

Equal terms, equal value

Stockholm University of the Arts' plan for active measures for equal rights, opportunities and anti-discrimination for the year 2020.

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1. Policy for equal rights and opportunities

Stockholm University of the Arts' (Uniarts) vision is to be a non-discriminatory workplace and place of study, where people meet on equal terms in an environment that promotes diversity as a condition for future development and greater quality within the university. Uniarts will also be a university that appreciates a diversity of participants and perspectives. By working actively and consciously to achieve equality, we are creating the conditions for the future development of knowledge and society.

Uniarts' activities will be characterised by openness towards students, employees and applicants, irrespective of any of the grounds for discrimination

- sex,
- transgender identity or expression,
- ethnicity,
- religion or other belief,
- disability¹,
- sexual orientation
- age.

Equal terms should shape the university as a workplace, and as an educational and research environment. Uniarts will work actively, inclusively and preventively to protect students' and employees' various experiences, conditions and living conditions, as this promotes the further development of the university and the development of society at large.

Uniarts will be an attractive place to study and work, with a culture based on respect, equal treatment, opportunities for involvement and participation with a well defined organisation with clear decision-making processes, strong student and staff influence and good leadership. The university will therefore work continually to improve knowledge regarding equality issues, norm-criticism and equal treatment at the university for employees, students and applicants.

2. Introduction

As from January 2017, the requirement to have an equal treatment plan and a gender equality plan has been replaced by a requirement for the university continually to document its work on active measures. According to the Discrimination Act, active measures relate both to preventing discrimination, as well as to promoting equal rights

¹ Uniarts prefers the terms functional variation/functional variance, norm-breaking functionality or norm-breaking functional variation rather than disability. These terms describe a person's physical, mental or cognitive function and are used instead of "disability", except in cases where reference is being made to the Discrimination Act.

and opportunities regardless of grounds for discrimination. Active measures cover both the study environment and the working environment, as well as students, applicants to courses and study programmes, employees and applicants for positions.

The aim of this document is to describe how Uniarts is working to ensure equal rights and opportunities, as well as to prevent discrimination. The work is described both on the basis of continuous activities and through development-oriented activities in the shorter term. This document describes the active measures that have been identified as central and common for the university, and which can be assumed to have the greatest impact in the areas covered by the Discrimination Act. The local operational plans (the departments'/organisational units' plans) describe further active measures of a more local nature. Once LGBTQ certification has been completed, the objectives of the LGBTQ action plan will also be included in this document to the extent this is appropriate.

Reading instructions for this document:

- The **requirements set out in the Discrimination Act**, on the basis of which Uniarts as a higher education institution and workplace has to operate, are presented initially. The various areas for Uniarts as an education provider and employer are indicated.
- The structure of **responsibility and following-up** of the work on active measures at Uniarts is then specified.
- This is followed by a description of the various areas and how Uniarts works on active measures within each area. The description is based both on the **continuous work** that is already in progress, as well as specified **development-oriented activities** to improve Uniarts' work in a particular area. The development-oriented activities are set out in tables under each area and must be taken out and used as **a basis for the various operational plans** (where the departments/organisational units are specified as responsible).
- The areas for active measures are divided into the following sections:
 - ✓ Higher education institution-wide work (incl. procedures and guidelines for dealing with harassment and sexual harassment). Chapter 5
 - ✓ Activities for Uniarts as an education provider. Chapter 6 (Educational Administration Department overall responsible)
 - ✓ Activities for Uniarts as an employer. Chapter 7 (HR Department overall responsible)

3. University-wide work according to the Discrimination Act

3.1 Work on active measures according to the Discrimination Act

According to the Discrimination Act and the legislative change that entered into force on 1 January 2017 (2018:567), Uniarts must conduct work on active measures. The work on active measures involves conducting preventive and promotional work by

1. investigating whether there is any risk of discrimination or retaliation, or whether there are any other obstacles to the equal rights and opportunities of individuals in the operation,
2. analysing the causes of detected risks and obstacles,
3. implementing the preventive and promotional measures that might reasonably be required, and
4. following up and evaluating the work according to 1-3.



3.2 Documentation according to the Discrimination Act

Every year, Uniarts must document its work on the active measures in writing. This documentation must include:

1. an account of all aspects of the work
2. an account of the measures that are being implemented and that are planned
3. an account of how the obligation to collaborate with students and employees is fulfilled

3.3 Areas according to the Discrimination Act

3.3.1 Active measures - education provider

For Uniarts as an education provider, the work on active measures must include continual work in the following areas:

1. admission and recruitment procedures,
2. examinations and assessments of the students' performance,
3. study environment,
4. opportunities to combine studies with parenthood,
5. forms of teaching and organisation of education.

3.3.2 Active measures - employers

From an employer's perspective, the work on active measures must include continual work on the following areas:

1. working conditions,
2. provisions and practices regarding pay and other terms of employment,
3. recruitment and promotion,
4. education and training, and other skills development,
5. possibilities to reconcile gainful employment and parenthood..

