



# UPPSALA UNIVERSITET

**Plan for equality and equal opportunity**

**Department of Pharmaceutical Biosciences**

## Plan for equality and equal opportunity – Pharmaceutical Biosciences 2015-2017

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## Plan for equality and equal opportunity – Pharmaceutical Biosciences 2015-2017

### **1. Department**

Pharmaceutical Biosciences

### **2. Date**

Approved March 17, 2015

This plan is to be revised every three years, and the current version is thus in effect until December 2017.

### **3. Collaboration**

The plan is established by the departments' working-group for equal opportunity in collaboration with the head of department, and revised and approved by the department board.

### **4. The working-group for equality**

Björn Clauson, student representative

Mathias Hallberg (mathias.hallberg@farmbio.uu.se), teacher representative

Stina Silander (stina.silander@farmbio.uu.se), TA-representative

Elin Svensson (elin.svensson@farmbio.uu.se), doctoral candidate representative, convener of the group and equality-chair of the department

### **5. Follow-up of previous equality plan and equal treatment measures**

Ongoing measures that the prefects, director of studies and/or supervisor are responsible for (to take gender into account in recruitments, schedule meetings during normal work-hours, to strive for the opportunity for doctoral candidate to have a supervisor of both genders, etc.) have been done. Work environment and equal opportunity are permanent items at the board of department's meeting.

The working-group for equality and its representatives have during the period:

- Supported the head of department in the ongoing work for equal opportunity and with reporting to central units.
- Applied for and received grant from the disciplinary domains equal treatment committee to arrange a seminar afternoon regarding diversity and genus. The seminar was held the 24<sup>th</sup> of October 2013 with Nour el Rafai and representatives from Uppsala University's unit for pedagogic development.
- Spread information regarding the plans, policy and activities of the university regarding equal treatment.
- Been present at the seminar "Diversity and motivation" arranged by the trade union ST in September 2014.
- Been present at the equality conference arranged by the University and Swedish Council for Higher Education in November 2014.

The ambition of new placement and update of the working-groups internet information-site have not been realized due to time limitations for the group's members and the drawn out process to move the department's internal webpages on the coworker portal. This task will instead be done during the next period.

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Since the department's last plan was written the university's organization of equality and equality opportunity has been renewed and restructured. This caused the central plans to be delayed, which in turn delayed the disciplinary domain's plan and the plan of the department.

### 6. Description of the facts

#### 6.1 Employees, including doctoral candidates

<b>Employments</b> GLIS, december 2014		<b>Number of individuals</b>	<b>% underrepresented gender</b>
Professors, all categories	Men	8	
	Women	4	33%
Teachers, adjunct	Men	1	17%
	Women	5	
Teachers, lector and associate lector	Men	6	50%
	Women	6	
Doctoral candidates, incl. Assistent	Men	19	
	Women	18	49%
Researchers	Men	17	46%
	Women	20	
Postdoctorals	Men	3	
	Women	1	25%
Technical	Men	4	
	Women	3	43%
Administrative	Men	5	36%
	Women	9	
<b>Total</b>	<b>All</b>	<b>129</b>	
	<b>Men</b>	<b>63</b>	49%
	<b>Women</b>	<b>66</b>	

<b>Management</b> December 2014	<b>Women (number)</b>	<b>Men (number)</b>
Head of department	0	1
Professors	4	8
Research group leaders	3	5
Head of undergraduate unit	3	1

<b>Parental Leave</b> GLIS, during 2013	<b>Women %</b>	<b>Men %</b>
Number of parental leaves	86	14
Time spent at parental leave	91	9

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<b>Sickleave</b>	<b>Women % (% sickleave of total work time)</b>	<b>Men % (% sickleave of total work time)</b>
GLIS, during 2013		
Total sickleave	52 (0.73)	48 (0.73)
Longtime sickleave	100 (0.3)	0 (0)

<b>Income</b>	<b>Gender</b>	<b>Number of individuals</b>	<b>Median income</b>
Primula, december 2014			
Researchers	Men	16	35000
	Women	16	33650
Professors	Men	7	61500
	Women	4	63100
University lecturers	Men	5	43300
	Women	6	42900

**6.2. Doctoral candidates**

<b>Activity</b>	<b>Women % (number of)</b>	<b>Men % (number of)</b>
Uppdok, VT2014		
0-40 %	56 (5)	44 (4)
41-60 %	33 (2)	67 (4)
61-80 %	50 (6)	50 (6)
81-100 %	36 (14)	64 (22)

