

Decision made by	Date	Valid	Type of Document
EHS board	Created: 14/12/2020 Revised: 19/05/2021 Revised: 06/12/2021	Until further notice	Policy document

## Discrimination Policy

This policy has been developed in collaboration between employers, students and staff at University College Stockholm (EHS).<sup>1</sup>

The policy is based on the Discrimination Act (2008: 567) which aims to counteract discrimination and in other ways promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or belief, disability, sexual orientation or age. The law contains, amongst other things, definitions, provisions for the prohibition of discrimination and retaliation, the obligation to investigate and provisions on active measures. More information is available on the discrimination Ombudsman's website: <https://www.do.se>.

The Swedish Work Environment Authority's directive on work environment (AFS 2015: 4) contains related regulations concerning abuse and discrimination.

## Policy and overall goals

We believe that at EHS all staff and students must have the same rights, obligations and opportunities regardless of gender, transgender identity or expression, ethnicity, beliefs, disabilities, sexual orientation or age. The same rights, obligations and opportunities also apply regardless of religious, theological or ideological views.

In accordance with the prescriptions of the Higher Education Act, EHS's overall goal is to promote:

- A sustainable development, which means that current and future generations are assured of a good, healthy work/study environment and economic and social well-being and justice.
- Equal treatment of women and men.
- Understanding of other countries and of international relations.
- A broad-based recruitment to the university.

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<sup>1</sup> 1 The policy was previously part of the Action Plan for the year 2021.

On this basis, we have decided that at EHS,

- All our activities should promote sustainable development which means that current and future generations are assured of a good, healthy work/study environment and economic and social well-being and justice.
- those with special needs should receive suitable support.
- ethnic diversity should be promoted.
- issues of diversity and the encounter of different cultures should be addressed within the education offered at the university.
- different sexual orientations should be respected.
- transgender identities should be respected.
- the school will work to promote understanding of other countries and international relations.
- everyone should be given the opportunity to practice their religion.
- everyone should be treated with respect, regardless of belief.
- the school will encourage the establishment of networks to facilitate conversation between and mutual support for students.
- there should be no discrimination on the basis of age.
- the school will take whatever action is necessary to prevent harassment of students or staff.
- students who for some reason have changed their social security number must, upon request, obtain a new degree certificate.

## **Persons with disabilities**

By disability we mean permanent physical or mental limitations which affect the ability of a student to make the most of their educational opportunities. The term "permanent" physical or mental limitations refers to injuries or conditions that are not likely to change during the duration of the student's studies at EHS.

EHS shall work to

- remove obstacles to full participation in education and offer individually adapted support for people with disabilities so that they can make the most of the educational opportunities at the university
- offer a good work environment which is physically, socially and mentally positive.
- increase awareness of issues concerning disability and make sure this contributes to the work of the university in all its operations and activities. Information about disability issues must be available to everyone on the website.

There is a coordinator for educational support. The coordinator's task is to inform students about support measures and assess which support measures are appropriate, depending on the nature of the disability. Support measures can include note-taking assistance, individually adapted examination methods, technical aids, etc.

EHS will work to make information about support for disability easily accessible on the website. Names and telephone numbers of the coordinator for educational support should be easy to find. Career guidance counselors and the student union must be made aware of EHS's work to support

students with disabilities. It is not the university's responsibility to dissuade students with disabilities from studying for a particular profession.

In line with provisions in the regulations, EHS allocates 0.3 per cent of its budget for undergraduate education to pedagogical support measures for students with disabilities. The university's coordinator for pedagogical support is responsible for how these funds are used. Costs that exceed that amount can, upon application, be partially covered by funds available to Stockholm University for special purposes.

## **Equal Treatment**

At EHS it is of the utmost importance that everyone is treated with respect and dignity. Discrimination, harassment or abusive behavior should not take place. It should be made clear in all contexts that diversity and differences are invaluable assets.

The work of EHS is based on the conviction that every human being is equal in dignity and has the same human rights, and that this should influence the way we conduct our work. All students, regardless of religion or other beliefs, are welcome to study at EHS. Everyone should be treated with the same respect. In its research and teaching - indeed throughout the entire university - freedom of belief and conviction must be safeguarded without compromise.

## **Prohibition of sexual harassment and abusive behaviour**

EHS condemns all forms of sexual harassment as well as all forms of abuse due to ethnicity, age, beliefs, disability, sexual orientation or gender and does not tolerate such behaviour at the university.