3.3.3 Procedures and guidelines for harassment and sexual harassment

In addition to work in the above areas (chapters 6 and 7), the university must also have guidelines and procedures in order to prevent harassment, sexual harassment and retaliation (negative consequences for whistleblowers) in the operation. The procedures and guidelines must be followed up and, if necessary, updated.

4. Responsibilities and following-up at Uniarts

Efforts to promote equal rights and opportunities and to counteract discrimination through active and promotional measures must be documented on an ongoing basis. At Uniarts, this is done by conducting an annual review of, and if necessary updating, the activities described in Uniarts' plan for active measures (this document) in all areas, see Chapters 5-7. Further activities are documented in the local operational plans.

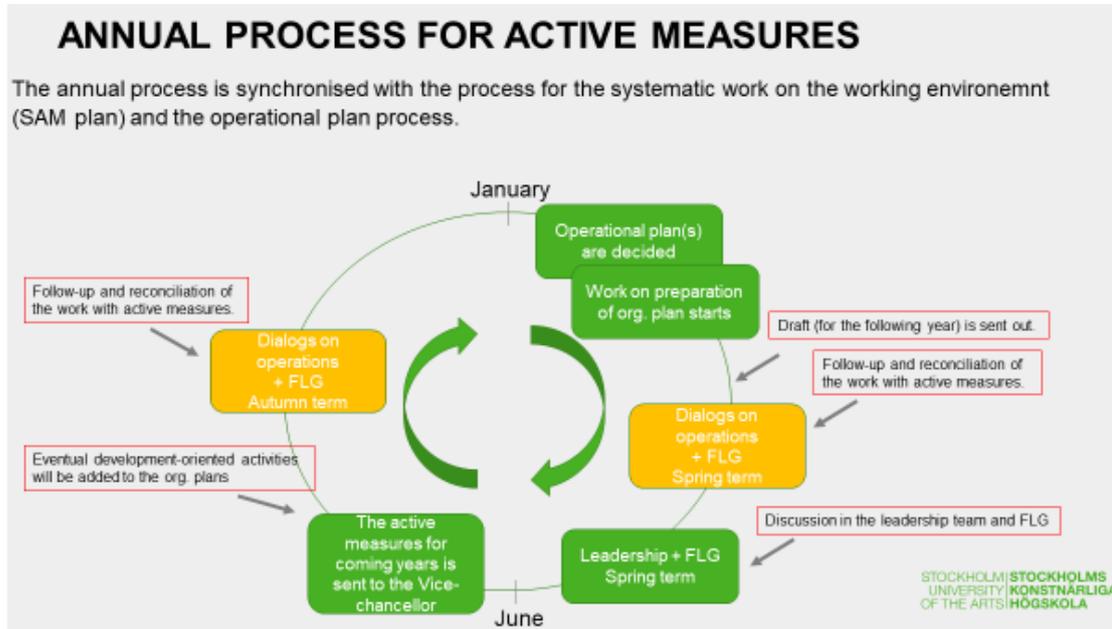
The active preventive measures in this plan are divided into both **continuous activities** and **development-oriented activities**. The continuous activities describe the ongoing work in each area. The development-oriented activities describe the improvement efforts that are to be implemented over a specific period of time and aim to develop the work within a particular area. The development-oriented activities can be found in the tables under each area, where the responsible managers are indicated, and are used as a basis for the local operational plans, i.e. for the departments, the Library, the Research Centre, the Vice-Rector for Collaboration and the Administration and, where appropriate, for Uniarts' overall operational plan. In addition to the specified activities, the organisational units can

add their own activities to their respective operational plans, if they see a need for this. The operational plans are followed up during the year through the Vice-Chancellor's dialogues on operations and in the administration's management group (FLG).

Annual planning of active measures

- The Director of Administration is responsible for compiling the documentation and updating this document on an annual basis. All operations managers at Uniarts are responsible for reporting the measures that have been performed when preparing the following year's plan. The contents of the plan are discussed and prepared both in the Vice-Chancellor's leadership group and the administration's management group (FLG). The work begins with the launch of the annual operational planning.
- The compilation is presented in an updated plan for Uniarts' active measures. The proposed decision is submitted to the Vice-Chancellor at the end of August each year, at the same time as the action plans for the systematic work on the working environment (SAM) are to be submitted. The development-oriented activities in the tables that are planned for the coming year should be entered in the relevant operational plans for the coming year (for those designated as responsible). Uniarts' plan for active measures is adopted by the Vice-Chancellor by December at the latest.
- The work on active measures must also be co-ordinated with the student union and the trade unions. For the students, this is performed through student representation by means of preparation within Uniarts' leadership team, as well as through following-up in dialogues on operations. Before the plan is adopted, the proposed decision will be sent to both the trade unions and the student unions (through the student unions' joint body, Kårrådet) in plenty of time before the decision has to be made. They will then have the opportunity to submit their comments and input. The proposed new plan must also be negotiated in relation to the Co-determination in the Workplace Act (MBL).

