

Gender mainstreaming plan for Karolinska Institutet 2021–2022



**Karolinska
Institutet**



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CONTENTS

Introduction	1
Gender mainstreaming mission.....	1
Other laws and mandates governing KI's gender equality work	2
Equal opportunities at KI	4
Gender mainstreaming at KI – goals and development needs	5
Goals, development needs, problem areas, activities and follow-up of priority areas.....	7
Career opportunities and employment conditions.....	7
Equal opportunities for all and a good study and work environment, employeeship.....	9
Content, implementation and form of education	10
Leadership	11
Allocation of research funding/resource allocation.....	13
Organisation and responsibility	14

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Introduction

This plan sets out how Karolinska Institutet will work with the government mission relating to gender mainstreaming in order to help achieve the gender equality policy goals. The plan describes the development needs, goals and activities that KI will work with in 2021 and 2022.

Gender mainstreaming mission

Since 2016, Karolinska Institutet, together with other state universities as well as Chalmers University of Technology and Jönköping University, has been commissioned by the government to work on the gender mainstreaming of its operations in order to achieve the gender equality policy goals. Gender mainstreaming is a strategy for gender equality work and is defined by the Council of Europe as:

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

Gender mainstreaming is therefore an organisational development task that involves integrating a gender equality perspective in all areas of activity and at all stages of decision-making, planning and execution.

Gender mainstreaming, combined with specific gender equality measures, is the government's primary strategy for achieving its gender equality policy goals. The overarching objective of gender equality policy is that **women and men shall have the same power to shape society and their own lives**. There are six sub-goals for achieving the overarching objective.

These are as follows:

- **Equal division of power and influence.** Women and men must have the same rights and opportunities to be active citizens and to shape the conditions for decision-making.
- **Economic equality.** Women and men must have the same opportunities and conditions with regard to paid work which gives economic independence throughout life.
- **Equal education.** Women and men, girls and boys must have the same opportunities and conditions with regard to education, study options and personal development.

- **Equal distribution of unpaid housework and provision of care.** Women and men must have the same responsibility for housework and have the opportunity to give and receive care on equal terms.
- **Equal health.** Women and men, girls and boys must have the same conditions for a good health and be offered care on equal terms.
- **Men’s violence against women must stop.** Women and men, girls and boys, must have the same right to and opportunity for physical integrity.

In the letter of appropriation for the budget year 2020, KI was given a renewed mission. The letter of appropriation for the budget year 2020 states:

Universities and university colleges are to continue to develop their work on gender mainstreaming in order to contribute to achieving the gender equality policy goals (Government Communication 2016/17:10), for example in terms of equal career opportunities, gender-related study options and student completion. Each university and university college shall continue to work on the basis of an individual plan for the higher education institution with development needs, goals and activities that the higher education institution intends to implement and shall describe how gender equality will be integrated and become part of the higher education institution’s everyday operations, for example in the higher education institution’s governance processes. Measures and outcomes on the basis of the plan shall be reported. Universities and university colleges shall also report on how they take gender equality into account when allocating research funding.

Other laws and mandates governing KI’s gender equality work

Alongside the gender mainstreaming mission, there are several laws and other mandates that govern KI’s work on equal opportunities and gender equality.

- Section 5 of the **Swedish Higher Education Act** states: In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice. Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions. Further down the same section, it is further stated that: Higher education institutions shall also actively promote and widen recruitment to higher education. KI has a separate action plan for its work on broader recruitment and wider participation (Action plan on broader recruitment and wider participation ref. no. 1-922/2020).

