

Plan for Equal Terms 2020 - 2023

For Employees and Students at Konstfack

Decisionmaker	Vice-Chancellor
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Summary	The <i>Plan for Equal Terms</i> comprises the university's quality work and measures to promote equal terms, where the final target groups are employees and students.
Purpose	The aim of the work is to identify and prevent problems before they arise and to ensure that everyone is given equal rights and opportunities, as well as to prevent discrimination and harassment.

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Appendix: Comprehensive Summary of Activities

1. Introduction

The current plan comprises the university's equality work, where the final target groups are employees and students who participate in or apply to partake in the university's activities. It also responds to the government's ongoing on gender mainstreaming mission:

“Universities and higher education institutions shall continue to develop work pertaining to gender mainstreaming, in order to contribute to the achievement of the gender equality policy objectives (Official Letter 2016/17:10), e.g. in terms of equal opportunities for career paths, gender-based education choices and throughput. Every university and college shall continue to work on an individual plan for the university, outlining development needs, goals and activities that the university intends to implement and describing how gender equality should be integrated and become part of the higher education institution's ordinary activities, for example in the university's governance processes. Measures and results based on the plan shall be presented. Universities and higher education institutions shall also disclose how they take gender equality into account in the allocation of research funds.”

Konstfack shall actively work to promote equal terms among all genders and regardless of social, economic, geographical or ethnic background, as well as to combat against all forms of discrimination, harassment (including sexual harassment), abusive treatment, master suppression techniques and other types of non-formalised retaliation. The work concerns both employees and students who participate in or apply to partake in the university's activities.

Konstfack completely rejects discrimination (including sexual harassment) and abusive treatment, and does not tolerate its occurrence in our activities. All employees and students shall be treated with respect and have the right to a climate that promotes job satisfaction, health and opportunities for development, freedom of expression, and success. All employees and students have a responsibility to prevent discrimination and abusive treatment at Konstfack. Discrimination and abusive treatment harm not only the victim but also the activity as a whole, and constitute a serious threat to job satisfaction, health and professional development.

In addition to the *Plan for Equal Terms*, Konstfack has other policies and action plans relating to this area:

- *Policy to Combat Discrimination (Including Sexual Harassment) and Abusive Treatment*, RÖ§46 2018-12-10. It describes the Discrimination Act in greater detail. The policy also addresses Konstfack's investigation obligation and work processes in the event of discrimination or abusive treatment. The purpose of the policy is for all students and employees to know where to turn if they are subjected to discrimination or abusive treatment or if they see something they wish to report. We wish to give students and employees tools to identify and reveal risks.

- Konstfack's *Work Environment Policy*, RÖ§21, 2019-06-03. The policy describes, inter alia: Konstfack's objectives, responsibilities and roles in the implementation of the measures necessary to achieve a good work environment. 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 Broadened Recruitment*, RÖ§44, 2018-11-26. The action plan describes active measures to combat unequal gender distribution and social and regional skewing in recruitment to Konstfack's education programmes. Active work to promote broadened recruitment is important in order to gain more perspectives and experiences in the education programmes, and is thus also part of Konstfack's quality work. This is highlighted in Konstfack's *Education and Research Strategy*, which it is linked to the content and relevance of education and research. From the strategy:

“Gender Equality and Efforts to Prevent Skewed Recruitment

Reciprocity and equivalence promote learning and development. Therefore, Konstfack actively works to integrate a gender equality and diversity perspective in its processes at all levels of the education and organisation. The use of democratised strategies is vital to teaching and research. Here, as in projects and collaborations, intersectional issues regarding power, gender roles, gender balance, social class and exclusion are highlighted. Konstfack strives to ensure that employees and students are aware of these issues, as well as issues regarding disability, LGBTQ rights and decolonisation.

Efforts to prevent the skewed recruitment of students and employees within both education and research are also necessary for a multitude of reasons. This a prerequisite for Konstfack to continue maintaining its position as an internationally prominent university and to not turn inwards and become provincial. Active efforts to prevent skewed recruitment are necessary so that future design pieces, products, narratives and artistic statements are relevant and have a link to the diversity of existential issues and social experiences represented in Swedish society. The students at Konstfack are its ambassadors and have the opportunity to establish the university and its possibilities in wider social and geographical contexts. Konstfack not only strives for internationalisation, but also ‘nationalisation’, as in reaching and recruiting from under-represented regions and social groups.”

- During the three-year period in question, a new accessibility plan will also be developed.

2. Definitions

Gender: Legal gender

HF: The Higher Education Ordinance (*Högskoleförordningen*)

LFN: The Teacher Proposal Board (*Läraryörelsestyrelsen*)

UFN: The Board of Education and Research (*Utbildnings- och forskningsnämnden*)

FFU: The Research and Doctoral Studies Committee (*Forsknings- och forskarutbildningsutskottet*)

Artistic basis: Refers to the § 2 of the Swedish Higher Education Act, and entails a number of wordings that distinguish education on an artistic basis from education on a scientific basis. Among other things, temporary employment is permitted under the Higher Education Ordinance, *HF Chapter 4, § 10, Teachers in Artistic Activities*.

TA personnel: Technical and administrative personnel.

UFA: Education and Research Administration Division (*Utbildnings- och forskningsadministrativa avdelningen*)

IBIS: The Department of Visual Arts and Sloyd Education (*Institutionen för bild- och slöjdpedagogik*)

DIV: The Department of Design, Interior Architecture and Visual Communication (*Institutionen för Design, Inredningsarkitektur och Visuell kommunikation*)

KONST: The Department of Fine Art (*Institutionen för konst*)

KHV: The Department of Crafts (*Institutionen för konsthantverk*)

3. Roles and Responsibilities

The Vice-Chancellor of Konstfack has ultimate and overall responsibility for compliance with laws and regulations and for ensuring that the university engages in a targeted effort to actively promote equal rights and opportunities.

In order for the work to be carried out effectively, tasks and responsibilities are divided between various roles and functions within the organisation, e.g. managers responsible for human resources and university activities. In addition, the managers must possess the knowledge necessary in order to deal with instances of discrimination (including sexual harassment) and abusive treatment. Similarly, they must ensure the availability of expertise and support in the handling the case. To this end, within Konstfack there are also other functions that specifically work with equal terms issues relating to employees and students, as well as with broadened recruitment. These personnel constitute a special resource in the university's equality work.

In addition, all employees have a shared responsibility to promote an inclusive work and study environment.

In this context, ‘employees’ are considered to include:

(the employer is responsible for these individuals)

- Employees
- Make an enquiry about or seek a job
- Seek or complete an internship
- Are available to carry out work, or carry out work as a hired or borrowed labour force

In this context, ‘students’ are considered to include:

(the education provider is responsible for these individuals)

- Students participating in education or applicants for an educational activity

4. The Discrimination Act

The Discrimination Act prohibits discrimination in a variety of areas of society, including discrimination against women in professional and academic spheres. Discrimination can be described as disadvantage or violation of an individual, where the disadvantage or violation is related to one of the seven bases of discrimination.

To constitute discrimination, it is a prerequisite that the disadvantage or violation be related to one of the seven bases of discrimination.