Furthermore, no form of victimization will be tolerated at EHS. This applies even when such discrimination is unrelated to any of the grounds specified in the Discrimination Act.

Victimization and harassment can take place in face-to-face meetings but also via email, text message and on social media. Such violations are serious threats to job satisfaction, health and opportunities for development, especially if they last for a period of time. They also lead to poorer work results and thereby affect the university's work.

"Sexual harassment refers to unwelcome conduct based on gender or unwelcome conduct of a sexual nature, which violates the employee's integrity in the workplace" (Section 6 of the Gender Equality Act).

The definition includes two different types of violations:

- Harassment based on gender identity / transgender identity or expression. This provision relates to people usually referred to as 'transgender' people. This is an umbrella term for people who violate society's norms for gender identity and gender expression. Even a person who identifies as transsexual but does not intend to undergo any gender reassignment surgery is covered by this provision and is thus protected from discrimination.

- Harassment of a sexual nature may involve demands for sexual services or that a sexual relationship is obviously or implicitly made a condition of employment. This can mean that those who say no to sexual demands are punished or threatened with punishment and that those who agree to the demands are promised a reward. It is also a matter of sexual harassment when words or actions with a sexual meaning create an abusive or threatening work environment or hinder or disturb an employee at work. Examples of such sexual harassment are:

- unwelcome deliberate sexual contact
- unwelcome sexual innuendos, glances, gestures or insults
- unwelcome sexual comments about appearance, dress or someone's private life and the use of pornographic images.

Harassment, sexual harassment and discrimination are fundamentally serious forms of abuse of power and can affect both men and women. Such abuses can be directed at either an individual or at women or men as a group.

## Gender Equality

Gender equality issues are central to EHS and must be considered in teaching and research.

At EHS we are striving to achieve a balance in the number of men and women in all the departments and activities at EHS i.e. among students, within the college, on the board, among visiting teachers etc..

The goal of the EHS gender equality policy is that men and women should have the same opportunities, rights and obligations. A gender-equal university creates opportunities for development both within the education it offers, and also through the contacts with the wider society for which the education at EHS is preparing our students. The goal of gender equality must be achieved through analysis, awareness-raising, competence development and specific measures.

The goal for EHS is to have an ongoing, shared reflection on the structures at EHS to assess whether they contribute to or counteract gender equality.

The overall gender equality goals are as follows:

- Women and men should have equal opportunities for employment, education, promotion and development at work.
- Women and men should receive equal pay for equal work and otherwise be treated equally in terms of employment.
- Working methods, organization and working conditions in general must be designed so that they are equally suitable for both men and women.
- Both men and women must be fairly represented (preferably with an equal distribution) on boards and other democratically elected bodies. The same applies to different types of post within the university.
- During each academic year, development interviews will be held with all staff to work further with support for competence development.
- The university's trustees are encouraged to ensure that the university's board has an even gender distribution.

- In all new appointments, an even gender distribution must always be sought. The gender aspect must also be taken into account when selecting experts and in the composition of the job proposal committee. When positions are advertised, EHS should consider whether to encourage members of the underrepresented gender to apply for a vacancy.
- Courses and course literature must be assessed on the basis of gender distribution among authors, and on the basis of whether the content of the material is guilty of 'normalization', the use of stereotypes, and the presence of offensive content. Courses and course literature are reviewed in the subject collegiums. Thereafter, they are determined in the respective decision-making departmental collegiums.

## **Responsibility**

The president shall ensure that the university fulfills its obligations in accordance with the Discrimination Act.

The president's responsibility includes, after consultation with students and staff, establishing an annual action plan which will specify active measures to combat discrimination and promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. The plan shall include identified risks and obstacles, analysis of causes and preventive and promotional measures in specific areas. There should be a follow-up of the implementation of specific measures which must be reported to the Board as part of the annual report.

Furthermore, the president shall establish a routine for handling complaints about harassment and abusive discrimination and ensure that the university investigates and takes appropriate action if any student or employee considers themselves to have been subjected to harassment, sexual harassment or abusive discrimination in connection with their work or studies.

## **Collegiums**

Monitoring the success in achieving EHS's overall goals in the university's courses and programs must be an ongoing process within subject and departmental collegiums.

## **In the event of a complaint against EHS**

Students and employees at EHS, as well as applicants for educations and courses, who believe that EHS has breached its duty to investigate or have not taken the necessary measures to promote equal treatment of students, can turn to the discrimination ombudsman (DO), who has to ensure that the university complies with the Discrimination Act.