



UPPSALA  
UNIVERSITET

# GENDER EQUALITY PLAN 2013-2015

*With yearly provisions for actions*

*Department of Peace and Conflict Research*

*Proposals formulated by the Department's Equality Officer in cooperation with the Committee for Equal Rights at the Department. The plan was accepted by the Department board on 2013-12-02 and the plan is valid during the period 2013-01-01 to 2015-12-31.*

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## INTRODUCTION

Striving for gender equality generally means striving to attain the same possibilities, rights, and obligations for both women and men. In practice, it consists of redistributing resources and opportunities so that they are shared by men and women equally, preventing sexual harassment, creating conditions that allow for combining work and parenthood, and integrating a gender perspective into education and course literature. Achieving equality requires an active and continuous effort. This gender equality plan functions as a guide to action and also as a policy document for the Department. The Head of Department is responsible for the equality issues at the Department and will, together with the Equality Officer, monitor the Department's activities and ensure that the gender equality plan is followed. For certain actions the Head of Department has delegated the operative responsibility or the implementation (*in those cases, the responsible person is indicated in brackets*).

The gender equality plan is made up of two parts: long-term and short-term goals. The long-term goals should be seen as guidelines for the continuous work at the Department. The short-term goals are means to achieve the goals on which the Department will focus during this three-year period. The gender equality plan also contains an evaluation of the short-term goals formulated in the previous gender equality plan of 2009 (according to 13 §The Gender Equality Law *Jämställdhetslagen*).

In addition to the compulsory plan, which relates to the concept of 'gender equality' and which primarily deals with the equal treatment of men and women, this plan also encompasses an appendix, labelled 'Plan för Likabehandling' (Equality Plan). This appendix, which is also accepted by the board of the Department, outlines the Department's work with equality for all individuals irrespective of age, religion, ethnicity, sexual orientation, gender identity and disabilities.

## LONG-TERM GOALS

### **Recruitment, wages and work processes.**

The Department of Peace and Conflict Research should work towards an equal gender division within all employment categories. An equal gender division, according to the Uppsala University gender equality plan, is achieved when at least 40% of each gender is in place in a given category. All of the means suggested aim to achieve gender

equality both directly, by recruitment of new staff, and also indirectly by encouraging staff members of underrepresented genders to apply for openings within the department. In addition to striving for an equal gender representation in employing staff and setting wages, the Department shall aim for equality concerning each individual's work processes. This includes, for example, how the newly employed are introduced to the Department's administrative structures and rules for teaching, which is important for work efficiency and the possibilities of career progression.

#### *Goals*

- To have an equal gender distribution within all employment categories
- To ensure that gender does not affect individuals' wages
- To ensure that all staff have equal access to information regarding work

#### *Means*

- Announce vacant positions to attract potential employees of the under-represented gender, documenting how this is done.
- Formulate announcements of vacant positions in a way that does not give undue advantage to the overrepresented gender.
- When new positions are announced, the Head of Department should present the proposal of experts to the teacher's corporation for consideration, since a transparent process tends to be favorable for the underrepresented gender.
- When recruiting a new employee, always acknowledge the gender equality plan; after the recruitment, be prepared to report on how this was done.
- Every year, both a female and a male PhD candidate, inform the students at the C and the master courses about the PhD program (*Director of Studies for the Under-graduate Program*).
- Inform PhD students, at the beginning of their studies, of what qualifications are necessary for employment (*Director of Studies for the Graduate Program*).
- When deciding on wages, always take the equality aspects into consideration in order to avoid differences in wages due to gender. An employee should always be able to demand a motivation for the received wage.
- Work processes of importance for research, pedagogical activities and rules, shall be available for all employees. Primarily, this means that the Department will strive towards supplying all important information in English. A special focus shall be placed on responsibilities and roles amongst decision-makers and other relevant staff, in order to ensure that new teachers, visiting researchers, administrators, ph.D. candidates and other colleagues can work effectively and according to the rules. *Head of Department, with the assistance of administrative personell and the equality officer*).

### **Education and Competence Development**

The Department should encourage all employees to pursue continuous competence development regardless of gender. This can include specific courses for the underrepresented gender, promotion of specific employees, employment rotation, etc.

#### *Goals*

- To offer all employees competence development courses.

