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An Equal KTH

Plan for Gender Mainstreaming of KTH (JIKTH)

Introduction

This document presents a plan for the gender mainstreaming of KTH – JIKTH – which is a response to the assignment from the government to “universities to prepare a plan for how the university intends to develop the work on gender mainstreaming with the aim that the activities shall contribute to achieving the equality policy objectives”.

The plan for gender mainstreaming was prepared by Professor Anna Wahl, Vice President for Equality and Values, Docent Charlotte Holgersson and Eva-Lotta Thomas, Principal Administrative Officer, Equal Opportunities KTH.

In spring 2017, the plan was sent out for comment to all school management groups and other key functions. The purpose of this round for comments was to get opinions from the KTH organization. The draft was also sent to the National Secretariat for Gender Research for feedback. The comments affected the final plan.

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# The assignment

According to the “Public service agreement regarding universities: New assignment 2016-2019”, universities shall prepare a plan for how the university intends to develop the work on gender mainstreaming with the aim of the activities contributing to achieving the equality policy objectives (Government bill 2008/09:1 bet, 2008/09: AU1, rskr 2008/09:115), e.g. as regards equal opportunities to career paths, gender-related studies selection and student completion. The plan shall contain development needs, goals and activities that the university intends to undertake and shall be implemented in 2017-2019. In addition, the plan will describe the manner in which equality will be integrated and become a part of the university’s ordinary activities, such as in the university’s steering processes. The plan shall be prepared no later than 15 May 2017 and the reporting of measures and results based on the plan shall take place in every university’s annual report for 2017-2019. In their work with gender mainstreaming, the universities may get support from the University of Gothenburg.

The equality policy objectives thereby constitute the outer framework for this assignment, which KTH shall contribute to in its organized work for greater equality. The goal for the equality policy is that men and women will have the same power to shape society and their own lives. The formulation was adopted in broad political agreement. Four of the equality policy interim objectives were decided on in the Swedish Parliament in 2008; the objectives of equal education and equal health were added in 2016.

The six interim objectives are the following:

* Equal distribution of power and influence. Men and women shall have the same rights and opportunities to be active citizens and to shape the conditions for decision making.
* Economic equality. Men and women shall have the same opportunities and conditions with regard to paid work that provides life-long financial independence.
* Equal education. Men and women, boys and girls shall have the same opportunities and conditions in terms of education, choice of studies and personal development.
* Equal distribution of unpaid home and caring work. Men and women shall take the same responsibility for home work and have opportunities to give and receive care on equal terms.
* Equal health. Men and women, boys and girls shall have the same conditions for good health and be offered care on equal terms.
* Men’s violence against women must end. Men and women, boys and girls shall have the same right and possibility of physical integrity.

Gender mainstreaming is a strategy for equality work that has been used for about 20 years, and the European Council’s definition is:

“(re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.”

# A vision – An Equal KTH

Based on the equality policy objectives, An Equal KTH means the following:

* Equal distribution of power and influence: Equal representation in decision-making bodies at KTH.
* Financial equality: Equal pay for the same work, equal pay for equal work and an equal resource allocation between the genders at KTH.
* Equal education: Everyone shall have the same opportunities and terms when it comes to education, the choice of studies and personal development regardless of gender at KTH.
* Equal distribution of unpaid home and care work: Everyone at KTH regardless of gender shall be able to take the same responsibility for home and family. Everyone regardless of gender shall take the same responsibility for care work at the workplace at KTH.
* Equal health: Everyone at KTH regardless of gender shall have the same conditions for good health at work, and shall be offered care on equal terms.
* Men’s violence against women must end: Everyone at KTH, regardless of gender, shall have the same right and possibility of physical integrity. This means that discrimination, harassment, sexual harassment and offensive treatment are not to take place at KTH. When this occurs, it is addressed quickly.

These objectives are in line with KTH’s core values, which particularly highlight equality and diversity as an important resource for KTH and for promoting a sustainable social development:

“KTH has core values based on democracy, the equal value of all people, human rights and freedoms and a free and open discussion. Equality between men and women and the prevention of all types of discrimination is both a quality issue and a given part of KTH’s core values. Equality and diversity among employees and students are also an important resource for KTH.

KTH’s activities are based on the conviction that education and research can and should contribute to better living conditions and to an ecologically, socially and financially sustainable social development. As a technical university, KTH has a special responsibility for developing and conveying knowledge that is necessary for promoting such a sustainable development.”

The government has proposed that gender streamlining can, for example, focus on career paths, gender-related selection of studies and student completion. KTH relates to these focus areas in the following manner:

* **Career paths:** KTH’s work on the gender mainstreaming of its Tenure Track system shall continue. Work on development of career paths and career support for other groups, such as researchers and technical/administrative staff needs to be investigated and initiated.
* **Gender-related selection of studies:** KTH shall increase the proportion of women in programmes where the gender distribution is not balanced.
* **Student completion:** KTH needs to investigate the issue of student completion from a gender perspective.

# Plan for Gender Mainstreaming at KTH (JIKTH)

In practice, gender mainstreaming means that gender equality is a perspective that shall affect all processes and decisions in an organization. In the work on preparing a proposal for how KTH shall undergo gender mainstreaming, a number of earlier studies and reports from KTH were used and the assignment was rooted in the organization in autumn 2016 and spring 2017. The National Secretariat for Gender Research at the University of Gothenburg provide support for the work with JIKTH. The national secretariat has organized a number of networking meetings and workshops for coordinators in the universities covered by the assignment. They also conducted workshops with all management groups in these universities. There is a proposal for a model for the work in order for overall objectives to lead to concrete results. This model looks like this:

* Problem inventory
* Objectives
* Prioritized measures
* Activities

The model described above constitutes a structure for the JIKTH plan, which means that problem areas, objectives, prioritized measures and proposed activities are presented. There is also a description of how the implementation of JIKTH will be organized. A selection of statistics and review of earlier studies and reports that form the basis of the plan are in the appendices. The appendices also include a proposal on an action plan for school heads in the work with JIKTH and a timetable for JIKTH.

