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Plan for Equal Rights and Opportunities 2014

Studentavdelningen

Stockholm University

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1. Introduction

The plan for equal rights and opportunities now includes the three former plans for equal treatment, widening participation and accessibility; *Likabehandlingsplan*, *Plan för breddad rekrytering* and *Plan för tillgänglighet*. The aim for the new plan is to be more transparent and to clarify local level responsibilities concerning the work for equal rights to those in departments/equivalent.

The current plan primarily comprises actions for the equal rights and opportunities of students and prospective students. Refer to the University's Gender Equality Plan for actions related to equal rights and opportunities for employees beyond accessibility work. The Human Resources Office coordinates other planning work for employees.

Results from the follow up work for equal rights and opportunities in 2012 revealed that only 14 departments had completed at least three active actions while just as many indicated that there was a plan for handling discrimination cases. Equal rights and opportunities regardless of background is a quality issue and the university has a higher ambition than that reflected in the local work. Therefore demands have been introduced in 2014 on departments to implement specific activities. Previously the plans only contained recommendations for the departments.

The work for equal rights and opportunities is based on the demands made on the university in laws and ordinances. See chapter 2 in the Appendix Plan for Equal Rights and Opportunities for a brief introduction to the legislation.

At the Student Services there is an equality coordinator, an administrator for widening participation, two coordinators of special educational support and one dyslexia pedagogue to provide support and advice to departments/units working with equal rights and opportunities. Contact details for these individuals can be found in the plan's appendix, chapter 1.

2. Policy for equal rights and opportunities

Stockholm University shall be an egalitarian seat of learning, characterised by transparency. Student composition in both undergraduate and postgraduate education shall reflect the surrounding community.

Enquiries relating to accessibility, reception and treatment of people with different needs and backgrounds must be given a high priority. Equal rights and opportunities for higher education are a question of democracy and human rights. Everyone shall feel welcome at the University.

Work must be carried out continuously to remove obstacles at the university so that the university becomes a study and workplace that is accessible to everyone.

Creating a study and work environment characterised by transparency will allow the University to contribute towards more people being able to choose higher education, which means more perspectives will be reflected in the University's education and research. The university must take advantage of the resources that students and employees with different backgrounds, life situations and skills bring to the table.

Knowledge of gender issues and work for equal rights and opportunities at the university must be continuously improved among employees and students. This comprises, in addition to discrimination legislation, work to increase accessibility and widening participation.

Employees, students and prospective students must, regardless of ethnicity, disability, gender, gender identity or expression, religion or belief, sexual orientation or age, be treated and received with respect and dignity. Discrimination, harassment and sexual harassment are unacceptable and must not occur at the university.

In order for the university to reach its goal to be egalitarian and transparent, heads of departments, heads of unit and the equivalent at the university must take responsibility for work concerning equal rights and opportunities in their fields. Work related to equal rights and opportunities must be carried out in close cooperation with the students. All employees and students are responsible for creating an egalitarian study and work environment based on the university's goals and actions.

3. The work of departments for equal rights and opportunities

Only those departments or equivalent whose activities involve student contact (which also includes the education of doctoral students) need to implement actions to promote the equal rights and opportunities of the students.

THREE ACTIONS FOR EQUALITY

The departments shall implement at least three actions annually that are assessed to promote equal rights and opportunities for employees and students. The actions must together comprise more than one area, e.g. discrimination based on gender or widening participation and multiple target groups, for example, students or prospective students. Suggestions for activities can be found in chapter 4 in the Appendix Plan for Equal Rights and Opportunities.

If support is needed in the work to develop actions or suggestions for implementation, there are contact persons at Student Services and The Human Resources Office, see chapter 1.1 in the Appendix Plan for Equal Rights and Opportunities.

Departments or the equivalent shall work for equal rights and opportunities on a local level. This means that:

- work based on the regulations in Discrimination Act related to active actions
- take responsibility for widening participation
- as far as possible, ensure that accessibility is such that no one needs to feel obstructed in the department's premises, operations, or when they want to gain access to information.

3.1. Continuous work

There are a number of actions that must be performed continuously at the department as part of promoting equal rights and opportunities for prospective students, students, and employees. The actions must be included in the day-to-day activities and implemented in addition to the minimum of three actions described above. If any of the actions listed below have not been completed earlier, they can be included in the minimum of three active actions to be implemented in 2014.

The head of department, head of unit or the equivalent is responsible that the actions are implemented.

Administrative system in the event of discrimination

Clear information must be available about how the department handles cases when employees or students believe that they have been a victim of harassment pursuant to the Discrimination Act. The administrative system shall, among others, include:

- information about who is to be contacted
- how cases are progressing and how cases are documented

An administrative system must be available **at the latest by March 31, 2014**.

Information prior to placements

In the event of placements or the equivalent outside of the university that are a part of the education, the placement or equivalent must be informed of the university-wide plan for equal rights and opportunities and be reminded of their responsibilities as a result of labour legislation. Information must also be given to the student. Examples of such information can be found on the university's website www.su.se/jamlikhet.

Information about equal rights and opportunities

Information must be given to staff and students about equal rights and opportunities in conjunction with introduction days at departments/units. The information should include:

- the department's administrative system in the event of discrimination/harassment
- work on widening participation
- work to increase accessibility

See the appendix for examples.

Contact details for matters concerning equal rights and opportunities

A compilation with clear and accessible information about who to contact for matters concerning equal rights and opportunities must be kept in each department/unit. . An administrative system must be available **at the latest by March 31, 2014**.

Counteract student drop out at the department

The department/unit must work systematically to prevent student drop out. See the appendix for examples.



Actions targeted towards prospective students

In addition to ordinary recruitment activities, departments/units must also conduct systematic activities aimed at recruiting students from underrepresented groups. The focus of this work should be on actions to reduce social recruitment imbalance. See the appendix for examples.

Accessibility

The department/unit must:

- choose appropriate and accessible premises
- contact the Technical department when premises are found to be inaccessible
- ensure that people do not experience obstacles when using the department's premises, participating in activities and collecting information about activities.

See the appendix for examples.

Special educational support

Special educational support must be given, when appropriate, to students who experience disabilities in their study situation. This is carried out in consultation with the coordinator at Student Services.

4. The overall work at Stockholm University for equal rights and opportunities

This chapter describes the promotional actions to be carried out within the university's administration. The intended target group, the head responsible for implementation of the action and, if determined, who has operational responsibility that the action is implemented must be specified for each action.

If a time period has not been specified, the action is carried out continuously within the ordinary activities.

4.1. Overall actions

Promotional actions are presented in this section that comprises more than one area within the work for equal rights and opportunities.