<b>Sources of income</b>	<b>Women % (number of)</b>	<b>Men % (number of)</b>
Uppdok Spring 2014		
Other university employment	0 (0)	100 (2)
Doctoral candidate employment	47 (16)	53 (18)
Industry doctoral candidate	0 (0)	100 (1)
Paid work with connection to university (external)	50 (3)	50 (3)
Stipends	100 (3)	0 (0)
Educational assignments	14 (1)	86 (6)
No category applicable / unknown	46 (6)	54 (7)

**6.3 Students**

<b>Registered</b>	<b>Women % (number of)</b>	<b>Men % (number of)</b>
Uppdok, during 2014		
Pharmacy masters (apotekare)	73 (498) / 74 (440)	27 (181) / 26 (158)
Pharmacy bachelors (receptarier)	85 (268) / 85 (198)	15 (47) / 15 (35)

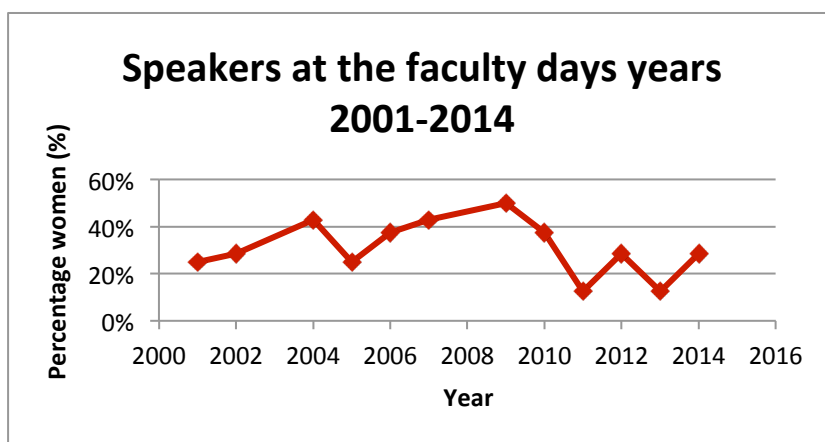
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<b>Undergraduate diplomas (Faculty of Pharmacy)</b> Uppdok, during 2014	<b>Women % (number of)</b>	<b>Men % (number of)</b>
Pharmacy masters (apotekare)	71 (64)	29 (26)
Pharmacy bachelors (receptarier)	84 (32)	16 (6)

**6.4. Other areas**

**Speakers at faculty days 2001-2014**

Year:	Number:	Men:	Women:
2001	8	6	2
2002	7	5	2
2004	7	4	3
2005	8	6	2
2006	8	5	3
2007	7	4	3
2008	<i>No faculty day</i>		
2009	8	4	4
2010	8	5	3
2011	8	7	1
2012	7	5	2
2013	8	7	1
2014	14	10	4



**Constitution of the working-groups of the department 2014**

Working-group	Number of persons:	Men:	Women:
Department board	17	6	11
Work environment group	7	3	4
Working-group for equal opportunity	4	2	2
Doctoral candidate group	3	1	2
Working-group bioscience seminars	4	1	3
Head of studies group	7	4	3
<b>Total</b>	<b>42</b>	<b>17 (40%)</b>	<b>25 (60%)</b>

**6.5. Analysis of statistics and other comments**

The work with updating the statistics-part of the work plan have been ongoing for a longer period of time, therefore the dates of registry acquisitions vary (2013-2014). A number of sources have been used (Primula, GLIS and Uppdok) and they are not always in agreement. The working-group for equal treatment does not find that the aforementioned have any impact on the analysis from the information.

