



# Plan for Equal Opportunities at Umeå University

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This plan replaces the Plan for Equal Opportunities and Equal Access at Umeå University  
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## A word from the Vice-Chancellor

*Openness, credibility and respect for the equality of every individual* characterize a good university. These core values permeate Umeå University's equal opportunities work. As a public authority, Umeå University has a responsibility to be accessible to *everyone*, regardless of background.

Umeå University aims to be a creative and stimulating environment for our students, our teachers and all members of staff. Our efforts to promote equal opportunities create a favourable environment for achieving academic excellence, for meeting its institutional needs and for realising personal and professional objectives.

Umeå University should be a place of work and study that is free from discrimination and harassment. We have a zero tolerance policy concerning harassment and discrimination.

All employees and students are to be given equal opportunities to work or to conduct studies at Umeå University, regardless of their sex, ethnicity, religion or other belief, disability, sexual orientation, transgender identity or expression, or age. Working for equal opportunities involves working with a knowledge base and applying it to attitudes, values and behaviours. The importance of equal opportunities work should be firmly rooted in Umeå University. We have a mutual responsibility to develop and integrate equal opportunities work into all of the University's activities.

*Lena Gustafsson*  
Vice-Chancellor

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## Introduction

On 8 June 2012, the University Board adopted the document 'Umeå University 2020 - Vision and Objectives', which outlines the University's most important objectives. This document forms the basis of the University's operational planning at all levels. The document stipulates that:

"Umeå University is built and developed by its staff and students. Equality, diversity and equal treatment are therefore central concepts. We provide a stimulating work environment and have strategies and tools to ensure the provision of skills to meet both short and long-term needs. Effective operational support provides us with excellent opportunities to achieve success in our work."

The equality, freedom and rights of every individual are inscribed in the United Nations' Universal Declaration of Human Rights, in the European Convention for the Protection of Human Rights and Fundamental Freedoms, in EU legislation and Swedish constitutional law. The Discrimination Act (2008:567) (see appendix 3) prohibits discrimination and harassment and makes it obligatory that employers and education organisers implement active measures to prevent discrimination and harassment in places of work and higher education.

The Plan for Equal Opportunities is developed from: current legislation, Vision 2020 and the sub-objectives for 2013-2015, the Plan for Gender Equality and Equal Access at Umeå University (Ref. no.: UmU 300-2881-11), the Employee Satisfaction Index (Employee Survey), the Student Barometer, current projects and reports, and discussions with operational representatives at various levels, student unions and employee organisations (see appendix 4). The plan refers to all activities conducted at Umeå University, includes both students and employees and is based on the assumption that all employees and students are to be given equal opportunities to work and to conduct studies at Umeå University, regardless of their sex, ethnicity, religion or other belief, disability, sexual orientation, gender identity and/or expression, or age.

The Plan for Equal Opportunities 2014-2015 establishes the direction of the University's work with equal opportunities. The plan contains a section that treats all legislated grounds for discrimination, followed by separate sections pertaining to equality in the contexts of sex, ethnicity, religion or another belief, disability, sexual orientation, gender identity and/or expression, and age. Within each of these separate sections, the problems identified during the preparation of the plan are first summarized; this is followed by the objectives for the period 2014-2015. The section Equality and Sex provides a comprehensive background material, including statistics broken down by sex. The Discrimination Act makes strong demands for implementation of active measures to improve sexual equality. Activities planned at central level can be found in appendix 1.

Over and above the objectives and activities described in this central plan, equal opportunities work will be conducted within all Faculties, Departments and Units. This work should be based on Umeå University's 2020 Vision and sub-objectives, the objectives found in Umeå University's Plan for Equal Opportunities, and the specific circumstances existing within each organisational level. Since the central plan for equal opportunities includes all grounds for discrimination, and contains objectives and activities within all the areas required by legislation, Faculties/Administration/the University Library and Units/Departments can choose to focus on certain areas, objectives and activities each year. Work should start with a survey of current circumstances, the results of which should then form the foundation for objectives and activities for employees and students. Faculties/Administration/University Library/ Units and Departments are not required to produce separate Equal Opportunity Plans, but equal opportunity objectives and activities must be included in the Operational Plans (Verksamhetsplaner) at each organisational level. Monitoring of objectives and activities, and any revision of these, is conducted annually in conjunction with operational planning. The Plan for Equal Opportunities has been drafted by the Council for Equal Opportunities, in conjunction with the Central Cooperation Group (CSG) on 29/04/14, and was adopted by the Vice-Chancellor on 6 May 2014.

## Responsibilities and organisation

**The Vice-Chancellor** bears ultimate responsibility and shall, together with other University Management, ensure that the University actively and specifically stimulates and supports work towards equal opportunity at all levels, and prevents and combats discrimination, harassment and degrading behaviour.

**Deans, the Head of Administration, the Library Director and the Rector of Umeå School of Education** have an overall responsibility for equal opportunity issues within their operational areas and, based on this, are to stimulate and support Heads of Departments and other Managers in their work in this area. Deans and other Managers are responsible for instigating surveys of current systems, that adequately capture statistics that can be used to inform problem or priority areas; setting measurable goals for improvement and implementing activities to reach those goals with respect to students and employees.

**Heads of Departments and other Managers** are responsible for conducting equal opportunities work within their own operational areas. Heads of Departments and other Managers are responsible for instigating surveys of current systems, that adequately capture statistics that can be used to inform problem or priority areas; setting measurable goals for improvement and implementing activities to reach those goals with respect to students and employees.

**The Council for Equal Opportunities** is to work with university-wide issues concerning equal opportunities and act as a preparatory and advisory body, assisting the University Management in its strategic work in this area. The Council is responsible for developing a Plan for Equal Opportunities that encompasses a gender equality plan for employees and an equal treatment plan for students.

**Equal Opportunities Coordinators** at central level are a resource for University Management to utilise in conducting specific, active equal opportunities work.

The tasks of the Coordinators include, for example, coordinating the University's planning work, acting as secretary and coordinator in the Council for Equal Opportunities, and coordinating meetings and training courses with Equal Opportunity Administrators and Representatives. The coordinators can initiate questions in the Central Cooperation Group (CSG).

**Equal Opportunities Administrators** within Faculties, the University Administration and the University Library are a resource for their respective Deans or Managers to utilise in conducting specific, active equal opportunities work. Equal Opportunities Administrators at the Faculties are co-opted to meetings of the Faculty Board and shall, at least twice a year, be co-opted into the Faculty Cooperation Group (FSG). Administrators at the University Library and Administration are to be given corresponding opportunities within the decision-making body of their own operational areas.

**Equal Opportunities Representatives** at Departments and Units are a resource for their respective Heads of Department or Managers to utilise in conducting specific, active equal opportunities work. Equal Opportunities Representatives are to be included in the department's Local Cooperation Group (LSG).

**Every employee and student** is responsible, in their daily contact with colleagues, teachers and students, for treating all individuals with respect, and for promoting a welcoming and prejudice-free work or study place. The Student Unions have an important role in the equal opportunities work with students.

## Vision

### **Equal opportunities apply at Umeå University**

All employees and students are to be given equal opportunities to work and study at Umeå University, regardless of their gender, ethnicity, religion or other belief, functional impairment, sexual orientation, gender identity and/or expression, or age.

We have a creative and stimulating environment for all students and employees. We have the necessary conditions to achieve excellent academic and work performance and realization of both professional and personal life goals. We offer an environment in which open conversations between people of different backgrounds, perspectives and skills form the basis for learning, creativity and development.

We have zero tolerance of harassment, discrimination or other degrading treatment of students, employees, collaborative partners and visitors.

Our facilities and the ways in which we communicate and provide information enable accessibility for all students, employees and visitors.