The annual process is synchronised with the process for the systematic work on the working environment (the SAM plan) and the operational plan process.



5. Higher education institution-wide activities

Procedures and guidelines in the event of harassment and sexual harassment

5.1 Overall aim: To reduce the risk of discrimination and harassment

Description of continuous work:

In order to reduce the risk of discrimination and harassment within Uniarts, policies and procedures as well as more easily accessible brochures have been developed in this area. Uniarts' information brochure, which is based on the Discrimination Act and the procedure in the event of harassment and victimisation, is distributed during the registration of new students as well as to new employees. This clarifies what students and employees can do if they feel subjected to or if they witness discrimination, harassment or victimisation. The brochure is available in both physical, printed form and on the university's external website and intranet.

Development of the work: In the long term, both policies/procedures and brochures need to be revised. No targeted development effort is needed in the current situation.

Target group: Employees and students

Responsible: Director of the HR Department and Director of Educational Administration Department (UA)

5.2 Overall aim: Students and employes should have knowledge about equal rights and opportunities and be familiar with the work of Uniarts regarding this area

Description of continuous work:

As part of the work of raising awareness about Uniarts' work on equal opportunities and rights, as well as the content of the procedure regarding harassment and victimisation, information is provided at the following times:

- Start of term: information and welcome days are arranged for both new and existing students
- Introduction of new employees (relevant manager and on introductory day)
- Management training (HR)
- Introduction of guest lecturers (head of department)
- Information sessions at the departments' faculty meetings

Development of the work: Uniarts needs to ensure that students and employees receive the same or equivalent information about Uniarts' work in this field, for example during the introduction for new students. In addition, Uniarts' courses and study programmes have a large number of lecturers who teach for short periods, known as guest lecturers. Uniarts needs to develop its procedure for how information in this area is provided to guest lecturers, so that all guest lecturers receive the same type of information before starting teaching. It should also be clarified that students and employees have a responsibility to familiarise themselves with the procedures.

Target group: Employees and students

Responsible: Director of the Educational Administration Department (UA Department), Director of the HR Department and the heads of department.

Planned activities, 2020:

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
There is a risk that not all students will receive the same information regarding what applies in this area	<i>Coordinate the work between the various courses and study programmes to ensure that everyone receives the same or equivalent information</i>	Director of UA	Prior to start of semester, Autumn 2020	June 2020 in FLG

	<i>during the introduction of new students, and clarify the responsibility that the students have to familiarise themselves with the procedures</i>			
There is a risk that not all guest lecturers will receive equivalent information regarding what applies in this area	<i>Proposal that all departments should have a procedure whereby the brochures (discrimination) are sent out to lecturers as a "contract" or code of conduct, which the lecturer must sign before they start teaching</i>	Heads of department	Prior to start of semester, 2020	Dialogue on operations, Autumn 2020

6. Activities for Uniarts as an education provider

Area 1: Admission and recruitment procedures

In the field of admissions and recruitment, universities must examine and, where necessary, implement measures to ensure that the courses and study programmes attract applicants regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

Example: How do we describe the courses and study programmes in our marketing, in information material and in contacts with potential applicants.

The selection and entry conditions must comply not only with the requirement to be non-discriminatory, but must also be designed in such a way that they do not pose a risk of discrimination. Investigate how admissions take place in practice, and how the university treats applicants during the recruitment process.

6.1 Overall aim: Ensure a non-discriminatory and actively consciously inclusive admissions process

Description of continuous work:

The admission of students is a key process in the quality assurance system, and it is important to ensure that the process is non-discriminatory and actively consciously inclusive. In order to work towards this, Uniarts has elected to train the individuals who participate in the admissions groups. Uniarts offers training within discrimination, conflicts of interest and norm criticism to both internal and external personnel who work with eligibility reviews and selection in the application and admissions process. The training includes information about conflict of interest and discrimination situations, as well as norm-critical thinking in the exercising of public authority. A thorough examination of the text used in the recruitment notices is carried out for several of the programmes.

Development: At present, the training is only provided to admissions groups when admitting to programmes. It would be appropriate to review the possibility of also providing this training for admission to independent courses. A further development of this initiative is to review whether there is a specific theme that is required in the training sessions, for example something where we consider greater depth is needed prior to the work on admissions.

Another development-oriented area of work that could contribute to a more appropriate and inclusive admissions process is the work on the criteria for courses and study programmes. What are the criteria at present and do they correspond with what is required to cope with the courses and study programmes? The admission groups have the

important task of ensuring that the identified criteria that have been specified correspond with the practical work in the admissions tests. The representation and who are appointed as members of the admissions groups are important in order to satisfy various perspectives. We need to ensure that the process for appointing members satisfies this need.