Information

Information about equal rights and opportunities and about the administrative system for harassment pursuant to the Discrimination Act must be clear and easy to find on the university website.

Target group: employees, students, prospective students

Responsible: Human resources manager and the head of Student Services

Operational responsibility: gender equality coordinator and the equality coordinator.

Increased knowledge about equal rights and opportunities

Information about equal rights and opportunities and about the administrative system for harassment is to be given on the following occasions:

- management training
- basic training for new safety officers
- introduction of new employees
- continuing professional development for study advisers
- information during the Welcome day
- information sessions during teacher meetings and similar at departments

Target group: employees, students, prospective students

Responsible: Human resources manager and the head of Student Services

Operational responsibility: gender equality coordinator and the equality coordinator.

Preventing harassment

A brochure about harassment pursuant to the Discrimination Act must be produced. The brochure shall, among others, clarify what a prospective student, student or employee can do if the person feels they are a victim of discrimination or harassment based on any grounds for discrimination.

Seminars about harassment pursuant to the Discrimination Act must be implemented in connection with the launch of the brochure. The seminars are to be arranged with the aim of highlighting issues and increasing awareness of these among students and employees.

Target group: employees, students, prospective students

Responsible: head of Student Services and the Human resources manager

Period: 2014.

4.2. Targeted actions

Promotional actions are presented in this section that are targeted towards a specific area within the work for equal rights and opportunities.

4.2.1. Widening participation

Introduction course

There is a summer course given by the Department of teaching and learning and didactics since 2011. The aim is to facilitate the transition to higher education studies. The course is becoming increasingly popular, and the aim is that responsibility for the course and its continued development is taken over by any university-wide bodies.

Target group: prospective students

Responsibility: head of the department of teaching and learning and didactics

Operational responsibility: the course coordinator and student workshop at Student Services.

Mentoring

Students meet alumni through a central mentoring programme at the university.

Target group: students

Responsible: head of Student Services

Operational responsibility: academic and career adviser at Student Services

Period: spring 2014.

Mapping

The mapping of the student population at the University was done in terms of social background which is defined by the parent's level of education. The resulting statistics are based on a departmental level.

Target group: students

Responsible: head of Student Services

Operational responsibility: administrator for widening participation

Period: 2014.

Fair wind

Mentoring programme where students at Stockholm University are mentors to students in selected secondary schools in Stockholm County.

Target group: prospective students

Responsible: head of Student Services

Operational responsibility: administrator for widening participation.

Sponsor schools

The university initiates and follows up partnerships with selected upper-secondary schools within Stockholm County and departments at Stockholm University, the so-called Sponsor schools.

Target group: prospective students

Responsible: head of Student Services

Operational responsibility: administrator for widening participation.

4.2.2. Ethnicity

Information

Current information will be available in Swedish and English. See Language policy at Stockholm University in the Regulations, Book 1, for guidelines for the use of languages.

Target group: employees, students, prospective students

Responsible: all departments.

4.2.3. Accessibility

4.2.3.1. Information

Accessible information

Information must be accessible so that people, regardless of functional capacity, can seek information, share the information and communicate with the university on equal terms. Information about the services offered to students, prospective students and employees with respect to accessibility, readability and plain language must be improved.

The university's websites and systems must in technical aspects such as coding standard and style sheets, as well as in structure, navigation and language attempt to use a design for everyone.

Target group: employees, students, prospective students

Responsible: all departments.

Availability at Stockholm University's library

Stockholm University library must work to make the library resources accessible through specific support to students, for example, through information about audio books and e-textbooks.

Target group: employees, students, prospective students

Responsible: head of the Stockholm University library.

Software that increases the availability of information

Software that provides support, among others, to students and employees with dyslexia should be accessible and updated in order for research and other information produced at Stockholm University to be accessible.

Target group: employees, students, prospective students

Responsible: head of Student Services

Training in accessible web publishing

Further training in accessible web publishing must be offered in the course, “Writing for the Web, for our target groups and with the University's voice”.

Target group: employees, students, prospective students

Responsible: head of the Communications Department.

Listen function on the university's website

An overhaul of the listen function on the university's website in Polopoly must be implemented.

Target group: employees, students, prospective students

Responsible: head of the Communications Department.

Period: 2014.

Accessibility in the university's writing guidelines

Stockholm University's writing guidelines in the visual identity manual must be updated to include accessible writing for defined target groups.

Target group: employees, students, prospective students

Responsible: head of the Communications Department.

Period: 2014.

4.2.3.2. Premises

Safety rounds

The Safety section must introduce accessibility as part of the regular annual safety inspections conducted at the university campus. Procedures are to be drawn up how to implement this in the best way.

Target group: employees, students, prospective students

Responsible: head of the Technical Department.

Operational responsibility: head of the Safety section.

Period: 2014.

Specific actions for increased physical accessibility at the University

- A guide path, which can be followed by touch by people with visual impairment, must be constructed from the metro to the A building and on to the Student building.
- A guide path must be constructed in the South building to facilitate orientation for people with visual impairment.
- Information about where the key to the toilet designed for persons with impaired mobility (C-building, 4th floor) can be collected must be made available. **Period:** 2014.
- An investigation must be made into the possibility to build a toilet in building E or F designed according to Handisam (the Swedish Agency for Disability Policy Co-ordination) recommendations for people with impaired mobility that require special spacious toilets.
- Advocacy for increased accessibility in the metro station “University” must be implemented.
- Allocation of responsibility between Academic house and Stockholm University in respect to work on accessibility to university buildings must be clarified.
- The safety section, in collaboration with the Academic house, must review and ensure that door openers installed on campus work and have an actuation time of maximum 3-5 seconds. **Operational responsibility:** head of the Safety section. **Period:** 2014.
- The Safety section must draw up a plan for the development of personal alarms in toilets adapted for people with impaired mobility. The alarm should go to the central alarm unit. **Operational responsibility:** head of the Safety section. **Period:** 2014.
Target group: Employees, students, prospective students
Responsible: head of the Technical Department.

Accessibility guide

Work to develop an Accessibility Guide, a map on the web and/or a mobile application, must continue on condition that resources are available for the project.

Target group: employees, students, prospective students

Responsible: head of Student Services

Period: 2014.

Availability at Stockholm University’s library

Accessibility aspects in terms of premises and fixtures must be considered in conjunction with the renovation of the library.

Target group: employees, students, prospective students

Responsible: head of the Stockholm University library.

