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KTH Equality Office in the Human Resources Department within the University Administration (GVS) and Vice President for Gender Equality and Values

This document is a translation. In case of a discrepancy between the Swedish original and the English version of the decision, the Swedish original will prevail.

Plan for continued work for a gender equal KTH in 2021-2022

This steering document has been agreed by the President (reference number V-2021-0209) on the basis of appropriation directions for the financial year 2021 regarding universities and higher education institutions (government decision II:15, 2020-12-17). The steering document is valid from 22 March 2021. The steering document contains a plan for KTH's continued work with gender mainstreaming. KTH Equality Office at the Human Resources Department within the University Administration (GVS) and the Vice President for Equality and Values are responsible for reviewing and questions regarding the regulatory document.

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1 Background

1.1 Introduction

Equality is one of the President's prioritized areas for the university's development, as stated in KTH's development plan for 2018-2023 (V-2017-0805). This shall determine processes, decisions and steering documents.

Ethical policy (V-2019-0449) contains KTH's values:

KTH has a set of ethics and values based on democracy, equality of all people, human freedoms and rights as well as a free and open discussion. Equality between women and men and distancing oneself from all forms of discrimination are both a quality issue and a natural part of KTH's values. Gender equality and diversity among employees and students is also an important resource for KTH.

The values are a standpoint that gender equality is about democratic values, free and open academic discussion and quality in research and education. The KTH development plan for 2018-2023 describes more specifically what this means and sets out priority areas for the JML work:

In-depth work with raising awareness, and continuing professional development in terms of gender equality and ethics and values is required to achieve the goal of an open and welcoming KTH. Leaders at all levels need to be aware of their responsibilities and know how to act in order to promote the work. Knowledge and awareness of gender and equality must be integrated into the courses and study programmes so that after graduation, students will be able to contribute to a more equal society. Gender perspectives will be increasingly integrated into research.

1.2 Gender mainstreaming KTH (JIKTH) 2017-2019

- In 2016, the government commissioned all universities and higher education institutions to develop their gender mainstreaming work. At KTH, a plan for gender mainstreaming was formulated by KTH, *A Gender Equal KTH*, (Gender mainstreaming KTH, JIKTH, V-2017-0469). The plan connects the government assignment on gender mainstreaming with the broader work of the Discrimination Act (2008:567) for increased diversity and equal opportunities which at KTH is referred to as JML (gender equality, diversity and equal opportunities). Problem analysis and formulated goals in *A Gender Equal KTH* are based on international and Swedish research and previous studies from KTH. The objectives that have been prioritised – Organization of JML; Knowledge and awareness; Equal conditions; Inclusive cultures - also apply to the period 2020-2022.

1.3 Continued work with gender mainstreaming 2020 and onwards

Through the appropriation directions for the financial year 2020 regarding universities and higher education institutions (Government Decision II:7, 2019-12-19), universities and higher education institutions were instructed to continue to develop the gender mainstreaming work based on an individual plan with development needs, goals and activities and describe how equal opportunities should be integrated and become part of the university's regular activities, e.g., in the governance processes. The government assignment is based on the equal opportunity policy goals, where it is first and foremost emphasised that women and men should have the

same power to shape society and their own lives. Then follow six interim objectives (Government communication 2016/17:10). Based on the equal opportunity policy interim objectives, *A Gender Equal KTH* means the following:

The Government's equal opportunity policy interim objectives	KTH's goals for <i>A Gender Equal KTH</i> based on the Government's equal opportunity policy interim goals
An even distribution of power and influence	Equal representation in decision-making and deliberating bodies.
Financial equality	Equal pay for equal work, equal pay for equivalent work and equal distribution of resources between the sexes.
Gender equality in education	Everyone should have the same opportunities and conditions when it comes to education, study choices and personal development, irrespective of gender.
Even distribution of unpaid home and care work	Irrespective of gender, everyone at KTH must be able to take responsibility for home and family and take the same responsibility for care work in the workplace.
Equality in health	Irrespective of gender, everyone at KTH shall have the same conditions for good health at work and be offered care on equal terms.
Men's violence against women must cease	Irrespective of gender, everyone at KTH has the same right and opportunity for bodily integrity, which means that discrimination, harassment, sexual harassment and workplace harassment are not accepted.