A review of the content of the courses and study programmes on the basis of the various grounds for discrimination, to ensure that more perspectives can be satisfied, could also have a favourable impact on the extended recruitment of students (and broader participation).

Target group: Admission groups: the students and internal/external staff who are appointed as members of the admissions groups.

Responsible: Director of the UA Department and the heads of department

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that the admission process is not actively consciously inclusive	<i>Analyse and, if necessary, develop or adapt the training, and explore the possibility of also providing the training to admissions groups for independent courses</i>	Director of UA	Prior to admission, 2020	February 2020 in FLG
Risk that the criteria in the admissions process are not relevant, clearly described or used in a transparent manner.	<i>With the support of UA, to review the criteria in the admissions process and ensure that they are complied with in the admissions work</i>	Heads of department	Prior to admissions, 2020 (if possible, otherwise 2021)	
Risk that the content of the courses and study programmes contributes to the recruitment of students not being extended	<i>Review the content of the courses and study programmes (while retaining the level of quality) based on the areas according to the Discrimination Act</i>	Heads of department	Ongoing	Dialogue on operations
Risk that different perspectives are not fulfilled and the recruitment of students is not broadened	<i>Review of the process for appointing members to the admissions groups</i>	Heads of department	Prior to admission, 2020	Dialogue on operations

Area 2: Examinations and assessments

In the field of examinations and assessments of the students' achievements, the university needs e.g. to ensure that course syllabuses and other rules relating to assessments do not risk harming the potential of any group, regardless of the grounds for discrimination.

This also involves investigating whether there are any risks in the practical work, and in the application of rules and procedures, whereby assessments of the students' study achievements are consciously or subconsciously influenced by factors related to any grounds for discrimination. The work in this area should also focus on training staff, if necessary.

6.2 Overall aim: To ensure equivalent assessments within education activities

Description of continuous work:

Uniarts regularly provides courses in teaching and learning in higher education (HPU), which addresses active conscious inclusiveness and equality (including gender equality) within education activities. The training also includes a review of the legal framework governing universities and colleges, the importance of legally certain processes and the formulation of course syllabuses. It is a priority for all teachers to be given the opportunity to participate in the training in order thereby to be given the same opportunity to acquire skills in specified areas.

Development: It is important for the heads of department to plan strategically for the training in higher education teaching, and to make it possible for teachers within their department to receive the training.

As from the autumn 2019 term, an administrative officer has been appointed to support students who are in need of special pedagogical support and, as a result of this, proposals are in place to introduce training for teachers regarding the opportunities that exist for tailored examination and educational support.

Target group: teachers and students

Responsible: Director of the Educational Administration Department and the heads of department

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk of unequal education	<i>The heads of department view HPU as a priority and are planning the training within the teachers' work schedules</i>	Heads of department	Ongoing	Through the dialogues on operations
Risk that special educational support is not used optimally	<i>Contact person for students who are in need of special pedagogical support arrange information sessions to increase the overall knowledge of the teachers in this field, so that teachers know that this is possible and where they should turn to receive appropriate support</i>	Director of UA	Ongoing	

Area 3: Study environment

The term study environment refers to both the physical and the psychosocial environment. The physical study environment includes e.g. premises, facilities and equipment. The psychosocial study environment incorporates e.g. issues regarding the way people are treated, addressed and various forms of socialising. The work also includes investigating risks of harassment or sexual harassment.

The investigation may include e.g. the nature of jargon among students and teachers and whether there are any racist, sexist or otherwise derogatory comments or jokes. The concrete measures that we need to implement depend on the problems that the investigation highlights.

6.3 Overall aim: To ensure a secure and actively consciously inclusive study environment

Description of continuous work:

Every two years, Uniarts conducts a study environment survey in the form of a questionnaire for all students. The questionnaire contains questions about both the physical and the psychosocial study environment, as well as questions about vulnerability based on the grounds for discrimination. The survey gives students the opportunity to influence their study environment and to point out any insecurities. The student questionnaire also asks if the students know where to turn if they are subjected to unwanted behaviour.

Development: A working group needs to be appointed to prepare questions for the survey prior to its implementation in the spring 2020 term. The survey should also be supplemented with specific questions about the study environment from an LGBTQ perspective. Once the survey has been carried out, it is necessary to ensure that the results are utilised, preferably within the action plans for the systematic work on the working environment.

Target group: Students

Responsible: Director of the UA Department, operations managers/heads of department

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that the “right” questions are not asked in the study environment questionnaire	<i>Appoint a process for the drawing up of questions for the survey.</i>	UA	Autumn term, 2019	Occupational Health and Safety Committee (AMK)
Risk that the results will not be rectified and followed up	<i>Ensure the following-up of the results and responses in the survey, preferably in the action plans for the systematic work on the working environment (SAM)</i>	Operations managers and heads of department	31 August 2020 (when SAM plans are submitted to the Vice-Chancellor)	Dialogue on operations during the autumn term, AMK and in FLG

6.4 Overall aim: To ensure the special educational support at Uniarts

Description of continuous work:

At Uniarts, an administrative officer has been appointed for students who need special pedagogical support. The officer provides advice and information to both students and employees, and can write statements to students and prepare decisions or recommend suggestions for suitable pedagogical support.