**Gender distribution amongst employed**

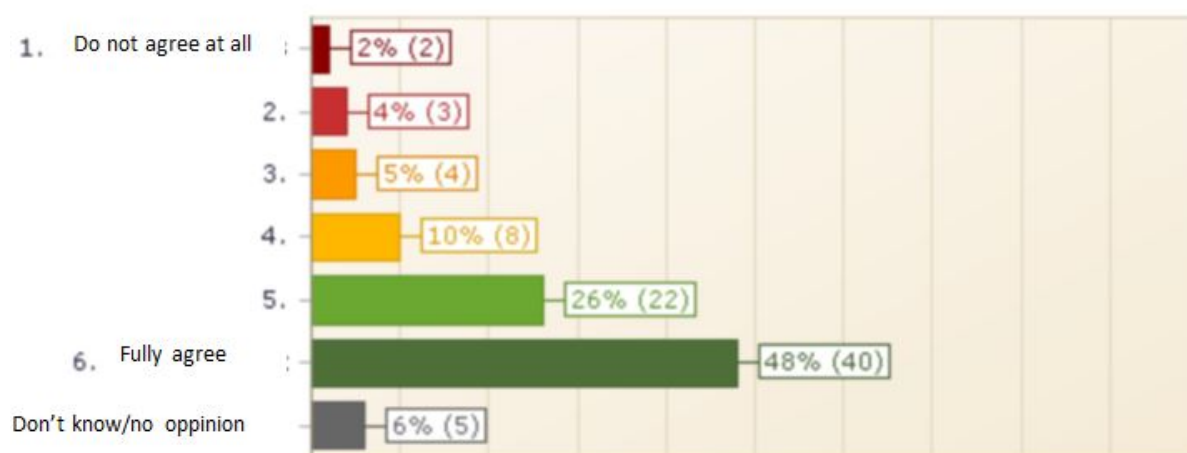
In December 2014 the department employed 129 persons, of whom 51% were women and 49% men (GLIS), which is in accordance to what is seen as equal gender distribution (40-60% of each gender). If one breaks down the statistics in categories of employment a less satisfactory picture appears. Categories that fall outside of the 40-60% interval are marked in red in the tables above.

From these numbers one can see that women are strongly overrepresented within administrative work and pure teaching positions. The categories researchers, lecturers and doctoral candidates are equal with respect to gender according to the 40-60% definition. That five out of six adjuncts are women means that it is harder to live up to the ambition that students are to meet teachers of both genders, as adjuncts are responsible for a large part of the education. Amongst professors a

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distinctive male-domination remains, however the proportion of women have grown since the last evaluation which is positive. It should however be noted that the proportion of women is significantly higher in other teacher categories which could hint on the presence of a so called glass ceiling, that is an invisible barrier for women to advance to the position of professor. It was suggested from the evaluation which was made within the faculty in 2006 that female researchers felt that they had inferior career opportunities as compared to men<sup>1</sup>.

During 2014 a work environment survey was done (internet based) within the department which included questions related to equal opportunity. One of the questions were: "I experience the department/equivalent as a workplace where everyone, regardless of gender, gender identity and expression, ethnicity, religion or other beliefs, functional disability, sexual orientation or age have the same opportunity to develop". The responses from the 84 responders are shown in the graph below.



Regarding the question what factors make up obstacles for development at the department four persons said age; three persons said gender and one person ethnicity. Five out of 84 (6%) responders said that that they had felt discriminated at their place of work at any point during the last 12 months. The question of experienced discrimination was discussed, partly at a meeting on department level lead by the head of department, partly within the research group from where the answers had come from (without any attempt to identify the person who had felt discriminated).