#### *Means*

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- Offer relevant education to employees who, within their positions, lack education or competence development opportunities. ‘Medarbetarsamtal’ are good opportunities to look over competence development, and then especially focus on the possibilities for competence development amongst the TA-staff.
- As far as possible, put aside economic means for employees who, within their positions, lack relevant competence development opportunities.

## **Parenthood**

To make an equal environment possible it is important that the Department be able to offer education and working conditions that enable those with children to combine studies and work with parenthood.

### *Goals*

- To make it possible to combine studies (undergraduate and graduate) and work with parenthood.

### *Means*

- Schedule seminars, lectures, and meetings that are part of the Department’s general agenda so that they do not extend into the evenings (*Head of Department, Directors of Studies*).
- Maintain contact with employees on parental leave (*Head of Department, Director of Studies of both Graduate Programs*).
- Encourage both male and female employees to take parental leave.

## **Research-related activities**

The Department organizes a number of research-related activities for employees and students, including, for example, the research seminar and lectures with invited speakers. In order to create an environment of equality, the Department should strive towards gender equal representation also concerning these activities/arrangements.

### *Goals*

- The Department shall, over time, strive toward gender equality at those research-related activities that the Department is responsible for.

### *Means*

- Those responsible for research-related activities shall take gender equal representation at research-related activities/arrangements.

## **Sexual Harassment**

According to the Gender Equality Law (*Jämställdhetslagen*), sexual harassment is “unwelcome behavior related to gender, or unwelcome behavior of a sexual nature which violates/humiliates the work integrity of an employee.” Violating/humiliating behavior related to gender involves not only actions of a sexual nature, such as unwelcome physical contact or pressure to have sex, but also actions such as stalking, intimidating, or causing physical humiliation. It can also include hurtful comments about physical appearance or attempts to diminish others by dominating them.

Furthermore, it can include ignoring, freezing out, or not cooperating with someone because of his or her sex.

Any individual in the Department who feels that he or she is being exposed to sexual harassment or other violations/humiliations of the character described above can contact someone on the following list:

- Head of Department
- The Equality Representative at the Department
- The Director of Studies of the Undergraduate and Graduate Program
- The Equality Representative of the Students' Organization (*Studentkåren*)
- Head of Equalities Office at Uppsala University
- Uppsala University Vice Chancellor

If the Head of Department learns that an employee is being exposed to sexual harassment or other violations, he or she is responsible for investigating the circumstances and taking any required action to address such violations/humiliations and prevent them from occurring in the future. Reports of such violations should be treated confidentially and urgently. The employee should be protected against any harassment related to having filed a complaint. Disciplinary measures can be taken against any employee or employer who is found guilty of such harassment. If the employer is not fulfilling his or her duties, according to the gender equality committee law (*Jämställdhetslagen*), the employer has to pay the employee an indemnity for the violation caused by the omission.

#### *Goals*

- To maintain a work and teaching environment free from sexual harassment.
- To take preventive action against sexual harassment.

#### *Means*

- Conduct annual performance reviews in which the psychosocial work environment and possible violations on the bases of gender are discussed.
- Once informed that any harassment has taken place, investigate the circumstances.
- Participate in courses about sexual harassment offered by the university (*Head of Department and the Equality Representative*).
- At the A course introduction, inform the students of the Department's work with equality issues and the gender equality plan as well as Uppsala University's equality policies (*Director of Studies of the Undergraduate Program*).
- Replace immediately any examining teacher or supervisor who is in a sexual relationship with a student (*Directors of Studies*).
- Information regarding the equality plans and the Department's work for equal opportunities shall be disseminated to all new students each year (*equality officer*).

#### **Gender Perspective and Gender Pedagogics**

The Department should work towards integrating a gender perspective into its teaching. This means that gender aspects should become visible and problematized in

teaching situations. When courses are planned, course literature should be discussed, and there should be an ongoing broader discussion of how to integrate the gender perspective into courses. In course evaluations, students should be asked for their views on how well the Department is integrating the gender aspect into its courses and programs.

#### *Goals*

- As far as possible, integrate a gender perspective into courses and programs at all levels, where applicable.

#### *Åtgärder*

- Take into consideration a gender perspective in the literature and lectures when planning a new course (*Directors of Studies*).
- In course evaluations, include questions about integrating the gender perspective into the teaching and the course literature (*Directors of Studies*).
- Course directors, together with module directors, should consider the gender balance in terms of authors in the course literature used (*Directors of Studies*).
- Course directors, together with module directors, should consider the gender balance in terms of teachers on their course, with the purpose of providing the students with a fair and balanced picture of the Department's staff (*Directors of Studies*).