The approach in JIKTH is for the plan to have the character of a support in the work, not a plan that describes in detail the activities that are to be implemented at a local level. The organization of JIKTH lays the foundation for a change effort that will result in the integration work being integrated in the ordinary operations. There is also a proposal for how the local equality work can be integrated at a school level. Change processes at a local level will also follow the model in three steps of problem inventory, setting goals and measures. The organization of Gender equality, diversity and equal opportunity (JML) at a central level forms a competence and process support in the implementation of JIKTH in the entire organization in 2017-2019 and in the continued JML work beyond JIKTH.

The model is also a starting point for this document. The problem inventory is based on existing statistics, earlier studies and reports about KTH that are reported in the appendices:

* Selection of statistics by gender from KTH (Appendix 1)
* Identified problems with inequality at KTH from project reports and research
(Appendix 2)
* Proposed measures and action plans from project reports and internal reports from KTH (Appendix 2)

In this document, a review is not done of the equality work done at KTH in the form of projects and initiatives. This is important to point out since many both interesting and successful initiatives have been taken in the past ten years, such as Tekla, Giants and Enough is enough! The report on KTH’s gender equality work remains to be written, and can become a new proposed measure in the future with the aim of learning from analyses from earlier results. It should also be pointed out that there is no theoretical review in this document on research on inequality or research on organizational equality work, but the research constitutes a frame of reference for the plan.

JIKTH shall be implemented in coordination with the new Discrimination Act. The new law requires that all seven discrimination grounds are included in the prevention and promotion work, in other words gender, gender identity or expression, ethnic background, religion or other beliefs, disability, sexual orientation and age. According to the Discrimination Ombudsman (2017), this means for example that the conditions, the work and study environment and the procedures shall be analysed from more aspects than earlier. To best do this, the equality analysis should be done from an intersectional perspective. This means that the analysis takes into account the identities of women, men and individuals with trans- or non-binary identities being formulated in the meeting (the intersection) between several interacting power relationships.

In this context, it should be emphasized that an equality analysis is about making the problems that arise as a result of us dividing mankind into two categories and assigning one category more value than the other visible. It is this problem that also creates problems for all of those who do not want to or cannot place themselves into these two categories. However, it is important to be aware that there is always a risk that the categories “woman” and “man” are confirmed when we name them. This is an unavoidable dilemma since we at the same time need to use the categories “woman” and “man” to make inequality visible and thereby be able to work for equality.

The work on gender mainstreaming in the scope of JIKTH and the continuous JML work will be followed up within the scope of ordinary follow-up at KTH, i.e. the President’s follow-up and the Dean’s and Vice Dean’s follow-up. The Vice President will follow up the work conducted within JIKTH Project Management. JIKTH will be evaluated in 2020 as a part of KTH’s JML work.

# Prioritized problem areas in JIKTH

Based on a number of studies and reports, it can be confirmed that there is thorough work where problems with inequality have been identified and analysed. A summary of the background and a situation description are in Appendix 1 and 2. Problems with inequality at KTH can be divided into what groups are affected and in terms of structural and cultural dimensions of inequality. Some problems concern the entire organization, i.e. both employees and students, others are specific to different groups: faculty, researchers and lecturers; students and doctoral students; technical/administrative personnel. It may be difficult to distinguish different dimensions of inequality in practice, since structural problems often have their explanation in cultural patterns and cultural problems have an impact on structures. Several of the problem areas identified have also resulted in formulated targets for change and measures and activities. There is reason to continue building on the work for greater equality that exists and at the same time develop it.

Four overall problem areas have been identified.

* Different conditions for men and women
* Deficient knowledge about gender and JML
* Deficient organization of the JML work
* Excluding cultures

Below are a few examples of problems in the four general areas of inequality that also constitute identified problems at KTH according to appendices 1 and 2.

*Different conditions for men and women*

* Salary, career and power
* Uneven gender distribution in the faculty (professors, docents, associate professors, assistant professors and doctoral students) and in management positions.
* Uneven gender distribution in several programmes in education
* Shortage of women among the teachers in education
* Recruitment, assessment and employment processes
* Resource allocation between men and women

*Deficient knowledge about gender and JML[[1]](#footnote-1)*

* Education
* Managers and supervisors
* Boards and committees

*Deficient organization of the JML work*

* Coordination of JML throughout KTH
* Follow-up
* Collaboration with other universities, nationally and internationally
* Collaboration with other stakeholders, such as business and authorities
* Deficient communication of equality work

*Excluding cultures*

* Unequal ratio between faculty and administrative/technical staff
* Deficient awareness of core values, occurrence of discrimination and harassment
* Homosocial cultures where women are excluded and men are included
* Cultures where majority groups exclude minority groups

# Prioritized goals in JIKTH

The overall goal is An Equal KTH where culture and structure have been challenged and changed. The goal for JIKTH is to increase knowledge and awareness of gender and JML throughout KTH to be able to challenge and change unequal structures and cultures. The integration of knowledge shall be made both in terms of content and in practical action, in basic, teacher, staff and management training. Greater awareness of gender and JML shall be related to social sustainability and core values in a thorough way.