### **Our challenge: working in a norm-critical manner**

Power relations and norms govern how we act and express ourselves, how we treat others, and thereby affect the culture and attitudes in our work and study environments. While there are both social and academic norms that we should safeguard, there are norms that should be critically examined and questioned.

A norm-critical perspective is important for identifying power relations that are often complex. Norms can be built into structures, systems and teaching environments, and can be reproduced through our actions. Power and norms are closely linked, since people who follow norms also have the power and opportunities to change them. Those who do not adhere to norms risk being regarded as deviants or different, and are made subordinate to that which is normal. Norms also interact, which can make things even worse for those who, in one way or another, find themselves outside of the prevailing norms, at the same time as it can be advantageous for those who act within the prevailing norms. Prevailing power structures and dominating norms are rooted in history.

Dividing people into groups/grounds for discrimination can be problematic, since groups are often heterogeneous collections of people who differ from each other and who belong to several groups simultaneously. Dividing people into groups can also perpetuate the categorisation people as "normal" or "deviant". At the same time, norms only become visible when someone breaks them. The differences that exist in society in general, regarding the opportunities and conditions for various people to work or study, also exist at Umeå University, which is why it is important that we have a Plan for Equal Opportunities. In order to bring about change, norms and problems must be critically examined. Consequently, it will be necessary within each operational area to highlight norms, to make them visible and to make people of aware of them, in order to provide equal opportunities for all.

## Our starting points

Equal opportunities work is a question of fairness and quality. The premises for equal opportunities at Umeå University are:

- No differences in working conditions, salaries, recruitment, influence, career opportunities and opportunities to combine a professional career with home and family commitments are attributable to differences in sex, ethnicity, religion or other belief, disability, sexual orientation, gender identity and/or expression, or age. The working environment should be welcoming and all employees should participate in the University's equal opportunities work
- All students at the University are to have the same rights, obligations and opportunities, regardless of their sex, ethnicity, religion or other belief, disability, sexual orientation, gender identity and/or expression, or age. The study environment should be welcoming and students should participate in the University's equal opportunities work
- No student or employee at the University should be subjected to discrimination, harassment or other degrading treatment
- All workplaces are to strive for increased diversity within all employee and student categories
- All workplaces are to strive for balanced representation of men and women ("balanced representation" implies at least 40 per cent of each sex) within all employee and student categories.
- The University is to strive for an balanced representation of men and women in all regular and temporary boards, committees, management boards, councils and working groups at all organisational levels
- Affirmative action should be considered at every recruitment opportunity, where two people are equally qualified, in order to increase the percentage of under-represented sexes within employee categories
- Meetings and conferences are to be scheduled during regular working hours to make it easier for employees and students to combine their work or studies with their parental responsibilities
- The physical working environment at Umeå University shall be safe and secure at all times of the day or night
- Attention is to be paid to accessibility and other issues concerning equal opportunities in the planning and implementation of the University's study programmes
- Employees and students shall have knowledge of the Discrimination Act, norms, norm critique and norm collaboration, and of Umeå University's steering documents within the field of equal opportunities.

## Umeå University's sub-objectives for the period 2013-2015

The objectives and activities included in the Plan for Equal Opportunities will help us to achieve the university-wide sub-objectives (Vice-Chancellor's decision of 10 December 2013, Ref. no.: UmU 200-1111-12) and those of the Faculties. We specifically highlight the following sub-objectives in order to clarify the connection between the University-wide sub-objectives and the objectives and activities that are found in the Equal Opportunities Plan.

**Sub-objective 1.1.2 The University has introduced transparent and internationally competitive career paths, including "tenure tracks" with a high degree of resource stability.**

**Sub-objective 1.1.3 The University has developed a system for senior teaching positions (senior lectureships and professorships) with a stable economy and good long-term conditions**

**Sub-objective 3.1 The University has a well-developed recruitment process**

**Sub-objective 3.2 The University has systems for strategic recruitments within several areas (jobs and resource packages).**

**Sub-objective 4.1 The University Heads of Department and Managers have a clear assignment and are able to pursue a strategic leadership**

**Sub-objective 4.2 A coherent operational support system provides assistance to all leaders at all organisational levels within the University.**

**Sub-objective 4.4 The University conducts systematic and integrated work on equal opportunities.**

**Sub-objective 4.5 At least 30 per cent of the professors employed at Umeå University are women**

**Sub-objective 4.6 The percentage of employees and students enjoying good health and well-being has increased in comparison to 2012**

**Sub-objective 4.7 Accessibility to University facilities and the effectiveness of information transfer to employees and students has increased in comparison to 2012.**

## Equal opportunities objectives and activities that affect all grounds for discrimination

Preventive, promotional and remedial work is required to bring about equal opportunities at Umeå University. A review of reports, projects, employee surveys, the Student Barometer, student case reports and interviews with representatives from different operational areas and student unions (see appendix 4) show that equal opportunities work must be enhanced in a number of areas. These include updating and providing information about policy documents as well as clarifying the responsibilities of managers and the roles of administrators/representatives in equal opportunities work. Systematic equal opportunities work needs to be developed at all organisational levels and include development of appropriate survey methods and support for follow-up work. More documents need to be translated from Swedish to English so that all employees and students have access to important information. Equal opportunities perspectives need to be integrated into the University's regular budgetary and operational planning, and into regular operational decision-making. It has also become apparent that there is a need for education of both employees and students, regarding attitude, accessibility, religious and LGBTQ issues (see glossary in appendix 3).

A review of the University's official records and the results of the employee survey show that harassments and sexual harassments associated with the grounds for discrimination do occur, among both employees and students. According to the 2013 Annual Report, nine cases of harassment were reported for that year.

Student unions and employees have complained about a lack of equal opportunities information, both for newly admitted students and on the University's web pages. A need to review all recruitment and information material provided to students, from an equal opportunities perspective, has been identified. Another problem addressed in the 2013 Student Case Report, and at meetings with the Student Unions, is that the treatment of students by some teachers is inappropriate.

It is important that work is initiated to highlight norms and to create preconditions for equal opportunities within all activities; a first step could be for Equal Opportunities Representatives/Administrators and Managers/Department heads to take part in the University's planned equal opportunities training courses.

**Objective: We have a clear division of responsibilities and well-developed instructions and roles for our equal opportunities work**

**Objective: The equal opportunities work is based on well-developed and relevant survey methods**

**Objective: The participation of students in equal opportunities work has increased**

**Objective: We have translated a large number of University documents into English**

**Objective: Umeå University's material for recruitment of students has been reviewed from an equal opportunities perspective**

**Objective: Information about equal opportunities has been developed and improved**

**Objective: Levels of expertise among employees and students working with equal opportunities have increased**

The activities that concern all legislated grounds for discrimination are described in appendix 1; these will help to fulfil the objectives above.

## Equality and sex

**Sex or gender discrimination encompasses women, men and persons who will or who have changed their sex (SFS 2008:567, Chapter 1, Section 5).**

**Equality between women and men shall always be observed and promoted in the activities of the higher education institutions (SFS 1992:1434, Chapter 1, Section 5).**

In 2006, The Swedish Parliament agreed that the over-riding objective for gender equality policy is "that women and men shall have the same power in forming society and their own lives." The Parliament also established that gender mainstreaming is the principal strategy to be used by government agencies to achieve gender equality policy objectives. The strategy means that a sexual equality perspective is to characterise decisions at all levels, and that managers, in their everyday work, are to be aware of the sexual equality perspective when making decisions and allocating resources.