### **Parental leave**

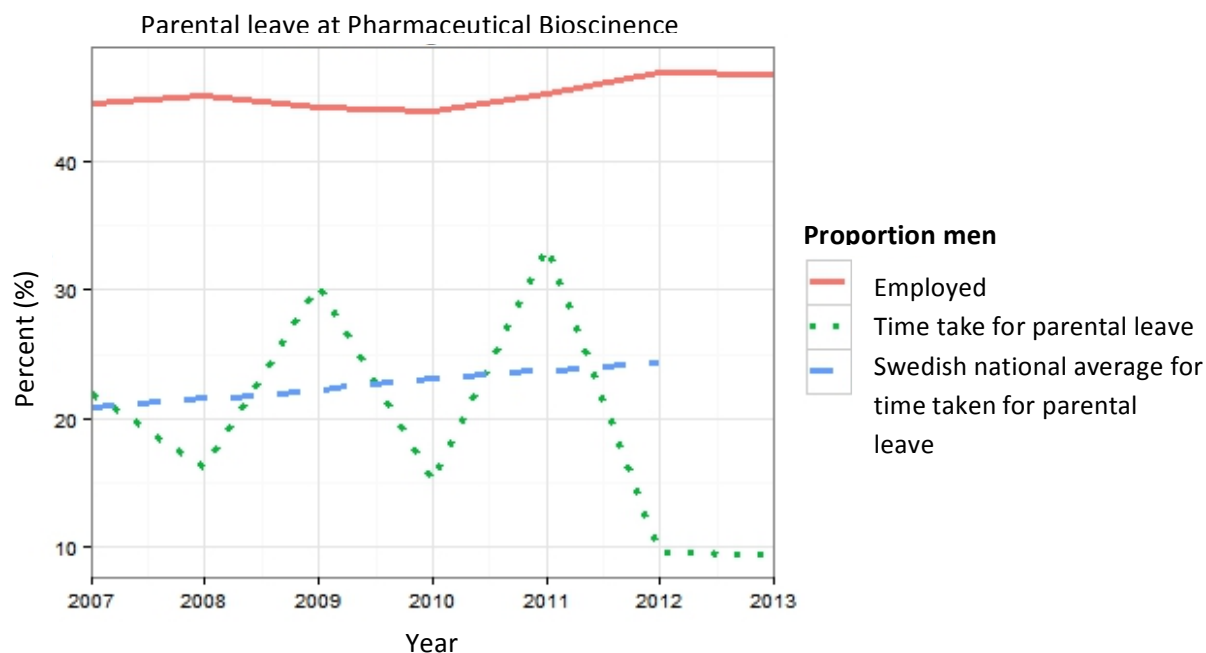
A measure suggested by the department's previous equal opportunity plan was to have a more thorough look at parental leave and also to analyze trends over time. This because the numbers of persons who go on parental leave is small and varies between years. 2013 men took out 9% of total paternal leave (see the table above).

A compilation of data from 2007 to 2013 shows that the proportion fluctuates without any noticeable trend of increase (see graph below). Since there were a slight majority of women at the department during the period the expected proportion parental leave used by men was not 50% but instead the same as proportion of work hours performed by men (approx. 45%). Between 2007 and 2013 an average of 19% of the parental leave was used by men, which is far lower than what would be expected if the distribution had been equal in respect to gender. This is also lower than the national average during this period (also after adjustments of expected value), the department thus seems less equal than the society in general in this aspect. Compared to the average in Uppsala



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(27.7% of paternal leave was taken by men 2014) and in light of that higher education is the factor which has the largest impact of equal parental leave it is even more worrying that men at the department remain less inclined to go on parental leave.



### **Sexual harassment and offending differentiated treatment**

No knowledge of instances of sexual harassments has reached the head of department, equality-representative or the working-group. We do not however thereby claim that such treatment never occur at the department.

In previously mentioned work environment survey four out of the 84 persons said that they had felt victim of offending differentiated treatment from someone at the work place. Since the survey was completely anonymous no specific follow-up be done, but the cases were noted and discussed at the review of the result of the survey at department level.

### **Terminations and early retirements**

During 2012-2014 no employees have gone into early retirement or terminated as a result of lack of work.

### **Students**

During 2014 there were 679 first-time registered pharmacy-students at master level during the fall semester, and 598 during the spring semester, out of which women were overrepresented (73 and 74% respectively) according to previously mentioned criteria. The corresponding numbers for pharmacy-students at bachelor level were 315 during the fall and 233 during spring, and a strong overrepresentation of women can be seen here (85% at both semesters). It is not possible to draw any conclusions regarding whether advancing to the next semester of studies differs between genders from the numbers which are presented in this report. It is however of interest to investigate this at a later time. The reason for this uneven distribution in gender can be hypothesized be due to an old dogma that women is more likely to apply to health- and service programs and occupations, to

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which both pharmacy master and bachelor belongs, whereas men apply to programs such as biology and chemistry which has a larger science focus, or engineering programs with larger focus on technology and math<sup>2</sup>.

### **Speakers at faculty days**

A compilation of gender distribution of the speakers during 2001-2014 shows that the proportion of women/men fluctuates. In 2009 there was an equal distribution, but after that the proportion of women speakers has been between 15-30%. This can partly be attributed to the fact that there are more male professors and heads of research groups. On the other had the gender distribution is even amongst researchers and doctoral candidates. It is the assessment of the department's working-group of equal opportunity that we should strive for a more even gender distribution for this occasion in the future. It should be noted that the organization of this day is shared between this department, and that of medicinal chemistry and that of pharmacy, with which we take turn being responsible for the agenda.