1. **Gender:** Refers to persons who identify as male or female, as well as to persons who intend to change or have changed their gender; all of the aforementioned individuals are covered by the discrimination basis of gender.
2. **Transgender identity or expression:** Refers to a person who does not identify as female or male, or who expresses a different gender through their clothing or in some other way.
3. **Ethnicity:** Refers to national or ethnic origin, skin colour or other similar relationship.
4. **Religion or other belief:** Refers to religious views such as Hinduism, Judaism, Christianity and Islam. ‘Other belief’ covers beliefs that are rooted in or associated with a religious ideology, such as Buddhism, atheism, and agnosticism.
5. **Disability:** Refers to persistent physical, mental or ability-related limitations on a person's functional ability, as a result of an injury or an illness that existed at birth, which has occurred subsequently, or which may be expected to occur.
6. **Sexual orientation:** Refers to homosexual, bisexual or heterosexual orientation.
7. **Age:** Refers to the length of life a person has achieved.

The above bases are the only legally acknowledged bases for discrimination, although the negative treatment may constitute a violation of other legislation, such as the provisions of work environment legislation regarding abusive treatment.

a. Active measures under the Discrimination Act

As an employer and education provider, Konstfack is responsible for combating discrimination in individual cases (the prohibition of discrimination), as well as for the implementation of active measures to prevent discrimination and promote equal rights and opportunities at a general and structural level. According to the provision of Swedish discrimination legislation regarding 'active measures', the bases of discrimination should constitute the foundation for all work to promote equal terms. As an employer, Konstfack is also obliged to carry out salary surveys every year.

This work should be continuous, and should emphasise the equal value of all people and the promotion of equal relationships, situations and structures. The work involves the identification and prevention of problems before they arise and efforts to ensure that everyone is given equal rights and opportunities.



The work should be carried out on an ongoing basis, and must be documented. A timetable for this work should be in place, and measures should be implemented as soon as possible. The implementation of active measures should be carried out in collaboration with students and employees within the organisation.

b. 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 Advancement
 4. Training and Other Skills Development
 5. Parenthood and Work
- Promote an equal gender distribution in various types of jobs, in different categories of workers and in management positions.
- Conduct annual salary surveys

c. Active Measures for the Education Provider

Carry out continuous work in four stages (investigate, analyse, address, follow up/evaluate), in five areas:

1. Admissions and Recruitment
2. Forms of Teaching and the Organisation of Education Programmes
3. Examinations and Assessments
4. Study Environment
5. Studies and Parenthood

In addition, employers and education providers must develop policies and procedures to prevent harassment, sexual harassment and retaliation within the organisation.

5. Objectives for Efforts to Promote Equal Terms at Konstfack

Konstfack shall actively work to promote equal terms regardless of social, economic, geographical or ethnic background, and to combat against all forms of discrimination, harassment (including sexual harassment), abusive treatment, master suppression techniques and retaliation. The work concerns both employees and students who participate in or apply to partake in the university's activities.

Konstfack wishes to ensure the equal treatment of all persons who are active at the university, i.e. employees, students, consultants, contractors, trainees and other people who apply to or come into contact with Konstfack in various ways. By harnessing, permitting and valuing people's similarities and differences, the university wishes to achieve an environment that promotes job satisfaction and to prevent all forms of discrimination.

Konstfack shall be a work and study environment that takes advantage of the resources that employees and students with different backgrounds, life situations and skills contribute to the university. All employees and students must be treated with respect and have the right to a collaborative climate that promotes job satisfaction, health and opportunities for development and success. Employees and students must be treated equally and in a respectful manner and must not be met with prejudices and stereotypes. A good work and study environment provides the conditions for creative development and for good work and study results.

The objectives of the university's efforts to promote equal terms mean that all employees and students (and those who are equated with employees or students) at Konstfack, regardless of their gender, transgender identity or expression, ethnicity, religion or other belief, sexual orientation, disability or age, shall:

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

Konstfack shall carry out active work by:

- preventing and combating discrimination, harassment, sexual harassment and abusive treatment,
- conducting systematic work environment efforts, i.e. constantly examining the work environment to identify existing risks and to address possible risks.
- improving the physical environment in order to increase accessibility for students and employees regardless of disability,
- reducing the skewed recruitment of students and ensuring that the conditions for completing one's education are good,
- implementing admission and recruitment processes that promote equal terms.

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.

a. Working conditions

Among other things, this area means that Konstfack will 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.

The Current Situation at Konstfack

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

62 per cent of Konstfack's employees are female. Thus, women are over-represented in all groups in terms of fixed-term and part-time employment.

The table below presents the distribution of part-time and fixed-term positions, broken down by position. ¹

Position	Number	Fixed-term			Part-time		
		Number	Proportion	Proportion Female	Number	Total	Proportion Female
Professors ²	16	12	75%	75%	10	63%	80%
Senior lecturers ³	45	40	89%	63%	34	76%	62%
Lecturers ⁴	43	34	79%	53%	37	86%	54%
TA personnel	68	5	10%	60%	12	18%	92%
Management ⁵	13	0	0%	0%	0	0%	0%
TOTAL	185	97	52%	61%	93	50%	62%

Fixed-Term Appointments

Konstfack's appointments procedure sets out the forms of employment used for teachers at Konstfack. Among other things, they state that teachers may be appointed for a fixed term, pursuant to the provisions on 'Teachers in Artistic Activities (Artistic Basis)'. The purpose of Konstfack's decision to hire teachers on an artistic basis is founded in 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.*"

At Konstfack, 52 per cent of employees have a fixed-term position, the majority of whom are employed on an artistic basis. In addition, more numerous bases of employment are applied, as shown in the chart below.⁶

¹ The statistics include a summary of employees as of 31 October 2019, excluding doctoral students and employees who are on leave.

Doctoral students are not included because doctoral studentships are always limited in time. A doctoral studentship involving part-time employment is the basis for extending the position by a corresponding period. (HF Chapter 4). For these reasons, the doctoral student's form of employment is not linked to any bases of discrimination and is not reported here.

² This group also includes adjunct professors.

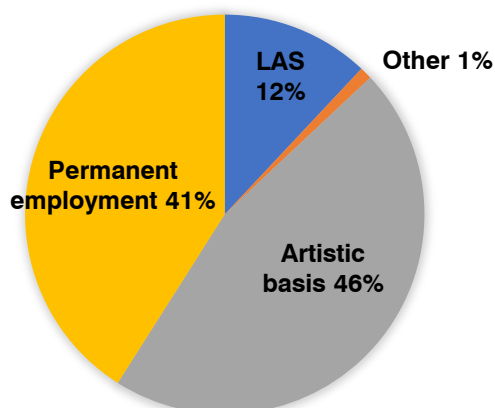
³ This group also includes visiting teachers at the senior lecturer level.

⁴ This group also includes visiting teachers at the lecturer level.

⁵ The management group includes the Vice-Chancellor, the Administrative Manager, Heads of Unit and Heads of Department.

⁶ The statistics include a summary of employees as of 31 October 2019, excluding doctoral students and employees who are on leave.

BASES OF EMPLOYMENT



LAS: fixed-term employees under the Employment Protection Act (*Lagen som Anställningsskydd*, LAS). The bases included are: general fixed-term employment, substitute, probationary period and employees over age 67 (LAS 5§)

Artistic basis: see definitions

Permanent employment: permanent employees

Other: employees with other time limits under the HF.