1.4 Coordination of the work for *A Gender Equal KTH* and annual follow-up

The KTH Equality Office in the Human Resources Department within University Administration (GVS), coordinates the work with gender mainstreaming, basic principles and KTH's work on active measures against discrimination based on the Discrimination Act. KTH Equality Office collaborates on a continual basis with many different groups and individuals at KTH.

For the work with collective organisation, there is a need to follow up and develop balance and synergies between, on the one hand, initiatives for equal opportunities, related to legislation, and, on the other hand, gender mainstreaming and organisational development. This work is rooted in research on organisational change management. Gender mainstreaming is conducted from a perspective that is based on an understanding that different systems of power can influence, strengthen or counteract each other, a so-called intersectional perspective. An intersectional perspective is in line with the work with active measures against discrimination for both employees and students, which is based on seven grounds for discrimination. The

gender mainstreaming work consists to a large extent of working with ethics and values as changes in organisational culture are often a central issue when JML is integrated.

The work for *A Gender Equal KTH* is followed up annually and presented to the Board through KTH reports (for example, In-depth KTH report 20201209 and in-depth KTH report 20191204). The work is followed up on a continual basis through dialogue between KTH Equality Office and the Equality, Diversity and Equal Opportunities Responsible (JMLA) (and annual JMLA report) and the Future Faculty Responsible (FFA) at each school, the Dean, the central collaboration group, the strategic council and the vice presidents group. Furthermore, the work is followed up through KTH's quality assurance system and through documentation to the Discrimination Ombudsman and the Swedish Gender Equality Agency.

1.5 Sustainable development and gender equality

Sustainable development is one of the President's prioritized areas for the university's development, as stated in KTH's development plan for 2018-2023 (V-2017-0805). The UN's global goals for sustainable development include goals for gender equality (the fifth goal) and goal for reducing inequality (the tenth goal). The UN's global goals are thus important in the work for change with gender mainstreaming and the work on active measures against discrimination.

2 Continued development needs: priority objectives up to and including 2022

In *A Gender Equal KTH* (V-2017-0469) the following goals were set:

- Organization of JML
- Knowledge and awareness
- Equal conditions
- Inclusive cultures

The goals remain prioritised until the end of 2022.

2.1 Goal: Organisation of JML

The organisation means that a structure for systematic JML work at KTH is built up where discrimination legislation, work environment legislation, gender mainstreaming and working with ethics and values are linked.

2.1.1 Activity: Further development of coordination and support in the JML work

Overall organisation is about coordinating the development work and the preventive work in progress within the schools, the University Administration (GVS) and THS (the student union at KTH) as well as providing support in this work. Through a unified organisation, balance and synergies between, on the one hand, initiatives for equal terms, related to legislation, and on the other hand equality integration such as organisational development and working with ethics and values, can be followed up and developed.

Activity 2021-2022: KTH Equality Office will further develop the support for and coordination of JML work within the schools, the University Administration (GVS) and THS, the student union at KTH.

2.1.2 Activity: Follow-up of the integration of JML in sustainability work

Gender equality and equality are key aspects of social sustainability that are also linked to economic and environmental sustainability. Gender equality and equality are thus both sustainability goals in themselves and means for sustainability in a broader sense. JML is integrated in KTH's university-wide sustainability goals 2021-2025 and climate goals 2021-2045.

Activity 2021-2022: KTH Equality Office will follow up the work of clarifying JML in the work with sustainable development at KTH. This is done in collaboration with the KTH Sustainability Office.

2.1.3 Activity: Continued trade union collaboration on JML

In 2020, KTH Equality Office and the central collaboration group have developed starting points and forms for trade union collaboration on JML issues at KTH.

Activity 2021-2022: KTH Equality Office will continue the work begun on developing collaboration around JML with the trade unions at KTH.