Accessibility in and to the university premises

An inventory of the university premises must be continuously made, where accessibility in the university environment is included in the inventory. Accessibility issues must be included in the annual safety rounds. The deficiencies in accessibility identified at the annual inventory must be described in an action plan. The landlord and tenant set out in the action plan the order actions are to be taken and how they should be financed. Actions are then taken according to the action plan.

Accessibility must be taken into account for all new construction, rebuilding or renovation work.

Signage at the university campus shall be continuously evaluated and updated for clarity and accessibility. Accessibility must always be considered in the procurement of goods and services.

Target group: employees, students, prospective students

Responsible: head of the Technical Department.

4.2.3.3. Operations

Information about accessible teaching

Development work to more effectively reach out with information about accessible teaching

Target group: students, prospective students

Responsible: head of Student Services

Operational responsibility: coordinators of special educational support

Period: 2014.

Special educational support

There are coordinators of special educational support in Student Services Coordinators advise and can issue certificates for students about recommended educational support actions. The University provides a number of different educational support actions, for example, interpreter services are offered to students who are deaf or hard of hearing and there is a mentoring programme for students with various neuropsychiatric and/or mental conditions.

There is a resource room at Student Services with computers for students who experience obstacles in the study situation.

Student Services also provides information and advice to employees, for example, teachers, study adviser and directors of studies.

Target group: students, prospective students

Responsible: head of Student Services

Follow-up survey about accessibility

Student Services shall establish actions designed to improve accessibility for students at the university. The actions must be based on the results of the survey, which was conducted in 2013 with students who had applied for special educational support.

Target group: students, prospective students

Responsible: head of Student Services

Period: 2014.

4.2.4. Religion or other beliefs

Andrum

Students and employees have the opportunity to visit a prayer and meditation room on campus, which is open to everyone. Information about the location of such rooms is published on the university website www.su.se/jamlikhet under “Andrum”.

Target group: employees, students, prospective students

Responsible: head of the Technical Department.

4.2.5. Transgender identity or expression

Gender-neutral toilets

There must be toilets without distinguishing gender markings (other than handicap toilets) in public areas of the university. Information about the location of such toilets must be published on the university website www.su.se/jamlikhet under “Gender-neutral toilets”.

Target group: employees, students, prospective students

Responsible: head of the Technical Department.

4.2.6. Sexual harassment

Information against sexual harassment

Clear information to employees and heads must be available on the university website about how the university shall prevent and deal with sexual harassment.

Target group: employees, students, prospective students

Responsible: Human resources manager and the head of Student Services

Operational responsibility: gender equality coordinator and the equality coordinator.

Information against sexual harassment

All new employees who participate in the Introduction days for new employees shall receive the brochure: *Sexual harassment - what is it and what to do if you or someone else is affected?*

Target group: employees, students, prospective students

Responsible: Human resources manager and the head of Student Services

Operational responsibility: gender equality coordinator and the equality coordinator.

4.2.7. Child responsibility

Nursing room

Students and employees have access to a special private room for breastfeeding. You can also use the available rest rooms. Information about the location of nursing rooms is published on the university website www.su.se/jamlikhet under “Studying with children”.

Target group: employees, students, prospective students

Responsible: head of the Technical Department.

Changing tables

Students and employees have access to changing tables at several locations at the university campus. Information about the location of changing tables is published on the university website www.su.se/jamlikhet under “Studying with children”.

Target group: employees, students, prospective students

Responsible: head of Student Services and the head of the Technical Department.



More information about Stockholm University's work for
equal rights and opportunities

www.su.se/jamlikhet

More information about Stockholm University: www.su.se

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APPENDIX to the Plan for Equal Rights and Opportunities

The appendix contains a description of the university-wide organization, legislation and how equality work can be organized on a local level with tips for successful equality work, examples of actions and a template for established goals and actions. Definitions of key concepts can also be found here.

1. University-wide organisation

There are a number of persons in Student Services and Human resources who have responsibility for coordinating parts within the work for equal rights and opportunities. These can be contacted for assistance with local work in departments/units. Contact details:

| Area | Name | E-mail |
|-------------------------------|--------------------------------|--|
| Widening participation | Faezeh Khalaji | faezeh.khalaji@su.se |
| Equal treatment | Christian Edling | jamlikh@su.se |
| Accessibility | <u>Student issues</u> | |
| | Åsa Ferm | studentstod@su.se |
| | Anna Göthner | studentstod@su.se |
| | Elisabeth Åman (dyslexia) | studentstod@su.se |
| | <u>Personnel issues</u> | |
| | Marie-Louise Johansson | marie-louise.johansson@su.se |

Questions regarding premises should be put to the Technical department, Building planning section.

At Stockholm University there is an equality coordinator and a gender equality coordinator linked to Student Services and Human resources respectively. Coordinator duties include supporting the departments based on the university-wide plans for equal rights and opportunities and gender equality, to work preventatively for equal rights and opportunities. They also conduct investigations about possible discrimination and/or harassment pursuant to the Discrimination Act. Student Services also has coordinators for questions concerning widening participation and accessibility as mentioned above.

The council for gender equality and equal issues is a University-wide council that advises the vice-chancellor and contributes to the University's work with information and the

dissemination of knowledge in matters of equal rights and opportunities. The faculty representatives in the council must firmly establish the council's work in each faculty and convey information concerning gender equality and equality between the faculties and the council. Union representatives, student representatives and a permanent co-opted representative for the Gender academy also participate on the council. There are also university-wide bodies for widening participation, Work group for widening participation, and accessibility, the Accessibility group. Organizationally, these are grouped under the Council.

Work related to equal rights and opportunities must be carried out in close cooperation with the students. Stockholm University's students' union appoints representatives for work with equality issues, for both local and central project groups as well as the Council for gender and equality issues. In departments, the local student council, if this exists, is given the opportunity to be involved in the work for equal rights and opportunities. If there is no student council, the student's union in question should be contacted. Students are welcome to make suggestions for improvement actions at departments and the university as a whole, for example, through the University's equality coordinator.

1.1. Allocation of responsibility

The vice-chancellor is ultimately responsible that Stockholm University is an equal-rights university, which means that the vice-chancellor has overall responsibility to carry out targeted and active work for equal rights and opportunities at the University.

The vice-chancellor has delegated responsibility to carry out targeted and active work for equal rights and opportunities on a departmental level to each head of department. The heads of departments therefore have a direct responsibility that equality work is performed within the University and that it is integrated as part of the ordinary activities in the departments. Responsibility for investigations into possible discrimination is not delegated, but such matters must always be reported to the University's equality coordinator.

Area committees are responsible for the strategic integration of gender issues in planning, follow up and the evaluation of education and research, coordination of equality work in interfaculty education and research, and in internal and external cooperation.