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 founded in 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 carry out artistic activities in addition to their teaching position is considered to be extremely important for the activities 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 nine doctoral students (as of 31 October 2019).

Since Konstfack does not have degree-awarding powers at the third-cycle level, they are admitted to another higher education institution – either the Royal Institute of Technology or the University of Gothenburg. All doctoral students are organisationally located at one of Konstfack's departments, where they have their immediate superiors.

Risks

1. The majority of Konstfack's teachers are fixed-term and part-time employees. This can affect the university's competence 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 a higher workload and responsibility for full-time and/or permanent employees, especially TA personnel. There is also a risk that the current competence structure will lead to increased vulnerability and financial consequences for the organisation.

2. The group of doctoral students is defined in certain contexts as students and in others as employees, which can lead to them being forgotten and cause them to miss out on important information – and lead them to fall through the cracks. In certain contexts, it is unclear who doctoral students should turn to about various issues. There are many functions involved in the management of doctoral students, including Heads of Department, doctoral student supervisors, the Director of Third-Cycle 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, reconciliation meetings, etc.

Doctoral students admitted on an artistic basis are afforded a great deal of freedom, independence and personal responsibility. Their research and education requires close cooperation with supervisors. There is a risk that this independent and somewhat isolated position will lead doctoral students to have difficulty running their projects. It is important that they receive ample supervisory and that doctoral students do not become alienated from the departmental community and thus miss out on important information, such as an introduction to the university's terms of employment. However, the advantage is that the group is so far relatively small and thus easy to reach via joint e-mails and other digital communications. Also included are departmental duties in which the doctoral student, in her/his capacity as a teacher, comes in closer contact with work environment issues.

However, there is a development area here – the doctoral student is primarily intent on learning about research and finding his or her way within her/his subject. The incorporation of work environment issues at an early stage is important, not least to provide security and counteract stress.

Activities

1. Konstfack shall analyse and propose changes in its competence structure at the department level, with a focus on teachers' part-time and fixed-term employment. This mission involves identifying how departmental and university-wide tasks are distributed among teachers and how this affects the teachers' situation and the missions of the departments.

Examples of questions: *Is it desirable to increase the proportion of permanent positions and/or to broaden the scope of positions, with the aim of creating a core of expertise that provides continuity and a perimeter of excellence in fixed-term positions?*

This should be planned over a three-year period so that the results of the internal quality system can be put to good use in a resource-efficient manner.

Responsible party: Heads of Department and the Head of HR

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 third-cycle education. This is accomplished by strengthening the doctoral student environment, integration into the departments, and contact with the HR Division.

Responsible party: Director of Third-Cycle Studies, in contact with HR

b. Salaries and Other Terms of Employment

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

The Current Situation at Konstfack

- In the case of new recruitment, the salary should always be agreed on with the HR Unit, which examines statistics inside and outside Konstfack. This prevents unjustified pay differences.
- 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 reasons 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 university's operational objectives.
- Doctoral students' salaries are regulated in a university-wide doctoral ladder.⁸ The agreement states that it is the primary supervisor who decides when the doctoral student has achieved the course requirements that are necessary in order to be moved up to the next level of the salary ladder. When the doctoral student is to be

⁷ *Salary Policy* (2005-04-05)

⁸ *Local Collective Agreement Regarding Salaries for Doctoral Students Employed at Konstfack*, Reg. No.: KF2018/VO2/12

moved to the next salary level, the primary 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 employees with hourly wages and salaried contractors. In order to ensure that there are no unjustified differences in pay, fixed amounts are regulated.⁹
- *Local Agreement on Parental Pay at Konstfack (2013-01-31)*
Revised 2019, Reg. No.: KF2019/VO2P//23

Risks

At present, there is no need to develop any activities in this area.

c. Recruitment and Advancement

Konstfack shall examine whether there are risks of discrimination or other obstacles to equal rights and opportunities in its recruitment and advancement processes. This may involve exploring how vacancies are advertised, how the ads are formulated, how job interviews are conducted, and what factors affect who is offered the position.

It also entails the review of procedures and criteria.

The Current Situation at Konstfack

- One effective way to create diversity in the workplace is through the recruitment process. By hiring people with different backgrounds and experiences, a workplace is created in which both employees and those in the surrounding community gain greater confidence in the workplace. For this reason, it is important to ensure that the process is non-discriminatory and occurs on equal terms.
Konstfack is constantly working to refine its recruitment process based on an active and consciously inclusive perspective. Among other things, it does this by reviewing its employment advertisements in order to ensure that they use clear language and contain only relevant criteria.
- At Konstfack, women and men must 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 HF, Chapter 4, § 5.

⁹ *Agreement on Hourly Wage Amounts for Intermittent Employees (Hourly Wages) and Compensation for Contractors via a Salary System (Fees)*. MBL 6/2019, *Decision on Revised Agreement, Valid from 2019-09-01*

Konstfack's employment regulations¹⁰ state: "*Konstfack stresses the importance of taking into account active and conscious work to promote diversity, gender equality and equal terms in both preparations and decisions relating to employment matters. Konstfack shall have an attractive and inclusive work and study environment that is characterised by equal and gender-equal terms for all employees*".

Teaching appointments are subject to the appointments procedure and the HF.

However, the gender equality aspect should be taken into account in all recruitments at Konstfack, including the recruitment of TA personnel.

- At Konstfack, many functions participate in the recruitment process in various ways, including the HR Unit, managers and other employees. Konstfack also has a Teacher Proposal Board (*Läraryörelsen*, LFN) that works 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. Among other things, it reviews the recruitment process procedures for senior lecturers or professors, including the gender equality aspect.

Risks

1. There is a risk that university functions working with recruitment lack sufficient knowledge of how to communicate with candidates in both well-informed and inclusive ways. For example, they may not be aware of what is inappropriate to ask at a job interview.

In specialised subject areas, conflicts of interest may 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 choices are limited. This is often solved by going beyond Sweden's borders, but here too there may be reasons to be vigilant.

2. 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.

¹⁰ Appointments Procedure for the Appointment of Teachers, Researchers, Doctoral Students, Assistants and Amanuenses at Konstfack, revised at the meeting of the Board of Governors on 2018-12-12

Activities

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

Responsible party: Head of HR

2. Encourages underrepresented groups to apply for vacancies. This can be accomplished by customising the content of job advertisements and advertising channels in order to encourage people from underrepresented genders or backgrounds to apply for job openings.

The following sentence should always appear in vacancy advertisements.

“Konstfack has high ambitions when it comes to taking advantage of differences and versatile skills. We welcome applicants with different genders, backgrounds and life experiences.”

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

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

Note that this wording is solely intended to attract 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 Swedish language skills are an absolute requirement. If Swedish language skills are not a ‘must’, the recruitment team should consider publishing an English translation of the advertisement.

Responsible party: Recruiting managers

d. Training and Other Skills Development

Konstfack shall investigate and analyse whether the training and skills development offered at the university will benefit all employees in an equivalent way.