2.2 Goal: Knowledge and awareness

Knowledge and awareness means that the knowledge and awareness of gender and equality as well as of JML issues in general increases throughout the organisation, especially in leadership development, among managers, leaders, teachers and within education for students.

2.2.1 Activity: Integration of JML in education (JMLIU)

The operational plan for KTH in 2021 (V-2020-0856) states that the KTH goal is for knowledge and awareness of gender and gender equality to be integrated into all educational programmes, so that after graduation, students are able to contribute to a more equal society. The background to the knowledge of JML being integrated into the content, design and implementation of education at KTH can be taken from several other steering documents; *A Gender Equal KTH*, ethical policy, KTH's university-wide sustainability goals 2021-2025 and climate goals 2021-2045 and KTH's development plan for 2018-2023.

During the Higher Education Authority's review of the quality assurance work at KTH, the assessment group states that it is not made clear in the self-evaluation in which way the higher education institution considers and integrates gender equality in the programmes' content, design and implementation. The Swedish Higher Education Authority does not define what *content, design and implementation* means, but it is KTH's interpretation and application that will be used as a starting point in the continued work.

The content of the programmes must convey knowledge about JML so that students know what the concepts of gender equality and equality mean, how they are linked to sustainable development, how gender inequality and inequality can be expressed, and that gender equality and equality require organizational work for change. In order for students to receive interpretations and explanations of knowledge about JML, it is often appropriate for knowledge from gender research to be conveyed. In the teaching and learning in higher education programme, knowledge about JML and gender-conscious and inclusive pedagogy must be conveyed.

When designing courses and study programmes, there must be a clear structure for when and how the integration takes place in each programme and a clear structure for follow-up via programme analyses in the quality system.

When implementing courses and study programmes, teachers must work for a gender-equal and equal educational environment free from discrimination, e.g. through procedures and information in order to counteract harassment and sexual harassment and by practising gender-conscious and inclusive pedagogy as part of the work with KTH's ethics and values.

Activities 2021: The Director of First and Second Cycle Education and the Director of Third Cycle Education at each school shall jointly identify ten degree programmes that in 2021 integrate JML. Support for programme directors and teachers during implementation is offered through the Necessity Bag ('Necessären', a web-based resource) and other educational materials (see 2.3.2 below), teaching and learning in higher education courses and workshops. The education initiative 'Necessären' and other educational material is financed to the sum of SEK 1 million according to the operational plan for KTH in 2021.

Activities 2022: Continued integration work in all the school's educational programmes. Continued support for teachers will be offered through the Necessity Bag ('Necessären', a web-based resource) and other educational material (see 2.3.2 below), higher education teaching courses and workshops. Education initiatives are financed with SEK 1 million according to the operational plan for KTH in 2021.

2.2.2 Activity: Training for JML groups

Training and workshops are conducted on a continual basis in order to contribute with support in the JML work for the JML groups in the schools and the University Administration (GVS).

Activities 2021-2022: KTH Equality Office will conduct training and workshops for JML groups to support the JML work.

2.2.3 Activity: Integration of JML in training for recruitment committees and the promotion committee
Training for recruitment committees and the promotion committee is carried out on a continual basis. An important aim of integrating JML into education is to increase the level of knowledge in conjunction with employment and promotion of teachers. Another aim is to contribute with increased knowledge to achieving the recruitment goals that 32 percent of the proportion of new professors should be women (according to section 2.1.1. in the operational plan for KTH in 2021). The courses and study programmes are organised by the Dean and the Human Resources Department in collaboration with KTH Equality Office and the Department of Education at the School of Industrial Technology and Management.

Activities 2021-2022: KTH Equality Office, together with the Dean, shall carry out a review of the application process and assessment from a gender equality point of view. This may include interviews with previous applicants for advertised employment and promotion as well as follow-up interviews with members and operational support staff, in addition to proposals for observations at recruitment committee and the promotion committee meetings.

2.2.4 Activity: Training in JML for employees

Open training initiatives for all employees are carried out continuously to contribute to an increased basic knowledge of JML and the grounds of discrimination and to contribute to working with ethics and values.