## **SHORT-TERM GOALS 2013-2015**

### **Undergraduate Education**

The student survey carried out in 2009 gave the Department a good indication of the students' views on necessary improvements to develop the equality work at the Department (see above, on the evaluation of the goals for 2009). The Department needs to continue working to implement the results of the student survey and it needs to systematically follow up on the students' views on the Department's equality work.

#### *Goals for the Entire Period*

- To increase communications with the students concerning the Department's work with gender equality issues and the students' views on improvements.
- To create a new equality plan, which includes work on discrimination on grounds other than gender, such as age, religion, ethnicity, sexual orientation, gender identification and disabilities. In addition, ensure that this plan is both implemented and placed on the Department's home page.

#### *Means 2013*

- Make sure that the students' point of view on the Department's equality work is asked for in course evaluations (*Director of Studies of the Undergraduate Program*).

#### *Means 2014*

- Translate the new Equality plan into English in order to reach out to more people (*Director of Studies of the Undergraduate Program*).

### *Means 2015*

- Continue to survey students' views on the Department's gender equality work (*Equality Officer*).

### **Recruitment and Equality**

A good working environment free from violations and sexual harassment is important in order to reach equality in the workplace. Today, we do not know if women and men feel equally comfortable in the workplace nor do we know how the gender division for different assignments looks; a first step is to raise awareness about the gender equality aspect in the work environment and to map the gender division for different assignments.

### *Goals for the Entire Period*

- Continue to raise awareness of equality issues, and broaden these efforts and knowledge to include also the other grounds for discrimination
- Gain better knowledge regarding the gender equality within advisory and decision-making bodies at the Department.
- Create a new Equality Plan, which includes work against discrimination on grounds other than gender, such as age, religion, ethnicity, sexual orientation, gender identity and disabilities. Ensure that this plan is implemented and placed on the Department's website.
- Create possibilities for an annual 'brainstorming'-meeting for all employees, in respect to the Department's work for equality.

### *Means 2013*

- Invite the Head of the Office of Equalities at Uppsala University to assist in the work of creating an Equality Plan that deals with the other grounds for discrimination.
- Go through the format used for employer/employee conversations to make sure that the gender equality aspect is incorporated and ensure that all employees are given the opportunity to have such a conversation with the Head of Department.
- Ensure that all staff have access to competence development, with a special focus on TA-staff.

### *Means 2014*

- Summarize how women and men are engaged in decisive and advisory committees at the Department (*Equality Officer*).
- Each implementer of means checks that the means have actually been acted upon/implemented, and evaluates these results (see checklist below).
- Create, as a test, an annual 'brainstorming'-meeting for all employees, in respect to the Department's work for equality.
- Evaluate the strategy used for the Department's work with the other grounds for discrimination (EqualityPlan, Appendix A).

- Ensure that all staff have access to competence development, with a special focus on TA-staff.

#### *Means 2015*

- Once again evaluate the strategy used for the Department's work with the other grounds for discrimination (EqualityPlan, Appendix A).
- Ensure that all staff have access to competence development, with a special focus on TA-staff.

### **CHECKLIST FOR FOLLOWING UP ON GOALS AND MEANS**

During the three-year time period stipulated in the gender equality plan, the person with an operative responsibility should check that the goals and means in this plan have been implemented. The assessment should be done twice: before 31 December 2013 and before 31 December 2015, and the results reported to the Department board and to the equality committee. Below is a checklist for the respective functions with operative responsibility for the implementation.

#### **Head of Department has ensured that**

- When a position has been advertised, it has been documented how the Department actively encouraged applicants from the underrepresented gender.
- The announcements have been formulated in a way that does not favor the overrepresented gender.
- It is documented how the gender aspect has been considered in new positions and the setting of wages.
- Competence development has been encouraged in employee/employer conversations, especially for employees who do not have such opportunities in their positions, and that means have been set aside for that purpose.
- Seminars, lectures, and meetings that are part of the Department's ordinary work have not taken place in the evenings.
- The Department has maintained contact with employees on parental leave.
- Both male and female workers have been encouraged to take parental leave.
- At the yearly employee/employer reviews, opportunities have been given to discuss the psychosocial work environment and possible violations related to gender or other possible forms of harassment.
- Circumstances have been investigated when knowledge of any harassment or violation due to gender has been received.
- He or she has participated in seminars about sexual harassment, given at Uppsala University.