The Current Situation at Konstfack

- All managers have a responsibility to ensure that the skills development provided to employees is based on the needs of the organisation and matches the employees' skills and development needs.
- The working time agreement currently offers employed teachers various opportunities to participate in skills development and subject development based on the scope of their position, their departmental affiliation and whether they are lecturers, senior lecturers or professors.
- Joint skills development opportunities are provided to all employees. These are preferably arranged in connection with joint breakfast meetings and the Vice-Chancellor's lunch meetings. One example from 2019 was a lecture on functional and personality diversity and how persons with varied functional abilities and personalities should be treated at Konstfack.
- When conducting training about learning and teaching in higher education, certain elements are offered for all teachers. Certain lecture series organised within the framework of Konstfack's education programmes are open to all students, employees and members of the general public.

Risks

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

Activities

1. A new working time agreement for teachers aims, among other things, to offer more equal opportunities for skills development and training. The work of drafting this agreement has already begun. The agreement is expected to be finalised as soon as Konstfack's application for degree-granting powers at the third-cycle level has been submitted and an answer has been received. This is because the agreement touches on many issues related to research.

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

2. An analysis of the distribution of various types of research time for Konstfack's teachers with regard to gender, departmental affiliation and form of employment.
Responsible party: The HR Unit

e. Parenthood and Work

Konstfack shall make it easier for employees to combine their work with parenthood. In its capacity as an employer, Konstfack must take into account factors in working life that may make it difficult to juggle parental and family responsibilities.

The Current Situation at Konstfack

- At Konstfack, all TA personnel work flexible hours, which allows them to determine their own working hours within a given framework. All teachers have annual working hours, with many opportunities to determine their own working hours. This makes it easier for employees to combine work with active parenting.
- University-wide meetings are usually planned to be held during normal working hours.
- At Konstfack, all employees are encouraged to take advantage of the opportunity to take parental leave.

Risks

1. There is a risk that employees on parental leave will miss out on important information and become alienated from the workplace community.
2. 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 contracts may feel insecure in their employment situations. This in turn may cause them to postpone starting a family (for example).

Activities

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, information dissemination, staff days and joint parties.

Responsible party: Managers with personnel responsibility

2. Review the university's competence structure with regard to teachers' part-time and fixed-term employment, and examine which assignments are given to which people and how this affects teachers' ability to combine their work with parenthood.

This mission includes creating university-wide methods and systems about how we can create opportunities to combine work, private life and other professional endeavours.

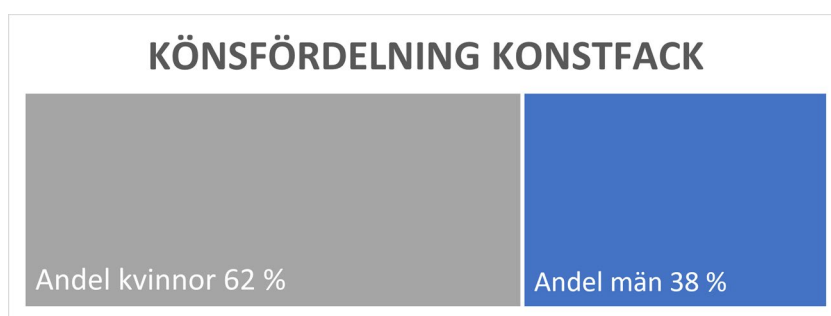
Responsible party: University Director

f. Promote an Equal Gender Distribution

This area pertains to Konstfack's mission to promote an equal gender distribution in various types of jobs, in different categories of workers and in management positions. Konstfack strives to achieve a gender balance in all employment categories. The target is 60/40, which means that no gender should be represented by more than 60 per cent of all employees.

The Current Situation at Konstfack

The following diagram presents the total gender distribution at Konstfack.¹¹



The goal is that the total gender distribution should permeate all positions at the university, i.e. that the proportion of positions filled by women should not exceed approximately 60 per cent. Women are currently overrepresented at the upper levels of the university, not least within the university management (see table).

The table below shows the gender distribution **for all employment categories**¹²

¹¹ The statistics include a summary of employees as of 31 October 2019, excluding employees who are on leave. This part includes all employees and managers, including doctoral students.

¹² The statistics include a summary of employees as of 31 October 2019, excluding employees who are on leave.

The source is the *Annual Report 2019*

Tabell 4a. Anställda den 31 oktober 2019 - 2017 fördelade efter kön, antal och andel i procent

Befattning	2019			2018			2017		
	Män	Kv	Kv %	Män	Kv	Kv %	Män	Kv	Kv %
Lärare (ej rektor, prefekt):									
Professor	5	10	67%	5	9	64 %	8	9	53 %
Adj. professor	0	1	100%	2	1	33 %	1	1	50 %
Lektor	18	27	60%	22	31	58 %	22	32	59 %
Adjunkt	18	25	58%	16	20	56 %	19	15	44 %
Delsumma	41	63	61%	45	62	58 %	50	57	53 %
Doktorand	3	6	67%	3	2	40 %	3	1	25 %
TA-personal	25	43	63%	24	43	64 %	22	44	67 %
Chef, inkl. rektor, prefekt	4	9	69%	5	9	64 %	4	9	69 %
SUMMA	73	121	62%	77	116	60 %	79	111	58 %

The table below shows the gender distribution of TA personnel, broken down by unit ¹³

Position	Number	Number of women	Proportion of women
The Library	5	2	40%
The Finance Unit	8	6	75%
The Property Division	16	9	56%
Reception	4	4	100%
Technicians, incl. maintenance technicians	3	0	0%
Janitorial duties	7	5	71%
Other	2	0	0%
The HR Unit	5	3	60%
The IT Unit	5	1	20%
The Management Office	7	5	71%
UFA	10	8	80%
TA Personnel at the Departments	12	9	75%
Administrative Officers and Administrators ¹⁴	10	9	90%
Technicians	2	2	0%
TOTAL	68	43	63%

A closer look at the gender distribution of TA personnel clarifies which parts of the organisation employ the most women. The groups in which the vast majority of employees are women are the Finance Unit, the Management Office, UFA and TA personnel at the departments. On the other hand, groups that are male-dominated are the IT Unit and the Library. The Property Division is a relatively large group comprising many different professions, which is why the composition of that division has been

¹³ The statistics include a summary of employees as of 31 October 2019, excluding employees who are on leave. The source is Primula

¹⁴ This group includes the positions: Education Administrator, Administrator, Assistant, Education Officer and Director of Studies

reported in greater detail. Within the division there are only female- or male-dominated professions, traditionally speaking.

In addition, TA personnel at the departments are presented in greater detail, which indicates that the Administrative Officers and Administrators group is primarily female-dominated and the Technicians group is male-dominated.

These statistics coincide with the rest of the university's statistics. The Property Division includes the Technicians group, which is male-dominated. Within UFA, the great majority of employees, such as the 'Administrative Officers and Administrators' group (which is also a predominantly female-dominated group) have comparable work tasks.

The table below shows the gender distribution among decision-making, preparatory and advisory bodies at Konstfack ¹⁵

	Number	Number of women	Number of women
The Board of Governors ¹⁶	15	11	73%
LFN ¹⁷	6	2	33%
UFN ¹⁸	10	8	80%
FFU ¹⁹	12	6	50%

Women are overrepresented in Konstfack's leadership positions and on the Board of Governors. In the LFN, however, the opposite is true and men constitute the majority. In the FFU, 50 per cent of the members are female.

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

¹⁵ The measurement date is October 2019. The statistics include permanent members, including chairpersons.

¹⁶ 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, and seven external and three internal members. The Student Union is represented by three members.