There are norms that govern the assumptions we make regarding the people we meet. Heteronormativity is a concept used to describe the norms that exist regarding sex, gender identity and sexuality in society. Heteronormativity is based on the assumption that there are two sexes, that these two sexes differ in many ways and all are assumed to be heterosexual. The two sexes – female and male, are also assigned different qualities and preconditions. One example of this is the segregated workplace. Men and women often work within different professions that are, in turn, valued differently. The work of women (professions and research areas dominated by women) is often devalued; women often also take greater responsibility for the unpaid work conducted in the home. Heteronormativity is constantly reinforced through our actions; we therefore need to highlight sexual norms and actively promote measures to facilitate equal opportunities.

A review of earlier studies, reports and employee surveys from Umeå University (see appendix 4) shows that the career opportunities of women are restricted by numerous factors, such as workload<sup>1</sup>, recruitment problems<sup>2</sup> and problems associated with combining work with parental responsibilities. There are also differences in the amount and quality of encouragement and feedback that men and women receive (Project Storytelling). The 2013 Salary Survey shows that there are unjustified salary differences in some employment categories. An action plan for sex-equal salaries has been established for the period 2013-2015. Planned measures include: implementation of a new salary policy; analysis of the salary structure for professors within the Faculty of Arts and the Faculty of Social Sciences, for researchers within the Faculty of Medicine and for research engineers in the Faculty of Science and Technology; a review of several job descriptions. For further information, see Lönekartläggning Umeå universitet 2013 [Salary survey at Umeå University 2013] (Ref. no.: 1.3.5–563-14) on the Umeå University web site.

According to the 2013 Annual Report, women are over-represented in the following job categories: administrative staff (78 per cent), library staff (71 per cent) and cleaners (92 per cent). Professor is the job category where the percentage of men is highest (71 per cent). Amongst first and second-cycle students, 61 per cent are women. There is an even sex ratio within the total number of doctoral students, although there are differences between Faculties.

Sick leave among women has increased from 2.4 per cent in 2011, to 3.1 per cent in 2013. Sick leave among men has decreased over the same period, from 1.5 to 1.2 per cent. Despite the increase among women, total absence due to illness is still low, totalling 2.2. per cent in 2013 (2013 Annual Report). According to the Occupational Health Service's (Feelgood) 2013 Annual Report, women, and particularly women who are doctoral students, are over-represented among those who seek occupational healthcare. According to Feelgood, women's ill health is often the result of stress and high demands that, together with insufficient

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<sup>1</sup> A study conducted at Umeå University examines women's workload and experiences from academic assessment duties; the survey has an 18.5 per cent response frequency. The results show that the 83 women who responded have a high workload and suggests that academic assessment can mean less time for their own research. Workload is described as a factor that makes advancement more difficult for women, since it leads to less time for their own research (Giles et al, 2012). Women take on and are allocated many work tasks, at the same time as it is often they who are primarily responsible for looking after their home and children (Project Storytelling).

<sup>2</sup> According to earlier studies conducted at Umeå University, one reason for women not continuing as researchers was not being invited to continued work in new research projects (Project 7:3 Women's research careers).

"feedback", mean that many women work longer hours and at an increasingly higher tempo. This makes it difficult to combine work with family and leisure time, and not least to find time to recover from work stress (The Occupational Health Service Feelgood "Team East" Annual Report 2013).

According to the Employee Survey,<sup>3</sup> 18 per cent of the women and 10 per cent of the men who responded experienced harassment or degrading treatment in 2011. Within the Employee Survey, degrading behaviour is mentioned in connection with six of the grounds for discrimination; for female respondents, the majority of these are sex-related<sup>4</sup> (SCB 2011). Amongst those who publicly defended their theses in 2012, 12 per cent state that they had been subjected to degrading treatment and harassment. Of these, 80 per cent were women and they stated that the degrading treatment or harassment was related to sex, religion or other belief, or age (Survey of those completing third-cycle education in 2012).

From a student perspective, the results of the 2012 Student Barometer show that women are generally more satisfied with their education than men, at the same time as they more often attribute high levels of anxiety, pain and discomfort to their studies. A higher percentage of men than women state that they are interested in continuing their studies at second-cycle level,<sup>5</sup> while a higher percentage of women state that they have not received sufficient information concerning studies at second-cycle level<sup>6</sup>. A total of 3.2 per cent of students state that they have been subjected to occasional or repeated harassment (Student Barometer 2012), but there are no major differences in the proportions of male and female students reporting harassment.

In meetings with the Student Unions, representatives have complained that there are shortcomings in the manner in which sex/gender perspectives are communicated in particular education programmes, and that sex/gender perspectives often lack any connection to specific subjects. The results from the 2012 Student Barometer show that there are differences between Faculties when it comes to how often a sex/gender perspective is referred to in teaching. The student representatives also complain that there are problems with combining parental responsibilities and studies.

**Objective: At least 30 per cent of the professors are women**

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: We have developed routines for promotion to the rank of professor**

**Objective: The action plan for sex-equal salaries is actively used in salary negotiation prior to RALS<sup>7</sup> 2014 -2015**

**Objective: The University has a policy clarifying strategies for combining work or studies with parental responsibilities**

**Objective: All University teachers are offered educational training in diversity- and gender-sensitive pedagogy**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction**

**Objective: The proportion of women under the age of 50 on sick leave has decreased**

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<sup>3</sup> The Employee Survey (Employee Satisfaction Index 2011) was responded to by 73 per cent of all employees at Umeå University

<sup>4</sup> "Have you at your workplace over the last 12 months been subjected to insulting behaviour", yes on "a few occasions" respond 15 per cent of women and 8 per cent of men, yes on "repeated occasions" respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 25 per cent of the women (cf. 6 per cent of the men) state a connection with gender/gender identity, which is the only alternative available for insulting behaviour linked to gender.

<sup>5</sup> "yes, definitely" answer 31.8 per cent of men and 23.2 per cent of women, "yes, maybe" answer 40.7 per cent of men and 46.3 per cent of women.

<sup>6</sup> "yes, definitely" answer 16.4 per cent of men and 11.1 per cent of women, "yes, maybe" answer 37.3 per cent of men and 31.0 per cent of women.

<sup>7</sup> Framework Agreement on Pay, etc. for State Employees

The activities that concern sexual equality and gender are described in appendix 1, under the titles Equality and Sex, and All Grounds for Discrimination. These will help to fulfil the objectives above.

## Ethnicity

### **Ethnicity discrimination encompasses "national or ethnic origin, skin colour or other similar circumstance" (SFS 2008:567, Chapter 1, Section 5).**

"All people have one or more ethnicities. Anyone can therefore be subjected to ethnic discrimination (...). Ethnicity is based on self-identification. Each individual therefore defines their own ethnic affiliation(s)" (Equality Ombudsman's web site).

Racism and xenophobic behaviour have been a part of Swedish society for hundreds of years and have been expressed in different ways at different times. Prejudices against and preconceptions about persons who look a certain way and/or who have a certain ethnicity still exist within Swedish society and within the University. Today, White Normativity and the norm of being Swedish can, for example, affect housing or job opportunities. Segregation exists in the housing market, the labour market and in social contexts. Several reports and investigations (see for example de los Reyes, 2007) describe University employees' and students' experiences of racism, discrimination, alienation and suspicion related to ethnicity and/or skin colour. In northern Sweden, the Sami people and people from Tornedalen have historically been subjected to discrimination. Umeå University has a particular responsibility to continue to develop teaching of subjects in the Sami language and to offer courses in the Meänkieli and Sami dialects/languages each academic year (Government approval document for the budget year 2014 regarding Umeå University). It is important that work is conducted within all operational areas to highlight norms that exclude certain persons, to counteract racism and xenophobic behaviour and to create equal opportunities, regardless of a person's ethnicity.