#### **Director of Studies of the Graduate Program Has Ensured That**

- Newly recruited PhD candidates have been informed of which qualifications merits are important for recruitments.
- Seminars, lectures, and meetings that are part of the ordinary work of the Department have not been held in the evenings.
- Contact with PhD candidates on parental leave has been maintained.

- Any teacher (examining teacher or desk officer) in a sexual relationship with a student has been immediately replaced.
- **Director of Studies of the Undergraduate Program Has Ensured That**
- Both a male and female PhD candidate have, at course start, informed the C, D and master students about the PhD-program.
- Seminars, lectures, and meetings that must be attended as part of the ordinary work of the Department have not been held in the evenings.
- All student have been informed, during the introductory phase, of the Department's gender equality plan and the equality committee.
- Any teacher (examining teacher or desk officer) in a sexual relationship with a student has been replaced immediately.
- The gender aspect in literature and lectures has been taken into consideration when planning new courses.
- Course evaluations have asked for students' views on how the gender perspective has been integrated into the course literature and lectures.

### **The Equality Officer Has Ensured That**

- He or she has participated in seminars about sexual harassment, given at Uppsala University.
- The gender equality plan and its implementation have been followed up.

## **EVALUATION OF EQUALITY PLAN 2009-2012**

In 2009 a student survey was carried out on the undergraduate students, and 65 students answered. A more detailed summary of the survey, including statistics, in English and Swedish can be found at the Department's equality committee. The goal of the survey was to find out how the students themselves perceived their situation and what issues they prioritized to guide the Department on what to focus on. The survey brought to our attention that the Department needed to make the equality work more visible. A direct response to this finding was the creation of a separate web page for equality issues on the Department's web site; the page included a downloadable version of the gender equality plan.

The Department has, since 2009, had seminars for its employees concerning discrimination and harassment. The Department views these courses as also being part of the work with work environment issues more broadly.

During the year, it became clear that the gender equality committee's mandate had to be broadened to include areas of discrimination other than gender. Today, the committee is better known as the "equality committee," reflecting the broader mandate. The gender equality plan, however, still deals only with gender issues, though many aspects can be applied to other types of discrimination as well. Evaluation of whether or not the students feel discriminated against on any other grounds have, however, been introduced on all A-course modules, and in a few of the other modules as well. These evaluations have all been reported to the director of

studies for the undergraduate students

## DESCRIPTION OF THE CURRENT SITUATION

### Kartläggning av könsfördelning och löneskillnader

Below are statistics on gender balance and wages, extracted for 2006, 2010 and 2012. These include gender distribution per work category among students at the undergraduate level, as well as differences in average wages per employment category. The statistics are taken from the management information system of Uppsala University, GLIS (see <http://glis.uu.se/>), primula, and uppdock. The percentage figures are shown in brackets.

**Tabell I. Gender Distribution per Work Category**

<i>2006</i>			
	Women	Men	Total
Administrators	8 (89%)	1 (11%)	9 (100%)
Teachers	19 (49%)	20 (51%)	39 (100%)
-phD candidates	11 (73%)	4 (27%)	15 (100%)
Technical staff	1 (50%)	1 (50%)	2 (100%)
Total	28 (56%)	22 (44%)	50 (100%)

<i>2010</i>			
	Women	Men	Total
Administrators	6 (75%)	2 (25%)	8 (100%)
Research Assistants	10 (83%)	2 (17%)	12 (100%)
Teachers	7 (37%)	12 (63%)	19 (100%)
PhD candidates	5 (45%)	6 (55%)	11 (100%)
Technical staff	0	0	0
Total	28 (56%)	22 (44%)	50 (100%)