The chief administrative officer has overall responsibility for the management of equality matters within the university-wide functions. Responsibility involves a driving, coordinating and follow up role regarding work against discrimination and for equal rights and opportunities at the University. The chief administrative officer has delegated a functional responsibility to heads of unit within the university's administration. The heads of units therefore have a direct responsibility that equality work is performed within the University's administration and that it is integrated as part of the ordinary activities in the units.

The heads of departments/units shall appoint a contact person for equal rights and opportunities at departments/units, see section 4 below. Departments and units shall identify targets and active actions to promote equal rights and opportunities and gender equality.

Each employee and student at the University is responsible, in daily activities, to work for the university to be an equal rights study and workplace that is open to everyone.

1.2. Follow up

According to the Discrimination Act, a follow-up of planned actions to prevent discrimination and promote the equal rights and opportunities of students (treatment plan) shall take place annually. The university-wide targets and actions described in the plan for equal rights and opportunities shall be continuously followed up. A web-based follow-up survey regarding locally planned and implemented actions is sent out in an annual follow-up of activities to the heads of departments and units. The head of Student Services is responsible that the follow up is carried out, heads of departments or units are responsible that the actions performed in departments and units are reported.

The follow up is published on the university's website: www.su.se/jamlikhet >> Action plans.

2. Legislation

The Discrimination Act (SFS 2008:567) regulates the university's responsibility, in the capacity of education provider, in issues concerning equal rights and opportunities relating to grounds for discrimination. This work was previously called equal treatment, when it was regulated in the former Act (SFS 2001:1286) on equal treatment of students at university.

According to the Discrimination Act, the University shall:

- conduct target-oriented work to actively promote the equal rights of students regardless of gender, ethnicity, religion or other belief, sexual orientation or disability (ch. 3. § 14);
- take action to prevent and stop students or applicants being subjected to harassment (ch. 3 § 15);
- draw up a plan that must include an overview of the actions needed to promote the equal rights of students regardless of ethnicity, disability, gender, religion or other belief, sexual orientation and to guard against and prevent harassment. The plan must also include a statement declaring which of these actions the university intends to start or carry out during the year to come (ch. 3. § 16);
- and, when the seat of learning becomes aware that a student believes that he/she has been subjected to such harassment, investigate the circumstances surrounding the alleged



harassment and where appropriate implement actions that may be necessary to prevent further harassment (ch. 2. § 7).

The Act states further, that the university must afford all persons regardless of ethnicity, disability, gender, gender identity or expression, religion or other belief, sexual orientation or age equal opportunities for higher education¹.

The Act covers, in education, students and applicants to first, second and third cycle programmes.

Discrimination, harassment or sexual harassment of students at or applying for courses at Stockholm University is not permitted (Ch. 2 § 5).

The Equality Ombudsman, (DO), is the government agency whose mission, among others includes developing methods to prevent discrimination and review how, for example, universities live up to the demands set out in the Discrimination Act of actions against discrimination and the management of any discrimination cases. More information is available on the Equality Ombudsman website www.do.se

Work on widening participation observes the Higher Education Act (SFS 1992:1434), where in chapter 1. § 5 sec. 4 it states that “[the university must] also actively promote and broaden recruitment [...]. The legislature, through this, aims for an expansion of the demographic spread of the student population, primarily with respect to ethnicity and social background.

The Swedish Council for Higher Education, UHR, has, among others, the task to work to combat discrimination, promote equal rights and opportunities and promote widening participation in higher education. More information is available on the UHR website www.uhr.se

When it concerns adapting premises, information and activities at Stockholm University in order to make these accessible, the university, as a state agency, is subject to the ordinance (SFS 2001:526) regarding the responsibility of Governmental agencies for implementing the disability policy. Failure to take reasonable steps to make the university premises accessible may constitute discrimination under the Discrimination Act, ch. 2 § 5 sec. 2.

¹ Note that the new grounds for discrimination are not covered by the Act's requirements for active actions, but transsexualism is covered by the requirements, as the grounds of gender already cover it.

The Swedish Agency for Disability Policy Co-ordination, Handisam, is the state agency responsible for coordinating, expediting and follow-up of disability policy. More information is available on the Handisam website www.handisam.se

3. Managing discrimination

This chapter describes how situations in which students perceive themselves subjected to unfair or offensive treatment pursuant to the Discrimination Act are to be managed. Discrimination pursuant to the Discrimination Act covers direct discrimination, indirect discrimination, victimisation, instructions to discriminate and harassment on the basis of one or more grounds for discrimination and sexual harassment.

Negative acts directed against a person, but which are not linked to discrimination or are not of a sexual nature may be victimisation/bullying. These are acts covered by the health and safety legislation and, at the University, health and safety issues are delegated to the head of the department/equivalent. Refer to Human resources for support in the health and safety work.

3.1. Administrative systems for the investigation of discrimination by a student pursuant to the Discrimination Act

Discrimination includes direct discrimination, indirect discrimination, harassment on the basis of one or more grounds for discrimination and sexual harassment, instructions to discriminate.

According to chapter 2, § 7 of the Discrimination Act (SFS 2008:567) an education provider, that becomes aware a student or applicant believes he/she has been subjected to harassment in connection with studies, has an obligation to investigate the circumstances surrounding the alleged harassment.

At Stockholm University, situations where a student or applicant believes he/she has been subjected to direct or indirect discrimination or victimisation due to reporting discrimination or involvement in the investigation of such, must be managed in the same manner as harassment.

The teacher, director of studies or equivalent should handle less complicated conflicts immediately. A representative of the university who becomes aware of presumed abusive or discriminating situations must immediately contact the nearest head or specific contact person at the department. If the university becomes aware of alleged cases of discrimination, the university must initiate an investigation within 30 days.

The investigation must be conducted in an impartial and objective manner and presupposes voluntary participation by those concerned. Both the person who claims to have been

subjected to discrimination as well as the person suspected to be the cause of the discrimination must be offered contact with the Student Health Unit, the applicable student union, Human resources or a trade union representative.

Stockholm University's equality coordinator or other appropriate administrator is responsible for the investigation. The equality coordinator must be informed in the event of less complicated conflicts of the aforementioned type. Investigation work is to be performed through talks with those concerned while observing discretion.

The provisions set out in the Administrative Procedure Act and Public Access to Information and Secrecy Act's regarding the registration of documents must be considered and processing of, among others, service notes, communications and decisions must be done in writing. This means that significant parts of the investigation process will be conducted in public view. Attempts should be made that the persons themselves or with the help of a support persons specify in writing the circumstances that form the basis of the investigation. Even though there may be no doubt that discrimination has not taken place, yet a student has call attention to his/her experience of such a situation, an official note about the finding should be made.