In our efforts to identify and analyze the areas that should receive attention in the Equal Opportunities Plan, we concluded that much more information about how employees perceive their rights and opportunities, and whether these perceptions are related to ethnicity at Umeå University, is needed. The data we had access to focuses on the experiences of international employees and students' and Umeå University's work with the introduction of international employees. We thus focus on international employees and students in this background description.

In 2013, the University established a service for international employees to aid the attraction and recruitment of international employees (Communications and International Relations Office). This function is designed to facilitate the introduction of new employees arriving at Umeå University and to provide support for Departments and Units in their reception of international employees. Meetings with representatives of the University's various organisational levels have also revealed a need to review the introductory training in English, and to adapt it to suit the various target groups.

In the 2012 International Student Barometer, international students (at Umeå University) awarded Umeå University high grades in the majority of areas, although some areas, such as career guidance and social information, received lower scores (ISB 2012).

In recent years, Umeå University has worked systematically with its reception and introduction of incoming students. This has led, for example, to a *buddy programme*, and an *orientation course*.

According to the 2011 Employee Survey, a number of employees have experienced degrading treatment that is linked to ethnicity/ethnic identity<sup>8</sup>. According to the survey, foreign-born employees are less satisfied<sup>9</sup> (minor differences) with citizenship, the future, health and well-being, but are more satisfied with salary, rewards and their physical working environment (SCB 2011).

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<sup>8</sup> "Have you at your workplace over the last 12 months been subjected to insulting behaviour", yes on "a few occasions" respond 15 per cent of women and 8 per cent of men, yes on "repeated occasions" respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 12 per cent of the men and 5 per cent of women state a connection with ethnicity/ethnic identity.

<sup>9</sup> Compared with employees born in Sweden.

In their annual report, the occupational health company Feelgood reports a clear increase in persons with a foreign background turning to them for support. The reasons are often "stress-related symptoms" but many also describe themselves as being excluded, and that they are occasionally treated poorly in the workplace (The occupational health company *Feelgood Team East* Annual Report 2013).

**Objective: The introduction for international employees has improved**

**Objective: The equal opportunities work is based on well-developed and relevant survey methods**

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: We have developed routines for promotion to the rank of professor**

**Objective: All University teachers are offered educational training in diversity- and gender-sensitive pedagogy**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.**

The activities that concern ethnicity are described in appendix 1, under the titles Ethnicity, and All Grounds for Discrimination. These will help to fulfil the objectives above.

## Religion or other belief

### **Discrimination based on religion or other belief encompasses religions and conceptions arising from, or associated with a religious or non-religious outlook on life (prop. 2007/08:95).**

The right of all persons to religious freedom is inscribed in Swedish constitutional law. Whilst the University is a secular and scientific environment, its employees and students are to be free to practice their religion or other belief. Within the Swedish society in general, there are norms that assume that, in Sweden, people are Christian. It is therefore important to highlight that fact and make people aware that there are many other religions, beliefs and outlooks on life. At Umeå University there is a room for contemplation for all beliefs, and a prayer room specifically for Muslims. The University Management is of the understanding that official closing ceremonies are to be "non-denominational and are to be conducted in secular locations" (2007, Ref. no.: 190-1606-06).

In discussions with representatives of the University's various operations, problems with attitudes and treatment have been raised. On several occasions, Muslim women wearing head coverings have turned to the church on campus for support because they perceive that not only are they not accepted, their presence is questioned by other students.

In the International Student Barometer, places for prayer and devotion receive one of the lower average grades from international students (ISB 2012). Another area to which attention has been drawn by the student unions is the need for a multi-religious perspective in the planning of course elements within medical programmes.

According to the 2011 Employee Survey, a number of employees<sup>10</sup> have experienced degrading treatment linked to religion or other belief (SCB 2011). Amongst those who publicly defended their theses in 2012, 12 per cent state that they have been subjected to degrading treatment and harassment. Of these, 80 per cent are women and they describe the degrading treatment or harassment as related to sex, religion or other belief, or age (Survey of those completing third-cycle education in 2012).

**Objective: Employees have access to information about the most important festivals associated with the major religions**

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: We have developed routines for promotion to the rank of professor**

**Objective: All University teachers are offered educational training in diversity- and gender-sensitive pedagogy**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.**

The activities that concern religion or other belief are described in appendix 1, under the titles Religion or other belief, and All Grounds for Discrimination. These will help to fulfil the objectives above.

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<sup>10</sup> "Have you at your workplace over the last 12 months been subjected to insulting behaviour", yes on "a few occasions" respond 15 per cent of women and 8 per cent of men, yes on "repeated occasions" respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 6 per cent of the men and 1 per cent of women state a connection with religion or another belief.

## Functional impairment

**Disability discrimination encompasses "permanent physical, mental or intellectual limitation of a person's functional capacity that as a consequence of injury or illness existed at birth, has arisen since then or can be expected to arise" (SFS 2008:567, Chapter 1, Section 5).**

The Discrimination Act uses the term "disabilities". We choose to use the term "functional impairment" in accordance with the recommendations of the Equality Ombudsman (DO).

In the Ordinance (2001:526) Central Government Agencies' Responsibilities for the Implementation of Disability Policy, the Government has ruled that all agencies must ensure that all activities, information and facilities are accessible for persons with functional impairments.

Norms regarding functional capacity and impairment affect how we plan and conduct activities. A strong norm and a starting point in many contexts is that participants are not expected to have any functional impairments; there are also many prejudices and preconceptions regarding what it means to have a functional impairment. We have a mutual responsibility for creating a university where everyone can participate, regardless of their functional capacities. This means, for example, ensuring that anyone can visit our university, and work and study there. It is therefore important to assume that people are different and have different preconditions, needs and wishes, when we are reviewing and planning our activities. It is also important to increase awareness about the ways in which we communicate and provide information, and about the design of our facilities to make all of these things accessible for all students, employees and visitors. Each organisational office is responsible for accessibility within their individual operations (see glossary, appendix 3).

Since 2009, a specially appointed group, the Accessibility Group, has the task of coordinating and following up Umeå University's work with all accessibility issues affecting students and employees. This group includes representatives from all Faculties, Umeå School of Education, the University Library, Administrative Units and representatives from the Student Unions.

Undergraduate and postgraduate students can apply for pedagogical support during their time at Umeå University. The idea behind pedagogic support is that students with functional impairments can study under conditions that are as equal as possible to those of all other students. Examples of this kind of support are: note takers, adapted course literature, mentors and sign language interpretation. Further information can be found at: <http://www.student.umu.se/under-studietiden/funktionshinder>

According to the 2011 Employee Survey, a small number of employees<sup>11</sup> have experienced degrading treatment linked to functional impairment (SCB 2011).

In meetings with representatives of the University's various operation levels, it has emerged that there is a need for support and training of teachers concerning how they are to treat students with physical and neuropsychiatric functional impairments. Shortcomings in accessibility have been reported for Internet-based courses, for example, where no written text has been provided to accompany oral lectures. Student Union representatives have drawn attention to the fact that many students feel that people do not believe that they suffer from dyslexia, and that the necessary certification has been requested prior to each lecture so that it can be recorded, despite the fact that certification is valid for two semesters.

The Accessibility Group has carried out an inventory and identified problems concerning facilities, communication, information and technical aids.

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<sup>11</sup> "Have you at your workplace over the last 12 months been subjected to insulting behaviour", yes on "a few occasions" respond 15 per cent of women and 8 per cent of men, yes on "repeated occasions" respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 3 per cent of the men and 2 per cent of women state a connection with functional impairment.

**Objective: We have developed a clear and effective communication strategy for accessibility and shortcomings in access to public spaces for employees and students have been remedied.**

**Objective: Employees have received information and training regarding how teaching can be adapted so that it is accessible to all students**

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.**

The activities that concern functional impairment are described in appendix 1, under the titles Functional Impairment, and All Grounds for Discrimination. These will help to fulfil the objectives above.