**Representation in preparatory and decisive committees** A compilation of the departments working-groups show that we have an equal distribution of gender in the majority of the mentioned groups, with the board of the department being the exception, where approximately 60% are women (see table in section 6.4). Other representation in preparatory and decisive units on disciplinary domain level varies. In some units the department has representatives, while in other we are represented by the other two pharmacy departments. Examples of the representation of the department are for example disciplinary domain board where the department have 1 representative (100% women), in the pharmaceutical committee 3 out of 4 representatives are women, in the electoral board and the ordinary representatives of GRUFF have a completely even gender distribution. Furthermore we have for example one representative (100% women) in the committee for equal opportunity but none in the associate professor committee. Totally in the preparatory units the trend is towards having somewhat more women than men as representatives from our department. In the units the gender distribution is however even. The assessment of this working-group is that the department have a relatively even gender distribution in these units and should act for it to remain so.

## **7. Continuous assignments, university level**

The central organization of the university was renewed during 2013 and the Council for Equal Rights was created. The chairman and advisor to the vice-chancellor is Anna Höglund (anna.hoglund@crb.uu.se). Representative in the council from our disciplinary domain is Mats Karlsson (mats.karlsson@farmbio.uu.se).

### **Work and environment**

- All responsible heads within every domain should actively strive for a work- and study environment which is free from discrimination, offensive treatment and harassment
- All employees, including doctoral candidates and students, should be informed of the meaning of the terms harassment and sexual harassment, as well as where the university's information material "Regarding prohibitions and actions against discrimination – Information for students and employees" are to be found
- All responsible heads within each domain should actively strive for the hetero-norms to be made visible within the work- and study environment, and actively counteract its consequences
- Everyone active within the department should be given opportunities to combine studies, research and other work at the university with parental leave. The guidelines for this are outlined in "Uppsala University parental policy"
- Individual accommodation measures and accessibility measures for persons with functional disabilities regarding premises, decoration and devices should be done in accordance with case-specific decision
- In connection with performance reviews questions regarding work environment and equal opportunity be made aware of
- When updating rules, guidelines, action plans and programs equal opportunity aspects should be integrated

### **Information**

- Students should routinely be informed of the support which can be offered to students with disabilities
- Students should routinely be informed of the activities Language workshop and Reading studio
- The university's information should be outlined as such as individuals with disabilities are able to communicate with Uppsala University and find information at the same condition as every other student, employee or visitor

### **Leading posts, preparatory and decisive committees**

- An even gender distribution should be in effect at all positions which comes with responsibilities to lead work and/or personnel in preparatory and decisive committees. Both women and men shall in equal part be nominated to assignments with the university and the committees where the university is represented. When only one person is to be nominated for a commission and/or board one man and one woman be nominated. Deviation of these nomination rules should be motivated in writing.

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- During collegial elections through electoral boards, where the final decision is made by superior instance, the electoral board's assignment should be to nominate at least one candidate of each gender.

### **Income and competency development**

- All responsible heads within each domain should actively strive for that all personnel category continuously can benefit from competency development.
- Income should not be correlated with gender. Differences in income should be motivated with fair justifications.

### **Recruitment**

- Recruitment should be done in such a way that it gives a wide applicant pool. Available positions should be described gender neutrally, and potential applicants of the underrepresented gender should actively be sought for.
- Each unit within the university that gives proposal of employment, for example recruitment groups, should in writing declare how equality aspects have been accounted for; if not the matter should be re-referred from the one who makes the decision. Presentation should be made up of a briefing of the considerations which have been taken.

### **8. Continuous assignments, disciplinary domain level**

Contact person for the disciplinary domain is equality committee secretary Oskar Fahlén Godö (oskar.fahlen.godo@uadm.uu.se) and the departments' representative in the committee is Anne-Lie Svensson ([anne-lie.svensson@farmbio.uu.se](mailto:anne-lie.svensson@farmbio.uu.se)).

Equal opportunity considerations should be integrated in all work within the disciplinary domain. This means that the work should mainly be in form of continuous efforts within different areas of the organization. The assignment is generally formulated to be as widely applicable within the organization as possible.

- The faculty board shall take measures that leads to that each student within the programs that include interaction with patient/client/equivalent receives an increased awareness of individuals' differences regarding sexual orientation, gender identity or gender expression
- Monitor the changes in the proportion of women and men who are accepted to the different programs on basic and advanced level within the disciplinary domain.
- The disciplinary domain should strive for that students at all levels should interact with female as well as male teachers.
- The disciplinary domain should strive for that no student is discriminated due to gender, are exposed to sexual harassment or other derogatory or offensive treatment from other students, teachers or other personnel.
- The disciplinary domain should continuously evaluate study results in relation to gender within the different programs and analyze causes for eventual discrepancies, for example differences in the proportion of men and women who completes the education as well as receives a degree in the time planned.