Below are a few examples of what is considered four prioritized objectives of JIKTH.

*Equal opportunities*

* Salary, career and power
* More women among professors, docents, associate professors, assistant professors and doctoral students
* More women in leading positions
* More women among the students
* More women among teachers and assistants
* Equal processes around recruitment, assessment and employment
* Equal resource allocation between men and women

*Knowledge and awareness*

* Knowledge of gender and equality in the whole organization, especially in leadership development, among teachers and in education for students
* Awareness of gender and equality and JML issues in general among managers and leaders

*Inclusive culture*

* Awareness of core values, code of conduct and of how an inclusive culture can be created
* Awareness of the relationship between sustainable development and JML issues
* Zero tolerance of harassment and discrimination
* Transparency and clarity in the communication of the JML work
* An inclusive culture for a complete KTH

*Collective organization*

* Establishment of Equality Office, a new coordinating unit at KTH (see “Organization of JIKTH and the JML”)
* Collective organization of the JML work, which means that discrimination legislation, work environment legislation, gender mainstreaming and core values work are tied together

# Prioritized measures in JIKTH

Based on the prioritized problems and objectives, the following areas of action have been identified:

* Control and follow-up
* Change management
* Education efforts
* Recruitment and assessment
* Management development
* Study environment
* Communication
* Teaching in higher education
* Investigations

Below are examples of special measures in the various areas.

*Control and follow-up*

* Review of KTH’s overall objectives, policies and plans for the JML work
* Development of quality measurements for follow-up of the JML work
* Follow-up of JIKTH in the President’s dialogue and follow-up of quality
* Formulation of economic incentive for the schools’ JML work
* Call for proposals for funding for targeted efforts in the schools
* Coordination of JIKTH with new discrimination legislation

*Change management*

* Gender and change management, programme for women (professors, docents, associate professors, administrative managers) for greater influence for women in the change work
* Gender and change management, programme for men (professors, docents, associate professors, administrative managers) to increase men’s contribution to the change work

*Education efforts*

* Training in gender and JML for future faculty managers (FFA), management groups, GA/PA, teachers and other groups
* Programme for research team leaders together with Chalmers

*Recruitment and assessment*

* Training in gender and JML of managers, faculty, experts and supervisors involved in recruitment and assessments
* Continued development of recruitment and promotion processes with a focus on equality and diversity, such as clarifying competence requirements in the area in call for proposal texts and assessment criteria, development of procedures for interviews and assessment of interviews

*Management development*

* Review of management development and career support based on a gender perspective
* Management development including gender and JML, for the faculty and administrative personnel

*Study environment*

* Develop cooperation in JML issues together with the study guidance, university administration, the KTH Student Union (THS) and the sections
* Continued work with greater awareness of gender and JML in the reception

*Communication*

* A communication plan shall be prepared for KTH’s overall JML work. Every school shall also prepare a communication plan for its own JML work.

*Teaching in higher education*

* Higher education teaching course in Gender and JML, developed by gender researchers in cooperation with the ECE School.
* Educational developer in gender support for a review of course descriptions, course content and training of assistants.

*Investigations*

* Investigation of resource distribution
* Investigation of the possibility of targeted efforts, e.g. for recruitment
* Investigation of inequality among technical/administrative personnel

*Organization of JML*

* Organization of the JML work and JIKTH is presented below under its own heading.

# Organization of JIKTH and the JML work

During 2017-2019, the work will begin on the gender mainstreaming of KTH’s operations (JIKTH project). The work is led by the Vice President for Equality and Values, Professor Anna Wahl. JIKTH will have its own budget. It is the Vice President for Equality and Values that is in charge of JIKTH’s budget.

The work with gender mainstreaming will initially involve the following groups:

*Equality Office:* To co-ordinate and support KTH’s overall JML work, a unit is established consisting of three full-time positions, of which one serves as the group manager. These people have expertise in JML work and will be able to function as advisers for the schools and the university administration. They also have process knowledge so that they can carry out various kinds of educational efforts and workshops. The Equality Office will arrange continuous meetings with the local JML coordinators for knowledge and experiential exchange. The Equality Office will be a permanent support function beyond the project period for JIKTH.

*JIKTH Project management:* This group is comprised of project managers for on-going projects and major activities in the scope of JIKTH. Within the scope of their position, these people will run various gender mainstreaming projects in education, research, administration and collaboration, with support of employees at the Equality Office. The group is led by the Vice President.

*Local JML coordinators:* At every school, at the university administration and THS (doctoral students and students), a coordinator for the local JML work shall be appointed among the ordinary members in the management group. This coordinator has the task of running the local JML work. The local JML coordinators have a close cooperation with the Equality Office.

*Research about gender and organization:* Since the work with the gender mainstreaming shall rest on scientific grounds, there is a need for reinforcement through new faculty positions in the research area of gender and organization. The positions shall be placed at the Organization and Management unit at the School of Industrial Engineering and Management.

*JIKTH Scientific reference group*: A scientific reference group consisting of researchers at KTH with expertise within gender research will serve as advisers to the Vice President and employees at the Equality Office. From this group, various working groups can be formed that can be given special tasks, such as preparing education materials. The group is led by the Vice President.

*Vice President*: Besides working with the President’s Management Council and the groups included in JIKTH, the Vice President will continue the cooperation with the university administration, the Faculty Council and schools’ function managers for faculty development (FFA). The Vice President will also be present when the President’s Strategy Council meets, at least once a semester and as necessary, to discuss and follow up the JML work at the schools. In addition, the Vice President will participate when the Central Collaboration Group meets as necessary to follow up the JML work at KTH.