## Sexual orientation

**Sexual orientation refers to a homosexual, bisexual or heterosexual orientation” (SFS 2008:567, Chapter 1, Section 5).**

A central part of heteronormativity is the norm of heterosexuality. The norm is that all persons are assumed to be heterosexual and that heterosexuality is viewed as ”normal”, at the same time as homosexuality and bisexuality are regarded as ”deviant” or ”different”.

According to the 2011 Employee Survey, a small number of employees<sup>12</sup> experienced violations related to their sexual orientation in 2011, although it was unclear which sexual orientation(s) were associated with these violations.

Student representatives have also complained about the occurrence of heteronormative references in the teaching and language use of some teachers. Heteronormativity is constantly reinforced through our actions; we therefore need to highlight norms concerning sexual orientation and actively promote measures to bring about equal opportunities.

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: All University teachers are offered educational training in diversity- and gender-sensitive pedagogy**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.**

The activities that concern sexual orientation are described in appendix 1, under the titles Sexual Orientation, and All Grounds for Discrimination. These will help to fulfil the objectives above.

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<sup>12</sup> ”Have you at your workplace over the last 12 months been subjected to insulting behaviour”, yes on ”a few occasions” respond 15 per cent of women and 8 per cent of men, yes on ”repeated occasions” respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 2 per cent of the men and 0 per cent of women state a connection with sexual orientation.

## Gender identity and/or gender expression

**Gender identity or expression refers to "someone who does not identify herself or himself as a woman or a man or expresses by their manner of dressing or in some other way that they belong to another sex" (SFS 2008:567, Chapter 1, Section 5).**

The Discrimination Act uses the term "transgender identity or expression". We choose to use the terms "gender identity and/or gender expression" in accordance with the Equality Ombudsman's (DO) recommendations.

We are expected to identify ourselves with the sex allocated to us at birth, and to express ourselves in accordance with the norms that exist for that sex. The perceived norm that there are only two sexes is restrictive and exclusionary, and marginalizes individuals who identify themselves outside of the two-sex norm or who dare to challenge this norm.

Two problems that emerged when reviewing questionnaires, employee surveys and the Student Barometer were that only two alternatives existed for choice of sex, and that the grounds for discrimination "sex" and "gender identity and/or gender expressions" were combined into just one response alternative in the employee survey. The responses to the question regarding degrading treatment associated with gender/gender identity<sup>13</sup> were also divided into those given by men and those given by women (SCB 2011). This can be seen as excluding those students and employees who define themselves as being neither a man nor a woman; the University also risks missing important information about the prevalence of degrading treatment and harassment linked to gender identity and/or expression. The University's various surveys and questionnaires therefore need to be revised.

At meetings with the Student Unions, shortcomings in the integration of gender perspectives into teaching have been identified. Student representatives have also drawn attention to the existence of toilets designated for men or women, respectively. Norms regarding sex and gender identity and/or gender expression are constantly reinforced through our actions; we therefore need to raise awareness about norms concerning gender identity and gender expression and actively promote measures to bring about equal opportunities.

**Objective: The equal opportunities work is based on well-developed and relevant survey methods**

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: All University teachers are offered educational training in diversity- and gender-sensitive pedagogy**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.**

The activities that concern gender identity and/or expression are described in appendix 1, under the titles Gender identity and/or expression, and All Grounds for Discrimination. These will help to fulfil the objectives above.

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<sup>13</sup> "Have you at your workplace over the last 12 months been subjected to insulting behaviour", yes on "a few occasions" respond 15 per cent of women and 8 per cent of men, yes on "repeated occasions" respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 25 per cent of the women (cf. 6 per cent of the men) state a connection with gender/gender identity, which is the only alternative available for insulting behaviour linked to gender.

## Age

### **Age discrimination is based on a person's "attained length of life" (SFS 2008:567, Chapter 1, Section 5).**

There are preconceptions and prejudices that can be related to age, for example, that persons are assumed to have certain characteristics because of their age. However, the norms that exist about age are highly context dependent. Age discrimination concerns discrimination against older people in working life and discrimination faced by younger or middle aged people. The Discrimination Act defines age as "attained length of life", which refers to the physical number of years that a person has lived. This means that the law protects all people, without any upper or lower age limits. The Act also protects supposed age, i.e., discrimination against an individual because it is assumed that they are younger or older than they actually are.

According to the Annual Report, there were 4,330 persons employed at Umeå University in October 2013; 53 per cent were women and 47 per cent men. The median age for all staff was 44 years and for permanent staff it was 49. The "younger" group (under 30) accounted for 9.5 per cent and the "older" group (over 60) for 15 per cent of employees. Out of all employees, 1,090 were over the age of 55, corresponding to 25 per cent (2013 Annual Report). The average age for students in the 2013 autumn semester was 29.9 and the median age was 26 years. The percentage of students over the age of 35 was 21.4 per cent. For campus-based education programmes, 19.7 per cent of the students were over 35, whilst the percentage for distance studies was much higher – 47.5 per cent (Ladok).

According to the 2011 Employee Survey it was primarily women<sup>14</sup> who experienced degrading behaviour in connection with their age. After sexual discrimination, age discrimination was the second most often cited ground for discrimination amongst employees. It was, however, not possible to ascertain the age(s) of individuals reporting degrading treatment (SCB 2011). Amongst those who publicly defended their theses in 2012, 12 per cent stated that they had been subjected to degrading behaviour and harassment. Out of these, 80 per cent were women and they reported that degrading behaviour or harassment was related to gender, religion or other belief, and age (Survey of those completing third-cycle education in 2012).

According to the 2011 Employee Survey, the youngest and older employees were most content with their working conditions and some factors, such as job satisfaction, increased with age (SCB 2011).

We need to need to raise awareness about norms concerning age and actively promote measures to bring about equal opportunities for employees and students of all ages.

**Objective: We have conducted training in discrimination-free recruitment**

**Objective: All University teachers are offered educational training in diversity- and gender-sensitive pedagogy**

**Objective: The equal opportunities work is based on well-developed and relevant survey methods**

**Objective: Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.**

The activities that concern age are described in appendix 1, under the titles Age, and All Grounds for Discrimination. These will help to fulfil the objectives above.

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<sup>14</sup> "Have you at your workplace over the last 12 months been subjected to insulting behaviour", yes on "a few occasions" respond 15 per cent of women and 8 per cent of men, yes on "repeated occasions" respond 3 per cent of women and 2 per cent of men. Half of these do not state that the insulting behaviour is linked to any of the listed grounds for discrimination. Half state a connection with one ground for discrimination. Out of these, 19 per cent of the men and 9 per cent of women state a connection with age.

## Follow-up of the Plan for Equal Opportunities and Equal Access at Umeå University

(applicable from 01/04/2012 – 30/04/2014) Ref. no.: UmU 300-2881-11)

Activity	Follow-up	Comments
Establish the organisation and distribution of responsibilities for the equal opportunities project	Completed	<p>In the spring of 2012, the Vice-Chancellor established the Council for Equal Opportunities; the Pro-Vice-Chancellor was appointed to chair the council and the University Director was appointed as vice chair.</p> <p>In the autumn of 2013, the Vice-Chancellor changed the titles "Equality Administrator" and "Equality Representative" to "Equal Opportunities Administrator" and "Equal Opportunities Representative", respectively. The roles of the administrators and representatives were expanded to cover all grounds for discrimination. The administrators and representatives are to provide support to managers in their equal opportunities work.</p> <p>During the autumn of 2013 the Council for Equal Opportunities arranged training for the employees and Student Unions that work with equal opportunities issues. The following training has been completed: Critical approach to equality, Basic knowledge concerning norm criticism, norm-interaction and LGBTQ issues, Introduction to the Discrimination Act.</p>
Start and Introduction of the new Council for Equal Opportunities	Completed	The Council for Equal Opportunities' work began in the autumn of 2012.
Devise a long-term plan for the work on Equal Opportunities	Completed	The Council for Equal Opportunities has drafted a plan for equal opportunities that contains visions, objectives and activities for the period 01/05/2014 - 31/12/2015.
Follow-up of activities in VP 2012	Completed	Each faculty has reported the active measures that have been taken to improve balanced representation of men and women in the recruitment and promotion of teachers, and also in the recruitment of Deans, Heads of Department, Directors of Studies or the equivalent.
Clarify the distribution of responsibilities and the coordination of accessibility issues.	Completed	The University Administration has, in consultation with the University Library, clarified the internal distribution of responsibilities and the coordination of issues concerning accessibility
Revision of the programme against discrimination, harassment and offensive behaviour	Completed	The programme against offensive behaviour, harassment and discrimination has been revised to conform to new legislation and to clarify case procedure.