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- The disciplinary domain should strive for an even gender distribution within education on doctoral level, and should therefore act for giving the underrepresented gender priority for admission assuming equal merits.
- The disciplinary domain should act for the recruitment of women and men for all positions within the disciplinary domain, such that an equal gender distribution is reached. This is also applicable for adjunct positions.
- Recruitment groups for professor positions within the disciplinary domain should actively search for, and recommend, women to apply for the positions.
- The departments should have a strategy with concrete efforts to support young researchers, and when necessary give special assistance to researchers of the, at the department, underrepresented gender.
- The disciplinary domain should strive for that no employee is subjected to sexual harassment or other derogatory or offensive treatment from colleagues, teachers or other personnel.
- Equality in representation should be strived for in the disciplinary domains boards and committees, as well as within different personnel categories.

### **9. Continuous assignments, departmental level**

The working-group for equal opportunity is made up of representatives for different personnel categories and shall:

- Be involved in the planning and measures regarding equal opportunities and equality at the department.
- Continuously follow up and evaluate the department's efforts within this area.
- Prepare material for the head of department intended to be use as background for efforts.
- Be involved in the planning and measures for follow up regarding the university's and the disciplinary domain's work plans and policy documents.
- Translating own produced information material regarding recruitment, working conditions and harassment to English.
- Clarify on the webpage to whom at the department that students with disabilities can contact for support regarding his or her study situation.
- Clarify on the webpage to whom at the department that employees or students who are subject of harassment or offensive treatment can contact.

The work group for equal opportunity shall address the legally defined seven bases for discrimination: gender, gender transcending identity or expression, age, ethnicity, religion, handicap or sexual orientation. Gender is the only of these for which a written and continuous evaluated and updated action plan is a requirement by law.

### **10. Specific goals and measures, disciplinary domain level**

Below the prioritized specific goals for equal opportunity work at the disciplinary domain for medicine and pharmacy during the period 2014-2016 are listed. These supplement the continuous missions which have been stated earlier.

At the end of the period the following goals should have been met:

- A survey of how equal opportunity work is accomplished at department level should have been conducted.

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- The university's centrally planned survey of students social study environment from an equal opportunity perspective should be evaluated.
- The disciplinary domain's recruitment groups should have completed the course "Recruitment on equal conditions".
- An evaluation of how the new rules for promotion of teachers have affected the possibilities for an equal academic carrier within the disciplinary domain should have been conducted.
- Measures to elucidate processes which mean unequal conditions to apply for and receive funding should have been completed.
- Measures to develop competence for the members of the committee for equal opportunity regarding the seven bases for discrimination should have been completed.
- Measures to increase awareness of normativity in work- and study environment should have been completed.
- A survey of the use of pedagogy with gender perspective within the disciplinary domain should have been completed.
- Measure to increase the knowledge of gender-related issues for the teachers within the disciplinary domain should have been completed.

### 2014

- Develop a questionnaire to survey of how efforts to promote equal opportunity are accomplished on department level.  
**Responsible:** The committee for equal opportunity
- Inform recruitment groups at the disciplinary domain about the course "Recruitment on equal conditions"  
**Responsible:** Dean and the committee for equal opportunity
- Complete seminars regarding genus and resource allocation  
**Responsible:** The committee for equal opportunity
- Survey the competency and the needs for development in the newly elected committee, provide suitable education material, as well as investigate the possibilities for the committees members to take part of the course "Recruitment on equal conditions"  
**Responsible:** The committee for equal opportunity
- To monitor the efforts which are made of the genus reviewer at the faculty of medicine.  
**Responsible:** The committee for equal opportunity

### 2015

- Circulate the questionnaire to survey of how efforts to promote equal opportunity are accomplished on department level.  
**Responsible:** The committee for equal opportunity
- Monitor and if required influence the questions in the questionnaire regarding students social study environment from an equal opportunity perspective which is to be conducted at the university.  
**Responsible:** The committee for equal opportunity
- Gather material in order to evaluate results of the new rule changes for the promotion of teachers and analyze the results.  
**Responsible:** The committee for equal opportunity

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- Provide the committee for equal conditions with material regarding the seven bases for discrimination.