¹⁷ The LFN has overall responsibility for preparing proposals for senior lecturer and professorial positions. The LFN consists of a chairperson and four members representing the teachers, as well as one student.

¹⁸ The UFN has overall responsibility for the quality of education and research at Konstfack and makes decisions regarding the analysis and prioritisation of research as well as programme syllabi. It also submits proposals to the Vice-Chancellor about the subject area of certain positions. The UFN consists of the Vice-Chancellor, six members representing the teachers, and three members representing the students (one of whom is a doctoral student).

¹⁹ The FFU prepares cases relating to research and third-cycle education for consideration by the UFN. An additional role of the committee is to inform the UFN about current issues related to research and research education.

The FFU consists of a chairperson, the Director of Third-Cycle Studies, ten members (research leaders) and a doctoral student representative.

are appointed by the Swedish government, teacher representatives are elected by the university's teachers, and student representatives are elected by Konstfack students.

Risks

1. In the preparation of cases, a broad foundation is sought and efforts are made to ensure that issues are presented from every angle. Gender equality plays an important role in 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.
2. At Konstfack there are many predominantly male and female-dominated professions among TA personnel. Within Konstfack's teacher group of senior lecturers and professors, the preponderance of women is in stark contrast to the prevailing gender distribution of these positions in the higher education sector as a whole.

Activities

1. The gender equality and diversity aspect shall be taken into account at all stages of recruitment to management positions and when members are appointed in various decision-making bodies. When appointing teachers and students, each respective nomination committee is encouraged to take the entire decision-making body into account, rather than solely considering the distribution within the relevant group.
Responsible party: Recruiting managers and nomination committees
2. The gender equality dimension shall be taken into account when recruiting teachers and TA personnel. **Responsible party:** Recruiting managers

g. 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 equal or equivalent work.

The Current Situation at Konstfack

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.

When 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 refrained from participating in the analysis work.

Risks

At present, there is no need to develop any activities in this area.

Responsible party: Head of HR

7. Active Measures for the 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 and age.

a. Admissions and Recruitment

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

The conditions of selection and eligibility shall not only comply with the requirement that they be non-discriminatory, but should also be designed in such a way that they do not present a risk of discrimination. The way admissions work in practice and how the university responds to applicants during the recruitment process should be investigated on an ongoing basis. Konstfack pays particular attention to the importance of discussing 'artistic quality' in relation to 'personal taste'. We believe that admissions groups *can* distinguish between these two aspects, but that we must remain vigilant about the issue of bias.

The Current Situation at Konstfack

- According to the diagram below, 74 per cent of Konstfack's programme students are female and 26 per cent are male. The gender distribution per programme is shown on the next page. The gender distribution has been roughly the same over the last three years.

REGISTRERADE PROGRAMSTUDENTER 2019

Kvinnor 74 %

Män 26 %

Enrolled programme students by gender, 2019 - 2017 (number and percentage)

Enrolled students, by education programme and year	2019				2018				2017			
	F		M		F		M		F		M	
Bachelor's programme:		%		%		%		%		%		%
Graphic Design (formerly Design) & Illustration	41	71%	17	29%	36	68%	17	32%	40	67%	20	33%
Industrial Design	37	65%	20	35%	34	63%	20	37%	32	55%	26	45%
Interior Architecture & Furniture Design	59	77%	18	23%	55	71%	22	29%	49	67%	24	33%
Ceramics & Glass	28	70%	12	30%	28	72%	11	28%	29	72%	11	28%
Fine Art	36	56%	28	44%	37	62%	23	38%	41	66%	21	34%
Textiles	39	80%	10	20%	37	82%	8	18%	41	85%	7	15%
Ädellab	29	83%	6	17%	31	89%	4	11%	27	82%	6	18%
<i>Bachelor's programmes, in total</i>	269	71%	111	29%	258	75%	88	25%	259	69%	115	31%
Master's programme in CRAFT!	64	93%	5	7%	65	90%	7	10%	52	87%	8	13%
Master's programme in Design	54	61%	35	39%	57	61%	37	39%	59	66%	30	34%
Master's programme in Fine Art	26	60%	17	40%	21	50%	21	50%	20	49%	21	51%
Master's programme in Visual Communication	31	70%	13	30%	34	72%	13	28%	32	73%	12	27%
Master's programme in Visual Culture and Learning	4	80%	1	20%	5	56%	4	44%	8	89%	1	11%
Master's programmes at Konstfack (mature students)	2	67%	1	33%	1	33%	2	67%	2	100%	0	0%
<i>Master's programmes, in total</i>	181	72%	72	28%	183	69%	84	31%	173	71%	72	29%
The Teacher Education programme, Grades 7-9, Visual Arts & Sloyd	73	91%	7	9%	70	91%	7	9%	69	92%	6	8%
The Teacher Education programme, spec. Visual Arts & Design	69	79%	18	21%	64	78%	18	22%	64	78%	18	22%
The Teacher Education programme, spec. Visual Arts & Media	61	77%	18	23%	58	79%	15	21%	63	84%	12	16%
Teacher Education programmes (mature students)	0	0%	0	0%	2	100%	0	0%	1	33%	2	67%
<i>Teacher Education programmes, in total</i>	203	82%	43	18%	194	83%	40	17%	197	84%	38	16%
TOTAL	653	74%	226	26%	635	75%	212	25%	629	74%	225	26%

Gender-Based Study Choices

In 2019, 74 per cent of students enrolled in degree programmes at Konstfack were female and 26 per cent were male.

The most unequal gender distribution was within the CRAFT! Master's programme, in which 93 per cent of enrolled students were female, closely followed by the Teacher Education programme with a focus on work in years 7-9 of comprehensive school, in which 91 per cent of enrolled students were female. The most equal gender distribution was found in the Fine Art Bachelor's programme, in which 56 per cent of enrolled students were female. In 2019, women accounted for 74 per cent of so-called 'university beginners'.²⁰

The Geographical and Social Backgrounds of Konstfack Students

In the student survey conducted during the spring semester of 2019, 36 per cent of Konstfack's students stated that they had a foreign background (this number includes exchange students). 71 per cent reported that one of the student's parents had studied at a college or university.²¹

Internationalisation

Konstfack's programme students in the Bachelor's and Teacher Education programmes all have the same opportunities for exchange studies within the framework of Erasmus, Nordplus and bilateral agreements.

Konstfack also receives incoming exchange students every year. The incoming students apply for exchange via motivation letters and portfolios that are assessed by each programme's Head of Internationalisation.

In 2019, Ladok reported that Konstfack had 37 incoming enrolled exchange students. 19 per cent (7 students) came from Finland, 11 per cent (4 students) came from the United Kingdom, 8 per cent (3 students) came from Switzerland and Germany respectively, and Belgium, Italy, Norway, Palestine, the Czech Republic and the United States each contributed 2 students (5 per cent per country). Denmark, Ireland, Israel, Japan, China, the Netherlands, Hungary and Spain each sent 1 student (3 per cent per country). 76 per cent of the incoming exchange students were female.²²

In 2019, Ladok reported that Konstfack had 24 outgoing enrolled exchange students. 21 per cent (4 students) travelled to Australia, 16 per cent (3 students) travelled to the United States and 10.5 per cent (2 students) travelled to Estonia, France, Japan, Norway and the United Kingdom, respectively. 5 per cent (1 student) travelled to Denmark, Finland, Italy, the Netherlands, Palestine, the Czech Republic and Germany, respectively. 90 per cent of the outgoing exchange students were female.²³

²⁰ These statistics were obtained from Ladok in connection with the annual report

²¹ These statistics are taken from Konstfack's 2019 student survey. Intranet: 'Student Survey on Study Environment – 2019'.