Offering training	Completed	Student Services (the Student Health Service) offer training courses to Student Union reception committees for new students, to ensure that the welcoming arrangements are carried out without the risk of discrimination, harassment or other offensive treatment.
Develop internal communications for the equal opportunities initiative	Activity started	Activity moved to this plan
Plan the training of Managers at the University and Faculty levels.	Activity started	During the autumn of 2013 and spring of 2014, University Management participated in training regarding Management's strategic role in relation to the importance of sex and gender within the organisation.  Directors of research have, during 2013, taken part in training entitled "Dialogue on gender and change".
Improve the accessibility of websites	Activity started	Activity moved to this plan
Contracts for Heads of Department and Managers	Not started	Activity moved to this plan
Train Appointments Committees in discrimination-free recruitment	Not started	Activity moved to this plan
Systematise the work on Equal Opportunities	Not completed	Activity moved to this plan.
Follow up the Action Plan for Broader Recruitment	Not completed	Complete and follow up work to implement the Action Plan for Broader Recruitment at Umeå University 2009–2012.
Promote equal opportunities and equal treatment perspectives as a self-evident part of decision-making.	Not completed	To enhance the quality of decisions, Management at Vice-Chancellor and Faculty levels must propose how to include equal opportunity and equal treatment perspectives in decision-making processes at different organisational levels.
Dialogues at Department / Office level	Follow-up not completed	There must be at least one workplace meeting (APT) at which the Department/Unit analyses and conducts a more in-depth dialogue about their activities from equal opportunities and equal treatment perspectives.

## Other activities during 2012-2013

Salary Survey has been completed. The survey has resulted in an Action Plan for Gender-Equal Salaries for 2013-2015.

As part of its efforts to achieve its recruitment objectives, Umeå University announced special funding for the period 2010-2012, whereby 20-25 women could, for a period up to 18 months, work to attain the qualifications necessary for promotion to professor. The last funding announcement was made in 2012; five women received the grant for work starting in 2013.

Special funding has been announced for 2011-2015 to allow at least 10 female guest professors to spend 2-3 months per year at Umeå University, over a period of five years. The funds are to cover employment, travel, subsistence and, possibly a small amount of project funding.

In the spring of 2013 Umeå University entered into an agreement with suppliers of software that aid reading and writing. The programmes are available for both employees and students.

During the autumn of 2012 the Vice-Chancellor established an administrative procedure that clarifies the distribution of responsibilities for individual support and adaptations for students with functional impairments.

## Follow-up for the Plan for Equal Opportunities

This action plan is to be followed up in 2015, prior to the drafting of a new plan. The Planning Office is responsible for following up the plan.

## Appendix 1 Activities

All grounds for discrimination			
Objective	Activity	Manager	Completion date
<b>We have a clear division of responsibilities and well-developed instructions and roles for our equal opportunities work</b>	Clarify, via contract, the responsibilities of Deans, Heads of Departments and other Managers for carrying out equal opportunities work	Office for Human Resources	31/12/2014
	Develop instructions to support the equal opportunities work of Heads of Departments and Managers	Office for Human Resources	30/06/2014
	Develop guidelines to support Equal Opportunities Administrators and Representatives	Office for Human Resources	30/06/2014
	Establish a network for Equal Opportunities Representatives	Office for Human Resources	31/12/2014
<b>The equal opportunities work is based on well-developed and relevant survey methods</b>	Review the employee survey (NMI) and the Student Barometer from an equal opportunities perspective and develop questionnaires in consultation with responsible parties	Council for Equal Opportunities	31/12/2014
	Develop existing and produce new survey methods for use in equal opportunities work	Office for Human Resources	31/12/2015
<b>The participation of the students in equal opportunities work has increased</b>	Conduct regular dialogues with the Student Unions about equal opportunities work	Office for Human Resources	31/12/2015

<b>We have translated a large number of university documents into English</b>	Produce principles and organisation for the translation of central documents into English	Vice-Chancellor	31/12/2014
<b>Umeå University's material for recruitment of students has been reviewed from an equal opportunities perspective</b>	The Council for Equal Opportunities is to examine key information material given to students from an equal opportunities perspective	Council for Equal Opportunities	31/12/2015
<b>Information about equal opportunities has been developed and improved</b>	Collate, highlight and develop the web-based equal opportunities information for students, prospective students and other visitors	Office for Human Resources	31/12/2014
	Update and collate content referring to equal opportunities on the intranet for all employees, and for Heads of Departments/Managers and Equal Opportunities Administrators/Representatives	Office for Human Resources	30/06/2014
	Develop a pamphlet about equal opportunities for dissemination, preferably as part of the welcome package and introduction for new students and for Student Union reception training sessions.	Office for Human Resources/Student Services	31/12/2014
<b>Levels of expertise among employees and students working with equal opportunities have increased</b>	Identify researchers who can contribute to the Council for Equal Opportunities in an expert capacity	Council for equal opportunities	31/12/2014

<b>Levels of expertise among employees and students working with equal opportunities have increased</b> <i>(continued)</i>	Identify training requirements needed for equal opportunities and propose training courses for Administrators/Representatives	Office for Human Resources	31/12/2014
	Offer employees who work with equal opportunities issues training in the Discrimination Act	Office for Human Resources	31/12/2014 and 31/12/2015
	Administrative procedures for acting on cases of discrimination, harassment or offensive treatment, and the Plan for Equal Opportunities are to be communicated to all employees	Vice-Chancellor Dean/equivalent	31/12/2014
	Offer Student Union representatives working with equal opportunity training in the Discrimination Act	Office for Human Resources	31/12/2014 and 31/12/2015
	The administrative procedures for acting on cases of discrimination, harassment or offensive treatment, and the Plan for Equal Opportunities are to be communicated to the Student Unions and made available for students	Vice-Chancellor Dean/equivalent	31/12/2014
	All education programmes are to contain elements where students discuss and reflect on situations involving discrimination and harassment	Dean/chair of programme board  The faculties are responsible for the following up of the activities.	31/12/2015

Equality and Sex			
Objective	Activity	Manager	Time
<b>At least 30 per cent of the professors are women</b>	Evaluate the University's investments through funding to promote career advancement and enhance qualifications, and its investments in female guest professors, from an equality perspective.	Council for Equal Opportunities	30/06/2015
	Compile results and recommendations from all projects and reports that have been completed within the field of equality at Umeå University since 2006	Council for Equal Opportunities	30/06/2015
	Survey and analyse the distribution of funding for research and graduate studies from an equality perspective, and study the details of the distribution process	Vice-Chancellor Under the condition that Umu is to be included in the study conducted by the Swedish Agency for Public Management (government mandate).	31/12/2014
<b>We have conducted training in discrimination-free recruitment</b>	Educate all Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014
<b>We have developed routines for promotion to the rank of professor</b>	Produce university-wide procedures for promotions to rank of professor. Develop the procedures for announcing/appointing professorships to ensure quality, transparency and equal treatment	Vice-Chancellor	31/12/2014