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- **The Swedish Discrimination Act** (2008:567) aims to combat discrimination and promote equal rights and opportunities, regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age. When the Discrimination Act came into force in 2009, it replaced the Equality Act and the laws against discrimination on the grounds of ethnicity, disability and sexual orientation. Gender is therefore one of the grounds of discrimination under the law. The introduction of the discrimination legislation did not entail any major changes in the obligations of employers and education providers with regard to gender as grounds of discrimination. Employers and education providers have an obligation to work actively for equal rights and opportunities for employees and students on the basis of gender and the other grounds of discrimination covered by the Act.
 - The **Swedish Higher Education Ordinance** contains the system of qualifications for KI's various degree programmes. Several of these have qualitative targets that in diverse ways examine differences in living conditions and health among different social groups, including various groups of women and men. Five professional qualifications – Master of Science in Medicine, Master of Science in Psychology, Bachelor of Science in Nursing, Master of Science in Dental Surgery, and the Higher Education Diploma in Dental Hygiene – contain qualitative targets relating to men's violence against women and violence in close relationships. For a Master of Science in Medicine, for example, the person taking the degree must: demonstrate both broad and in-depth knowledge in the medical field including knowledge and understanding of conditions in society that affect the health of different groups and individuals, whether children, women or men, and demonstrate knowledge of men's violence against women and violence in close relationships. For a Bachelor of Science in Nursing, for example, the candidate must be able to: demonstrate knowledge of conditions in society that affect the health of children, women and men, and to demonstrate knowledge about men's violence against women and violence in close relationships.
 - In the letter of appropriation, KI is tasked with taking gender equality into account when allocating research funding.
 - In the letter of appropriation for 2020, KI is tasked with promoting an equal gender balance in the recruitment of professors. In the letter of appropriation for 2021, KI has a gender distribution target for 60 per cent of newly recruited professors to be women. This target applies for the period 2021–2023.

Equal opportunities at KI

As the paragraphs above show, there are several laws and mandates that govern the university's work on gender equality, equal opportunities and equal rights and the prevention of discrimination and harassment. These laws and mandates overlap to some extent and reinforce one another. Chapter 3 of the Swedish Discrimination Act, for example, stipulates KI's responsibility to work actively for equal rights and opportunities for employees with regard to working conditions, salaries and other employment conditions, recruitment and promotion, education and other skills development and opportunities to combine gainful employment with parenthood. Furthermore, as an education provider, KI has an obligation to work with recruitment procedures, teaching methods and the organisation of study programmes, examinations and assessments, the study environment and the opportunities to combine studies with parenthood, on the basis both of gender and of the other grounds of discrimination contained in the Swedish Discrimination Act. Many of the areas of intervention specified in the Discrimination Act are also priority areas in KI's gender mainstreaming work. On the other hand, the forms of reporting and the documentation requirements differ between the Discrimination Act and the gender mainstreaming mission.

Equal opportunities is the umbrella term that KI uses to denote all work to promote equal rights, opportunities and obligations and to combat all forms of discrimination, harassment, victimisation and exclusion, as well as the university's work to actively promote and broaden recruitment and participation. Gender mainstreaming is part of KI's equal opportunities work. The concept of equal opportunities is a fundamental value in KI's efforts to conduct research and education of the highest quality, to have dynamic collaboration with the society around us and to secure the supply of skills by attracting and retaining the best employees.

KI's ambition is to conduct gender equality work from an intersectional perspective, which is a perspective that is based on the understanding that women and men are not homogeneous groups and that conditions are different between groups of women and men. Inequality is created in relation to gender and gender identity as well as ethnicity, religion, functional capacity, sexuality, age and socio-economic background/class.

Gender mainstreaming at KI – goals and development needs

KI's goals

Gender mainstreaming is goal-driven in that it aims to achieve the gender equality policy goals. Based on the gender equality policy goals, a gender equal KI means the following:

- **Equal division of power and influence:** Equal representation in senior positions at KI, on decision-making bodies and in academic positions.
- **Economic equality:** Resource allocation that is gender equal and free from discrimination, as well as equal pay for equal work and work of equal value at KI.
- **Equal education:** Courses and study programmes provide the knowledge of gender, power and equal opportunities required to provide the prerequisites for an equal health and social care environment. All students must have the same opportunities and conditions with regard to education, study options and personal development at KI.
- **Equal distribution of unpaid housework and provision of care:** Everyone, regardless of gender, must take equal responsibility for the provision of care at the workplace.
- **Equal health:** KI's students and employees must be provided with the same conditions for good health. A good physical, organisational and social study and work environment, devoid of discrimination, victimisation and harassment, must form the basis for KI's operations. There must be a balance between studies or work and private life as well as the opportunity for rest and recovery for all KI's employees.
- **Men's violence against women must stop:** KI's students must demonstrate knowledge about men's violence against women and violence in close relationships within the relevant study programmes. Everyone at KI must have the same right to and opportunity for physical integrity in a study and work environment that is free from gender-based vulnerability, abuse, harassment and sexual harassment.