Development: The officer's assignment requires clarification and the amount of information provided to the students needs to be increased, in order to ensure that all students receive equivalent support and that the pedagogical support is adapted optimally to the students' needs.

Target group: Students and prospective students.

Responsible: Director of the UA Department.

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that the appointed officer's assignment is not clear	<i>Clarify the officer's assignment by means of developing and implementing guidelines for Uniarts' work in this field.</i>	Director of UA	2020	FLG
Risk that all students do not receive equivalent information at the time of the introduction and that the support is not equivalent	<i>The information needs to be developed so that equivalent information is given to all students and that information is available on the website.</i>	Director of UA	Start of term, Autumn 2020	Evaluation meeting?

6.5 Overall aim: Increased accessibility in respect of specific educational support

Description of continuous work:

In order to ensure that students with norm-breaking functional variation should be aware of what rights to special educational support are available, information about this is provided in conjunction with admission. For example, course literature as audiobooks can be provided via the library.

Development: Uniarts needs to further clarify and increase the information regarding students' rights in the form of special pedagogical support.

Target group: Students

Responsible: The Director of UA, the Head Librarian, the Director of Communications, heads of department and teachers.

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that the existing pedagogical support is not sufficiently communicated	<i>Further develop information work.</i>	The Director of UA, in consultation with the Head Librarian and the Communications Manager Heads of department and teachers	2020	Dialogue on operations

6.6 Overall aim: To increase accessibility in and to the university's premises

Description of continuous work:

The university's premises are continually being inventoried and evaluated. As part of the annual working environment round, questions regarding accessibility must be raised and highlighted. The shortcomings in respect of accessibility that are observed must then be presented in an action plan. Measures are then implemented accordingly. During all new construction, refurbishment or renovation, the accessibility perspective must be taken into account.

Development: Further clarification of how the report from the working environment rounds should be dealt with. Possibly through the SAM action plans. Large-scale measures need to be linked to the budget and the relevant budget manager as well as the investment plan.

Target group: Employees, students and prospective students.

Responsible: Director of the Facilities and Services Department (FAS).

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that Uniarts' premises are not suitably adapted from an accessibility perspective	<i>Explore the possibility of conducting an accessibility analysis of the premises by hiring an external consultant, with the aim of drawing up a prioritised list of potential and reasonable improvements within the existing environment. Proposed measures must be adapted based on the campus project, i.e. no major renovations.</i>	Director of FAS	2020	FLG
Risk that the purpose and the follow-up regarding the issue of accessibility perspectives in the checklist for the working environment rounds are unclear.	<i>The purpose of the accessibility issue should be clarified. It is necessary to ensure that the results are dealt with and followed up</i>	Director of FAS	2020	AMK
Risk that signs are not clear and inclusive for all	<i>Signs on the university's campuses must be reviewed, evaluated and updated based on a clarity and accessibility perspective, as well as from an LGBTQ perspective.</i>	Director of FAS	2020	AMK

Area 4: Studies and parenthood

The university will make it easier for students to combine studies with parenthood. For example, this can relate to the way the university arranges the tuition, when it is scheduled, whether certain elements can be carried out remotely or whether there are specific needs as regards the premises.

6.7 Overall aim: To make it easier for students to combine studies and parenthood

Description of continuous work:

The course syllabuses include the potential to catch up and do supplementary work in the event of absence from compulsory elements and examinations.

Development: At Uniarts, the students' attendance is often a requirement in the courses, which makes this a complex issue. As specified above, the possibility exists to catch up and do supplementary work in the event of absence. Development work in this area could be to explore the possibilities of developing the courses from a parent's perspective, as well as developing the content of the course syllabuses based on compulsory elements and examinations as well as opportunities to catch up in the event of absence.

Another possible area of development is the ongoing implementation of the teaching platform. The teaching platform can create the opportunity to carry out parts of the course remotely, which could make it easier for e.g. students who are parents to access course elements remotely.

Target group: Students

Responsible: The Board of Education and Research (NUF) and the Director of UA

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that Uniarts' form of education will impede the potential to combine parenthood with studies	<p><i>Review of forms of examination to ensure that they enable supplementary work and the retaking of examinations</i></p> <p><i>Review how the teaching time is structured, and as</i></p>	<p>NUF</p> <p>Heads of department and programme managers</p>	When	How?

	<i>far as possible arrange it between 9 a.m. and 4 p.m.</i>	/area managers		
	<i>Implementation of the teaching platform</i>	Director of UA	Autumn term 2020	How?