**Responsible:** The committee for equal opportunity

Complete seminars to increase the knowledge of genus for teachers within the disciplinary domain, preferably in cooperation with the unit for university pedagogic development.

**Responsible:** The committee for equal opportunity

### **11. Specific goals and measures, department level**

#### **11.1 Personnel and employments**

*Goal:* The department should strive for recruitment of women and men to all positions, so that the present uneven distribution within the different personnel categories at the department over time is corrected. The department should strive to offer permanent positions and full time employment to as large extent as possible and make part-time employment possible when such is preferred by the employee.

*Measures:*

- At time of recruitment equality aspects should be kept in mind.
- To describe available positions gender neutral and actively encourage underrepresented gender to apply for the position.

*Responsible:* Head of department

- To strive for to offer doctoral students competent supervisors of both genders.

*Responsible:* Head of department and supervisor

#### **11.2 Working conditions and work environment**

*Goal:* The department should work for a good work environment for everyone, regardless of gender, for employees as well as students. The department shall ensure that both genders are represented in management, organization and external activities.

*Measures:*

- Give opportunity and encourage active participation of work environment efforts (among other things through the department's working group) and inform of safety representatives.
- Keep gender aspects in mind when appointing assignments in preparatory, deciding and advisory units and other committees within the department.
- To appoint speakers with a more even gender distribution on the next faculty day.

*Responsible:* Head of department

#### **11.3 Offensive treatment and sexual harassment**

*Goal:* The department should strive for that no employee or student is subjected to sexual harassment or other offensive treatment from other students, teachers or personnel.

*Measures:*

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- Employers who finds out that an individual have been subjected to offensive treatment is required to investigate the circumstances and when occurring take measures in accordance to the law and rules which exists.

*Responsible:* Head of department, heads of research groups

- To spread information of what sexual harassment and offensive treatment is and of work environment- and equal opportunity law
- To inform about contact persons and the university's guidelines for dealing with harassment occurrences.

*Responsible:* Head of department and the work group for equal opportunity

### **11.4 Parenthood**

*Goal:* The department should organize work as well as working conditions in such a way that an active parenthood for both men and women is stimulated, for employees as well as student.

*Measures:*

- Arrange regular meetings/seminars during ordinary work hours so that personnel with young children may participate.

*Responsible:* Head of department, director of studies and heads of research groups.

- To communicate the results from the longitudinal study of parental leave which have been done, and furthermore investigate the causes for the uneven distribution.

*Responsible:* The working group for equal opportunity

### **11.5 Differences in income**

*Goal:* The department shall work for that all employees should have equal income for work of equal value with no difference due to gender.

*Measures:*

- In the department's plan for equality continuously present income for men and women at equal positions, and if differences are identified make this known to the department's administration.

*Responsible:* The working group for equal opportunity

### **11.6 Genus and HBTQ-perspective**

*Goal:*

The department should work to increase employees' awareness of gender- and HBTQ (homo-bi-trans-queer) questions, and shall work for a gender perspective in all research as well as education, and an inclusive working environment.

*Measures:*

- To give information of the university's seminars on genus- and HBTQ-perspective.



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*Responsible:* The working group for equal opportunity

### **11.7 Undergraduate studies**

*Goals:*

The department should strive to have a good working environment for all students regardless of gender. The department should work for an increased recruitment of underrepresented gender, and make combining studies with parenthood easier. The department shall ensure that all teaching personnel are educated in gender perspectives in pedagogy and can utilize a gender perspective in the education.

*Measures:*

- To keep continuous discussions regarding gender aware pedagogy during meetings with the head of studies, teachers and other applicable.
- To bring forth gender- and equality perspective in education when possible.
- To select course literature which applies gender- and equality aspects when possible.
- To strive for good routines during scheduling so that students with children are able to plan their studies.
- To schedule required courses to weekdays between 8 and 17.00
- To through active participation in groups such as GRUFF and STURE (student recruitment) shed light on uneven distribution amongst undergraduate students and gender aspects during recruitment.

*Responsible:* Head of studies, course directors, representatives in the mentioned groups and the working group for equal opportunity

### **11.8 Remaining matters**

*Goal:*

Effective communication regarding the department's equal opportunity work.

*Measures:*

- To provide important documents both in English and in Swedish (for example this plan).
- To renew the working group for equal opportunity's webpage and move it to a more accessible position.
- *Responsible:* The working group for equal opportunity