As described above, a person in the school management shall be appointed as the JML coordinator. This person is responsible for driving the JML work at a school level together with a JML group. The Equality Office will serve as a support in this work. The local JML work will be followed up in dialogue with the President, Dean and Vice Dean as well as the Equality Office.

# **Proposed activities**

In conclusion, a number of ideas are presented for more concrete activities with the aim of clarifying what can be implemented in practice as an extension of the prioritised measures. The intention is for there to be support for the local equality work and the work with JML issues in the organisation of JIKTH so that the activities formulated are rooted in a local problem analysis and in local targets for change. The activities described below are ideas for both central and local activities.

* Management development and JML. Clarify role/job descriptions so that people in management at various levels have responsibility for promoting the JML work.
* Working further with the recruitment procedure from an equality perspective in faculty appointments, doctoral student employment, technical/administrative employments and management positions.
* To integrate gender into the programme after a pilot project in the mechanical engineering programme. Several other programmes are interested in similar efforts.
* To improve the communication with all students in the work with JIKTH.
* Workshops with management groups at the schools to increase the competence in gender and equality and begin change work.
* “Reminder lists” are to be created and made available online, such as “Reminders for advertising”, “Reminders for interviews”, “Reminders in assessment processes”, “Reminders in position ads”, “Reminders when assistants are used in education”, “Reminders in group work”, etc.
* Open events are to be arranged, such as around the book “179 år av ensamhet” [179 years of loneliness] (Lantz & Portnoff, 2016) and the thoughts about culture evoked by the book. Invited speakers and moderators in conversations about academic culture.
* Open event about men’s violence against women.
* Further development of information dissemination and case management in harassment and sexual harassment.
* Creating workshops where the code of conduct, core values and social sustainability are used as tools for greater awareness of gender and JML.
* Updating of “From behind to in demand – about female students at the KTH Royal Institute of Technology” by Anna Karlqvist (1997).
* Mapping of all women who have studied at KTH with the aim of making women at KTH visible.

# Appendix 1: Selection of statistics by gender from KTH

**Salaries**

Source: KTH’s salary administration system, HR+.

**Professor salary men/women**

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**Professor salary men/women – manager**Researcher salary men/women level 4

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**Researcher salary men/women level 5**



**Associate professor salary men/women**



**Associate professor salary men/women – manager**





Source: Accounting and operational follow-up 2016 Theme equal opportunity



Source: Accounting and operational follow-up 2016 Theme equal opportunity



Source: Accounting and operational follow-up 2016 Theme equal opportunity

**Student completion**

Source: VIS, VG 25



# Appendix 2: Earlier studies and reports about KTH and equal opportunities

There is a history of organizational and systematic equality work at KTH that forms the basis of the work with a plan for gender mainstreaming in 2017, and accordingly also the basis of the implementation of the plan in the organization in 2017-2019. This appendix describes some of the activities, projects and groupings that created this basis for equality work at KTH that can be developed in the new plan for 2017. The ambition here is not to be comprehensive, but to provide a picture of what the beginning of the work with gender mainstreaming looks like.

**Brief history**

The following description is based on the report From words to action, by Marianne Ekman Rising and Annika Vänje (2013). The work for greater equality at KTH has varied in intensity and structure over the years. As early as the 1990s, there were one or more positions as equal opportunity administrators. Among other things, a mentorship programme was run and policies and action plans against gender-based harassment were formulated. There was a gender equality council chaired by the President that formulated recruitment targets for teaching categories. At the beginning of the 2000s, a project was initiated in network form by the Deputy President, called Future Faculty (FF), where equal opportunities were included in the work of renewing the faculty. Diversity issues were included in the equality work and incorporated in the collaboration organization. A research team with a focus on gender and organization moved from another university to KTH, which after a few years resulted in a professorship in the area.

After a few years, Future Faculty was converted from projects and networks to form a part of KTH’s line organization. A Vice President for Equality and Faculty Renewal assumed responsibility for FF from the Deputy President. The assignment of having an equality perspective in recruitment and career development in the schools was delegated to the Future Faculty Managers (FFA), who had existed at each school for some time. This functional responsibility was soon linked to the vice dean position. Both the Vice President position and the FFA group are significant first steps towards gender mainstreaming at KTH, with a strong focus on recruitment of and careers for women. Several research and development projects were initiated from 2006 to 2014 with external financing: three projects with funding from Vinnova and two projects with funding from the Delegation for gender equality in universities.

**Brief situation description**

At the university administration, there is an administrator who is responsible for working with issues concerning equal opportunities and general plans. A group called Styrka (Strength) has also been linked to the Vice President’s assignment for gender equality and faculty renewal. This group has also been an active step to integrate gender equality into the ordinary operations, like the creation of the FFA group. Styrka has been represented by people who work with management development, career support, higher education teacher training and equal opportunities at KTH. The Faculty Council has also strived to develop recruitment and promotion processes in consideration of equal opportunities, including by initiating courses in gender equality for members of the recruitment committees. Many management groups have held workshops and courses in gender and equal opportunities to increase their own competence. There are also some local gender equality committees within the schools. THS, the student union, has its own organization for JML issues. In addition to these formal groups, there are networks that push gender equality issues, such as the network for women professors and docents. A new network for women doctoral students was created in 2016. From 2017, a new Vice President for Equality and Values assumed responsibility for KTH’s work with gender mainstreaming.

