

Equal Opportunities Plan 2024 - 2027

For staff and students at Konstfack

Decision maker

Vice-Chancellor

Administrator

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Date of decision

2024-02-26, RÖ§7,
replacing RÖ§11 2020

Effective

2024-01-01 – 2027-12-31

Summary

The Equal Opportunities Plan includes the university's equality work, measures for equal opportunities and accessibility work, where the final target groups are employees and students.

Objective

The aim of this work is to identify and prevent problems before they arise, to ensure equal rights and opportunities for all, and to prevent discrimination and harassment.

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1. Introduction

Konstfack shall actively work for equal opportunities and against all forms of discrimination, harassment (including sexual), victimisation, suppression techniques, and other types of non-formalised retaliation. The aim is that all employees and students who participate in, or apply for, the university's activities should be treated with respect and have the right to a climate that promotes job satisfaction, health, freedom of expression and opportunities for development. All employees and students have a responsibility to prevent discrimination and victimisation at Konstfack.

The work on equal opportunities also corresponds to the Government's task of gender mainstreaming, with the aim of contributing to achieving the gender equality policy goals (Com. 2016/17:10). It also includes the work on accessibility (SFS 2001:526), where Konstfack works to take measures as far as possible to ensure that people, regardless of functional variation, have the opportunity to visit, study, and work at the university on equal terms.

The *Equal Opportunities Plan* summarises the work in the area, where active measures have been formulated to meet identified risks, with the aim of achieving the objectives of the work on equal opportunities and accessibility. Konstfack also has the following policies and action plans related to the area:

- Policy on discrimination (including sexual harassment) and victimisation, RÖ\$46 2018-12-10. It describes the Discrimination Act in greater detail. The policy also deals with Konstfack's duty of enquiry and procedures in the event of discrimination or victimisation. The purpose of the policy is to ensure that all students and employees know where to turn if they want to report that they or someone else has been subjected to discrimination, and to serve as a tool for students and employees to identify and visualise potential risks of discrimination.
- Konstfack's Work Environment Policy, RÖ\$21, 2019-06-03. The policy describes, among other things, Konstfack's goals regarding a good work environment and the distribution of responsibilities and roles in the work to achieve this. Konstfack's work environment efforts aim to provide all employees and students with the best possible physical, social and organisational work and study environment. The aim is to ensure a work environment that prevents ill-health and promotes the health of Konstfack's employees and students.
- Konstfack's Action Plan for Widening Participation and Recruitment 2021-2023, RÖ\$23, 2021-05-03. The action plan describes active measures to combat gender imbalance and social and regional recruitment imbalance to Konstfack's programmes.
- The previous Accessibility Plan 2020-2022, RÖ\$06, 2021-02-15, is integrated into the Equal Opportunities Plan, see mainly section '8.2 Accessibility'.

The following national policy documents apply to the field of accessibility:

- Higher Education Act (SFS 1992:1434) Chapter 1, Section 9
- Discrimination Act (SFS 2008:567)
- Work Environment Act (SFS 1977:1160)
- Planning and Building Act (SFS 1987:10)
- Language Act (SFS 2009:600)

- The Swedish National Board of Housing, Building and Planning's mandatory provisions and general recommendations on the removal of easily eliminated obstacles to and in premises to which the public has access and in public spaces (BFS 2003:19).
- From patient to citizen - a national action plan for disability policy (Gov. Bill1999/2000:79)
- Ordinance (2001:526) on the government agencies' responsibility for the implementation of disability policy
- A Strategy for the Implementation of Disability Policy, 2011-2016 (s2012.028)

2. Definitions

Student: Includes person participating in the programme or applying for an education programme at Konstfack.

Employee: Includes persons who are employed, enquiring about or applying for work, applying for or completing an internship, are at the employer's disposal for performing work or performing work as hired or borrowed labour at Konstfack, which also includes **doctoral students**.

TA staff: Technical and administrative staff

Gender: Legal gender

HEO: Higher Education Ordinance

LFN: Academic Appointments Board

UFN: Education and Research Board

FFU: The Research and Doctoral Studies Committee according to the Higher Education Ordinance, *HEO Chapter 4, Section 10, Teachers in artistic activities*

AMK: Working Environment Committee

UFA: Education and Research Administration Division

IBIS: Department of Visual Arts and Sloyd Education

DIV: Department of Design, Interior Architecture and Visual Communications

ART: Department of Fine Art

KHV: Department of Crafts

Artistic basis: Refers to Section 2 of the Higher Education Act and involves a number of wordings that differ from education on a scientific basis. Among other things, fixed-term employments are permitted.

3. Roles and responsibilities

The Vice-Chancellor of Konstfack has the ultimate and overall responsibility for compliance with laws and regulations and for conducting targeted work to actively promote equal rights and opportunities.

In order to work effectively, tasks and responsibilities are divided between different roles and functions within the organisation. Therefore, accountable managers need to have the necessary skills to deal with instances of discrimination (including sexual harassment) and victimisation. Access to expertise and good support in case management is also required. At Konstfack, there are therefore also other functions that work specifically with equal opportunities issues for employees and students, where the employer is responsible for the employees and the education provider is responsible for the students. The Property Division is responsible for coordinating the accessibility work, which includes parts of the equal opportunities work. In addition, there is a special working group that works on widening participation and recruitment at Konstfack. However, all employees have a shared responsibility to promote an inclusive work

and study environment. It is also important that students have the opportunity to participate in the equal opportunities work, according to the right to influence the study programme and the study environment.

4. Discrimination Act

The Discrimination Act prohibits discrimination in several areas of society, including employment and education. Discrimination can be described as someone being disadvantaged or violated and that the disadvantage or violation is related to one of the seven grounds of discrimination.

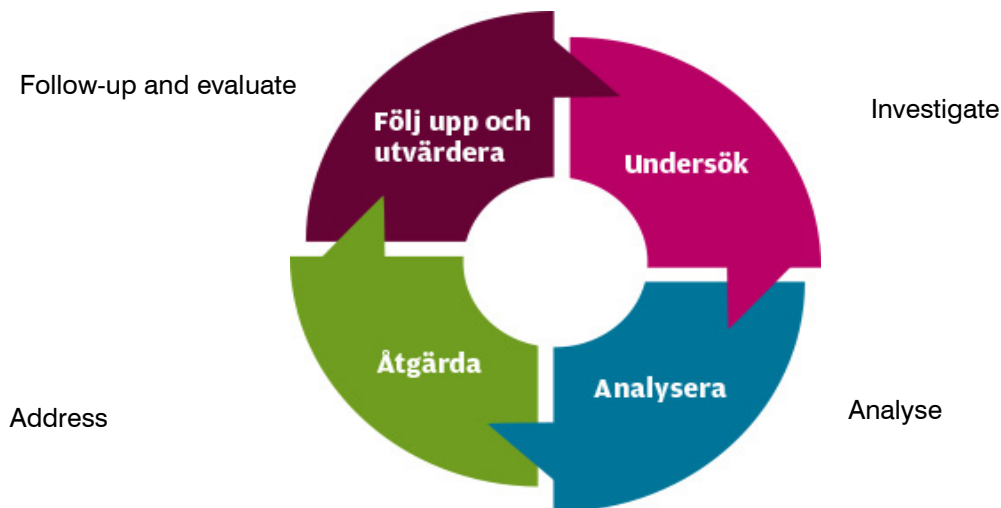
A prerequisite for discrimination is that the disadvantage or violation is related to one of the **seven grounds of discrimination** defined in the Discrimination Act. Beyond these grounds, there is no discrimination in the legal sense, although the negative treatment may constitute a breach of other legislation, such as the victimisation provisions in work environment legislation.