KI's development needs

In 2016, when KI was first given the gender mainstreaming mission, a situation analysis and problem inventory was carried out (Situation analysis – gender mainstreaming ref. no. 1-509/2017). KI's management identified a number of problem areas and priority areas of intervention for this work. These were: 1. Leadership/leadership development 2. Career opportunities 3. Resource allocation/internal assessments 4. Gender perspective in education.

Within the context of the work on this gender mainstreaming plan, no targeted problem inventory relating to the gender mainstreaming mission has been carried out beyond the standard monitoring that forms part of KI's quality work and gender mainstreaming in KI's standard operational processes. During 2018 and 2019, however, KI carried out extensive vision and strategy work, with KI's

employees, students and management meeting in various forums to discuss strategic choices and priorities. Strategy 2030 has been operationalised in a KI joint action plan of goals and missions.

The strategic choices and priorities made within the framework of KI's strategy, as well as the joint action plan, are identified as priority development areas in the gender mainstreaming plan. Efforts to bring KI's values to life and improve the organisational culture are a central part of Strategy 2030. KI's core values are anchored in the Magna Charta Universitatum declaration and the public sector ethos, which supports public authorities and public sector employees in their work to develop a healthy management culture.

KI's strategy stipulates that a good physical, organisational and social study and work environment, devoid of discrimination, victimisation and harassment, must form the basis for KI's operations. The areas of broadened recruitment, equal opportunities and gender equality must be well established within the university. This is part of the ongoing quality work of KI. Efforts to promote equal opportunities are an important part of the work on KI's organisational culture. There shall therefore be continuous high-quality skills development in areas such as broadened recruitment, leadership, work environment, equal opportunities, diversity and sustainability. KI's Strategy and action plan have identified the following specific development areas:

- **Career opportunities and employment conditions**
Ensure that equal employment conditions and career opportunities are provided to all employees regardless of background. (p. 14, Strategy 2030)
- **Equal opportunities for all and a good work environment**
Reduce the risk of sexual harassment and gender-based vulnerability for students and employees (p. 9, 7.2.1 AP Strategy 2030)
- **Leadership and employeeship**
Ensure leadership and employeeship that promote creativity, diversity, equal opportunities, feedback, participation and trust, as well as a sustainable lifestyle (p. 8, AP Strategy 2030).
- **Content, implementation and form of education**
Ensure that courses and study programmes provide the knowledge of gender, power and equal opportunities required to provide the prerequisites for an equal health and social care environment. (p. 14 Strategy 2030).

In addition to the development areas above, KI has been given special missions in the letter of appropriation to take gender equality into account when allocating research funding and to promote gender equality when recruiting

professors. In the letter of appropriation for 2021, KI has a gender distribution target for 60 per cent of newly recruited professors to be women. This target applies for the period 2021–2023.

Within the gender mainstreaming mission, the government has also proposed that gender mainstreaming can, for example, focus on gender-related study options and student completion. KI incorporates these focus areas as follows:

- **Gender equality in the allocation of research funding**
This development area is a mission in the letter of appropriation and is a priority development area within KI's gender mainstreaming.
- **Gender distribution target for 60 per cent of newly recruited professors to be women.** This assignment is part of KI's development area relating to career opportunities and employment conditions.
- **Gender-related study options and student completion** are covered by KI's work on broader recruitment and wider participation. Some measures are regulated in the Action plan for broader recruitment and wider participation, ref. no. 1-922/2020.