Area 5: Forms of teaching and organisation of courses and study programmes

The area covering forms of teaching and the organisation of courses and study programmes includes the way the university carries out its tuition: lectures, seminars, distance learning, online courses, etc. It can also include reviewing when and where the teaching takes place.

The work on active measures in this area relates to investigating whether there is any risk that the form and organisation of the teaching can have a negative impact on a group of students and, if so, whether there is any link to one or more grounds for discrimination.

6.8 Overall aim: To ensure that the forms of teaching contribute to all students having the same opportunities to complete the course

Description of continuous work:

If a student is not able to participate in an examination, the potential to retake the examination is defined in a course syllabus.

Development: When deciding on a new/revision of a course syllabus, it must be clearly stated in all course syllabuses or study guides how and when the retaking of the examination will take place.

As in the previous area, another possible area of development could be the implementation of the teaching platform. The teaching platform can create the opportunity to carry out parts of the course remotely, which could make it easier for e.g. students who, for various reasons, may need to access course elements remotely.

Target group: students

Responsible: NUF and Director of UA

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk of ambiguity in the guidelines for course syllabuses as regards retaking examinations	<i>When deciding on a new/revision of a course syllabus, it is necessary to ensure that the potential regarding retaking examinations is clearly described. Support from UA.</i>	NUF	Ongoing	If necessary, following-up can be performed through course evaluation.
Risk that students cannot take part in courses and study programmes on site	<i>Implementation of the teaching platform</i>	Director of UA	Autumn term 2020	How?

7. Activities for Uniarts as an employer

Area 1: Working conditions

In this area, Uniarts must investigate whether there are any risks of discrimination in relation to the university's physical, social and organisational working conditions. Physical working conditions relate e.g. to the design of premises, furniture and assistive technology.

Social working conditions are affected e.g. by the norms and perceptions that exist in the university as well as the jargon that is used in the canteen, for example. Organisational working conditions relate e.g. to the division of labour and the organisation of the work. We will also review the distribution of full-time and part-time work and of fixed-term and permanent contracts.

7.1 Overall aim: To ensure a secure and actively consciously inclusive working environment

Description of continuous work:

Every two years, Uniarts conducts an employee survey that covers all employees. The questionnaire contains questions about both the physical and the psychosocial working environment, as well as questions about vulnerability based on the grounds for discrimination. Through the survey, employees at Uniarts are given the opportunity to influence their working environment and to highlight any risks of e.g. discrimination. The questionnaire also asks if the employees know where to turn if they are subjected to unwanted behaviour.

In addition to the employee survey, working environment rounds are conducted regularly, where issues relating to accessibility should be raised and highlighted. The shortcomings in respect of accessibility that are observed must then be presented in an action plan. Measures are then implemented accordingly. During all new construction, refurbishment or renovation, the accessibility perspective must be taken into account.

Development: Further clarification of how the report from the working environment rounds should be dealt with. Possibly through the SAM action plans. Large-scale measures need to be linked to the budget and the relevant budget manager as well as the investment plan.

To contribute further to increased conscious inclusion, Uniarts is also working to become LGBTQ-certified, with the aim of increasing opportunities for everyone to feel included – employees, students and external parties. The activities resulting from the certification must, as far as possible, be included in this plan.

Target group: Employees

Responsible: Director of HR, Director of FAS and heads of department/operations managers

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that the purpose and the follow-up regarding the issue of accessibility perspectives in the checklist for the working environment rounds are unclear.	<i>The purpose of the accessibility issue should be clarified. It is necessary to ensure that the report is dealt with and followed up</i>	Director of FAS	2020	AMK
Risk that not everyone feels included in the working environment.	<i>As part of reducing the risk of non-inclusion, the measures outlined in the action plan for LGBTQ certification should be implemented</i>	Heads of department and operations managers according to the LGBTQ action plan		Dialogues on operations and FLG

Area 2: Wages and other terms of employment

Are there any risks of discrimination in guidelines and criteria for salaries and other terms of employment? How are our guidelines and policy documents applied in practice? Uniarts needs to ensure that this is not done in a way that risks discriminating against anyone.

Here, the work must be based on all the grounds for discrimination, as opposed the annual salary survey, where the work is based solely on sex discrimination grounds.

7.2 Overall aim: To ensure that wage-setting and terms of employment are non-discriminatory and on an equal footing

Description of continuous work:

The terms of employment of employees at Uniarts are regulated through collective agreements (SACO-S, OFR/S and SEKO). Wage-setting is individual and is based on Uniarts' salary policy (SKH 2016/181/1.2.4) as well as guidelines for assignment supplements and the local collective agreement on doctoral salaries (doctoral candidate steps). The salary policy shows that salaries should be set on objective grounds. The salary policy also shows that wage-setting must be performed independently of any of the grounds for discrimination (sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age) or form of employment and/or the scope of the employment.