1. **Gender:** Refers to whether a person is a woman or a man, including those who intend to change or have changed their gender are covered by the discrimination ground of gender.
2. **Transgender identity or expression:** Refers to a person who does not identify as a woman or man, or who expresses a different gender through their clothing or in some other way.
3. **Ethnicity:** Refers to national or ethnic origin, colour or other similar characteristic.
4. **Religion and other beliefs:** Refers to religious beliefs such as Hinduism, Judaism, Christianity, and Islam. Other beliefs include beliefs that are rooted in or associated with a religious ideology, such as Buddhism, atheism, and agnosticism.
5. **Disability:** Refers to permanent physical, mental or intellectual limitations in a person's ability to function which, as a result of an injury or illness, existed at birth, have arisen subsequently or can be expected to arise.
6. **Sexual orientation:** Refers to homosexual, bisexual, or heterosexual orientation.
7. **Age:** Refers to length of life to date.

As of January 2015, **lack of accessibility** is included as a form of discrimination in the Discrimination Act. Reasonable measures must thus be taken to ensure that a person with a disability is not disadvantaged within the organisation. There is no general interpretation of what 'reasonable measures' mean. This is assessed on a case-by-case basis. The assessment takes into account the practical and economic conditions for implementing the measures.

4.1 Active Measures under the Discrimination Act

As employer and education provider, Konstfack is responsible for combating discrimination in individual cases (prohibition of discrimination), and for using active measures to prevent discrimination and promote equal rights and opportunities at a general and structural level. According to the discrimination legislation's provision on 'active measures', the grounds of discrimination shall constitute the foundation for all equal opportunities work. As an employer, Konstfack is also obligated to conduct a salary survey each year.



The work shall be ongoing and focus on the equal value of all people and the promotion of equal relationships, situations and structures. The work involves identifying, documenting and preventing problems before they occur and ensuring that everyone is given equal rights and opportunities. The work shall be carried out continuously and be documented. There shall be a timetable and measures shall be taken as soon as possible. The work on active measures shall be carried out in collaboration with students and employees in the organisation.

4.1.1 Active Measures for the Employer

- Carry out continuous work in four stages (investigate, analyse, address, follow up/evaluate), in five areas:
 1. Working conditions
 2. Salaries and other terms of employment
 3. Recruitment and promotion
 4. Training and other skills development
 5. Parenthood and work
- Promote gender balance in different types of jobs, in different categories of workers and in management positions
- Conduct annual salary surveys

4.1.2 Active Measures for the Education Provider

- Carry out continuous work in four stages (investigate, analyse, address, follow up/evaluate), in five areas:
 1. Admission and recruitment
 2. Forms of teaching and the organisation of education programmes
 3. Examinations and assessments
 4. Study environment
 5. Parenthood and studies

4.1.3 Active University-Wide Measures

In addition to the work against discrimination, employers and education providers must also develop guidelines and procedures to prevent harassment, sexual harassment, and retaliation in the organisation.

Decided measures in the Equal Opportunities Plan are followed up by the coordinators for equal opportunities work in consultation with AMK.

5. Objectives for the Equal Opportunities Work at Konstfack

By utilising, allowing and valuing people's similarities and differences, Konstfack wants to achieve an environment that promotes job satisfaction and prevents all forms of discrimination. A good work and study environment provides the conditions for creativity and leads to good work and study results, which means that the equal opportunities objectives are also part of Konstfack's quality management.

The goals for the equal opportunities work mean that all employees and students (and those equated with employees or students) at Konstfack shall:

- have the same rights, obligations and opportunities at Konstfack
- be ascribed equal value and be treated with respect
- feel welcome to apply to the university
- not be subjected to discrimination, harassment, sexual harassment or victimisation

Konstfack works actively to achieve these goals by:

- preventing and combating discrimination, harassment, sexual harassment and victimisation,
- conducting systematic work environment management, i.e. constantly examining the work environment to identify existing risks and addressing any risks
- improving the physical environment to increase accessibility for students and employees regardless of disability
- reducing the recruitment imbalance of students and ensuring that the conditions for completing the programme are good
- implementing admission and recruitment processes that promote equal opportunities

Within the more specific work on accessibility, Konstfack has formulated overall goals that mean that:

- all students and staff shall have natural access to the university's teaching and working facilities
- the university shall offer high accessibility with a good working and study environment so that work and studies can take place on equal terms
- all public premises shall comply with the Equality Ombudsman's stricter accessibility requirements

6. Active Measures for the Employer

The employer shall work to combat discrimination and promote equal rights and opportunities in the workplace. This work includes, for example, the prevention of sexual harassment, the implementation of salary surveys, and making it easier for employees to combine work with parenthood.

6.1 Working Conditions

Among other things, this area means that Konstfack shall investigate whether there are any risks of discrimination in terms of the physical, social and organisational working conditions of the organisation. This part also includes the distribution of full-time and part-time jobs, as well as fixed-term and permanent employment.

Follow-up and evaluation

Two measures were planned in this area, the first of which was to analyse and propose changes to the skills structure at the department level, with a focus on the part-time and fixed-term employment of teachers. As Konstfack is a female-dominated workplace, women are also often overrepresented in different groups. Konstfack has also implemented new personnel policy guidelines that allow some teachers to be hired on a permanent basis if they have already worked for a certain time on an artistic basis. The second measure concerned ensuring the working and study environment for doctoral students. Some work has been done, but the measure remains as the situation for doctoral students has changed as a result of the new doctoral education at Konstfack.

Investigation and analysis

At Konstfack, the majority of all employed teachers have a fixed-term employment and are part-time employees. When it comes to TA staff and managers, the proportion of fixed-term employment is low.

60 per cent of Konstfack's employees are women. Thus, women are overrepresented in all

groups in terms of fixed-term and part-time employment. The table below presents the breakdown of part-time and fixed-term employment, broken down by position.¹

Table 1. Breakdown of part-time and fixed-term employment contracts

Position	No. of	Fixed-term			Part-time		
		No. of	Share	Share women	No. of	Total	Share Women
Professor ²	19	15	79 %	73 %	14	74 %	79 %
Senior Lecturer ³	58	44	76 %	64 %	45	78 %	60 %
Lecturer ⁴	45	33	73 %	58 %	39	87 %	46 %
TA staff:	72	5	7 %	100 %	14	14 %	79 %
Management ⁵	15	0	0 %	0 %	0	0 %	0 %
TOTAL	209	92	44 %	68 %	112	54 %	60 %

Fixed-term employment contracts

Konstfack's appointments procedure sets out the types of employment used for teachers at Konstfack. Among other things, they state that teachers may be appointed for a fixed term, pursuant to Teachers in Artistic Activities (Artistic Basis). The purpose of Konstfack's decision to hire teachers on an artistic basis is based on the organisation's need to recruit excellence. The university's appointments procedure states that 'Konstfack's goal in all recruitment work is to hire employees with the highest possible competence in terms of artistic, scientific and pedagogical skills or other professional skills that are relevant to the subject content of the position and the duties to be included in the position.'¹

At Konstfack, 44 per cent of employees have a fixed-term position, the majority of whom are employed on an artistic basis. In addition, more bases of employment are applied, as shown in the chart below.⁶

¹ The statistics cover employees as of 31 October 2023, excluding doctoral students.

Doctoral students are not included as a doctoral student's employment is always fixed-term. A part-time doctoral student position is grounds for extending the employment by an equivalent amount of time. (HEO Chapter 4). For these reasons, the doctoral student's type of employment is not linked to any ground of discrimination and is not reported here.