**2012**

Number of employees	Full-time	net	Percentage females (%)
Total	66	54,24	50
<b>Teachers</b>	<b>17</b>	<b>11,47</b>	<b>41,2</b>
Lektor, biträdande	5	3,22	60
Professor, adjungerad	1	0,2	
Professor, anst UU	1	0,8	100
Professor bef univlektor	1	1	
Senioruniversitetslektor	1	0,2	
Universitetsadjunkt	1	0,5	
Universitetslektor	7	5,55	42,9
<b>PhD candidates</b>	<b>14</b>	<b>12,6</b>	<b>42,9</b>
PhD candidates	14	12,6	42,9
<b>Administrative</b>	<b>30</b>	<b>22,8</b>	<b>60</b>
Adm samordnare	1	1	100
Arkivarie 1	1		
Assistent, administrativ	2	0,75	50
<b>Research Assistants</b>	<b>15</b>	<b>10,6</b>	<b>40</b>
Forskningssamordnare	3	2,8	100
Informatör 1	0,4	100	
Koordinator	1	1	100
Kursadministratör	3	2,75	66,7
Personaladministratör	1	1	100
Projektadministratör	2	1	100
Projektledare	1	0,5	100
<b>Researchers</b>	<b>12</b>	<b>7,37</b>	<b>58,3</b>
Forskare	11	7,07	63,6
Seniorprofessor	1	0,3	

## Gender balance on under-graduate courses

## HSTK 2012

Total	203,2	100%
Women	129,9	63%
Men	76,3	37%

**Comments****- Gender balance per service category**

The number of employees has increased from 50 people in 2010 to 66 in 2012. The gender balance between the different service categories has been relatively consistent. A break in the trend appears to have occurred within the technical staff and research assistant categories, which are no longer dominated by women. The teacher category is somewhat dominated by men (58.8%), which is, however, within the acceptable 60-

40 frame. The balance has been more or less the same within the PhD candidate category between 2010 and 2012.

### ***Gender balance amongst the undergraduate courses***

Female students were in a majority in 2012 on 19 out of the Department's 30 active courses. In total 427 (61%) of the 702 students were women, which is a minor decrease since the year before when 63% of all students were women. Concerning peace and conflict studies more specifically 346 (63%) out of 546 students were women.

According to statistics from the agency for higher education (HSV) the Department's over-representation of the female sex is slightly higher than the national average of 62.9%. We may possibly be able to see a minor change in the trend in terms of the gender balance when comparing undergraduate and graduate courses, in that the common national pattern of female dominance dissipating at the graduate levels courses is non-existent at the Department. In 2012 female students continued to dominate both at the under-graduate level (60-40) and on the master's level (65-35). In Eurasian studies the gender balance is more equal, even if female students are still the norm: the same is true of the national average. On these courses 52% are women and 48% are men.

### **Changes in Wages**

Changes in wages per gender and service category are relatively constant across the years. In general it can be said that the dominant gender within each service category has a somewhat higher salary than the other gender: women within the technical staff and research assistant categories and men in the teacher category. A clear discrepancy in 2013 is noticeable concerning the research category (11 people), where the percentage of women is 55%, but where the average salary for males (in percent) compared to women is 127. This can be compared to 105 for teachers, 104 for PhD candidates and 89 for technical staff.

## EQUALITY PLAN 2013-2015

Uppsala University, and thus also the Department of Peace and Conflict Research, shall, above and beyond its work with gender equality, also work for equality among individuals on other grounds. The goal – amongst other things – is that “*discrimination or harassment on the basis of, amongst other things, sex, ethnicity, religion, cultural, or social background shall not occur, and everyone’s skills, competence, experiences and resources shall be put to use*” (UFV 1999/1125). For the Department of Peace and Conflict Research this entails that not only discrimination and harassment shall be discouraged, but also that all individuals have a right to an equal study- and work environment. The overarching goal is that all students and employees shall have the same rights, obligations and possibilities at the Department, irrespective of gender identity, ethnicity, religion or other faith, sexual orientation, handicap or age.

According to a decision taken by the board in 2013-12-12 the Department and the Equality Officer shall work for equality on a total of seven grounds: sex, ethnicity, religion, age, gender identity and handicap. ‘Sex’ is treated separately in the main document entitled ‘Gender Equality Plan’, whilst this appendix deals with the other grounds of discrimination. A continuous process shall be enacted in order to actively work in favor of equality on the abovementioned grounds.

Concerning harassment or discrimination this might entail, for instance, behaviors that ridicule or offend a student or an employee on the basis of the above. This can include offensive comments or humiliating behavior. It can also include discrimination and exclusion on these grounds.

If anyone at the Department feels that he/she has been exposed to discrimination or harassment on any of the grounds mentioned above he or she should contact one of the following officials:

- Head of Department
- Equality Officer
- Directors of Studies
- Equality officer at the student body
- The university’s equality officer
- The principal of the university

This Equality Plan’s only goal is not, however, to discourage and counter discrimination and harassment, but also to maintain a study- and work environment where all individuals can reach their full capacity. In other words, the plan also aims to include and take into account the perspectives and competences of all individuals. This is not only a question of justice, but also a question of quality.