Development: At present, there is no need to develop any activities in this area.

Target group: Employees

Responsible: Director of HR

Salary survey

The employer must carry out a salary survey and document the work each year. The purpose of the survey is to detect, rectify and prevent unjustified differences in pay between women and men.

7.3. Overall aim: to detect, rectify and prevent unjustified differences in pay between women and men.

Description of continuous work:

The salary survey is carried out along with the relevant parties according to applicable rules. The approach is adapted together with the parties in order to obtain as full a picture as possible, as a basis for assessing any unjustified differences. In those cases where unjustified wages are discovered, an action plan is drawn up to deal with the issue.

Development: After each salary survey, the approach is analysed and the parties agree on any development areas for the next salary survey. In this respect, we do not consider that any development activity needs to be planned specifically.

Target group: Employees

Responsible: Director of HR

Area 3: Recruitment and promotion

In this area, Uniarts will investigate whether there is any risk of discrimination or other obstacles to equal rights and opportunities during recruitment and promotion.

This can involve examining how and where vacancies are advertised, how the advertisements are formulated, how job interviews take place and what affects who gets the job. It can also involve reviewing our procedures and criteria for promotion. What characteristics are rewarded? Does everyone have equal opportunities for promotion or is there any risk of discrimination?

7.4 Overall aim: To ensure a non-discriminatory and equal recruitment process

Description of continuous work:

The recruitment process is a key process in the quality assurance system, and it is important to ensure that the process is non-discriminatory and takes place on equal terms. Uniarts is constantly working to refine the recruitment process based on an active and consciously inclusive perspective. This is done, for example, by reviewing job advertisements to ensure that they use inclusive language and contain only relevant criteria. In order to emphasise the fact that Uniarts is a workplace that works actively with equality work, it should be evident from published job advertisements that Uniarts has been LGBTQ certified.

Development: In order to further develop the recruitment process, Uniarts will perform an analysis of the recruitment process with the support of the work carried out when Uniarts obtained LGBTQ certification. For example, job advertisements should be examined from a norm-critical perspective and a checklist must be drawn up regarding language that promotes equal treatment in job interviews. In addition, it is proposed that members of recruitment groups be given the opportunity for skills-raising activities in the field of norm criticism.

Target group: Employees and job applicants

Responsible: Director of HR, Director of Communications and Vice-Rector for Collaboration

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk of a non-inclusive recruitment process	<p><i>Analysis of the recruitment process from a norm-critical and LGBTQ perspective.</i></p> <p><i>Review job advertisements based on a norm-critical and LGBTQ perspective</i></p> <p><i>Draw up a checklist for active and consciously inclusive language in job interviews</i></p>	Director of HR, Director of Communications and Vice-Rector for Collaboration	ongoing	How

Risk of a non-inclusive recruitment process	<i>Provide opportunities for skills-raising activities for members of new recruitment groups. Training based on the LGBTQ certification.</i>	Director of HR		
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Area 4: Training and other skills development

In this area, Uniarts will investigate and analyse whether the training and skills development offered will be available to all employees in an equivalent manner, irrespective of grounds of discrimination.

What are the various opportunities for training, further training and other skills development in the workplace? Is there any difference as regards who is given and who is not given the opportunity for skills development? Is there any connection with the grounds for discrimination?

7.5 Overall aim: To ensure that employees at Uniarts are given equivalent opportunities for skills development based on the needs of the organisation

Description of continuous work:

It is important that the opportunities for skills development and further training are offered in a systematic way, so that everyone has equal opportunities based on the needs of the organisation. Within Uniarts, the managers have a responsibility to ensure that the employees' skills development is based on objective decision-making grounds and matched with the employees' skills and development needs. Needs and wishes are reviewed annually through the planning and appraisal meetings that are carried out and documented.

Development: In order to further systematise the potential for skills development and further training, work is under way to systematise the skills provision plans in a more strategic and appropriate manner, as part of the operations planning at Uniarts.

Target group: Employees

Responsible: Director of HR

Planned activities, 2020

Risk assessment	Development-oriented activity	Responsible	Ready when	Follow-up
Risk that not all employees are given equivalent opportunities for skills development based on the needs of the organisation	<i>To systematise the skills provision plans with a clear link to the planning of the university's activities</i>	Director of HR	Prior to planning and appraisal meetings, 2020	Dialogues on operations

Area 5: Parenthood and work

As an employer, Uniarts must make it easy for parents to combine work and parenthood. This area consequently relates to reviewing how the operation works for someone who is a parent, and whether there is a need for measures to make it easier for employees to combine the work with parenthood.

7.6 Ensuring that it is possible to combine work and parenthood as an employee at Uniarts

Description of continuous work:

At Uniarts, employed technical and administrative personnel have flexitime, which makes it easier for employees to combine their work with their role as an active parent. University-wide meetings are also scheduled within reasonable times that are tailored to active parenthood. At Uniarts, everyone is encouraged to make use of the opportunity to take parental leave.