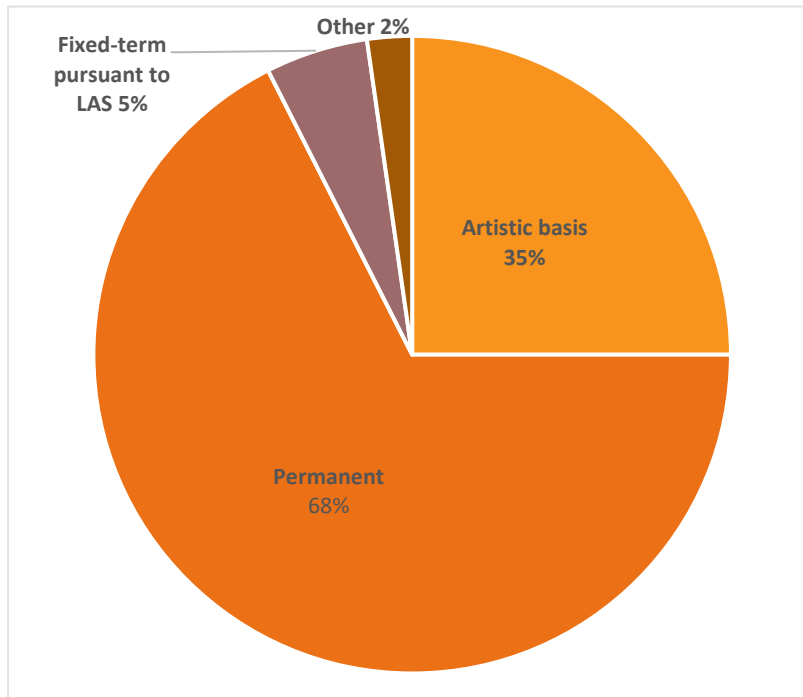
² This group also includes adjunct professors.

³ This group also includes visiting teachers at the senior lecturer level.

⁴ The group also includes visiting teachers at the lecturer level and adjunct lecturers.

⁵ The management group includes the University Director, Heads of Unit, Unit Managers, and Heads of Department.

⁶ The statistics cover employees as of 31 October 2023, excluding doctoral students.



Fixed-term pursuant to LAS: fixed-term employees under the Employment Protection Act (LAS). The grounds included are special fixed-term employment and temporary substitute employment.

Artistic basis: see definitions.

Permanent employment: permanent employees.

Other: employees with other time limits according to HEO, and managerial positions.

Part-time employment

The majority of Konstfack's teachers are part-time employees. The purpose of Konstfack's decision to hire teachers on a part-time basis is based on the organisation's need to offer excellence in its education programmes. In addition to their employment at Konstfack, most teachers have secondary employment, be it running their own company or other employment. The fact that teachers engage in artistic activities in addition to their teaching position is considered extremely important for the organisation and quality of the education. This approach also contributes to interaction with the surrounding community and provides a direct link to professional life. The part-time work of teachers also leads to many temporary extensions in the course of their employment. The reasons for the extensions vary; there may be a need for additional teaching or additional work duties, such as participation in the university's working groups, boards and committees.

Doctoral students

Konstfack employs a total of twelve doctoral students as of 31 October 2023. Because Konstfack has recently been granted the right to award degrees, the school will start accepting doctoral students for the autumn of 2024. As Konstfack did not previously have the right to award doctoral degrees, they were previously admitted to another higher education institution, the Royal Institute of Technology or the University of Gothenburg. These doctoral students have been offered admission to Konstfack instead of their previous affiliation. All doctoral students are organisationally placed at one of Konstfack's departments, where they have their immediate supervisor.

Risks

- The majority of Konstfack's teachers are fixed-term and part-time employees. This can affect the university's skills supply with regards to the attractiveness of its positions, staff mobility and the teachers' work environment. There is a risk that the teachers' employment relationship will lead to reduced participation in the university's activities. This may result in an increased

workload and responsibility for full-time and/or permanent employees, especially for TA staff. There is also a risk that the current skills structure will lead to increased vulnerability and financial consequences for the organisation.

- The group of doctoral students is defined in some contexts as students and in others as employees, which can lead to confusion about affiliation and cause them to miss out on important information. In some contexts, it can be difficult for doctoral students to know where to turn in different matters, especially if they are enrolled at another higher education institution. There are many functions involved in the management of doctoral students, including the Head of Department, the doctoral student's supervisor, the PhD programme Director of Studies, the HR Unit, and the Royal Institute of Technology (KTH) or the University of Gothenburg. There is a lack of university-wide methods for the administrative management of doctoral students, such as the management of departmental duties, coordination meetings, etc. In the future, Konstfack will only accept its own doctoral students, which will reduce some of this risk.

Doctoral students admitted on an artistic basis are afforded a great deal of freedom, independence and personal responsibility. Their research and education require close cooperation with supervisors. There is a risk that doctoral students find it difficult to run their projects from this independent and somewhat isolated position. It is important that doctoral students receive ample support from supervisors and are not excluded from the institutional community and thus miss out on important information, such as an introduction to terms of employment. However, the advantage is that the group is still relatively small and thus easy to reach via joint emails and other digital communication. Departmental duties are also included when the doctoral student comes in closer contact with work environment issues as a teacher.

However, there is an area for development here - the doctoral student is primarily focused on learning about research and finding their way within their subject. The incorporation of work environment issues at an early stage is important, not least to provide security and counteract stress.

Planned measures

1. Continued work on securing the work and study environment of doctoral students; for example, ensuring that they have access to necessary information and good conditions for completing their postgraduate education. This is accomplished by strengthening the doctoral student environment, integration into the departments, and contact with the HR Division. With the new doctoral programme, Konstfack needs to ensure a proper introduction for the new doctoral students.

Responsible: Director of PhD Studies, in contact with HR

2. Konstfack shall analyse and propose changes in its skills structure at the department level, with a focus on teachers' part-time and fixed-term employment.

Examples of questions: Is it desirable to increase the proportion of permanent positions and/or the scope of employment in order to create greater stability and enable teachers to participate in university-wide activities, etc.?

Responsible: Head of HR

6.2 Salaries and Other Terms of Employment

This area concerns Konstfack's approach to guidelines and criteria for salary setting and other terms of employment.

Follow-up and evaluation

No measures were decided in the previous plan.

Investigation and analysis

- When recruiting new staff, the salary must always be agreed on with the HR Unit, which examines statistics within and outside Konstfack, which prevents unjustified pay inequalities.
- The terms of employment for Konstfack employees are regulated by collective agreements (SACO-S, OFR/S and SEKO). Salary setting is implemented on an individual basis and is based on Konstfack's salary policy.⁷ The salary policy states that salary setting must be based on objective grounds such as responsibility, the difficulty of the work tasks, and other demands associated with the work tasks, as well as the skill and performance of the employee in relation to the organisation's objectives.
- Doctoral students' salaries are regulated by a university-wide doctoral student ladder.⁸ The agreement states that it is the principal supervisor who decides when the doctoral student has achieved the course requirements to move up to the next level on the salary ladder. When the doctoral student is to be moved to the next salary level, the principal supervisor notifies the HR Unit and the Head of Department for the department where the doctoral student is located.
- In addition to monthly employees, Konstfack employs temporary staff, such as intermittent hourly employees and salaried contractors. To ensure that there are no unjustified pay inequalities, fixed amounts are regulated.⁹
- Local Agreement on Parental Pay at Konstfack (2013-01-31) Revised 2019, Reg. No.: KF2019/VO2P/23.

Risks

Konstfack's salary principles and criteria are from 2005. There is therefore a risk that these need to be updated. To ensure equal pay, Konstfack needs to have a clear and updated plan for salary setting.

Planned measures

1. Konstfack will develop a new salary policy and salary criteria. These shall, like the previous, support both managers and employees in translating the university's objectives into actual actions and doing so based on neutral criteria.

⁷ Salary policy (2005-04-05)

⁸ Local Collective Agreement Regarding Salaries for Doctoral Students Employed at Konstfack, MBL meeting minutes 7/2022

⁹ Agreement on hourly wage rates for intermittent employees (hourly wage) and remuneration of contractors via payroll system (fee). MBL 6/2019, Revised 230222.