<b>The action plan for sex-equal salaries is actively used in salary negotiation prior to RALS<sup>15</sup> 2014 -2015</b>	Follow up the Action Plan for Gender-Equal Salaries after the completion of RALS 2013 and 2014, to see if the planned measures have produced results	Office for Human Resources	30/06/2014 and 30/06/2015
<b>The University has a policy clarifying strategies for combining work or studies with parental responsibilities</b>	Clarify, in a university-wide policy, the conditions for the combining work or studies with parental responsibilities at Umeå University.	Office for Human Resources	31/12/2014
<b>All University teachers are offered educational training in diversity- and gender-sensitive pedagogy</b>	Offer continuing professional pedagogic development within the areas of diversity and gender	The Centre for Teaching and Learning (UPL)	31/12/2015
<b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b>	Offer Student Unions and employees who work with equal opportunities issues training in norm criticism, which includes sex and gender perspectives	Office for Human Resources	31/12/2014 and 31/12/2015
<b>The proportion of women under the age of 50 on sick leave has decreased</b>	To promote health, the occupational health company, together with the University, is to develop and implement a project aimed at female employees aged 30-45.	Office for Human Resources	31/12/2015

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<sup>15</sup> Framework Agreement on Pay, etc. for State Employees

Ethnicity			
<b>Objective</b>	<b>Activity</b>	<b>Manager</b>	<b>Time</b>
<b>The introduction for international employees has improved</b>	Continue with work to develop a service for the reception of international employees	Office for Human Resources	31/12/2014
	Develop introductory training for international employees	Office for Human Resources	31/12/2015
<b>Equal opportunities work is based on well-developed and relevant survey methods</b>	Investigate the possibility of using the 2014 employee survey to investigate whether employees perceive that there are differences in rights and opportunities within Umeå University that are linked to ethnicity. Use these results as a basis for activities in forthcoming plans	Office for Human Resources	30/06/2015
	Investigate the possibility of including "foreign background" as a background variable in the Student Barometer	Planning Office	31/12/2014
<b>We have conducted training in discrimination-free recruitment</b>	Educate the Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014

<p><b>We have developed routines for promotion to the rank of professor</b></p>	<p>Produce university-wide procedures for promotions to rank of professor. Develop the procedures for announcing/appointing professorships to ensure quality, transparency and equal treatment</p>	<p>Vice-Chancellor</p>	<p>31/12/2014</p>
<p><b>All University teachers are offered educational training in diversity- and gender-sensitive pedagogy</b></p>	<p>Offer continuing professional pedagogic development within the areas of diversity and gender</p>	<p>The Centre for Teaching and Learning (UPL)</p>	<p>31/12/2015</p>
<p><b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b></p>	<p>Offer student unions and employees who work with equal opportunities issues training in norm criticism, which includes an ethnicity perspective</p>	<p>Office for Human Resources</p>	<p>31/12/2014 and 31/12/2015</p>

Religion of other belief			
Objective	Activity	Manager	Time
<b>Employees have access to information about the most important festivals associated with the major religions</b>	Distribute a multi-religious calendar	Office for Human Resources	31/12/2015
<b>We have conducted training in discrimination-free recruitment</b>	Educate the Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014
<b>We have developed routines for promotion to the rank of professor</b>	Produce university-wide procedures for promotions to rank of professor. Develop the procedures for announcing/appointing professorships to ensure quality, transparency and equal treatment	Vice-Chancellor	31/12/2014
<b>All University teachers are offered educational training in diversity- and gender-sensitive pedagogy</b>	Offer continuing professional pedagogic development within the areas of diversity and gender	The Centre for Teaching and Learning (UPL)	31/12/2015
<b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b>	Offer student unions and employees who work with equal opportunities issues training in norm criticism, which includes a perspective on religion or other beliefs	Office for Human Resources	31/12/2014 and 31/12/2015

<b>Functional impairment</b>			
<b>Objective</b>	<b>Activity</b>	<b>Manager</b>	<b>Time</b>
<b>We have developed a clear and effective communication strategy for accessibility and shortcomings in access to public spaces for employees and students have been remedied</b>	Clarify the collaboration between the Council for Equal Opportunities and the Accessibility Group with the aim of improving work on accessibility issues	Council for Equal Opportunities and the Accessibility Group	31/12/2014
	Hire a Swedish organisation for persons with functional impairments to "test" the University's accessibility	Accessibility Group	31/12/2015
	Identify and remedy the shortcomings in accessibility to public spaces and student workplaces, to canteens (both for students and employees) and meeting rooms	The Building Office	31/12/2015
	Information and training intended to influence attitudes is given through internal courses for web masters and intranet editors and via the network of public relations officers.	Communication and International Relations Office	31/12/2015
	Information regarding accessibility is given a clear and well-arranged structure on the intranet and on the Internet.	The Communication and International Relations Office in collaboration with the Office for Human Resources and Student Services	31/12/2014

<b>We have developed a clear and effective communication strategy for accessibility and shortcomings in access to public spaces for employees and students have been remedied</b> <i>(continued)</i>	Review the communications and information about pedagogic support offered to newly admitted students from an accessibility perspective	Student Services	31/12/2014
<b>Employees have received information and training regarding how teaching can be adapted so that it is accessible to all students</b>	Accessible teaching theme day	The Centre for Teaching and Learning (UPL)	31/12/2014
	Offer consultancy support to departments regarding issues about teaching accessibly	The Centre for Teaching and Learning (UPL)	31/12/2015
	Elements concerning teaching accessibly are to be included in continuing professional development in education	The Centre for Teaching and Learning (UPL)	31/12/2015
	Produce a quick guide for teaching accessibly	The Centre for Teaching and Learning (UPL)	31/12/2014
<b>We have conducted training in discrimination-free recruitment</b>	Educate the Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014

<b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b>	Offer student unions and employees who work with equal opportunities issues training in norm criticism, which includes a perspective on functional capacity and functional impairments	Office for Human Resources	31/12/2014 and 31/12/2015
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<b>Sexual orientation</b>			
<b>Objective</b>	<b>Activity</b>	<b>Manager</b>	<b>Time</b>
<b>We have conducted training in discrimination-free recruitment</b>	Educate the Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014
<b>All University teachers are offered educational training in diversity- and gender-sensitive pedagogy</b>	Offer continuing professional pedagogic development within the area of diversity and gender	The Centre for Teaching and Learning (UPL)	31/12/2015
<b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b>	Offer student unions and employees who work with equal opportunities issues training in norm criticism, which includes knowledge on LGBTQ issues and approaches	Office for Human Resources	31/12/2014 and 31/12/2015

Gender identity and/or gender expression			
<b>Objective</b>	<b>Activity</b>	<b>Manager</b>	<b>Time</b>
<b>The equal opportunities work is based on well-developed and relevant survey methods</b>	Investigate the possibility of introducing other alternatives under the choice of sex in the University's various questionnaires and surveys	Office for Human Resources	31/12/2014
<b>We have conducted training in discrimination-free recruitment</b>	Educate the Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014
<b>All University teachers are offered educational training in diversity- and gender-sensitive pedagogy</b>	Offer continuing professional pedagogic development within the area of diversity and gender	The Centre for Teaching and Learning (UPL)	31/12/2015
<b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b>	Offer student unions and employees who work with equal opportunities issues training in norm criticism, which includes sex and gender perspectives and knowledge of LGBTQ issues and treatment	Office for Human Resources	31/12/2014 and 31/12/2015