There is a full-time coordinator and administrator for Gender equality, diversity and equal opportunity (often abbreviated as JML at KTH) in the university administration at KTH. This assignment includes working with KTH’s short-term and long-term goals for JML that are to be integrated into the operations, and to ensure that KTH as an authority meets the requirements and obligation that exist in applicable statutes. The function comprises a part of the operational preparation, decision and implementation processes at KTH. This work includes coordinating, following up and evaluating the local work at the schools, implementing every part of the legislation and conducting planned mappings, as well as participating in the work on overall gender equality analyses. The assignment includes being the secretary in the Future Faculty group and the Styrka group and, through this role, initiating issues for the Central Coordination Group with the JMK theme.

**Studies and projects about inequality at KTH**

A number of studies, which included both quantitative and qualitative components, were conducted in the form of the research and development project at KTH in the past ten years. In these projects, a basis for the continued work on equality has been created. The studies have been analysed as to what ways inequality between men and women is expressed at KTH and a number of change initiatives have been prepared within the scope of projects where employees from KTH have participated. There are two reports that build on projects financed by funding from the Delegation for Gender Equality in Universities, *From words to action* and *Inventory of the connection between gender and actual work situation within the faculty*. Three projects were conducted with funding from VINNOVA, *Women as a power resource in change and innovation processes, Harriet-applied gender research at the Excellence Center Hero-M* and the project *Eivor and Mai research and development project for equality work with a power perspective*. The reports contain problem inventories, descriptions of initiatives and proposed measures. The projects have contributed change initiatives and measures in KTH’s equality work in many ways. A development can be seen over time, where proposals in a project lead to activities and results in subsequent projects. The fact that the projects build on a similar research tradition has been of major significance since there has been a consequence in the change work over time.

There is also an internal audit report from 2014 on The Work with Gender Equality at KTH, where recommendations for the continued work are formulated. The plans that FFA develop annually contain prioritised areas and objectives for gender equality in each school; the latest are Action Plans for the Work with Faculty Development and Equal Opportunities 2017. Altogether, these reports and plans form a good foundation to stand on for the work with gender mainstreaming at KTH in 2017-2019. However, in the following sections, not all projects and reports will be referred to or presented in their entirety, but rather what is selected from some of them in this context is brief descriptions of 1) problems with inequality and 2) proposed measures. Here, mainly descriptions of problems and proposals formulated in recent years are referred to.

*From word to action (FOTH)* by Marianne Ekman Rising and Annika Vänje (2013)
The objective of the project is to analyse how the formal and informal equality work at KTH is organized and in which arenas the work is done. The objective is also to prepare case descriptions that can be used for learning. In the project, FFA, gender equality administrators and other key individuals in the equality work at KTH are interviewed. In the report, discussions are held through case descriptions regarding problems of organizing the equality work, how the level of knowledge can be increased and how activities for equality can be carried further from a central to a local level in the organization. The project includes components where other universities of technology are invited and collaborate on analysis and change work. There are requests for continued collaboration on having experiential exchange and sharing good examples. Developing a working method where critical reflection on each other’s projects can contribute to the change work is one idea. The problems with inequality that there is shared experience of are:

* Developing the gender equality administrator’s role and legitimacy
* Increasing the proportion of women in senior positions in the faculty
* Critically reviewing the psychosocial environment and management in relation to gender equality

In the report, conclusions are made as to how equality must be linked together on the three levels individual (core values), organization (activities on several levels) and the surrounding world (strategic operating issues) to become sustainable. The following is sought at the organization level:

* Activities for broader equality issues from the management level to the middle-management level.
* FFA need support for more people at a school level to gain knowledge about equality work to be able to create results.
* Management is emphasized as a key factor for being able to develop an equal opportunity university.

In the report, factors are summarized that contribute to a dynamic development of KTH’s equality work. A few of the points are already carried out at KTH; others remain to be done. They are presented in summary below:

* The top management sees management and organization of equality work as an important part of their roles.
* The operating responsibility for equality work should be clarified, e.g. in issues concerning values, discrimination issues and harassment cases.
* Broad participation in the equality work on all levels is important, including management and employees in both the faculty and administration.
* The equality work is organized so that it supports a reflected and development-oriented learning. The schools’ development plans may be a basis for discussion. Working with structural issues is an important part, but so is creating space for evaluation issues.
* Cooperation between the administration and faculty in the equality work based on a coordinated organization.
* A well-conceived development organization for equal opportunity, where development efforts can be coordinated.
* By planning, following up and evaluating the equality work, results can be identified and analysed. A built-up development expertise can counter adaptation strategies to unequal structures and cultures.
* Cooperating with other universities to learn from each other and gain perspectives of one’s own operations. Networks and critical friends can provide necessary impulses for continued work.
* Integrating the equality work at the university with programmes at the national and international level can promote long-range thinking, legitimacy and sustainability.
* Dissemination processes can be an integrated part of the development work.
* Combine greater knowledge with practical change initiatives.
* Combine quantitative measurements and inclusive dialogues in the operations to validate results in systematic process evaluations.

*Inventory of the connection between gender and actual work situation in the faculty (IKKA)* by Johanna Ekander, et al. (2012)
The objective of the project is to illustrate power structures that can be obstacles to women’s possibilities of pursuing a career at KTH, and to create conditions for women at KTH to qualify themselves within the academic community and want to accept management positions and positions of responsibility. In the project, a mapping is done where gender and actual working situation are linked together and a model is developed for how such an inventory can be done. The main problems that are focused on are:

* Men’s and women’s different possibilities for a career as a researcher.
* The uneven distribution of higher positions and posts within KTH.

The study includes a quantitative component and a qualitative component. The quantitative component aims to identify and map factors that are of significance to equal working conditions. The qualitative component, which was conducted as a pilot study in one of KTH’s schools, aims to capture informal structures, values, events and non-events of significance to gender equality. Results from part 1 were used in workshops in part 2. Interviews were also held in the pilot study.