Responsible: Head of HR

6.3 Recruitment and Promotion

Konstfack shall examine whether there are risks of discrimination or other obstacles to equal rights and opportunities in recruitment and promotion. This may involve examining how vacancies are advertised, how the adverts are formulated, how job interviews are conducted and what factors affect who is offered the position. It also involves reviewing procedures and criteria.

Follow-up and evaluation

Efforts to ensure equal opportunities in recruitment and promotion are ongoing. All activities from the previous plan remain in place.

Investigation and analysis

- One effective way to create diversity in the workplace is through the recruitment process. Hiring people with different backgrounds and experiences creates a workplace where both the community and employees have greater confidence in the workplace. For this reason, it is important to ensure that the process is non-discriminatory and fair. Konstfack is constantly working to refine the recruitment process based on an active and consciously inclusive perspective. This includes reviewing employment advertisements to ensure they use clear language and contain only relevant criteria.
- At Konstfack, women and men shall be equally represented (as far as possible) in groups that make proposals on who should be considered for employment as a teacher. This is also stated in HEO, Chapter 4, Section 5. Konstfack's appointments procedure states: *'Konstfack stresses the importance of considering active and conscious diversity, gender equality and equal opportunities work in the preparation of and decision-making in employment matters. Konstfack shall have an attractive and inclusive work and study environment characterised by equal and gender-equal terms for all employees'*.¹⁰ Teaching appointments are subject to the appointments procedure and the HEO. However, the gender equality aspect must be taken into account in all recruitments at Konstfack, including the recruitment of TA staff.
- At Konstfack, many functions participate in recruitment in different ways, including the HR Unit, managers and other employees. Konstfack also has a Teacher Proposal Board (LFN) that works with the recruitment of teachers, professors, and lecturers. The board consists of teachers and students. The HR Unit is responsible for providing administrative and labour law support to the board. When new members are appointed to the LFN, an introduction should be provided. The introduction is given by the HR Unit, which, among other things, cover the recruitment process procedures for senior lecturers or professors, including the gender equality aspect.

¹⁰ Appointments procedure for the employment of teachers, researchers, doctoral students, assistants and amanuenses at Konstfack, Revised at the meeting of the Board of Governors on 2021-12-15.

Risks

- There is a risk that university functions working with recruitment lack sufficient knowledge of how to communicate with candidates in a well-informed and inclusive way. For example, what is inappropriate to ask at a job interview.
- In specialised subject areas, conflicts of interest easily arise when experts, members of the LFN, and others involved in recruitment submit comments and suggestions on who should be considered for employment as a teacher, simply because the selection is narrow. This is often solved by going beyond the country's borders, but here too there may be reasons to be vigilant.
- There is a risk that underrepresented groups will not apply to vacant positions at Konstfack due to prejudice, preconceptions, or rumours. Proactive and clear communication is therefore also necessary in the long term.

Planned measures

1. Konstfack shall, if necessary, offer skills-enhancing activities for members of the LFN, HR administrative officers, managers and other functions working with recruitment at the university.

Responsible: Head of HR

2. Encourage underrepresented groups to apply for vacancies. This can be accomplished by customising the content of employment advertisements and advertising channels to attract people from underrepresented genders or backgrounds to apply for vacancies.

The following sentence should always appear in vacancy advertisements.
'We recruit based on competence and in line with the school's commitment to greater diversity and freedom from discrimination.'

If those responsible for recruitment wish to specifically search for applicants with an underrepresented legal gender, text to this effect can be added to the standard wording above.

The following sentence is added to the standard wording: *'Currently there are more employees with legal gender female/male in the category/unit/division/department. The university is striving to achieve a more equal distribution of the legal gender within this category.'*

Note that this wording is solely intended to encourage and generate curiosity among members of the underrepresented legal gender. Employment decisions are always made on an objective basis and it is never permitted to exclude a legal gender from a recruitment process.

Recruitment teams should always consider international advertising and whether the Swedish language is a mandatory requirement. If Swedish language skills are not a mandatory requirement, the recruitment team should consider publishing an English translation when advertising.

Responsible: Recruiting managers

6.4 Training and Other Skills Development

Konstfack shall investigate and analyse whether the training and skills development offered at the university benefit all employees equally.

Follow-up and evaluation

One of the two measures planned was to develop a new working hours agreement for teachers, which aims, among other things, to offer more equal opportunities for skills development and training. The new working hours agreement has been delayed due to the fact that Konstfack was recently granted the right to award doctoral degrees. The measure therefore remains in the new Equal Opportunities Plan. The second measure was to examine the distribution of research time at work for teachers, by gender, institutional affiliation, and type of employment. The gender breakdown is presented in Konstfack's annual report and was 61/39 per cent during the period 2020 - 2022, with women in the majority.

Investigation and analysis

- All managers are responsible for ensuring that the skills development of employees is based on the needs of the organisation and matched with the skills and development needs of employees.
- The working hours agreement currently offers employed teachers various opportunities to participate in skills development and subject development based on the scope of their employment, departmental affiliation, and whether they are lecturers, senior lecturers, or professors.
- Joint skills development opportunities are continuously provided to employees. These are preferably arranged in connection with joint breakfast meetings and the Vice-Chancellor's lunch meetings. Examples from 2019 include a lecture on functional and personality variations and personal treatment at Konstfack.

Risks

- There is a risk that fixed-term and part-time employees will receive less skills development than permanent and full-time employees.
- There is a risk that skills development is handled differently at Konstfack's various departments.

Planned measures

1. A new working hours agreement for teachers aims, among other things, to offer more equal opportunities for skills development and training. Work on this has started. The agreement is expected to be finalised as soon as Konstfack's application is granted for the right to award doctoral degrees as the agreement touches on many issues related to the research.

Responsible: The HR Unit, together with the appointed working group.

2. The distribution of research time at work for Konstfack's teachers is examined, with regard to gender, departmental affiliation and type of employment.

Responsible: Head of HR

6.5 Parenthood and Work

Konstfack shall make it easier for employees to combine their work with parenthood. As employer, Konstfack must take into account factors in working life that can make it difficult to shoulder the responsibility for children and the home.

Follow-up and evaluation

Efforts to ensure equal opportunities in parenthood and work are ongoing. All activities from the previous plan remain in place.

Investigation and analysis

- At Konstfack, all T/A staff work flexible hours, giving them the opportunity to structure their own working hours within a given framework. All teachers have annual working hours with a high degree of autonomy over their own working hours. This makes it easier for employees to combine work with active parenting.
- The planning of university-wide meetings is usually scheduled during normal working hours.
- At Konstfack, all employees are encouraged to use the opportunity to take parental leave.

Risks

- There is a risk that employees on parental leave will miss out on important information and be excluded from the workplace community.
- In the area of 'working conditions', it is reported that the majority of Konstfack's teachers are fixed-term and part-time employees. These working conditions may affect teachers' ability to combine work and private life. There is an increased risk that employees with fixed-term employment may feel insecure in their employment situations, which may cause them to postpone starting a family, for example.

Planned measures

1. Improve the ability of employees on parental leave to maintain contact with the workplace by providing information about current events at the workplace and by including employees on parental leave in conferences, briefings, staff days, and joint celebrations.

Responsible: Managers with personnel responsibility

2. Examine the university's skills structure regarding teachers' part-time and fixed-term employment and how assignments are distributed and furthermore how this affects teachers' ability to combine their work with parenthood. The assignment includes creating university-wide methods and systems for how we can create opportunities to combine work, private life and other work.

Responsible: University Director

6.6 Promote Gender Balance

This area is about Konstfack promoting gender balance in different types of work, in different categories of employees, and in management positions. Konstfack strives to achieve gender balance in all employment categories. The target is 60/40, meaning that no gender should be represented by more than 60 per cent of all employees.