This Equality Plan shall function both as a plan for action and as a policy document for the Department. The Head of Department, as the responsible actor for equality work at the Department, shall, together with the equality officer, monitor the Department’s activities in these regards and ensure that the plan is followed. Concerning some of these activities the Head of Department has delegated operative

responsibility (*if responsibility has been delegated, the new operative actors is named within parenthesis*)

The Equality Plan contains three parts: definitions, long-term goals, and short-term goals. The long-term goals shall be seen as guidelines for the continuous work at the Department, whilst the short-term goals are more specific actions that the Department has chosen to focus on during the three-year period of the plan. The Equality Plan shall also contain an evaluation of the short-term goals of the latest plan accepted by the board.

## DEFINITIONS

Equality work concerning...

**Age:** Means that the Department shall pursue the goal of a study- and work environment for all ages, as well as work against discrimination on the basis of age. This can, as an example, concern showing an understanding and implementing practical steps to ensure that studies may be pursued for individuals at any age (such as students with kids).

**Ethnicity:** Means that the Department shall pursue the goal of a good study- and work environment for all ethnicities, as well as work against discrimination on the basis of ethnicity. In addition to working against prejudice on ethnic grounds this may include an awareness of the varying cultures of the world, as well as possible adaptations of the pedagogics to ensure a sound learning environment.

**Religion:** Means that the Department the goal of a good study- and work environment for all, irrespective of religious beliefs, as well as work against discrimination on the same basis. One example may be to create schedules that make it possible to carry out religious practices when necessary.

**Gender identity:** Means that the Department the goal of a good study- and work environment for all, irrespective of gender identity, as well as work against discrimination on the same basis. The concept of gender identity here means the gender with which an individual identifies (such as male, female, transgender or other).

**Sexual orientation:** Means that the Department the goal of a good study- and work environment for all, irrespective of sexual orientation as well as work against discrimination on the same basis. The concept of sexual orientation here includes sexual preferences, such as hetero-, homo- and bisexuality (among others). One example may be to not, in pedagogics, always depart from the norm of heterosexuality.

**Handicap:** Means that the Department the goal of a good study- and work environment for all, irrespective of physical or other handicaps (such as learning problems), as well as work against discrimination on the same basis.

Overall, the Department's work in the Equality Plan means that work concerning the study- and work environment – as well as the pedagogy – shall make use of *diversity aware perspective*. A diversity aware perspective means that issues regarding study and work do not presuppose a common and shared norm regarding who the students and the employees are and what needs they have, but instead that all individuals differ in several aspects. This perspective also means that these grounds shall be taken into consideration not only in improving the study- and work environment, but also in the Department's pedagogy. This perspective not only aims to counteract discrimination, but also aims to allow all individuals to maximize their potential. In such a way the plan will not only benefit the individuals themselves, but will also benefit the Department as a whole.

## SHORT-TERM GOALS

### *Goals*

- To ensure that the Equality Plan, in its first edition, is updated and revised via feedback from students and employees
- To ensure that issues of discrimination according to the seven grounds for discrimination are surveyed amongst the students
- To disseminate the Equality Plan amongst all employees and students
- To construct a more detailed plan, with goals for each specific ground for discrimination

### *Means 2014*

- Ensure that the students' equality group cooperates with the Equality Officer with a special focus on the Equality Plan
- Ensure that all course evaluations survey discrimination on the seven grounds.
- Ensure that information about the Equality Plan and the Department's work for equality is included in every module guide
- Ensure that the Equality Plan is translated into English, is placed on the Department's homepage, and that an e-mail is sent out to all students and employees regarding the plan's existence.

### *Means 2015*

- Carry out the work of constructing a more detailed Equality Plan, as stated above

## LONG-TERM GOALS

### *Goals*

- To ensure that the Equality Plan becomes as natural a part of the Department's work as is the Gender Equality Plan
- To continuously work on expanding and improving the Equality Plan
- To ensure that all teachers at the Department have read course in diversity aware pedagogics

*Means*

- Ensure that all employees and students have access to the Plan and understand its application in the Department's work, as well as actually apply it
- Ensure that the Equality Group continuously cooperates with the students' equality group, as well as with the employees
- The Equality Officer and the equality group shall ensure that information on available courses are made available for all employees