Goals, development needs, problem areas, activities and follow-up of priority areas

Career opportunities and employment conditions

KI's goals	<p>Equal division of power and influence Equal representation in senior positions at KI, on decision-making bodies and in academic positions.</p> <p>Equal distribution of unpaid housework and provision of care Everyone, regardless of gender, must take equal responsibility for the provision of care at the workplace.</p>
Development needs	<p>Ensure that equal employment conditions and career opportunities are provided to all employees regardless of background. The faculty renewal must be characterised by a gender equality perspective with a recruitment procedure that takes into account different grounds of discrimination, from the requirements profile/advertisement through to employment and continued career development. Everyone, regardless of gender, takes equal responsibility for the provision of care at KI, for example academic housekeeping can be described as internal non-qualifying service</p>

	work. Increase the proportion of women who are professors in line with the government’s gender distribution target among newly recruited professors.
Problem areas	<p>KI has a gender imbalance within different professions as well as among students. At first-cycle and third-cycle level there is a majority of women, at docent level there is a relatively equal gender distribution, while professorial level is heavily male-dominated. KI has increased the proportion of women among newly recruited professors between 2017 and 2019, but needs to accelerate the pace of change in order to achieve the government’s recruitment target. KI has a relatively equal gender distribution among research staff (researchers, postdocs and senior lecturers) and a predominance of women among doctoral students, and it is important that this is also reflected higher up the hierarchy. The proportion of people with foreign citizenship is significantly higher among researchers and senior lecturers than it is at professorial level.</p>
Activities	<p>KI is working strategically and long-term on its recruitment and assessment processes from a gender equality and equal opportunities perspective. Achieving equal faculty renewal is a long-term task that is not restricted to a single recruitment process, such as recruitment at professorial level. It is important to work broadly with measures at different levels of the organisation throughout career progression. During the plan period, the focus will be on identifying career obstacles that arise in a career before a prospective candidate is considered for a professorship and to implement measures based on the results of this.</p> <p>Measures during the plan period include:</p> <p>An in-depth analysis of problems that arise during a career using existing statistics from, among other things, the employee survey and VIS. The results are fed back to the departmental groups for joint discussion and reflection and for taking a view on how support can be provided for junior researchers.</p> <p>Examine the possibility of identifying whether there are systematic gender-based differences in the balance between research and teaching as well as in relation to ‘academic housekeeping’.</p> <p>The Recruitment Committee and the Docent Committee will take the online training course “Bias in assessment”, followed up by a seminar.</p> <p>Regular training on gender equality and equal opportunities for new members of the operations committees.</p> <p>Review of the work on academic assemblies and appointments to them from a gender equality perspective.</p>

Indicators and follow-up	Annual statistics on the gender distribution in different positions at KI, including professorial level. Statistics on gender distribution in the recruitment of professors.
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Equal opportunities for all and a good study and work environment, employeeship

KI's goals	<p>Equal health: KI's students and employees must be provided with the same conditions for good health. A good physical, organisational and social study and work environment, devoid of discrimination, victimisation and harassment, must form the basis for KI's operations. There must be a balance between studies or work and private life as well as the opportunity for rest and recovery.</p> <p>Men's violence against women must stop: Everyone at KI must have the same right to and opportunity for physical integrity in a study and work environment that is free from gender-based vulnerability, abuse, harassment and sexual harassment.</p>
Development needs	Reduce ill health and the risk of being subjected to sexual harassment and gender-based vulnerability for students and employees. Increase the knowledge of new employees about their rights and obligations in relation to gender equality and equal opportunities. Increase the knowledge of new employees about KI's work with equal opportunities and values and where they can turn for further help and support.
Problem areas	KI's employee survey, exit poll for doctoral students and the doctoral student representative's annual report, as well as cases in the incident reporting system for employees and students, show that abuse, harassment and sexual harassment occur at KI. There are gender differences in sick leave rates between women and men, with women on sick leave more and for longer.
Activities	<p>Gender equality and equal opportunities are part of the onboarding process for new employees.</p> <p>Information about equal opportunities and gender equality can be found on KI's "Guide for new colleagues" webpage.</p> <p>Establishing of a network for local HR to support the handling of equal opportunities issues at departments. This network is open to all interested parties and meets around once per semester. Initiated by a gender equality strategist and coordinator for equal opportunities and gender equality in conjunction with the HR department.</p>