²² These statistics were obtained from Ladok in connection with the *2019 Annual Report*

²³ These statistics were obtained from Ladok in connection with the *2019 Annual Report*

The Group for Broadened Recruitment

Due to the skewed recruitment to Konstfack's programmes, a working group on broadened recruitment has been established. The group consists of representatives from the administration, the departments and the students themselves. Its mission is to broaden the recruitment of new students, based on the fact that the following issues currently exist:

- unequal gender distribution, in which men are severely underrepresented
- suspected socially skewed recruitment with regard to parents' level of education
- suspected skewed recruitment with regard to Swedish students with a foreign background

- unequal regional recruitment

The group makes decisions on projects and activities that will promote broadened recruitment to Konstfack's education programmes, and it has also developed an action plan²⁴ for this work. Through this group, each department will be able to affect how the joint and department-specific work is carried out.

Admission Procedure

Konstfack's admission procedure, establishes eligibility criteria and selection processes for the university's education programmes at the first and second-cycle level. Prior to the start of each semester, Konstfack ensures that the application instructions are formulated in a manner that promotes broadened recruitment and takes the seven bases of discrimination into consideration. For programmes where the number of applicants is greater than the number of places, prospective students are selected on an artistic basis. Every academic year, an assessment group is appointed for each programme or programme specialisation, the task of which is to assess the applicants on an artistic basis. The assessment groups are composed of at least two teachers (one professor) and two students from the department to which the education programme belongs, as well as at least one professional representative. The composition of the assessment groups, in which different groups are represented and where an equal gender distribution must be sought, should ensure the objectivity of the selection process, so that no applicant is at risk of discrimination.²⁵

Risks

1. There is a risk that Konstfack's education programmes do not reach a broad cross-section of society, including applicants and students with different backgrounds and

²⁴ Konstfack's *Action Plan for Broadened Recruitment 2018–2020*. Approved by the Vice-Chancellor on 2018-11-26 (RÖ§44).

²⁵ Konstfack's *Admission Procedure for First and Second-Cycle Education*. Approved by the Board of Governors on 2018-12-12. Valid from 2019-01-01.

experiences. This means that social perspectives, voices and experiences are lost. By extension, this can impact the quality of education and the labour market as a whole.

2. Statistical information about the regional background of students is inadequate, making it difficult to counteract regionally skewed recruitment. The Swedish Higher Education Authority (*Universitetskanslersämbetet*, UKÄ) has not published the regional background of university beginners for the whole of 2019, and the statistics presented by the UKÄ only indicate the regional background of university beginners. This is misleading, because the majority of Konstfack's students are not university beginners. Other ways of measuring students' regional backgrounds must therefore be developed, in order to get a more complete picture of the regions from which the students hail.

Activities

1. The Group for Broadened Recruitment works continuously with different types of activities and efforts 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. More information about the specific activities of the Group for Broadened Recruitment is available in the group's action plan and on Konstfack's intranet.

Responsible party: The Communication Unit, in collaboration with the Group for Broadened Recruitment, and the 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 monitor, evaluate and develop recruitment and admissions work in such a way that no applicant is discriminated against or disadvantaged:
 - applicants,
 - 1st hand applicants,
 - applicants with complete applications,
 - admitted students,
 - enrolled students.

The distribution shall be reported for programmes and courses.

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

Statistics on students' regional backgrounds and parents' level of education will be produced and compiled in connection with the annual report, in order to evaluate and develop efforts to broaden recruitment.

Responsible party: University Director

b. 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 entail reviewing when and where the teaching takes place.

The work of implementing active measures in this area involves investigating 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 with one or more bases of discrimination.

The Current Situation at Konstfack

- The teaching in Konstfack's programmes is primarily conducted at a full-time rate and on-site, on the campus. Freestanding courses may incorporate elements of distance learning and are conducted at full, half, and quarter-time rates.
- 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. This facilitates the planning of work and the balance between work and leisure for the individual students. For safety reasons, it is not permitted to work alone in particularly dangerous environments, such as workshops in which machines are operated or 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.
- All students *must* have the same opportunities to study. To this end, Konstfack has appointed a coordinator for students in need of special educational support. Examples of support include annotation assistance, the possibility of paid printing on Konstfack's printers, access to voicebooks in Legimus, and reading support using the TorTalk speech synthesis programme. In Konstfack's library there is a study workshop where students can get help with the texts they read and write during the course of their education. There is also a quiet reading room. At Konstfack's reception there is also a wheelchair for lending.
- Within most programmes, the students have access to information about schedules, course syllabi, assignments and course descriptions via the Canvas learning platform. The fact that the information is gathered in one place makes things easier both for students in need of special educational support and for students with parental responsibilities. Course syllabi and schedules are published no later than three weeks before the start of the course, which also makes things easier for

students in need of special educational support and for students with parental responsibilities. Read more about this in Section 7 e. *Parenthood and Studies*.

- The selection of course literature 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.

Risks

Canvas is not used as a learning platform for all programmes and courses, which may hinder the ability of students in need of special educational support to have gain coherent access to the information relevant to these studies.

Activities

The work to implement Canvas will continue, as it is important that all students have the same access to the learning platform during their studies.

Responsible party: Head of Library

In 2020, the coordinator of the special educational support will, in collaboration with the library, produce a guide for teachers and technical and administrative personnel to use in their interactions with students who require special educational support.

Responsible party: Head of the UFA and Head of Library

c. Examinations and Assessments of Student Performance

In the area of examinations and the 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 basis of discrimination.

This also involves examining whether there is a risk that the practical work of assessing students' academic performance - consciously or unconsciously - may be influenced by factors related to any basis of discrimination. The same applies to the application of rules and procedures.

The Current Situation at Konstfack

Course syllabi are established by the Heads of Department, based on proposals from the Programme Council. The examination of courses is conducted through oral presentations, visual figurations, seminar discussions, individual supervision, and 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 draws emphasises this issue and investigates and strives to find ways to define artistic quality in relation to personal taste, as these are often crucial in the assessments of student presentations.

To support this work, training about higher education teaching and learning is provided on a regular basis. The training is aimed at professors, senior lecturers, lecturers and other professional categories within Konstfack (permanent employees) whose work has a pedagogical focus. The training about higher education teaching and learning aims to address regulations and support measures for students with disabilities as well as issues relating to equal treatment and gender equality, and to support knowledge exchange within the college of teachers so that new methods that break down these hierarchies are developed.

Risks

The students are assessed on the basis of visual and spatial figuration, performances, individual supervision, seminar discussions, various group criticism situations and assignments. These assessments are never anonymous, and thus place great demands on the examining teachers to be able to impartially and objectively assess performance.

Activities

Carry out and develop the training about higher education and teaching for employees whose work has a pedagogical focus.

Responsible party: Head of Library

The Heads of Department are responsible for ensuring that all employees whose work has a pedagogical focus have the opportunity to participate in the training about higher education and learning, as well as other activities relating to this area.