All circumstances significant to a final decision that emerge during the investigation must be continuously communicated to the persons concerned with the possibility of their own remarks. Stockholm University must keep those involved informed about the actions the university intends to take and the standpoint of the University.

If there is a conflict of opinion, the university should still form an independent view of the accuracy of the reported discrimination and take appropriate action. The final standpoint must be communicated and registered even if the decision means that the university does not intend to take further action. Where applicable, actions deemed to be reasonable may be required to prevent further discrimination.

3.2. Suggested administrative system for complaints of discrimination by a student

The following text can be used for a local administrative system:

Administrative system for complaints of discrimination by a student:

Approved by [department board/equiv.] on [date]

Harassment and victimisation

Documents that have an negative effect on an individual, which mean the person can end up on the outside of the department/unit community or hamper their opportunity to carry out good work, can be harassment under the Discrimination Act or victimisation/bullying.

Harassment is conduct that violates a person's dignity and which is associated with any of the grounds for discrimination including gender, gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. Sexual harassment is unwelcome conduct of a sexual nature that violates a person's dignity.

Recurring reprehensible or negative behaviour directed at a specific individual, but which is not sexual in nature or related to a discriminatory ground, may be victimisation/bullying.

It is the person who feels subjected to negative behaviour that determines what is offensive, but sometimes that person must make clear that the behaviour is unwelcome or that it is perceived as offensive.

If a representative of the university learns that a student feels that they are a victim of any of the above, the circumstances must be investigated and actions taken to ensure that the abuse ceases immediately.

What to do if you experience discrimination

If someone acts towards you in a way that you perceive as harassment, note down what happened, when and where, and talk about it with someone you trust. At [the department], we suggest you initially turn to [the contact person for equality issues]. You can also turn to [the course coordinator, study adviser or director of studies].

Remember that if you complain of harassment, an employee who becomes aware of this is obliged to report the matter to the head of department. In turn the head of department is required to ensure that an investigation is started and to inform the university's equality coordinator.

If you would like to seek support or discuss what has happened before you decide whether you want an investigation to be made, contact the student union or Student Health Unit.

Investigation and follow up

When a complaint is made of suspected harassment, individual talks should be held with those concerned to determine what has happened. This is done by [the contact person for equality issues or head of department]. The talks must be documented in writing, preferably briefly in point form. The matter must be treated confidentially and quickly. The university's equality coordinator must be informed even at this initial stage. The purpose of individual talks is to get the unwanted behaviour to cease.

If after talks there is still a need to clarify whether discrimination has occurred, the circumstances are to be investigated by the University's equality coordinator. If it's possible that what has occurred can be victimisation, an investigation of the circumstances is to be made by the department.



The vice-chancellor makes a decision in the discrimination matter. The head of department shall follow up the matter by contacting the reporting party within a predetermined and specified time [e.g. one month], in order to ensure that the behaviour has stopped. If this is not the case, the University's equality coordinator shall be contacted for further actions.

If you feel you been discriminated against in connection with the studies please contact one of the following:

[The department]

[NN1], contact person for equal treatment [if there is not one - head of department]

[NN2], head of department

[...]

Student Services

Equality coordinator, e-mail: jamlikhet@su.se, tel: 08-16 25 59

Support

Stockholm University's students' union - for contact details see www.sus.su.se

[Possible local union (Department of Social Work and Department of Computer and Systems Sciences DSC)]

Student Health Unit - for contact details see www.studenthalsanistockholm.se

3.3. What should you do if you are contacted about perceived discrimination?

Step 1

- Deal with the situation directly.
- Take the victim's version of the incident seriously.
- Show respect to those involved.
- Ask questions to clarify what has happened.
- Explain to the victim about the procedure and what you can do to prevent any discriminatory actions from continuing.
- Promptly engage a person responsible or refer to an appropriate contact person - if you will not continue to deal with the matter.
- Document what has been said and how the matter is to be handled. Make sure that you and the victim agree with what you have documented.

Step 2

- Anyone who continues to deal with the matter should form their own picture of the situation by talking individually with both the person who has been subjected and the person subjecting.
- Discuss options how to move forward with the victim. Explain which persons and bodies can help the victim.
- Document what has been said and how you intend to move forward. Make sure that you and the victim agree with what you have documented.

- Prevent gossip and the formation of cliques in the personnel group/student group that may, for example, bring about bullying or exclusion.
- The department must always contact The Human Resources Office or Student Services.

Step 3

- The equality coordinator at Student Services is responsible for investigations of discrimination when it concerns students. Decisions in discrimination matters are not delegated from the vice-chancellor.
- The equality coordinator must keep in regular contact with those involved and continually inform about the progress of the investigation and the relevant timetables.
- If the student or applicant who has complained about discrimination is dissatisfied with investigative work or the university's standpoint, the person can contact the Equality Ombudsman, DO.

3.4. If the investigation finds a discriminatory situation

- The department must ensure that the victim is not subjected to continued discrimination or retaliation.
- The institution must follow up under a long period that the discriminatory situation has stopped.
- Should discrimination continue, the department must promptly pass on information about this to Student Services.
- The department must implement actions with the aim to prevent similar occurrences in the future.

An investigation of discrimination at Stockholm University is carried out as follows:



4. Organisation for work with equal rights and opportunities

In departments and units there are many ways to organise work for the equal rights and opportunities of students, here follows an example. Since most of the activities at the university are conducted on a local level it is important that the work for equal rights and opportunities is integrated into everyday activities.

Equality and gender equality group

The group can consist of members representing: administrative personnel, teachers, doctoral students and students. The contact person/persons for issues concerning equal rights and opportunities in the department/unit should be a member of the group. In order to emphasise the importance of the work, the head of the department can be present, preferably as the convenor and chair.

The task is to conduct a target-oriented process to actively promote equal rights and opportunities in the department/unit as a study and workplace. The group works continuously to monitor and stimulate interest for equality issues and can be a driving force in the work to draw up proposals for targets and actions to promote equal rights and opportunities for students and prospective students. The actions can be based on the examples of actions outlined in this plan. The target and action proposals should be then be proposed to the department board for a decision. The group can also coordinate work with the annual follow up of the department's/unit's target and actions.

Contact person at the department or equivalent

Contact persons for equal rights and opportunities are to be appointed in departments, Stockholm University Library, Student Services and relevant units within administration. The head of department/unit is responsible that a contact person is appointed. The contact person must, if it is not the head of department, on behalf of the head of department/equivalent and in collaboration with the students put forward suggestions for improvements within the department and within the University as a whole.