Results in the study are a model for illustrating mechanisms that contribute to an uneven gender distribution. Statistics by gender, indicators and a questionnaire were used to obtain data. Overall questions were:

* Are the working conditions (salary, form of employment, scope of employment, ended and new employment) the same for men and women?
* How is influence distributed between men and women (position, line organisation)?
* How much parental leave do men and women take?
* Do men and women have equal career opportunities (questionnaire)?

In the report, it is confirmed that the results show that women do not have an actual work situation on equal terms as men. This is shown by e.g. women to a higher extent having temporary positions and on average 80% of men’s salaries. In the qualitative part of the study, a number of case descriptions are created. From them, a number of mechanisms for exclusion and inclusion in the faculty are analysed that are about the academic culture. The mechanisms illustrated and discussed in the report are:

* Stereotyping and marginalizing
* Conditional career development
* Gender discrimination and harassment
* Men’s loyalty to other men
* Leadership style, communication and meeting culture
* Informal contexts for exercising power
* Men’s interpretation priority

A number of measures are begun at the HR unit as a result of the study, including salary mapping systems and the impact on the employee survey and doctoral student survey. A diversity project is initiated.

A proposed action plan is prepared in the scope of the project by a working group. Action alternatives are sorted according to a number of focus areas that the project’s steering committee identified as being of central importance. They are:

* Management controlled change work
* Salary development
* Career development
* Power and influence
* Parental leave
* Working conditions
* Openness and zero tolerance to discrimination and harassment

Objectives for the action plan are:

* Management-controlled change work to achieve equality.
* Men and women shall have a salary development on equal terms.
* Men and women shall have a career development on equal terms.
* Men and women shall have the same possibility of power and influence.
* Men and women shall have the same possibility to take parental leave.
* Men and women shall have the same conditions when it comes to working conditions.
* KTH works for a culture that is characterized by openness and zero tolerance for all forms of discrimination and harassment.

*Eivor and Mai research and development project for equality work with power perspectives* by Anna Wahl and Charlotte Holgersson (2014)
The project Eivor & Mai aims to contribute to greater equality in the film industry and materials research in Sweden, represented by a centre of excellence based at KTH. The goal of the project is to further develop knowledge about equality work and to contribute to greater awareness and higher quality in the formulation of change projects. In terms of knowledge, the project is based on research on gender, organization and management with a distinct power perspective. The project has an interactive approach and is focused on creating change initiatives. Within the scope of the project, four groups were formed: two within Eivor (one group of women and one group of men in materials research) and two within Mai (one group of women and one group of men within film). These groups worked both individually and together in various constellations with a concluding session where all groups participated. The aim of the project was to explore cultural aspects in both of the industries with a particular focus on perceived problems of inequality. Within the scope of the project, change initiatives were worked out that were connected to perceived inequality. Within materials research, problems were highlighted of women constantly having to prove their expertise and that there is therefore a major risk that women overachieve. There is also a perceived problem that problems with inequality are not recognized in the researcher setting, that men in the industry simply do not perceive discrimination and special treatment. Many men within

materials research recognise the descriptions of homosocial cultures and believe that they see patterns of how men adapt to the prevailing culture and that it has exclusionary effects for women. An important result in the study is about how differently men and women interpret the same situation. Women experience discrimination, being made invisible and being cut down. Men have greater difficulty interpreting what is happening, and have a tendency to tone down the significance of e.g. discriminatory behaviour. Men’s attitude towards inequality can be summarized as follows:

* Men do not always perceive, do not see, a discriminatory situation when men and women are in the same room.
* Men do not always interpret degradation and discrimination in events in the same way as women when they share an experience that they describe in a similar manner.
* Even when men perceive and interpret discriminatory behaviour, they do not perceive the situation on an emotional level. This means that men sometimes do not understand why women experience victimisation and fear in connection with discriminatory situations or events. Women are affected emotionally in a way that men do not experience.

*The Work with Equality at KTH, internal audit report 4/2014*
Based on an internal audit report that reviewed and analysed the equality work at KTH in 2015, observations and conclusions were made that resulted in a number of recommendations. The internal audit assesses that KTH should:

* consider giving the Vice President for Faculty Renewal and Equality an overall responsibility for the equality work at KTH and that this responsibility covers all staff and students. Additionally, a uniform and overall strategy for the equality work should be formulated and in this work, internal documents, such as the equal opportunity policy, should also be reviewed.
* analyse the distribution of research funding from an equality perspective to increase the knowledge of women’s conditions to conduct research at KTH.
* investigate the recruitment procedure for doctoral employment positions after the observations made in the review and take appropriate steps.
* follow up decided measures that should strengthen the recruitment procedure from an equality perspective in faculty appointments.
* compile experiences from earlier student surveys and based on this take steps to strengthen the work on the programmes and their design based on an equality perspective.
* consider using the strategic instruments that KTH has for highlighting both men and women, such as through affiliated faculty or convening notice procedures.
* consider formulating goals for the proportion of women in leadership positions.
* follow up the introduction of the internal rules in recruitment of management positions and asses the outcome of this.
* ensure that new managers are informed about the equality work at KTH and their own responsibility in this issue and that managers are continuously updated in the issue.
* These recommendations led to several decisions for, of which one was to expand the Vice President’s assignment to also include education.