Follow-up and evaluation

The first measure envisaged in this area was to ensure that gender equality and diversity are taken into account at all stages of recruitment to management positions and appointment of members. Work on the measure is ongoing and remains in place as the gender balance does not meet the set target. The second measure was to include gender mainstreaming in the recruitment of teachers and TA staff, which is also ongoing and remains a measure.

Investigation and analysis

The table below presents the total gender breakdown among employees at Konstfack. The goal is for the overall gender balance to permeate all positions at the university, i.e. the proportion of women in various positions should be a maximum of around 60 per cent. Today, there is a high overrepresentation in several positions, not least within university management.

Table 2 Gender breakdown for all employment categories¹¹

Position	2023			2022			2021		
	Men	W	W %	Men	W	W %	Men	W	W %
Teachers (not vice-chancellor, head of department):									
Professor	5	12	71%	5	11	69%	5	9	64 %
Adjunct Professor	1	1	50%	2	1	33%	0	1	100 %
Senior Lecturer	17	36	68%	20	33	62%	19	30	61%
Lecturer	20	22	52%	20	19	49%	19	22	54%
Subtotal	43	71	62%	47	64	58 %	43	62	59%
Doctoral student	3	9	75%	3	9	75%	4	9	69%
TA staff:	25	42	63%	29	38	57%	27	42	61%
Management, incl. vice-chancellor, head of department	4	9	69%	3	10	77%	3	10	77%
TOTAL	75	131	64%	82	121	60 %	77	123	62%

Table 1 Gender breakdown in decision-making, preparatory and advisory bodies at Konstfack.¹²

	No. of	Number of women	Proportion of women
Board of Governors¹³	15	6	40%
LFN¹⁴	7	3	42%
UFN¹⁵	10	7	70%
FFU¹⁶	9	5	55%

Women are overrepresented in Konstfack's leadership positions and in UFN. Other bodies have a relative gender balance. Within the Board of Governors, it is difficult to influence gender equality at an aggregate level because the Vice-Chancellor is an automatic member, external members are appointed by the Government, teachers by the university's teachers, and students by students.

Risks

- In the preparation of cases, the aim is to achieve broad support and to ensure that issues are comprehensively analysed. Gender equality is an important part of ensuring that different perspectives are taken into account in decision-making processes. The risk is that this does not occur when decisions are to be made.

¹¹ The statistics cover employees as of 31 October 2023, excluding those on leave, from Konstfack's annual report 2023.

¹² The measurement date is February 2024. The statistics include ordinary members including the chairperson.

¹³ The Board of Governors is Konstfack's highest decision-making body, where certain specific issues are decided. The Board of Governors includes a chairperson, the vice-chancellor, seven external and three internal members. The Student Union is represented by three members.

¹⁴ LFN has the overall responsibility for preparing appointments as senior lecturer and professor. The LFN consists of a chairperson and four members representing teachers and two students.

¹⁵ UFN has overall responsibility for the quality of education and research and makes decisions on analysis and prioritisation of research, programme syllabi, and submits proposals to the Vice-Chancellor on subject areas for certain positions.

UFN consists of a chairperson and six members representing the teachers and three members representing the students, one of whom is a doctoral student.

¹⁶ FFU prepares matters concerning research and doctoral education for the UFN. The committee's role also includes informing the UFN on current issues related to research and doctoral education.

FFU consists of the Director of PhD Studies and seven members (research leaders).

- At Konstfack, there are many predominantly male and female-dominated professions among TA staff. Within the teacher group of senior lecturers and professors, the preponderance of women is in stark contrast with the higher education sector as a whole.

Planned measures

1. Gender equality and diversity must be taken into account at all stages of recruitment to management positions and the appointment of members of various bodies. When appointing teachers and students, the election committee is encouraged to take into account the whole of the body concerned - not just the group concerned.

Responsible: Recruiting managers and election committees

2. Gender equality shall be taken into account when recruiting teachers and TA staff.

Responsible: Recruiting managers

6.7 Salary Survey

Konstfack shall carry out annual salary surveys. The aim is to detect, remedy and prevent unjustified differences in pay and other terms of employment between women and men who perform the same or equivalent work.

Follow-up and evaluation

No active measures were planned in this area but work on the salary survey is ongoing as described below.

Investigation and analysis

Salary surveys are conducted annually, together with the parties concerned and in accordance with the applicable regulations. The survey team analyses whether existing pay differences are directly or indirectly related to gender.

If unjustified salaries are discovered, an action plan is drawn up to remedy the issue. The salary survey work also includes reviewing local contracts and agreements that are salary related. When the survey team has analysed salaries in groups of which someone in the survey team is a member, this person has not participated in the analysis.

Risks

At present, there is no need to develop any activities in this area. Therefore, no measures are planned.

7. Active Measures for Education Provider

Konstfack shall actively and continuously work to combat discrimination, harassment and sexual harassment of both students and applicants to the university's education programmes. Konstfack shall also employ other methods to promote equal rights and opportunities for both admitted and prospective students, irrespective of gender, transgender identity or expression, ethnicity, religion or other beliefs, disabilities, sexual orientation or age.

7.1 Admission and Recruitment

In the area of admission and recruitment, Konstfack shall investigate, and if necessary, implement measures to ensure that its study programmes attract applicants regardless of gender, gender/sexual identity or gender expression, ethnicity, religion or other beliefs, disability, sexual orientation and age. This may entail, for example, how the programmes are described in marketing, information materials and interactions with potential applicants.

Selection and eligibility conditions must not only fulfil the requirement of being non-discriminatory but must also be designed in such a way that they do not present a risk of discrimination. How admissions work in practice and how the university treats applicants during the recruitment process shall be examined on an ongoing basis. Konstfack pays particular attention to how 'artistic quality' in relation to 'personal taste' is an important discussion to have. We believe that the assessment groups *can* distinguish between these, but the issue of bias must be kept alive.

Follow-up and evaluation

The previous plan identified three measures in this area, the first of which concerned widening participation in recruitment. The dedicated working group in this area carries out ongoing work based on an adopted action plan. The equal opportunities coordinator attends the group's meetings on an alternating basis to find out what measures have been taken and what is planned for the future. The second measure was to produce statistics on students' regional background and parents' level of education, which provided a basis for prioritising the work of the Widening Participation Group. As the statistics available from the Swedish Higher Education Authority were not sufficient, Konstfack has instead ordered statistics from Statistics Sweden. The third measure was to produce admission statistics for the annual report based on gender as a basis for gender equality work. Statistics and analyses can be found in full in Konstfack's Annual Report 2022.

Investigation and analysis

Gender-based study choices

A continued gender imbalance (not within the interval 40/60) is noted in the three-year period 2020-2022 for Konstfack's students. It was the same gender breakdown between those new to the programme and programme students (76 per cent women, 24 per cent men). The teacher education had a particularly high proportion of women, and the Bachelor of Fine Arts programme came closest to gender balance. Master's degree programmes in Design and Fine Art had a more balanced distribution than others.¹⁷ The gender imbalance is evident as early as in the application process.

¹⁷ Statistics retrieved from Ladok in connection with the annual report.

Widening Participation Group

Due to the recruitment imbalance for Konstfack's programmes, there is a working group for widening participation, consisting of representatives from the administration, the departments, and students. Based on an adopted action plan, the group is working on measures to promote widening participation in Konstfack's programmes.

Students' geographical and social background

Statistics from Statistics Sweden on the regional background of students and the educational level of their parents for 2022 show that foreign-born students increased to 26% (29% nationally) from last year's 13%, which was unusually low. Furthermore, students with parents with higher education were at 58% (45% nationally) compared to the previous year's 48%.