Age			
<b>Objective</b>	<b>Activity</b>	<b>Manager</b>	<b>Time</b>
<b>We have conducted training in discrimination-free recruitment</b>	Educate the Appointments Committees and HR in how to recruit without discriminating	Office for Human Resources	31/12/2014
<b>All University teachers are offered educational training in diversity- and gender-sensitive pedagogy</b>	Offer continuing professional pedagogic development within the area of diversity and gender	The Centre for Teaching and Learning (UPL)	31/12/2015
<b>The equal opportunities work is based on well-developed and relevant survey methods</b>	Investigate the possibility of conducting a run of the 2014 employee survey with the aim of investigating how various age groups experience their work conditions. Use these results as a basis for activities in forthcoming plans	Office for Human Resources	30/06/2015
<b>Employees and Student Unions who work with equal opportunities, work from a norm-critical perspective and understand norms and norm-interaction.</b>	Offer student unions and employees who work with equal opportunities issues training in norm criticism, which includes an age perspective	Office for Human Resources	31/12/2014 and 31/12/2015

## Appendix 2 Discrimination Act 2008:567 and the grounds for discrimination

The prohibition of discrimination applies in all contexts where students or those applying for courses meet employees or representatives of the University or its higher education institutions. The prohibition of discrimination also applies to all employees, persons enquiring about or applying for work, persons applying for or carrying out traineeships, and persons who are or will be working as temporary contract labourers (SFS 2008:567 Chapter 2, Sections 1 and 5). There are several exemptions from the discrimination prohibition, including measures aimed at achieving equality between women and men, or measures that have a legitimate purpose or objective reason. Higher education institutions have an obligation to act, investigate and take action if a student or employee feels that they have been subjected to discrimination or harassment (SFS 2008:567 Chapter 2, Sections 2, 3, 6 and 7).

There are seven grounds for discrimination: sex, ethnicity, religion or other belief, disability, sexual orientation, transgender identity or expression and age (SFS 2008:567 Chapter 1, Section 5). We choose, like the Equality Ombudsman, to use the term "functional impairment" instead of "disability" and "gender identity" or "gender expression" instead of "transgender identity" or "transgender expression".

The Discrimination Act (2008:567) covers five forms of discrimination: direct and indirect discrimination, harassment, sexual harassment and instructions to discriminate (SFS 2008:567 Chapter 1, Section 4). Direct discrimination is where someone is disadvantaged or treated less favourably than someone else, if this disadvantage is associated with sex, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age. Indirect discrimination is where someone is disadvantaged by the application of, for example, a provision, a criterion or a procedure that appears neutral but that may put people of a certain gender, a certain gender identity or expression, a certain ethnicity, a certain religion or other belief, a certain functional impairment, a certain sexual orientation or a certain age at a particular disadvantage. Harassment is where a person's dignity is violated (as defined by the injured party) and this is associated with sex, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age. Sexual harassment is harassment of a sexual nature that is perceived as offensive. Instructions to discriminate occur when a person at the request or invitation of another discriminates against someone (SFS 2008:567 Chapter 1, Section 4). Employees or students must not be subjected to retaliation; this means that persons who witness, testify or report harassment or discrimination shall not be penalised for doing so (SFS 2008:567 Chapter 2, Sections 18 and 19).

Employers with 25 or more employees are to survey and analyse salaries, establish an action plan for equal pay and an equal opportunities plan every three years, as well as implement active measures to reduce differences in recruitment, salaries (refers only to "sex" discrimination) and working conditions (applicable to discrimination based on sex, ethnicity and religion or other belief). Education coordinators are to establish an equal treatment plan every year and conduct promotional initiatives relating to the first five grounds for discrimination: sex, ethnicity, religion or other belief, functional impairment and sexual orientation (SFS 2008:567 Chapter 3, Sections 1-16). The Equality Ombudsman recommends that active measures and support operations are conducted for all grounds of discrimination.

### Surveys

In accordance with the Personal Data Act (1998:204), it is not permissible to identify a person's ethnicity, sexual orientation, etc.; although according to the Equality Ombudsman, it is permissible to ask about foreign background. Surveys may contain questions related to working conditions, whether the working environment (for example, the type of conversation, jargon, "joke e-mails") is appropriate for everyone, regardless of their sex, ethnicity, etc. Focus can also be directed to a review of policy documents or recruitment material from an equal opportunity perspective.

## Appendix 3 Glossary

**Prevention:** Prevention often means working long-term so that, for example, discrimination and harassment do not occur. Preventative work may focus on elucidating norms and values that are part of the reason for discrimination and harassment.

**Promotional work:** To promote means to help forward, support, foster or stimulate. One example of promotional work might be planning courses and schedules to consider students who have children, so that there are equal opportunities for all students.

**LGBTQ:** Collective term for "homosexual, bisexual, transgender persons and other persons with queer expressions and identities" (The Swedish Federation for Lesbian, Gay, Bisexual and Transgender Rights (RFSL) web page, "begreppslista" [list of terms - in Swedish]).

**Heteronormativity:** Heteronormativity is based on the assumption that there are two sexes, that these two sexes differ in many ways and all are assumed to be heterosexual. Heteronormativity also implies that persons are expected to look and behave in accordance with the norms that exist for the sex allocated to them at birth and to identify themselves with this sex (see, for example, the RFSL web page, "heteronormen" [heteronormativity - in Swedish]).

**Gender mainstreaming:** The Swedish Government has proposed gender mainstreaming as the principal strategy that is to be used to achieve sexual equality policy objectives. The strategy means that a sexual equality perspective is to be integrated into all decisions, processes and activities, so that equality issues become a central part of all public operations (the Swedish Government's web page, "Jämställdhet" [Equality - in Swedish] and jamstall.nu).

**Equality:** Equal rights, obligations and opportunities for men and women.

**Equal treatment:** Means that discrimination or harassment connected with sex, ethnicity, religion or other belief, functional impairment, sexual orientation, gender identity or expression, or age shall not occur. Equal treatment also means working actively so that equal rights and opportunities prevail.

**Equal rights, opportunities and obligations:** The starting point is that everyone shall have equal rights, obligations and opportunities, which means, for example, that activities need to be accessible for persons with functional impairments, or that there are to be good opportunities to combine work or studies with parental responsibilities.

**Equal opportunities:** That equal rights, obligations and opportunities shall prevail, regardless of sex, ethnicity, religion or other belief, functional impairment, sexual orientation, gender identity and/or expression, or age.

**Diversity:** many different entities, means here that people of different sexes, ethnicities, religions or other beliefs, etc. are represented.

**Norms:** Informal and formal rules that, for example, govern the behaviour that is considered suitable in a social context, the language that is used in a particular situation and the assumptions that are made about the persons participating (see, for example, jamstall.nu).

**Norm criticism:** To question and critically examine norms and assumptions; this can be done in all social contexts, in daily work or during study. Norms can often be revealed by examining any group context and asking which categories of people are or are not represented (see, for example, jamstall.nu).

**Norm interaction:** (also known as intersectionality) Norms can strengthen, interact and affect each other. A person's opportunities and preconditions can, in a given context, be affected by several norms simultaneously, for example norms concerning sex, ethnicity and sexual orientation. Norms change between one social context and another.

**Positive discrimination:** If two or more people are equally qualified for the same job, the employer may choose the applicant belonging to the under-represented sex.

**Structures:** The composition or construction of patterns and systems upon which society is built (see jamstall.nu)

**Accessibility:** Accessibility is important so that persons with functional impairments are able to participate equally in society. This means that information, facilities and activities need to be adapted so that everyone can take advantage of them, regardless of whether or not one has a functional impairment.

**Remedial work:** In this case means that the University has an obligation to act, investigate and take action whenever an employee becomes aware that another employee or student has been subjected to discrimination or harassment.

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