**Organization for equality work at KTH – some examples**

*Future Faculty Managers’ plans from KTH’s schools for 2017*
The FFA group gathers the schools’ function managers for faculty development and equality. For several years, the group has functioned as a central group for the Vice President for Equality at KTH and as an important network for the function managers in the various schools. There has above all been a focus on issues that concern equality in relation to recruitment, promotion and assessments by the faculty. FFA have prepared annual plans for the work where a number of goals have been formulated. The plans have been followed up in meetings with the Vice President and gender experts at the schools where the dean of the school was also included, and the plans have been followed up in the group of FFA at multiday conferences and meetings when opportunities were created to comment and give advice to each other according to the critical friends method. The plans were also continuously followed up as new plans are formulated so that more long-term work for greater equality in the faculty is made visible. The plans include objectives for the faculty as a whole, such as in relation to career support and promotions. However, several schools clarify the equality objectives specifically and how they are to be achieved. The schools have written plans for 2017 and the common features of the objectives set can be summarized as follows:

* Increase the proportion of women in the faculty. The plans specify if this applies in general or in relation to specific positions. Targets for more women among professors, visiting professors, docents, associate professors, assistant professors and doctoral students can be highlighted in the plans. Often, it is described how this shall be achieved, e.g. through set qualitatively prepared processes for recruitment where equality perspectives are integrated. It can also be by working with search committees and with explicit targets in per cent or number. And it can involve improving assessment processes based on equality perspectives. Several schools express targets to increase the number of women in the faculty by increasing the number of women in the recruitment of doctoral students, and to create processes for this. Some schools express goals to always interview applicants of all genders.
* Increase the number of women who are teachers in education.
* Gender courses for various groups of employees. Plans to integrate knowledge of gender and equality in management development are especially highlighted. Doctoral students and other employees shall also attend gender courses or be encouraged to conduct activities with gender perspectives.
* Always have JML on the agenda at the meetings.
* Strive for an even gender distribution in the school’s management group.
* Work for a more inclusive working environment, where e.g. values and code of conduct are used as tools. Several schools formulate goals to create more open and equal workplaces. Some schools particularly mention the research environments in their efforts to promote greater openness, diversity and equality.
* Coordinate their own work for greater equality with KTH’s work for greater equality, e.g. through development plans and vision documents. But also by developing the organization of work for greater equality in general.

*Diversity project at KTH*
During 2013-2014, a diversity project was implemented at KTH. The project had especially emphasized the following objectives:

* Greater knowledge and ability among all target groups to receive and use the potential of KTH’s diversity.
* Greater diversity and equality in management assignments.
* Clearer processes and procedures, organization and relevant expertise for how KTH works with diversity.

The project formulated strategies for the work and implemented a number of activities. Particular focus was on education and workshops with management groups and representatives for the student union. As a result of the training efforts, several schools have continued the work with questions related to treatment and values in their own culture. The project met with the greatest response among the students, who have requested activities with a focus on diversity and inclusion.

*Professor Gustav Amberg, Vice President for Faculty Development and Equality*The Vice President for Faculty Development and Equality, Professor Gustav Amberg, concluded his assignment at KTH in summer 2016 and then summarized in a document what he had worked with within the scope of his assignment and how we felt the work could continue. Some of these points are summarized in the following: The Vice President establishes the significance of him cooperating with researchers with gender expertise in his assignment. Regarding the FFA group, it is confirmed, among other things, that the assignment entails the development of the existing faculty, and recruitment to it with a special focus on increasing equality. The schools’ FFA are appointed by the respective deans in consultation with the Vice President for Faculty Development and Equality. A requirement is that the school’s FFA are members of the school’s management group; all FFA were either the dean or vice dean of the school. In addition to the managers from the 10 schools, the group included the Vice President for Faculty Development and Equality as the convener, as well as one person who has expertise in gender issues, one representative appointed by the Faculty Council, one representative for career support and one secretary. Moreover, the dean of the faculty often participated.

The distribution of responsibility between the FFA group and the Faculty Council is that FFA should represent the schools’ perspectives, and the efforts and activities done within the schools, while the Faculty Council is responsible for the development of the appointments procedure, and the implementation of evaluations for appointment and promotion matters.

As of 1 January 2015, the assignment as the Vice President was expanded to also comprise education. The assignment includes developing and intensifying the work with gender equality in terms of pedagogy and the education content. In slightly more than one year that this has been under way, meetings have been held with programme coordinators, directors of first and second cycle education, students, the ECE School, educational developers, education administrative coordinators and others who have responsibility for education. During these conversations, a problem formulation has crystallized that has a bearing on the content of education: “Engineers work with people in organizations, and many have management tasks. Develop elements of the programmes so that KTH graduates engineers who are to work in support of gender equality in an unequal industry.” Some concrete initiatives for integrating gender and equality have been taken, noteworthy among them is an on-going project in the mechanical engineering programme.

*Workshops for KTH’s management group with the National Secretariat for Gender Research in September 2016*
As a start in the work with gender mainstreaming, workshops were held in autumn 2016 with all management groups at the universities and covered by the assignment. KTH’s management group worked during an afternoon with problem inventory and solution proposals. The problems identified can be summarized in the following points:

* Recruitment. Homosocial culture is reflected in the recruitment. A need for centralized handling, coordination and screening from every direction.
* Doctoral students are a neglected group. Many women among the doctoral students are dissatisfied with their supervisors.
* KTH needs to be developed as a whole organization. There is a need for focus on the whole and not individual processes.
* The content of education needs to be developed with knowledge about gender and equality. Teachers need to be trained in the area. Gender-related choices of studies also need to change.
* Communication about the equality work needs to be developed to counteract resistance to change.
* Terms of employment for women need to be improved.
* Power structures benefit men.
* Women’s invisible work needs to be made visible. Men receive more attention. A risk that women become overloaded and burn out.
* Management development with a gender equality perspective is needed.
* Greater knowledge about gender is needed in the organization in general.