In order to distribute responsibility and work, the department can have several people with specific responsibilities, for example:

- Contact person for equal treatment (discrimination issues regarding students and applicants).
- Contact person for students with disabilities.
- Contact person for widening participation.

Course coordinator



The course coordinator is responsible, in consultation with the head of department and/or the department's equality and gender equality group, to make the course syllabus and reading list available well in advance of the start of the course so that above all students with reading disabilities have the opportunity to benefit from support media. Responsibility also applies to the content of the course literature. A critical discussion is assumed surrounding literature to avoid offensive material being included, except in cases where the content is justified on educational grounds.

The course coordinator is responsible that scheduling is carried out in such a way that the studies for students, who inform well in advance that they are responsible for young children, are not hampered by teaching and exams being set at times other than on weekdays during the daytime. In the same way, it is the responsibility of the course coordinator that students, who in a timely manner inform that on religious grounds they cannot sit an exam or to take part in other compulsory course modules on certain dates or times, are offered equivalent examination options.

5. Advice for successful equality work

- Form a group with responsibility for work with equal rights and opportunities.
- Document work continuously.
- Become familiar with the Discrimination Act and definitions that apply to the equality field.
- A good starting point is to conduct a present situation analysis of the workplace regarding equal rights and opportunities. Use for example the results from work environment surveys or course evaluations.
- Develop actions that are specific, time bound and realistic.
- Clarify responsibilities for implementation and follow up, scheduling and link to the target.
- It is better to develop a few actions that are implemented than many actions that risk not being applied.
- Inform colleagues and students in the department/unit about your work for equal rights and opportunities
- Look at the targets and actions of other departments for ideas and inspiration. Refer to each department's website, as currently there is no university-wide compilation.
- Collaborate with students' unions/student associations. They form an important resource in the work to reach out to students with information about their rights and responsibilities.

5.1. Work process

Mapping the present situation

In order to formulate relevant and concrete targets and actions for the period in question, it is useful to map the present situation of each area prescribed in the Discrimination Act. Use existing follow-up systems for example results from the work environment survey, course evaluations, available statistics of students, etc.

Analyse mapping

Analyse the results of the mapping. Are there differences between the group, women and men respectively? Are there other groups?

If this is the case, consider: What can the difference depend on? How would you like it to appear? What are the targets of the department? What actions are required in order for the

situation to change to a more equitable situation? Remember to secure the results with the head of the department.

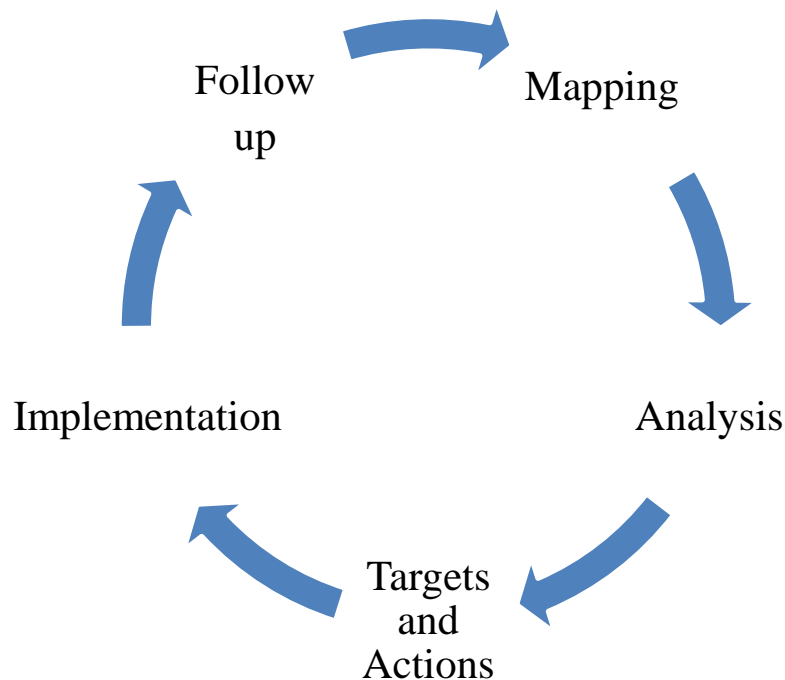
Targets and actions

Formulate concrete and assessable targets and determine the actions you intend to implement. (It must be at least three actions per year). **It is better to implement a few actions than to plan for many actions that are not implemented.** Concrete targets and actions are also a prerequisite for a successful evaluation to be carried out before next year's work.

Implement actions

Decide who is responsible for the implementation of the actions and during which time period they are to be implemented. Remember to secure the work with the head of the department. Ensure that all targets and actions relevant to the department, which are described in the university-wide plan for equal rights and opportunities, are also managed in the local work. Report the results of the actions to the management of the department.

A web-based follow-up survey from Student Services is conducted each year to map the work performed at the University for the equal rights and opportunities of students and prospective students. The mapping is also used as a basis for the next year's Plan for Equal Rights and Opportunities



6. Proposal of actions to promote equal rights and opportunities

The proposals below are not exhaustive and there is room to adapt the actions to the needs of individual departments or units. Each department shall implement three actions annually that are assumed to improve equal rights and opportunities. It is possible in local work for equal rights and opportunities to focus on selected areas per semester or year, for example, one or two grounds for discrimination, some actions to promote widening participation and some actions to improve accessibility. Another possibility is to focus on all areas, yet for topics such as information, treatment, web accessibility, reading lists or teaching.

6.1. Overall actions

Increased knowledge of equal rights and opportunities

Give students and employees in the department/unit increased knowledge of equal rights and opportunities and grounds for discrimination including ethnicity, disability, gender, gender identity or expression, religion or other belief, sexual orientation or age by offering seminars and lectures in addition to the ordinary range of courses offered.

Prevent harassment

Hold a discussion about conversational tone and jargon in the department. Discuss the framework for employees' interaction with students, for example, participation at "pub nights" and the like. The University's "Ethical guidelines - to keep a discussion alive" and the sexual harassment brochure can be used as a basis for talks.

Progression of gender and intersectional perspectives in teaching

Review the integration of gender and intersectional perspectives in education. Work on the wording of the intended learning outcomes provides a good opportunity to describe how this should occur. Strive to give students the opportunity to build on the knowledge and skills they have acquired on previous levels.

