, and that may lead to ill-health or to the targeted people placed outside of the workplace community (<https://www.av.se/arbetsmiljoarbete-och-inspektioner/publikationer/foreskrifter/organisatorisk-och-social-arbetsmiljo-afs-20154/>).

Diversity

A mixture of differences and similarities such as, for example, sex, age, sexual orientation, ethnic background, religion or other belief, disability and social background. To LiU, the concept involves seeing, understanding, valuing and preserving this mixture.

Equality

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

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 disabilities, for sexual equality and equal treatment irrespective of age or gender identity/expression, and for a work environment free from victimisation.

Ethnicity

Ethnicity is commonly related to group-building and to imagined or genuine cultural differences (language, religion, etc.) and to power relationships between majorities and minorities. The term *ethnicity* refers to an individual's national or ethnic origin, skin colour or other similar characteristic. 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, however, can also occur when someone is attributed to a particular cultural and social affinity regardless of whether that person identifies with it.

Gender

Gender refers to the notions in society that divide people into two categories – man and 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. It is a social process that ascribes collective masculine and feminine gender properties to both people and institutions (<http://www.genus.se/meromgenus/ordlista>).

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

This describes the self-perceived gender of a person.

Gender identity or expression

The term describes the property by which a person uses a gender identity or gender expression in such forms as clothes, body language, behaviour, which at all times or periodically differs from the gender norm.

HBTQ

HBTQ is the Swedish version of "LGBT", which 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. Other abbreviations used in English are *lgbtq* and *gltq* which are abbreviations for *lesbian*, *gay*, *bisexual*, *transgender* and *queer*. Various abbreviations are also used in Sweden to highlight the different activist groups. Homo-

sexual and bisexual persons are defined as a group on the basis of their sexual orientation or desires, while transgender persons are defined as a group on the basis of their gender identity. This is an important difference, as transgender persons can be homosexual, bisexual or heterosexual. Homosexual persons are attracted to and fall in love with people of the same gender as themselves, whereas bisexuals can be attracted to and fall in love with people regardless of their gender. In turn, "transgender person" is a collective description encompassing transvestites, transgenderists, drag kings/drag queens, transsexuals and intersexuals.

Heteronormativity

This can be described as the view 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/](http://hbtqstudenterna.se/)).

Intergender or genderqueer

These terms are used by people who identify themselves as both genders, between genders or beyond the categories of woman/man. Some intergender persons wish to change their bodies by hormone therapy and/or sex-corrective surgery (<http://www.genus.se/meromgenus/ordlista>).

Intersectionality

A term from the social sciences that aims to highlight situations of oppression that are created in the intersections between power relationships 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. Thus, women are never "just" women, since gender relations are not sufficient, just as class, ethnicity and 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 and that of a younger female doctoral student with a less academic background. What are known as "social categories" create together and reinforce each other, creating different preconditions and influencing the various opportunities open to a person.

An intersectional perspective opens up the potential for breaking down boundaries between different social categories, to instead shift attention onto how they affect each other.

Norm criticism/norm awareness

The terms refer to a focus on power and power structures. This includes, among other things, highlighting and questioning the norms that affect understandings of what is "normal" and subsequently is understood as desirable, without reflection. A person who follows the norm has power and the wherewithal to either maintain the norms, or contribute to their change. This applies to all levels – individual, organisational and societal.

When we see who it is that has the power to bring change, the responsibility for taking the actions required 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/ormkritik/>)

Queer/Queer theory

This theory draws attention to several conditions in society that are related to 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 involves not only LGBT persons but also heterosexual people, i.e. a general distancing from prescribed identities. (<http://www.genus.se/meromgenus/ordlista>).

Racialisation

Racialisation can be seen as the way in which a society organises itself according to perceptions about race. It is often used to demonstrate that the concept of race and the perceptions that accompany it are a social construction, not a biological one. A person who has been racialised is associated with a collection of properties or behaviour associated with the person's origin. A person who has not been racialised is automatically considered to be the norm.

Of course, it can be said that all are racialised, since all skin colours and ethnicities are associated with certain properties. The term "racialised", however, is often used to describe someone who has been the victim of discrimination or been subject to victimisation because of skin colour or origin. It is also often used of those who deviate from the norm in a white majority society (<http://www.sprakochfolkminnen.se>).

Religion

The term religion refers to religious beliefs, such as Hinduism, Judaism, Christianity and Islam. At LiU we primarily work with the six world religions: Buddhism, Hinduism, Islam, Judaism, Christian and Sikhism.

Sex

Sex involves a person being defined as male or female. An intersexual person, for example, may be born with atypical sexual organs.

Sexual orientation

This term refers to descriptions of whether a person falls in love with or is attracted to women, men or both women and men. *Homosexual* refers to a person who has the ability to fall in love with and feel sexual desire for people of the same sex as themselves. A *heterosexual* person has the ability to fall in love with and feel sexual desire for people of the opposite sex. A *bisexual* person has the ability to fall in love with and feel sexual desire for people who are of the opposite sex or the same sex as themselves. Sexual orientation can be said to consist of several 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

Transgender, or transsexual, is a medical diagnosis that is now a precondition in Sweden to be assigned to a new legal sex and undergo genital surgery. A person can only be given the diagnosis "transgender" when the person consents to this. In addition to access to genital surgery and a new legal sex, transgender people gain access to other components of sex-corrective care, such as hormone therapy, upper body surgery and voice training. This process of modifying one's body is usually known as *transition*. To be transgender has nothing to do with a person's sexual orientation. A transgender person can be homosexual, heterosexual, bisexual, queer, asexual or other.

Transgender person

A transgender person is a person who either not at all or only partially identifies with the sex that was assigned at birth. Being a transgender person can also involve not following current norms for how a person with a certain legal sex should be, provided that the person identifies as a transgender person. The word *trans* is Latin for "across a boundary". The term "transgender person" is an umbrella term with many subgroups and there are many different ways of being a transgender person. The concept concerns gender identity and gender expression and has nothing to do with sexual orientation: it deals with how one sees one's gender identity. A transgender person can be homosexual, heterosexual, bisexual, queer, asexual or other.

Transvestite

A transvestite is a person who dresses or displays other properties than those traditionally used by men or women. Just as other concepts, transvestite is a definition that an individual makes of himself or herself. Thus, not all people who go against, for example, clothing norms associated with sex are transvestites.

Whiteness

The concept of "whiteness" has opened up for analysis in which being white often involves the embodiment of a type of norm, and "the white" therefore never needs to consider themselves or be 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. The field of whiteness studies attempts to highlight how the racialisation (see above) of society not only creates subordination and marginalisation, it also forms the systems and structures of privilege and supremacy, i.e., the hegemony of whiteness

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www.liu.se/likavillkor