The solution proposals worked out were focused on:

* Recruitment and assessment of the faculty.
* Management development with a gender equality perspective.
* The education’s content with regard to knowledge about gender and equality, and greater competence among teachers.

*Workshop with students during the gender equality week arranged by THS, February 2017*
During this workshop, both problems with inequality for students at KTH and proposals on measures were discussed. The problems highlighted were:

* Uneven gender distribution in many programmes. This contributes to a male dominated culture that is perceived as negative by students who are women. Experiences from lectures and group work were described, including how students who are men are affirmed and students who are women are perceived as whining or as if they take up time if they ask questions. The students who are in programmes with an even gender distribution could describe how it affected the culture positively, e.g. experiences of students who are women having the same worth and space as male students.
* A lack of elements about gender and equality in the education, which contributes to a lack of awareness in the student culture.

# Appendix 3: Rooting of JIKTH in the organization

In autumn 2016 and spring 2017, meetings were held with a number of groups within KTH as a part of informing about the assignment of gender mainstreaming. The purpose was also to evoke thoughts about one’s own work to identify the problem areas and develop ideas for change. Below is a list of some of the meetings where JIKTH has been discussed and rooted at KTH. The researchers at the Organization and Management unit at the Department of Industrial Economics and Management have been an important expertise resource in the fundamental work to identify problem areas and discuss change strategies and activities, which were done on multiple occasions in 2016-2017. Individual meetings with the National Secretariat for Gender Research were held as well as continuous participation in Network Meetings in JIHU (Gender Mainstreaming in Universities) arranged by the National Secretariat for Gender Research. Contexts where JIKTH was presented and discussed at KTH 2016-2017:

* Workshop with the teaching team in the Mechanical Engineering Programme
* Workshop with the teaching team in the Vehicle Engineering Programme
* Discussion with the Network for Women Professors and Docents
* Discussion with the Deputy President for Education and representatives for the ECE School
* Multiday conferences and several meetings with Styrka and FFA
* Workshop with KTH’s management group
* Discussion with the Central Collaboration Group
* Discussion with gender researchers from various parts of KTH
* Discussion with the Possible group (an overall group for equality at KTH)
* Workshop with the management group in Campus Södertälje
* Workshop with KTH Innovation
* Workshop with THS, several different groups
* Workshop with students during the Gender Equality Week
* Discussion with the Faculty Council
* Workshop with the Network for Women Doctoral Students
* Discussion with the President’s Management Council
* Discussion with the President’s Strategy Council
* Discussion with SULF

# Appendix 4: Proposal on action plan for heads of schools in cooperation with JIKTH

1. Form an organization for the JML work and appoint a coordinator in the management group.
2. Identify the problem areas through an analysis of inequality in relation to the target groups: the entire organization; faculty, researchers and lecturers; students and doctoral students; technical/administrative staff.
3. Prioritise the problem areas for every target group.
4. Prioritise objectives for the school’s change work based on the identified problem areas.
5. Formulate measures and activities that the school shall conduct to achieve these prioritised objectives.
6. Prepare a timetable for the work.

# Appendix 5: Timetable

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn 2017** | **2018** | **2019** |
| **Organization** | - Positions at the Equality Office are filled- Scientific reference group is convened- Coordinators at the local level are appointed- Calls for proposals for project funding | - Faculty positions in gender and organization are appointed- JIKTH project management is begun |  |
| **Prioritized measures** | - Overview of KTH’s overall objectives, policies and plans for the JML work - Call for proposal for funding for targeted efforts in the schools - Coordination of JIKTH with new discrimination legislation - Gender and change management, programme for women (Autumn semester 2017-Autumn semester 2018)- Programme for research leaders - Review of management development and career support based on a gender perspective (2017-2018)- Continued work with greater awareness of gender and JML in the reception - A communication plan shall be prepared for KTH’s overall JML work. Every school shall also prepare a communication plan for its own JML work (autumn semester 2017)  | - Development of quality measurements for follow-up of the JML work (spring semester 2018)- Follow-up of JIKTH in President dialogue and follow-up of quality (annually)- Formulation of economic incentive for the schools’ JML work - Gender and change management for women (Autumn semester 2017-Autumn semester 2018)- Training in gender and JML for future faculty managers (FFA), management groups, GA/PA, teachers and other groups (2018-2019)- Training in gender and JML of managers, faculty, experts and supervisors involved in recruitment and assessments - Continued development of recruitment and promotion processes (2018-2019)- Develop cooperation in JML issues together with the KTH Student Union (THS) and the sections- Review of management development and career support based on a gender perspective (2017-2018)- Management development with gender and JML, for the both faculty and administrative personnel (autumn semester 2018)- Higher education teaching course in Gender and JML, developed by gender researchers in cooperation with the ECE School (autumn semester 2018)- Investigation of resource distribution - Investigation of inequality among technical/administrative personnel  | - Follow-up of JIKTH in President dialogue and follow-up of quality (annually)- Gender and change management for men - Training in gender and JML for future faculty managers (FFA), management groups, GA/PA, teachers and other groups (2018-2019)- Training in gender and JML of managers, faculty, experts and supervisors involved in recruitment and assessments - Continued development of recruitment and promotion processes, interviews (2018-2019)- Develop model for educational developers in gender - Investigation of the possibility of targeted efforts |

1. The abbreviation JML is Swedish for the area of gender equality, diversity and equal opportunity. [↑](#footnote-ref-1)