Responsible party: Heads of Department

d. Study Environment

The term ‘study environment’ refers to both the physical and psychosocial environment. The physical study environment includes, e.g. premises, facilities and equipment. The psychosocial study environment includes, e.g. treatment issues, how people address one another, and various forms of socialising. The work also includes investigating risks of harassment or sexual harassment. Such an investigation may include, for example, the language used by students and teachers and whether it includes racist, sexist or otherwise derogatory comments or jokes.

Section 7 b. *Forms of Teaching and the Organisation of Education Programmes* addresses students' access to Konstfack's workshops. It also deals with the study workshop in the library and the availability of educational support for students with special needs.

The Current Situation at Konstfack

During the spring semester of 2019, a student survey was conducted to investigate the study environment at Konstfack. The university's students were asked to provide anonymous responses to questions about the physical and social study environment. The physical work environment is dealt with in Chapter 8. *Active University-Wide Measures*, as it is part of the work to implement measures that affect both students and employees. The response rate for the student survey was 34 per cent. In all departments, the statement “The relationship between the students in my education programme is characterised by a strong sense of community” is received the lowest rating results in the student survey. The student survey reveals that students desire more spaces for social interaction across departmental boundaries and for relaxation, which would contribute to greater social cohesion among the students.

Stress and Workload

The frequency of evening and nighttime working hours in the workshops differed between the respective departments. 10 per cent of respondents to the student survey replied that they never worked in the evenings (between 16:30 and 22:00), and 12 per cent said they did so 5 days a week. 31 per cent of students never worked at night (between 22:00 and 08:00), while 19 per cent of students reported doing so more than 4 times a month. The students at IBIS had the lowest frequency of evening and nighttime work, while students in the Department of Arts and Crafts did so with the greatest frequency.

39 per cent of respondents to the student survey reported that they devoted 1-10 hours a week to paid employment, and 36 per cent reported that they devoted 0 hours a week to paid employment.

50 per cent of respondents to the student survey stated that they had ever found negative stress to be an obstacle to their academic success. 38 per cent cited financial reasons and 31 per cent cited mental illness as an obstacle.²⁶

Risks

1. The response rate for the student survey is low. 34 per cent of Konstfack's total number of students submitted responses. The response rate also differs among the

²⁶ These statistics are taken from Konstfack's 2019 student survey. Intranet: “Student Survey on Study Environment – 2019”.

departments; students from the Department of Fine Art accounted for 16 per cent of respondents. As a result, the findings of the student survey may be misleading.

2. The opportunities for good social cohesion and community are hindered by the fact that few social spaces and community activities exist. A lack of social spaces and community activities can reduce cohesion and thus also increases the risk of discrimination, abusive treatment and sexual harassment.
3. Many students do not know who they can contact if they are subjected to abusive treatment, sexual harassment or discrimination. This impedes efforts to counteract these problems.

Activities

1. A student survey about the study environment at Konstfack should be conducted on a regular basis, in order to gain a more comprehensive picture of the physical and social study environment. In the student survey, questions should be asked about how many men and women in Konstfack's education programmes experience discrimination, harassment and sexual harassment based on one of the seven bases of discrimination.

Responsible party: Property Manager

2. Create social spaces that make it easier for the Student Union to carry out community-building activities.

Responsible party: Property Manager

3. Continuously send out reminders to the students and, in connection with teaching, go out and inform students about where they can turn if they are subjected to abusive treatment, sexual harassment and discrimination. At present, this information is provided on the orientation day for newly admitted students and via the information channels on the university intranet and konstfack.se.

Responsible party: Head of UFA

e. 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, when it occurs, whether certain parts can be conducted at a distance, or whether there are special needs with regard to the teaching premises.

The Current Situation at Konstfack

- In the student survey on Konstfack's study environment was conducted during the spring semester of 2019, 16 per cent of respondents stated that they are parents. This

is why teaching must be organized so that this group of students can combine their studies with parenthood.²⁷

- Schedules are published two weeks before the start of the course at the latest, and compulsory teaching is scheduled for weekdays between 09:00 and 17:00. These measures are intended to make it easier for students to combine studies with parenthood. Access to information for students and the accessibility of Konstfack's workshops are discussed in Section 7 b. *Forms of Teaching and the Organisation of Education Programmes*.
- The teaching is organised so that students with parental responsibilities can supplement and make up for missed teaching in case of absence. There is no formal decision on what applies in case of absence from examination, but absent students are generally examined at the next assessment session.

Risks

1. There is a risk that Konstfack lacks sufficient knowledge of the difficulties that the group of students with parental responsibilities may face in connection with their studies.
2. Compulsory teaching is sometimes conducted outside the hours of 9:00 - 17:00 on weekdays, which can make it difficult for students with parental responsibilities to participate in the teaching.
3. In some instances, schedules are published later than two weeks before the start of the course, which may make it difficult for students with parental responsibilities to participate in the teaching.

Activities

1. In future student surveys, Konstfack shall investigate the opinions of the group of students with parental responsibilities about their ability to combine studies at the university with parenthood. **Responsible party:** Property Manager

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 its public exhibitions and events. In order to enable external audiences to visit arrangements held after working hours together with students and teachers,

²⁷ These statistics are taken from Konstfack's 2019 student survey. Intranet: "Student Survey on Study Environment – 2019".

openings and the like are advertised well in advance. It is also important to communicate that these are voluntary activities.

Responsible party: Heads of Department

2. Ensure that the departments publish schedules no later than two weeks before the start of the course.

Responsible party: Heads of Department

8. Active University-Wide Measures

a. Discrimination, Harassment, Sexual Harassment and Retaliation

In its role as both an employer and an education provider, Konstfack must have policies and procedures to prevent discrimination, harassment and sexual harassment.

Konstfack shall have a standard procedure that clarifies how a person should react if discrimination, harassment and sexual harassment occur. It should clearly indicate who is responsible and include information about where individuals who feel that they have experienced harassment or discrimination can turn.

The Current Situation at Konstfack

- In 2018, Konstfack worked to prevent and highlight discrimination, harassment and sexual harassment by developing clear procedures about what to do when such situations arise. This has been accomplished by developing a *Policy to Combat Discrimination (Including Sexual Harassment) and Abusive Treatment*, which applies to employees and students at Konstfack.²⁸
- New employees are invited to an introduction at which the HR Unit provides information about Konstfack's equal terms work.
- New students are invited to introductory days at which representatives from the UFA present the university's efforts to promote equal terms and provide special educational support.
- In spring 2019, all managers were provided with training about norm criticism, colonial thought structures and sexual harassment, in order to increase competence in these areas.
The lecturer was Barakat Ghebrehawariat.