Critical discussions of reading lists/teaching materials

Hold a critical discussion about reading lists or teaching materials that can be perceived as offensive. Sometimes it is inevitable that descriptions, theories or claims made in literature are considered to be offensive. Such literature should however not be used unless it can be justified in a satisfactory manner. The teacher has an educational responsibility for the students' development process and must endeavour to convey scholarly confirmed knowledge. Map the students' perception of the literature by asking about this in the course evaluations.

Critical discussions of reading lists/teaching materials

Ensure that literature/teaching materials that describe certain gender expressions, sexual orientation, etc., as sickly, without support of the National Board of Health and Welfare's current list of diagnosed diseases, are not used without explicit indications that the literature does not reflect a modern scientific approach. Material questioning certain types of disabilities should be treated in the same way.

6.2. Targeted actions

Widening participation

Collaboration with upper-secondary schools

In order to reach prospective students of underrepresented groups, the department may, for example, initiate a long-term collaboration with an upper-secondary school in the county where the percentage of those continuing to study within higher education is low. The collaboration shall give students an increased interest in higher education and play down the image of the University.

Discourage student drop-out

In order to counteract student drop-out during the programme length, specific actions can be taken to increase the percentage of students who complete their studies. Examples of such actions include introductory activities for new students, mentoring, extended study adviser activities, support actions that increase the chance of successful outcomes and the follow-up of students who have dropped out.

Continuing professional development

In order to increase knowledge about widening participation among personnel in the department/unit workshops/seminars about widening participation can be included at training courses where the work of the university for equal rights and opportunities are conveyed.

Ethnicity

Language policy

Information shall be available in more languages than Swedish, see the university's language policy in the Regulations, Book 1, for further information.

Diversity calendar

Use of a diversity calendar when scheduling compulsory modules reduces the risk that individuals are faced with the choice between celebrating holidays according to their traditions and to carry out compulsory modules.

Gender

Gender-neutral examples

Wherever possible examples should be used in teaching that are gender neutral in order not to uphold the social construction of sex/gender. To the extent that gender must be included in the example they should be used in a balanced scale and not described in gender-stereotyped context.

Critical discussions of reading lists/teaching materials

A discussion should always be held for the selection of literature, teaching materials as to why one textbook is chosen over another. One aspect to consider is whether literature of authors representing one gender is chosen when there are both male and female authors available for the current topic. The selection of literature or other teaching materials should be based on a sound disciplinary foundation.

Interruption due to pregnancy

If a student defers the completion of a course on the grounds of pregnancy, especially if it is done on the advice from the department, the department shall offer the student a place on an equivalent course after the pregnancy.

Doctor's appointments

Consideration should be given to transgender students' possible need to change seminar groups, exam dates and group work due to doctor's appointments for gender reassignment treatment.

Gender bias

Mapping of gender distribution in courses by using statistics from Ladok. If the situation is bias, an analysis of the cause should be made and actions to widen participation developed.

Transgender identity or expression

The use of names and pronouns

Categorisation of students based on gender should take into account the student's own perception of gender. When using first names and pronouns, the student's own choice of first name and pronoun should be followed in those instances the university is not obliged by law to use the student's legal name.

Response options in surveys, etc.

The possibility of more than two response options for gender should be included on all surveys addressed to students. For example, one option to the question "How would you describe your gender identity?" gives the answer alternatives "Male", "Female" and "Other".

Response options in surveys, etc.

Prior to asking the students' gender identity, it may be appropriate to analyse what the information will be used for, and whether it is necessary. Sometimes the biological gender may be an important indicator, but sometimes instead it may be interesting how the people asking actually identify themselves.

Religion or other beliefs

Adaptation of compulsory modules

Scheduling of teaching, scheduling of group work, compulsory modules and exams must, as far as possible, be carried out taking into account students who, for religious reasons, are unable to participate on certain religious holidays. Students who cannot sit exams on specific days due to religious reasons must notify this at the start of the semester. The department/unit must inform students that those who for religious reasons cannot sit the exam at specific times should notify this to the department as soon as possible, preferably already at the start of the semester.

Diversity calendar

Use of a diversity calendar when scheduling compulsory modules reduces the risk that individuals are faced with the choice between celebrating holidays according to their traditions and to carry out compulsory modules.

Sexual mapping

Various examples

In order to break the heteronormative perspective, examples should be used, as far as possible, in teaching where same-sex couples figure as obviously as different-sex couples.

Child responsibility

Adaptation of compulsory modules

Scheduling of teaching, scheduling of group work, compulsory modules and exams must, as far as possible, be carried out taking into account students with care obligations. Teaching and exams should, wherever possible, be scheduled for weekdays during the daytime, however, this does not apply to evening classes. In cases when exams and compulsory teaching cannot be scheduled on weekdays during the daytime, an alternative should be offered. The possibility to change teaching group to adapt to the times of routines for care obligations should be taken into account whenever possible.

Accessibility

Support procedures

Develop procedures regarding support for students who experience obstacles in their study situation, inform about the procedures and put them into practice.

Information

Include details on the website for coordinators of special educational support in Student Services and who in the department that students and prospective students can contact to talk to about support.

Reading lists



Lists of the course literature should be established and published on the department's website in advance of the start of the course so that students who need literature as audio books, in Braille, enlarged or e-books can have access to the literature on the appropriate media before studies began. The production of new audio books takes two to three months. In order for the student to receive literature for the course it must be ordered well before the start of the course and the student is therefore dependent on reading lists being available on time.

Age

Grouping

Attempt to avoid written assignment groupings so that age homogenous groups are formed.

7. Definitions

Some concepts are present here that are important in the work for equal rights and opportunities and anti-discrimination. Many of the concepts have multiple meanings. The glossary is also posted on www.su.se/jamlikhet.

Widening participation

At the university widening participation is defined through systematic activities to reach prospective students from underrepresented groups, but also by including teaching and support to enrolled students contribute to the stream of students. An additional part in efforts to widen participation is measures to increase the employability of students. The focus of these actions is on the social bias in recruitment for undergraduate as well as postgraduate education. The clearest indicator of social background is considered to be the parents' level of education.

Design for all

A design philosophy that means all products, environments and services are designed with reference to usability and accessibility for as many people as possible. The starting point in the work process is to broaden the target group and satisfy people's different needs in different situations in life, and not focus on specific solutions for specific groups.

Discrimination

That someone is treated less favourably than someone else and this treatment is associated with one or more grounds for discrimination. Discrimination can be direct, indirect or in the form of harassment.

See www.su.se/jamlikhet for more information about the Discrimination Act, who you can contact if you feel you are a victim of discrimination or what to do if you have been contacted by someone who felt discriminated against.

Direct discrimination

That someone is disadvantaged by being treated less fairly than someone else, has been or would be treated in a comparable situation, if such treatment is associated with one or more grounds for discrimination.