Internationalisation

The work with internationalisation contributes to the exchange of knowledge and understanding between countries, cultures, and religions. Konstfack has exchange agreements and joint projects with about 90 universities and colleges in more than 35 countries and has a good balance between the number of outgoing and incoming exchange students from the partner schools with which Konstfack has agreements. A more detailed account of the internationalisation work can be found in Konstfack's annual report.

Admission regulations

Konstfack's admission regulations set out the eligibility criteria and selection processes for the university's first-cycle, second-cycle and doctoral level programmes. Before each semester, Konstfack ensures that the application instructions are designed with regard to the seven grounds of discrimination and to promote widening participation. For programmes where the number of applicants is greater than the number of places, selection is made on an artistic basis. For each academic year, an assessment group is appointed for each programme or programme specialisation to assess applicants on an artistic basis. The assessment groups are composed of at least two teachers (one of whom is a professor) and two students from the department to which the programme belongs, as well as at least one professional representative. The composition of the assessment groups, in which different groups are represented and where gender balance shall be sought, shall ensure the objectivity of the selection process, so that no applicant is at risk of discrimination.¹⁸

Risks

- The fact that Konstfack's programmes do not have a wide reach in society, to applicants and students of different backgrounds and experiences, means that societal perspectives, voices and experiences are lost and can, by extension, have an impact on the quality of the education and the labour market in general.

Planned measures

1. The Widening Participation Group works continuously with different types of activities and initiatives to increase diversity among new students. Activities may include marketing, collaborations with schools and study counsellors throughout the country, and collaborations with Konstfack's own students.

¹⁸ Konstfack's Admissions Regulations for First- and Second Cycle Education, and Doctoral Education. Approved by the Board of Governors on 2022-12-16.

Responsible: Communication Unit in cooperation with the Widening Participation Group and departments

2. As part of the work of preparing the annual reports, gender-based statistics in the following areas shall be produced and compiled on a yearly basis, in order to follow up, evaluate and develop recruitment and admissions work in such a way that no applicant is discriminated against or disadvantaged:

- Applicant
- First-hand applicants
- Applicants with a complete application
- Admitted students
- Enrolled students

The breakdown shall be reported for programmes and courses.

Responsible: UFA, in connection with the preparation of the annual report

3. Statistics on students' regional background and parents' level of education will be produced and compiled in connection with the annual report to evaluate and develop the work on widening participation.

Responsible: Management Office

4. Further develop texts for work samples and carry out a workshop with the assessment panel.

Responsible: Head of UFA

7.2 Forms of Teaching and the Organisation of Education Programmes

This area deals with the manner in which Konstfack conducts its teaching: lectures, seminars, distance learning and the like. It may also involve reviewing when and where teaching takes place.

The work on active measures in this area involves examining whether there is any risk that the form and organisation of teaching may have a negative impact on any group of students, and if so, whether there is a connection to one or more grounds of discrimination.

Follow-up and evaluation

The previous plan envisaged two measures in the area. The first was the continued implementation of Canvas as a virtual learning environment for all students, which was completed in 2021. The second was to produce guidance information for teachers and TA staff to use when dealing with students in need of educational support. In 2021, the information was published on the intranet under the heading 'Student support'.

Investigation and analysis

- The teaching in Konstfack's programmes is primarily conducted full-time and on-site on campus. Freestanding courses may incorporate elements of distance learning and are conducted full-, half-, and quarter-time.

- Konstfack's workshops are equipped and suitable for various types of teaching and with the aim of developing students' knowledge and skills in the best possible way. Following safety training, most workshops are open to students during both daytime and evening hours on weekdays and weekends, which facilitates the planning of work and the balance between work and leisure for the individual student. For safety reasons, it is not permitted to work alone in particularly dangerous environments, such as workshops equipped with machines or where work involving chemicals is carried out.
- Introductory videos are recorded about how the machines in the workshops function as a way to make important safety information available to more students. However, this does not apply to all machines but varies between workshops. Beyond that, there is currently no *written* information about the machines in workshops, which has been requested by students.
- All students *shall* have the same opportunities to study, which is why Konstfack has appointed a coordinator for students in need of targeted educational support. Examples of support include note-taking assistance, the possibility of paid printing on Konstfack's printers, access to audio books in Legimus and reading support using the speech synthesis programme TorTalk. Konstfack's library has a study workshop where students can get help with the texts they read and write during the programme. There is also a quiet reading room.
- In most programmes, students have access to information about schedules, course syllabi, written assignments, and a course description via the virtual learning environment Canvas. The fact that the information is gathered in one place makes things easier both for students in need of targeted educational support and for students with parental responsibilities. Course syllabi and schedules are published no later than two weeks before the start of the course, which also makes things easier for students in need of targeted educational support and for students with parental responsibilities. Read more about this in section 7(e). *Parenthood and studies*.
- The choice of required reading and other teaching material must be made with the seven grounds of discrimination in mind, be relevant to the teaching, and be justified by the responsible teacher.
- Course evaluations where the students' assessment of the ongoing or completed course forms the basis for Konstfack's course evaluations and furthermore for any changes in the course and course description. The process and guidelines for working with course evaluations are available on Konstfack's intranet.

Risks

- The lack of written information about machinery in the workshops can be a disability in workshops. There are also no introductory films for all machines in the workshops.
- Based on course evaluations, it appears that students find it difficult to plan their work when there are rapid changes in the schedule and when only oral information about examination tasks is given. There is a demand for written information and clearer communication via Canvas (not email).

Planned measures

1. Explore the possibility of creating explanatory texts for the use of and instructions for machinery in workshops. And supplement with filmed material where lacking. The work is prioritised based on the risk of damage to the machines.

Responsible: The work is followed up in AMK

7.3 Examinations and Assessment of Student Performance

In the area of examinations and assessments of students' performance, Konstfack must ensure, among other things, that course syllabi and other rules for assessments do not risk diminishing the opportunities for any group, regardless of the ground of discrimination. This also involves examining whether there are risks in the practical work that assessments of students' study performance, consciously or unconsciously, may be influenced by factors related to any ground of discrimination. The same applies to the application of rules and procedures.

Follow-up and evaluation

The previous plan envisaged two measures in the area, the first of which was the ongoing implementation of the higher education training programme for employees specialising in pedagogical work. In 2022, 25 teachers participated in the programme. In addition, three workshops were held in the higher education training programme with the theme "Legally secure examination and assessment". A total of 28 teachers participated.¹⁹ The second measure was for heads of department to ensure that teachers have the opportunity to participate in higher education training and other higher education training activities.

Investigation and analysis

Course syllabi are established by the Head of Department, based on proposals from the programme council. The examination of courses is conducted through oral presentation, visual design, seminar discussions, individual supervision, and written assignments.

The most commonly used forms of examination require that the examiner be capable of making assessments without bias and with the knowledge that hierarchies and power structures arise in all groups. Konstfack recognises this and investigates and strives to define artistic quality in relation to personal taste as these are often crucial in the assessment of student presentations. To support this work, training about higher education teaching and learning is provided on a regular basis. The programme is aimed at professors, senior lecturers, lecturers and other professional categories at Konstfack (permanent employees) who have a focus on educational work. The higher education training programme aims to address regulations and support measures for students with disabilities, issues of equal treatment and gender equality, and to support the exchange of knowledge within the teaching community to develop new methods that break down hierarchies.

Risks

- Students are assessed based on visual and spatial design, performances, individual supervision, seminar discussions, various group critique situations and written assignments,

¹⁹ Konstfack's Annual Report 2022.

but never anonymously. This places great demands on the examining teachers to be able to assess performance impartially and objectively.

Planned measures

1. Implement and develop the higher education and teaching training for employees specialising in pedagogical work.

Responsible: Head of Library

2. The heads of department are responsible for ensuring that all employees with a specialisation in pedagogical work have the opportunity to participate in the higher education training programme and other higher education and learning activities.