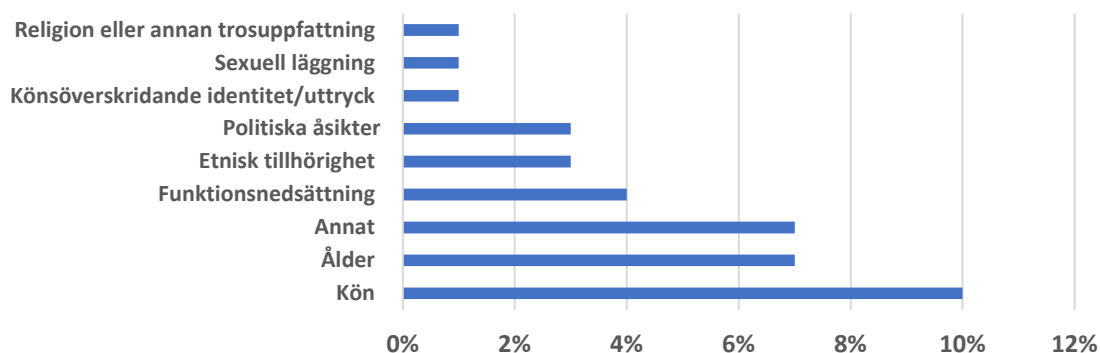
²⁸ *Policy to Combat Discrimination (Including Sexual Harassment) and Abusive Treatment*, RÖ§46 2018-12-10

- In the autumn of 2018, all employees were invited to a lecture about #MeToo and the academic community.
Lecturer was Fredrik Bondestam
- Konstfack conducted a student survey of all students in March 2019.²⁹
The survey included questions about, e.g. abusive treatment, sexual harassment and discrimination. The response rate for the student survey was 34 per cent, which may mean that the findings are misleading. The student survey is also discussed in section 7d. *Study Environment*.

Statistics from the Student Survey



The 25% of respondents who feel that they have been subjected to discriminated state one or more of the following

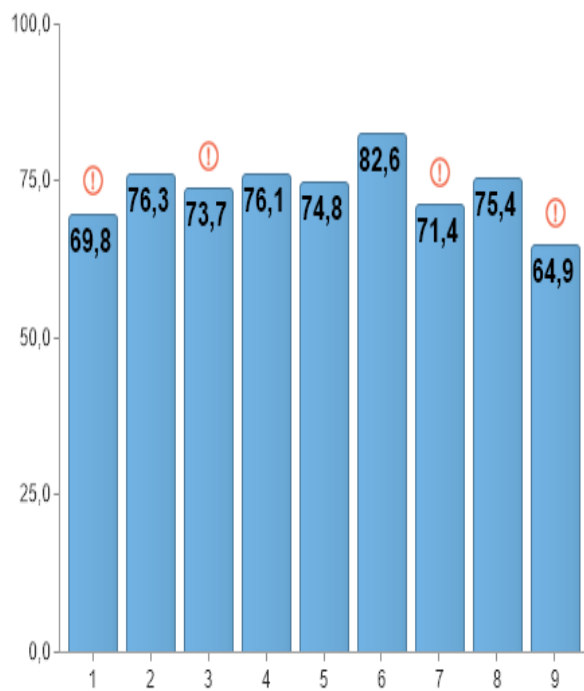


- Every three years, Konstfack conducts an employee survey covering all employees. The survey contains questions about, e.g. the organisational, social and psychosocial work environment, in which issues relating to harassment or discrimination are included.

Statistics from the previous employee survey, spring 2018

The response rate was 66.5 per cent, (119 out of 176)

²⁹ Konstfack's *Student Survey 2019*. Intranet: "Student Survey on Study Environment – 2019".



1. At Konstfack, all staff are treated equally regardless of gender
2. At Konstfack, all staff are treated equally regardless of gender identity or gender expression
3. At Konstfack, all staff are treated equally regardless of ethnicity
4. At Konstfack, all staff are treated equally regardless of religion or other beliefs
5. At Konstfack, all staff are treated equally regardless of any disability
6. At Konstfack, all staff are treated equally regardless of sexual orientation
7. At Konstfack, all staff are treated equally regardless of age
8. At Konstfack, no sexual harassment against staff occurs
9. At Konstfack, no other types of harassment against staff occur

Risks

1. Only programme students are invited to the introductory days. Those who take freestanding courses may therefore miss out on important information about Konstfack's efforts to ensure equal terms.
2. There is a risk that students and employees may lack sufficient knowledge in this field – for example, which function one can turn to for advice, support and information should a situation arise.

Activities

1. An explanation of key concepts will be published on Konstfack's intranet. The purpose of these concept descriptions is to provide employees and students with basic knowledge about their respective rights and obligations, which are important in the work to promote equal rights and opportunities.

Responsible party: Head of HR and the Head of the UFA

2. Continue to inform new staff and students about Konstfack's work to ensure equal terms and about the advisory resources that are available to them.

Responsible party: Managers with personnel responsibility

b. Accessibility (physical)

Konstfack shall work to ensure that all employees and students have access to the same information on equal terms. The organisation shall work to be so accessible that

employees and students with or without disabilities can work and receive information on equal terms. This may involve providing aids and support measures that ensure that everyone can participate in the organisation.

Accessibility may also entail ensuring that important information is translated into other languages.

Current Situation

- Work environment rounds are conducted on an annual basis. During these assessments, issues of accessibility and safety should be raised and made visible. The accessibility deficiencies observed in the rounds are reviewed in an action plan. Measures are then taken accordingly.
- In terms of their acoustics and sound insulation, many of Konstfack's premises are adapted for office work but not for teaching. This may have a negative impact for employees or students with hearing loss. Konstfack has prioritised the installation of acoustic damping materials in certain teaching facilities, but many installations have yet to be made, and this will be a top priority in the coming years.
- The official language of Konstfack is Swedish. However, numerous students and employees at the university do not speak or understand Swedish. A great deal of information has been translated into English, but a large amount of content has not yet been translated.
- A quiet room for employees and students is available for use if necessary.

Risks

1. The university's quiet room is not sufficient for the needs that exist.
2. There is a risk that students and employees who do not speak Swedish will miss out on important information, because not all information is translated into English.

Activities

1. Another contemplation room, for stillness, meditation or prayer should be created.
Responsible party: Property Manager
2. More information should be available in English.
Responsible party: All employees at Konstfack. Managers remind their employees

c. Konstfack's Ongoing Work with Equal Terms Issues and Active Measures

This area pertains to how Konstfack works with equal terms issues and active measures, as well as the resources available at the university.

Current Situation

The HR Unit and the UFA have administrative officers that specialise in equal terms issues. At the Management Office, we have also strengthened our efforts by implementing a resource for working with broadened recruitment for student issues. The core activities integrate issues such as norm criticism and consideration of the gender equality dimension when appointing members to councils/boards, the allocation of research funds, etc.

Risks

At Konstfack, many people work with equal terms issues in different ways, but there is no platform where these issues are discussed jointly. Administrators in the administration, teachers in the core activities and students need a common platform.

Activities

1. The project employment of a 'communicator with monitoring responsibilities' commenced in 2019 – this is to be evaluated.
2. Equal terms issues shall be integrated into the Work Environment Committee.
3. Work in the group that deals with our common spaces at Konstfack, which began with the work of the student group 'Brown Islands', is ongoing and will proceed. It emphasises the expression and functions of architecture and signage systems and the naming of premises in relation to the creation of welcoming, inclusive spaces.

Responsible party: University Director

Finally, Konstfack shall work with the composition of the university's advisory council, where the gender imbalance is currently greatest. All Heads of Department are female, as are the Vice-Chancellor, Deputy Vice-Chancellor, and Administrative Manager, which makes the situation precarious. However, in the long term we can change the composition of the advisory council, expand it or otherwise balance out the group.