Grounds for discrimination

Stated in the Discrimination Act and are the following gender, gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Ethnicity

According to law ethnicity means, an individual national and ethnic origin, skin colour or other similar circumstance. All people have one or more ethnic backgrounds. Everyone can therefore be subject to ethnic discrimination - Sami, Roma, persons with Swedish, Somali and Bosnian ethnicity and so on.

Function impairment

Defined in the Discrimination Act as permanent physical, mental or intellectual limitation of a person's ability to function as a result of an injury or a disease present at birth, which arose thereafter or can be expected to occur.

The National Board of Health and Welfare's Terminology council (04/10/2007) recommends that function impairment is defined as: a limitation that a disability means for a person in relation to the surroundings.

At the University the wording and definition in the Discrimination Act must be used in connection with the exercise of public authority and in texts with legal content.

In other instances, the university advocates that the term is used to describe the obstacles that arise in encounters between people with permanent limitations in functional capacity and the environment, which is usually called the social model. If a person with limitations in functional capacity is subjected to harassment or discrimination on the ground of the limitation, an obstacle in the environment arises for that person, i.e. disability.

Disability

According to the recommendation from the National Board of Health and Welfare's Terminology council (04/10/2007) this is defined as a reduction of physical, psychological or intellectual function capacity.

The equality ombudsman uses the word disability rather than functional impairment, but makes use of the Act's definition of functional impairment. The National Board of Health and Welfare's definition differs from the Act's definition of disability as the word "permanent" is missing.

Gender

The social gender created by the actions and ideas of femininity and masculinity in society.

LGBT

Collective term for homosexual, bisexual and transgender people.

LGBTQ

Collective term for homosexual, bisexual, transgender people and questioning.

Homophobia

An opinion (of an individual, a group or a community) who express a strong negative view of homosexuality or homosexual and bisexual people.

Indirect discrimination

That someone is treated unfairly through the application of a provision, a criterion or a practice which appears neutral, but that may disadvantage people of a particular gender, gender identity or expression, ethnic origin, their religion or belief, disability, certain sexual orientation or certain age.

The disadvantage is not discriminatory if the provision, criterion or practice has a legitimate purpose and the means are used appropriately and necessarily to achieve the purpose.

Intersectionality

Theories of how relations of domination and subordination are created and maintained in interaction between different power structures, such as functional ability, ethnicity and/or gender.

Equality

Equality is about all people irrespective of background shall have equal rights and opportunities.

Gender equality

Gender equality aims to create equality based on gender.

Gender

Defined pursuant to the Discrimination Act as someone who is male or female. Grounds for discrimination can also include those who intend to correct or have corrected their gender.

Transgender identity or expression

Defined pursuant to the Discrimination Act as someone who does not identify themselves as a female or male, or by their dress or in any other way to express association to another gender.

This includes people who, constantly or intermittently, in their way of identify themselves or how they express themselves through e.g. dress differ from the gender norm, such as transvestites, intergender or intersexual.

The equality ombudsman has chosen to use the terms “*gender identity or gender expression.*” The equality ombudsman describes gender identity or gender expression as a person's identity or expression in the form of clothing, body language, behaviour or other similar circumstance with respect to gender.

At the University the wording and definition in the Discrimination Act must be used.

Equal treatment

Equal treatment comprises the actions to promote equal rights and opportunities for students who attend or seek education at the university and to avoid and prevent harassment under Discrimination Act.

Norms

Standard ideas, rules and beliefs that shape us as people. Heteronormativity is an example of a norm. It describes a system in which heterosexuality is perceived as normal, given and expected and where what is perceived as masculine and feminine is regulated.

Queer theory

Collective name for a variety of theoretical perspectives where norms are analysed as relationships, identities, structures and values which are historically conditioned. Queer theory is used in all disciplines that deal with the construction of society and values.

Racism

Originally a word that describes the division of people in a racial system where certain races

biologically are seen as subordinate to others. Today there is often talk about cultural racism - the notion that cultures are absolute, immutable and define the individual's characteristics.

Religion or other belief

"Other belief" means something other than "religion" but is limited to a belief that is based on or associated with a religious belief. This does not apply to ethical, philosophical or political values/belief. Philosophies of life such as Buddhism, atheism and agnosticism are comparable to religion and comprise the concept of other beliefs.

Sexual orientation

The Discrimination Act's definition includes heterosexual, homosexual or bisexual orientation.

Sexual harassment

Pursuant to the Discrimination Act is unwelcome conduct of a sexual nature that violates another person's dignity. This may involve physical contact, jokes, suggestions, looks, images or jargon that is sexually explicit and which is experienced as offensive and unwelcome.

Accessibility

So that everyone can participate equally in society, it is important that it is accessible. This means, among others, that information, premises, and activities are adapted so that everyone can benefit from them, regardless of functional capacity.

Harassment

Pursuant to the Discrimination Act is conduct that violates another person's dignity and which is associated with ethnicity, disability, gender, gender identity or expression, religion or other belief, sexual orientation or age. It is the person subjected to harassment that determines what is experienced as offensive and unwelcome.

Transgender

A collective term for people whose gender identity and/or gender expression occasionally or always differ from the norm for the gender recorded for them at birth. The concept was created, above all, to be a unifying term in sexual political matters, but does not describe the person's sexual orientation. This term includes, among others, intergender people, transsexuals and transvestites, sometimes even drag queens and drag kings.

Transsexual

Persons who do not identify with their biological or legal gender, but often wish to undergo correction by hormone treatment and surgery of the failing body the person inhabits. The term has nothing to do with sexuality but is a question of gender identity. Transsexuals have therefore been subject to grounds for discrimination even prior to the inception of the Discrimination Act.

Age

Defined pursuant to the Discrimination Act as length of life reached.

8. Template for the department's actions

The template is available as a PDF Form at www.su.se/jamlikhet.

ÅTGÄRDER FÖR STUDENTERS LIKA RÄTTIGHETER OCH MÖJLIGHETER

Institution/motsvarande: _____

Gäller för perioden: _____

Fastställd av institutionstyrelsen/motsvarande den: _____

| | Mål | Åtgärd | Ansvarig | Resurser | Uppföljning |
|----|-----|--------|----------|----------|-------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

Fastställd åtgärdsplan skickas till universitetets jämlikhetssamordnare med mejl eller interntpost.

Mejl: jamlikhet@su.se

Postadress: Jämlikhetssamordnaren
Studentavdelningen
(106 91 Stockholm)

Behandlad i Rådet för jämställdhets- och jämlikhetsfrågor den: _____