Responsible: Heads of Department

7.4 Study Environment

The term 'study environment' refers to both the physical and psychosocial environment. The physical study environment includes, for example, premises, aids, and equipment. The psychosocial study environment includes issues such as personal treatment, address, and different forms of socialising. The work also includes investigating risks of harassment or sexual harassment. The survey may include, for example, the jargon of students and teachers and whether there are any racist, sexist, or otherwise derogatory comments or jokes.

Section 7.2 *Forms of Teaching and the Organisation of Education Programmes* deals with students' access to Konstfack's workshops. It also addresses the Study Support Workshop in the library and the availability of targeted educational support for eligible students.

The physical work environment is discussed further in Chapter 8. *Active University-Wide Measures*, as it is part of the action work that is common to both students and employees.

Follow-up and evaluation

The previous plan envisaged three measures. The first was to conduct regular student surveys analysing the study environment, the last of which was conducted in 2021. The second measure was to create more social spaces. Sofas and other furniture were purchased to make Biblioteksgången a more welcoming space, but the desire for more social spaces remains. The third measure was to continuously inform students about where they can turn if they have been subjected to victimisation, sexual harassment, harassment or discrimination. This is done as a matter of routine during the introduction days for new students, and at two information sessions per semester during lunchtime in the café. Information is also available on the intranet and the public website.

Investigation and analysis

During the autumn semester of 2021, a student survey was conducted with the aim of mapping the study environment at Konstfack. The university's students were asked to respond anonymously to questions about the physical and social study environment. Improvement work has begun based on the results, which may lead to survey responses no longer reflecting the current situation at Konstfack. The response rate to the survey was 33% (34% in 2019). The low

level of participation means that there is a risk that the data will not provide a complete picture of the situation at Konstfack.

The student survey shows that students express a greater need for access to quiet places for self-study and relaxation, as well as better social spaces. They also report a lack of help on mental and physical health issues to the extent that they request it. The survey shows a positive development regarding how students perceive common areas/meeting places and a negative development regarding information about routines and rules in workshops. The workshops are perceived as more functional than welcoming.

Victimisation, harassment, and sexual harassment

13% of respondents state that they have experienced victimisation, 81% answer no to the same question, and 5% choose not to answer it. In the cases where the student felt victimised, it was by teachers/supervisors or by another student in the majority of cases.²⁰ No one reported in the survey that they had experienced sexual harassment.

Discrimination

A vast majority of respondents state that they have not been subjected to discrimination on any of the seven grounds of discrimination. Of those who stated that they felt they had been victimised, this was based on ethnicity, disability, gender, transgender identity or expression and the alternative 'other'.

Stress and workload

Of the respondents, 13% stated that they never worked in the evening (16:30-22:00) in the workshops, which is an increase from 2019 when the corresponding figure was 10%. By contrast, 7% state they do so five days a week, with the corresponding figure for 2019 being 12%. 42% state that they never work at night (between 22.00-08.00) at Konstfack, the corresponding figure in 2019 was 31%. However, 6% state they do so more than 4 times a month, the corresponding figure in 2019 was 19%. However, the frequency of working hours in workshops during evenings and nights differed between departments. The highest proportion of students working evenings is at KHV and the lowest at IBIS. At night, the highest proportion of students is in Fine Arts and the lowest in IBIS, which corresponds to previous survey data.

The majority of respondents state that they are satisfied with the proportion of timetabled hours. 42% state that finances were an obstacle to completing their studies, 36% mental health problems, and 49% negative stress. The survey shows that of the 12% who contacted the Student Health Services, 32% received help with what they needed. However, 73% of respondents state that they do not know about the Student Health Services.

Risks

- In the past, the response rate to the student survey has been low. Of Konstfack's total number of students, 33% have responded. The response rate also differs between departments, which means that the results of the student survey may be misleading.
- The opportunities for good cohesion and community are hindered by the fact that few social spaces and few community activities exist. In turn, a lack of social spaces and community activities can reduce cohesion and thus increase the risk of discrimination, victimisation and sexual harassment.

²⁰ Konstfack's student survey 2021.

- According to the survey, 2 out of 3 students state that they do not know who they can contact if they are subjected to victimisation, sexual harassment or discrimination, which makes it difficult to counteract this.
- Students on internships (VFU) are in a study environment outside Konstfack and may therefore be exposed to other risks than those revealed in our surveys and analyses of the higher education institution. At IBIS, there are clear procedures in place to address these risks, in addition to a study guide (VFU book) available to students on Canvas.

Planned measures

1. To regularly conduct a student survey on the study environment at Konstfack to get a more comprehensive picture of the physical and social study environment. The student survey should include questions about how many men and women in Konstfack's programmes experience discrimination, harassment and sexual harassment based on any of the seven grounds of discrimination.

Responsible: Head of Property Division

2. To continuously provide information on where students can turn if they are subjected to victimisation, sexual harassment and discrimination. At present, information is provided on the introduction day for newly admitted students and through the information channels on the intranet and konstfack.se, as well as at two information sessions per semester during lunchtime in the café.

Responsible: Head of UFA

7.5 Parenthood and Studies

Konstfack shall make it easier for its students to combine studies with parenthood. For example, this entails examining how teaching is organised, scheduling, whether certain parts can be performed remotely, or whether there are special needs with regard to the premises.

Follow-up and evaluation

The previous plan envisaged three measures in the area. The first was to use the student survey to investigate how students with parental responsibilities perceive the ability to combine studies with parenthood. However, the 2021 survey did not ask directly about parenthood. The second activity was for heads of department to ensure that compulsory teaching takes place on weekdays between 9-17. The third activity was for heads of department to ensure that departments publish schedules at least two weeks before the start of the course, to make it easier for students with parental responsibilities to plan their studies. The question of whether students feel they have received information about the course in good time before the start of the course is asked in course evaluations. The response rate is low, which makes it difficult to draw further conclusions on the issue other than that there are still students who *do not* feel that they have been informed in good time and that improvement work on this should continue.

Investigation and analysis

- The 2021 student survey did not include a direct question on parental responsibility. In the 2019 survey, 16 per cent of respondents stated that they are parents, which is why teaching

needs to be organised so that this group of students can combine their studies with parenthood.²¹

- Schedules are published two weeks before the start of the course and compulsory education is scheduled for weekdays between 09:00 - 17:00. This is to make it easier for students to combine studies with parenthood. Access to information for students and the availability of Konstfack's workshops are discussed in section 7.2 *Forms of Teaching and the Organisation of Education Programmes*.
- Teaching is organised so that students with parental responsibility can complete and make up missed teaching in case of absence. There is no formal decision on what applies in case of absence from examination, but assessment generally takes place at the next assessment session.
- Students with parental responsibilities have formulated a list of suggestions for improvement, which serves as a starting point for planned measures in this area.

Risks

- Compulsory teaching is sometimes conducted outside the hours of 09:00 - 17:00 on weekdays, which can make it difficult for students with parental responsibilities to participate in the programme.
- In some instances, schedules are published less than two weeks before the start of the course, which may make it difficult for students with parental responsibilities to participate in the programme.

Planned measures

1. Continue to investigate how the group of students with parental responsibilities perceive the possibility of combining studies with parenthood in student surveys.
Responsible: Head of Property Division
2. Ensure that compulsory teaching outside the hours of 9:00 - 17:00 on weekdays only occurs in exceptional cases. At the same time, Konstfack is also a cultural institution that welcomes the outside world to public exhibitions and events. To enable external audiences to visit these after work together with students and teachers, openings and the like are advertised well in advance. It is also important to communicate that these are voluntary activities.
Responsible: Heads of Department
3. Ensure that departments publish schedules at least two weeks before the start of the course and that changes are not made unless necessary and, if so, are clearly communicated.
Responsible: Heads of Department
4. Develop the environment for students with parental responsibility in terms of premises and information, for example on the intranet and website.
Responsible: Head of Property Division and Head of UFA

²¹ Statistics retrieved from Konstfack's student survey 2019. Intranet: 'Student survey on study environment 2019'.