Activities 2021-2022: Develop information and training materials about KTH's JML work and continue to implement competence-enhancing training initiatives each semester in the form of open lectures and seminars that are themed on the basis of the grounds of discrimination. The activities are carried out by KTH Equality Office in collaboration with work environment managers, safety representatives and union representatives.

2.3 Goal: Equal opportunities

This refers to various efforts for the purpose of creating equal opportunities with regard to salary, power and career. This includes continued work with faculty development from a JML perspective.

2.3.1 Activity: Integration of JML in leadership programmes and career support

The integration of JML into leadership programmes and career support is an important part of the in-depth work on issues surrounding ethics and values. Development of leadership programmes and career support are discussed in the Arena for Leadership and Teaching's strategic council and decided in the steering group.

Activity 2021: Continued implementation of Partners in Learning (PIL), the career support programme for assistant professors, where JML is already integrated.

2.3.2 Activity: Network for gender research at KTH contributes with research-based knowledge in the work with integration of JML in undergraduate and postgraduate education

In 2020, a first initiative was taken to establish a network for gender research at KTH which (1) creates a scientific reference group in the work with integration in education, (2) is a support in the development of a gender perspective within the engineering sciences and (3) promotes scientific exchange between gender researchers at KTH.

Activities 2021: The network's researchers will produce educational materials and design guidelines that can contribute with competence support in the integration of JML into education.

Activities 2022: The network's researchers will arrange workshops for employees at KTH to support the development of a gender perspective within engineering sciences, in accordance with the development plan's wording that gender perspectives will be increasingly integrated into research.

2.4 Goal: Inclusive culture

Inclusive cultures are based on an awareness of ethics and values, codes of conduct and how an inclusive culture can be created. It also includes awareness of the relationship between sustainable development and JML issues, a clear zero tolerance of harassment and discrimination and a transparency and clarity in communication with regard to JML work at KTH.

2.4.1 Activity: Development of support for change management

The Gender and Change Management (GOFL) programme ran from 2017 to 2018, and included 18 women from KTH. The purpose was to enhance women's influence in KTH's gender equality work. The group subsequently functions as a strategic advisory group in JML issues at KTH. A follow-up study has shown a need to create a clearer form and continuity for the group's work.

Activity 2021: KTH Equality Office will design a support structure in change management for further development of the strategic group GOFL.

2.4.2 Activity: The cooperation programme against sexual harassment and gender-based violence

The work against sexual harassment at KTH consists partly of case management, an equal terms issue, and partly of preventive organisational development work as well as work with ethics and values. Together with Karolinska Institutet, Malmö University and the National Secretariat for Gender Research at the University of Gothenburg, KTH is a partner in the collaboration programme against sexual harassment and gender-based violence. The purpose of the collaboration programme is to increase knowledge about the occurrence of sexual harassment in the academy, e.g. through a prevalence study conducted by Statistics Sweden in 2021 on behalf of the Collaboration Programme. The study is conducted throughout the higher education sector and includes both employees and students. The collaboration programme also aims to promote preventive work against sexual harassment in the academy.

Activity 2021: KTH Equality Office shall provide information about the prevalence study at KTH in order to achieve a high response rate.

Activity 2021: KTH Equality Office must ensure that data generated by the prevalence study on KTH are analysed by researchers at KTH.

Activity 2022: KTH Equality Office will initiate change projects for the development of inclusive culture and zero tolerance of sexual harassment based on previous research and new data from the prevalence study as an important part of the in-depth work with ethics and values at KTH.

2.4.3 Activity: Training in connection with the reception of new students

In order to increase awareness of JML among newly admitted students at undergraduate level, each year KTH Equality Office trains students who are involved in the reception of newly admitted students. This work takes place in collaboration with THS, the student union at KTH.

Activity 2021-2022: KTH Equality Office will continue the collaboration with the Education Office within the University Administration (GVS) by increasing awareness of JML among newly admitted students at undergraduate level.