The EECS Faculty Diversity Initiative
the Short Report

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Workgroup Spring 2020

This document compiles input of many.

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Definitions:

- "Gender minority" = men or women if their fraction is < 30%.
- "General minority" refers to a wider definition of minority. [1]
- "New faculty" = faculty recruited 2021 or later.
- "Recruiter" = any expert reviewer or other person having a say in the selection or employment of candidates during faculty recruitment.
- "Base funding" = funding allocated <u>from the school to divisions</u> based on the number of faculty members and their career stage (herein estimated to be 100 Mkr/y in total).

Important steps needed:

- The current EECS culture is "Nordic white male engineer"-focused and must diversify.
- Diversity must be incentivized.
- Recruitment must have reduced bias and focus on minority candidates.
- Address the two-body problem.
- Improve work-life balance.
- Focus on keeping current minority faculty – many receive plenty of offers.

The level and implementation of measures to improve diversity:

The type and level of measures should signal the importance of diversity for EECS, both internally to the organisation and externally to potential faculty applicants, students and collaborators.

- Implement financial incentives for divisions to improve diversity. Financial incentives are both the easiest and most efficient tool to steer action; they guarantee long-term success, and; non-financial actions have proven historically insufficient at EECS. The KTH lawyer sees no legal problem in this.[2] Where gender neutral (e.g., parental leave), financial incentives can target individuals directly.
- We below suggest financial incentives of ~7.2% of base funding allocation 2022, growing to ~13.6% in 2025 and beyond. This level signals the urgency and importance of this matter.
- To further minimise risk for bias and signal the importance of diversity, the implementation and follow-up of measures must preferably be overseen at an as high as possible organisation level (Rektor, vice Rektor of gender equality) and not delegated to lower levels.
- Formalise, plan, measure, and publicly report JML work and results. Formalism and publication lead to transparency; transparency leads to reduced bias.
- Consider taking in external support during implementation (e.g., master thesis students in gender studies from Södertörn University).
- Implement suggestions and remove them if not effective (inclusive approach), rather than requiring a priori proof of effectiveness (exclusive approach). Beware of minor arguments paralysing implementation.

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[1] There was a general consensus that we should tackle diversity and not only gender equality. Mikael Visén investigates whether or how it is feasible to expand the definition of minority to include indigenous, (non-Nordic) ethnicity, gender identity or expression, religion or other belief, disability including mental health, sexual orientation. (Identifying persons belonging to one of these categories could clash with the Swedish discrimination act.) In this draft, where focusing on measurable incentives, we use "gender minority". In other incentives, we use "general minority".

[2] We received legal advice from kTH lawyer Stefan Lagervall on this. From the Swedish discrimination act: "*Prohibition of discrimination: An employer may not discriminate against a <u>person</u> who, with respect to the employer, 1) is an employee, 2) is enquiring about or applying for work. … This prohibition does not prevent measures that contribute to efforts to promote equality between women and men and that concern matters other than pay or other terms of employment.*"
[https://www.government.se/4a788f/contentassets/6732121a2cb54ee3b21da9c628b6bdc7/oversattning-diskrimineringslagen_eng.pdf]

Suggestions to improve diversity:

1. Financial incentives for divisions to maintain (points b,c) and improve (points a,c) gender diversity:
    a) To improve gender diversity amongst newly recruited faculty:
        o Divide 1.8 Mkr/y for four years between divisions employing new gender minority faculty. Total estimated base funding reallocation: ~1.8 Mkr/y in 2022 → 7.2 Mkr/y 2025 and beyond.
        o For new faculty of either gender, decrease base funding with 33% compared to those recruited earlier. Weigh new gender minority faculty members with a factor 200%. Total estimated base funding reallocation: zero in case of gender-equal employment.
    b) To reduce chances of existing minority faculty leaving EECS, weigh those persons with a factor 133% wrt base funding allocation. Total estimated base funding reallocation: ~4.2 Mkr/y (~7 Mkr/y if all current women faculty became full professor while the overall women faculty fraction remains <30%).[3]
    c) To increase work-life balance <u>for faculty of either gender</u>, allocate 400 kkr per FTE-year of faculty members taking parental leave. Total estimated base funding reallocation: ~1.2 Mkr/y.
2. During recruitment:
    a) Attract promising young general minority researchers already as postdocs.
    b) Few and topically broad recruitment calls for many positions simultaneously, typically once or twice per year for all of EECS. Stop targeted-area recruiting.
    c) Proactively communicate open positions to general minority candidates via channels focused on minority candidates. Rely on contact networks of minority employees to reach out to new candidates.
    d) More targeted recruiting of gender minority candidates. Stop targeted recruiting of gender non-minority candidates.
    e) Stop recruitment processes where the number of gender minority candidates diminishes below predetermined levels at specific steps.
    f) At least 40% of recruitment committee members must be gender minority. More than one gender minority person in any important decision setting (research centres, management of schools, divisions, …).
    g) Install routines that reduce bias during recruitment: phrase standard questions to candidates; use standard ways of judging candidates; candidates prepare a video for their "interview"; use Furhat to interview candidates?; diversity officers participate in all recruitment steps to proactively interrupt "informal talk", report sources of bias and suggest potential improvements (copy praxis from VR).
    h) During recruitment, prepare for and take the opportunity to hire excellent "runner up" general minority candidates.
    i) Address the two-body problem on KTH level.
    j) Speed up the recruitment process.
3. Obligatory education in diversity for all leadership and recruiters.
4. Improve communication:
    a) Bias language towards general minorities and always provide examples that cover more than solely typical male topics in: recruitment adds, student assignments, web pages, course descriptions, ways of exemplifying research projects/algorithms/insights, etc.
    b) Communicate regularly about diversity internally (pEECS, website) and externally (website, social media). Advertise our attractiveness to general minorities broadly.
5. Mentoring on all levels.
6. "Diversity" as a factor in planning and evaluation:
    a) Define, follow-up and publish key performance indicators (KPIs) linked to gender diversity on all organisation levels.
    b) Make diversity amongst faculty a topic in the development talk of division and department heads.
    c) Make diversity amongst PhD students and postdocs a topic in the development talk and evaluation of all faculty members.

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[3] The resulting reduction in base funding for the five EECS divisions currently without minority faculty would be ~4.2%.