Development: At present, there is no need to develop any activities in this area.

Target group: Employees

Responsible: Director of HR

8. Appendix: Definitions and legal grounds

Below is a presentation and explanation of key concepts, legal grounds and the various grounds of discrimination that are important in the work relating to equal rights and opportunities. The purpose of this concept description is to provide employees, students and applicants with basic knowledge about their respective rights and obligations. Please also visit <https://www.rfsi.se/en/lgbtq-facts/glossary/> for more definitions:

The Discrimination Act (2008:567) aims to counteract discrimination and to promote equal rights and opportunities in other ways, irrespective of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

This Act is binding in nature, which means that Uniarts, in its capacity as an education provider and employer, is obliged to work actively to impede and prevent discrimination and harassment for students, employees and applicants.

Grounds for discrimination are set out in the Discrimination Act and are as follows: Gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Discrimination occurs when a person is treated less favourably than another person and this treatment is related to one or more grounds for discrimination (see above). Discrimination can be direct, indirect or take place through some form of harassment or lack of accessibility.

Direct discrimination means that a person is disadvantaged by being treated less favourably than the way another person is treated, has been treated or would have been treated in a comparable situation, if the disadvantage is related to gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Indirect discrimination means that a person is disadvantaged by the application of a provision, criterion or procedure that appears neutral, but that may be particularly disadvantageous to persons of a certain gender, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and necessary to achieve this purpose.

Harassment means a form of conduct that violates a person's dignity and that is related to any of the grounds for discrimination: gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. It is the person who is subjected to harassment who determines what is perceived as violating.

Sexual harassment means a form of conduct that violates a person's dignity through e.g. touching, groping, jokes, suggestions, gazes or images that are sexually suggestive. It can also relate to sexual jargon.

Lack of accessibility means that a person with a disability/functional variation is disadvantaged by the absence of such accessibility measures to enable that person to access a comparable situation with people who do not have this disability, which are reasonable on the basis of accessibility requirements in law and other statutes, and taking into account

- the financial and practical conditions,
- the duration and extent of the situation or contact between the operator and the individual, and
- other significant factors.

Ethnicity is, according to the law, an individual's national and ethnic origin, skin colour or other similar circumstance. All people have one or more ethnicities, and consequently everyone can be subjected to ethnic discrimination irrespective of their ethnicity. Uniarts prefers the term ethnicity rather than "ethnic affiliation", as this can be perceived as a static concept that precludes an individual from having a multifaceted ethnic background.

Disability is a reduced functional ability in relation to what is perceived as the norm. This may be a mental, cognitive or physical disability. Disabilities can be more or less noticeable in different situations, such as allergies, dyslexia, hearing and visual impairments, etc. The degree of disability has no bearing on the legal protection against discrimination. In other words, you are still protected by the law even if you have a less significant disability. Uniarts prefers the terms functional variation, norm-breaking functionality or norm-breaking functional variation rather than disability. These terms are used instead of "disability", except in cases where reference is being made to the Discrimination Act.

Intersectionality encompasses theories regarding power structures and power relationships, how these are created and maintained, e.g. superiority and inferiority in respect of functional ability, ethnicity and/or gender.

Legal gender is the gender specified in the public records (applies to all persons registered in Sweden) and which can be seen in Swedish social security numbers

Gender equality aims to create equality based on gender.

Gender identity and gender expression Gender identity. The gender that a person perceives themselves to be, i.e. the gender you feel like (woman, intergender, genderqueer, non-binary, man, etc.). Gender expression. How a person expresses his or her gender through attributes such as clothing, body language, hairstyle, voice, etc. The Discrimination Act uses transgender gender identity and refers to a person's identity or expression in the form of clothing, body language, behaviour or other similar

circumstance with regard to gender. Uniarts prefers the terms gender identity or gender expression, rather than the normative term “transgender”. These terms are used except in cases where reference is being made to the Discrimination Act.

Equal treatment refers to those measures that promote equal rights and opportunities for students and employees, and that impede and prevent harassment according to the Discrimination Act.

Racialisation

A process that legitimises people from a privileged position ascribing to others certain characteristics, experiences, opinions or cultural attributes based on assumptions about their skin colour, ethnicity and religion, which entails exclusion and inequality.

Religion or other belief includes all those who have a religion or other belief, such as Muslims, Christians, Buddhists and atheists.

Sexual orientation includes homosexual, heterosexual and bisexual.

Transgender is a collective term for people whose gender identity and/or gender expression, at times or always, differs from the norm for the gender that was registered at their birth.

Transsexual

Transsexual, or transsexualism, is a medical diagnosis that, in Sweden, is now a prerequisite for gaining access to a new legal gender and gender reassignment surgery.

The term has nothing to do with sexuality, but is about gender identity.

Age refers to achieved age, according to the Discrimination Act.