8. Active University-Wide Measures

8.1 Discrimination, Harassment, Sexual Harassment and Retaliation

In its role as both an employer and education provider, Konstfack must have guidelines and procedures to prevent discrimination, harassment and sexual harassment. There should be a ready-made procedure that clarifies how the higher education institution acts in the event of discrimination, harassment or sexual harassment. This includes clear instructions on responsibilities and who to contact if you feel you have been victimised.

Follow-up and evaluation

The previous plan envisaged two measures in the area. The first was to publish explanations and definitions of key concepts in the field on the intranet to create a common basis for development work and dialogue. Those responsible were the Head of HR and the Head of UFA and a shorter list has been published but may need to be supplemented. The second measure was to continuously inform new staff and students about Konstfack's equal opportunities work and the counselling resources available.

Investigation and analysis

- New employees are invited to an introduction where the HR Unit provides information about Konstfack's equal opportunities work.
- New students are invited to introductory days where representatives from the UFA present the equal opportunities work and targeted educational support.
- Konstfack last conducted a student survey in 2021, with a response rate of only 33%. The results and analyses of the survey are presented in section 7.4 *Study Environment*.
- Every three years, Konstfack conducts an employee survey covering all employees. The survey contains questions about, e.g. the organisational, social and psychosocial work environment, in which issues relating to harassment or discrimination are included. Based on the employee survey conducted in 2021, Konstfack does not see patterns of structural discrimination. A new employee survey will be conducted in spring 2024.
- Coordinators for equal opportunities at the HR Unit and UFA are involved in a number of networks in this area to cooperate with other public authorities.

Risks

- Only degree programme students are invited to the introductory days. Those who take freestanding courses may therefore miss out on important information about Konstfack's equal opportunities work.
- There is a risk that students and employees lack sufficient knowledge in this field – such as which function to turn to for advice, support and information should a situation arise.

Planned measures

1. Complete the publication of an explanation of key concepts on Konstfack's intranet. The purpose of this concept description is to provide employees and students with basic knowledge about their respective rights and obligations, which are important in the promotion of equal rights and opportunities.

Responsible: Head of HR and Head of UFA

2. Continue to inform new staff and students about Konstfack's work on equal opportunities and about the advisory resources available.

Responsible: Managers with personnel responsibility

8.2 Accessibility

Konstfack shall, as far as possible, take measures that make it possible for people, with or without disabilities, to visit, study and work at the university on equal terms. There should therefore be a good knowledge of the laws and regulations on accessibility. There shall be procedures and guidelines to provide technology and methods that enable all employees and students to work and access information at the higher education institution. Accessibility work therefore involves the translation of important information.

Follow-up and evaluation

Two measures were planned in the area in the previous Equal Opportunities Plan. However, the Accessibility Plan has been integrated into the work, which means that the follow-up of planned measures is instead reported here. The previous Accessibility Plan envisaged a range of measures, some more general and others more specific. Managers were instructed to inform employees that they have a responsibility to ensure that information is available in English. Information and training sessions were planned for 2021 to ensure that the organisation has sufficient knowledge of what good accessibility means in practice. However, due to the pandemic, these were not implemented as planned and remain. Accessibility work would be included in systematic work environment management, which is carried out, among other things, through measures and follow-up in the Equal Opportunities Plan, and that the coordinator for equal opportunities regularly checks the work in AMK. It was planned to arrange a room for contemplation to meet a request from students, which was not implemented due to the pandemic and savings requirements. However, the planned work to place signs and contrast markings in glass areas to facilitate navigation in Konstfack's premises has been completed. To address the problem of smoking by the entrance, signs have been posted and information messages have been published on the intranet. It is also planned to mark the entrance plate in spring 2024 with text to direct smokers to another location. To address identified risks in the sound environment, a number of measures have been implemented, including improvements to premises at IBIS and replacement of fan heaters to reduce noise. Work will continue throughout 2024.

Investigation and analysis

- The university's premises are, with the exception of remaining measures regarding the sound environment, well adapted to the requirement for good accessibility. All floors are accessible via lifts and the main entrance has few steps and can also be accessed via a ramp.

- Work environment rounds are conducted annually, where accessibility and safety issues shall be raised and made visible. The accessibility deficiencies observed are reviewed in a separate action plan. Measures are then taken accordingly.
- Many of Konstfack's premises are adapted for office work, exhibitions, etc. but there are shortcomings in teaching premises in terms of acoustics and sound insulation. This may have a negative impact on employees or students with impaired hearing. Konstfack has prioritised the acoustic damping of certain teaching premises, but many remain, and this is a priority for the next few years.
- The official language is Swedish, but the university has several students and employees who do not speak or understand Swedish. A lot of information has been translated into English, but there is still a lot that has not yet been translated.
- Information aimed at employees, students and the public must be adapted in accordance with the accessibility requirements specified in the Ordinance (SFS 2001:526) on the responsibility of public authorities. Konstfack's external and internal website is well adapted to the requirement for accessibility of information and communication in web-based format.
- A quiet room for employees and students is available for use if necessary.
- Any remodelling or renovation should take accessibility into account. Property signage shall be continuously evaluated and updated. When procuring goods and services, accessibility for people with different disabilities must always be considered.
- Konstfack's core activities have good knowledge of what is required to ensure that teaching is as accessible as possible based on the existing conditions. This can include adapting educational facilities, technical equipment and customised support for students who need it.
- In scheduling, premises are prioritised and booked from an accessibility perspective.
- A wheelchair is available for loan in the Infocenter at the main entrance.
- Smokers use the space outside the main entrance, this may limit accessibility for people bothered by cigarette smoke.
- The survey shows that just as many students state that they have received help with questions about their disability as state that they have not.²²

Risks

- The quiet room is not sufficient for the needs that exist.
- There is a risk that students and employees who do not speak Swedish will miss out on important information, as not all information is translated into English.
- Shortcomings in the sound environment (acoustics and noise) negatively impact the health of students and employees.

²² Konstfack's student survey 2021

Planned measures

1. A better adapted contemplation room for quiet, meditation or prayer shall be created to meet the needs of students and employees.

Responsible: Head of Property Division

2. Increase the availability of information in English.

Responsible: Managers have a responsibility to inform employees to ensure that important information is translated into English.

3. To ensure that the organisation has sufficient knowledge of what good accessibility means in practice, information and training sessions must be planned and carried out.

Responsible: Head of Property Division

4. Efforts to improve the sound environment are ongoing to ensure that students and employees are not adversely affected by the acoustics.

Responsible: Head of Property Division

8.3 Ongoing Work on Active Measures and Equal Opportunities

This area deals with how Konstfack works with equal opportunities issues and active measures and what resources are available at the higher education institution.

Follow-up and evaluation

Four measures were planned in the area. The first was to recruit a communicator with specialised knowledge of equal opportunities issues on a project basis. Work was initiated to make such a recruitment but was cancelled due to savings. The second was to integrate equal opportunities issues into AMK, which was done through measures mentioned in *8.2 Accessibility*. The third involved the working group 'Våra rum/Open Spaces' to work on making Konstfack's premises more inclusive and welcoming. The group's work was presented to the Vice-Chancellor's Management Council in 2020. The last measure was to review the gender imbalance in the Vice-Chancellor's Management Council. Although the group is made up of certain specific professional positions, the gender balance is more even today, as a result of new recruitment.

Investigation and analysis

- Equal Opportunities Officers are in the HR Unit and UFA.
- In the core activities, the gender equality aspect is integrated in the appointment of members to boards and in the allocation of research funds.

Risks

- No risks have been defined in this area. Therefore, no measures are planned.