	<p>Following the impact of the metoo movement within academia and the care sector, KI initiated a research and cooperation programme together with other higher education institutions. The programme aims to establish evidence-based knowledge about inclusive work and study environments and a sustainable organisation for the prevention of sexual harassment and gender-based vulnerability in academia. As part of the research and cooperation programme, a prevalence study is being carried out in the higher education sector. The results of this study will be forthcoming during the plan period. The focus during the plan period will be on working on the basis these results to strengthen the prevention of sexual harassment and gender-based vulnerability</p> <p>In-depth qualitative analysis of problems arising in the handling of sexual harassment cases and proposal of measures to improve case handling, within the framework of the project “What is zero tolerance in practice?”, a collaborative project between Umeå University and Karolinska Institutet.</p> <p>Compile statistics on different types of cases from the incident reporting system.</p> <p>Other measures may also be appropriate, depending on the results of the prevalence study.</p>
Indicators and follow-up	<p>Statistics from KI’s employee survey, results from employee surveys relating to gender equality, equal opportunities and values, such as the exit poll for doctoral students and the doctoral student representative’s annual report and the incident reporting system for employees and students.</p>

Content, implementation and form of education

KI’s goals	<p>Equal education: Courses and study programmes provide the knowledge of gender, power and equal opportunities required to provide the prerequisites for an equal health and social care environment. All students must have the same opportunities and conditions with regard to education, study options and personal development at KI.</p> <p>Men’s violence against women must stop: KI’s students must demonstrate knowledge about men’s violence against women and violence in close relationships within the relevant study programmes</p>
Development needs	<p>It must be ensured that courses and study programmes provide the knowledge of gender, power and equal opportunities required to provide the prerequisites for an equal health and social care environment. KI needs to systematise and spread the good work that is carried out within parts of the university.</p>

Problem areas	There is no thorough systematic approach to ensure that gender equality is taken into account in the content, design and implementation of courses and study programmes. There is often a lack of gender equality elements at programme and course level. One strength is that the university has organised and implemented a number of training activities for internal skills development within this field.
Activities	Measures in this area are governed by a separate action plan: Action plan for integrating equal opportunities into Karolinska Institutet’s courses and study programmes 2021–2022 (ref. no. 1-1040/2020).
Indicators and follow-up	Exit poll: the students’ self-assessment of their knowledge in the field of equal opportunities. The departments’ annual reporting on the educational assignment with regard to equal opportunities, including gender equality, which is part of the systematic quality work.

Leadership

KI’s goals	<p>Equal division of power and influence: Equal representation in senior positions at KI, on decision-making bodies and in academic positions.</p> <p>Equal health: KI’s students and employees must be provided with the same conditions for good health. A good physical, organisational and social study and work environment, devoid of discrimination, victimisation and harassment, must form the basis for KI’s operations. There must be a balance between studies or work and private life as well as the opportunity for rest and recovery.</p> <p>Equal distribution of unpaid housework and provision of care: Everyone, regardless of gender, must take equal responsibility for the provision of care at the workplace.</p> <p>Men’s violence against women must stop: Everyone at KI must have the same right to and opportunity for physical integrity in a study and work environment that is free from gender-based vulnerability, abuse, harassment and sexual harassment.</p>
Development needs	<p>Ensure leadership and employeeship that promote creativity, diversity, equal opportunities, feedback, participation and trust, as well as a sustainable lifestyle (p. 8, AP Strategy 2030).</p> <p>Managers, in their capacity as representatives of the employer and as those responsible for KI’s assignment in the field of education, are important role models and standard-bearers for KI’s core values and they have an overall responsibility to work for gender equality and equal opportunities at KI. Clear commitment and support for employees and students from managers and leaders are important</p>

	<p>prerequisites for a sustainable lifestyle with a good work environment that is free from harassment and abuse and where each employee comes into their own, is able to develop and has equal career opportunities. Leadership at KI must have clear content, with gender equality and equal opportunities included as knowledge and conscious action. Employers must work continuously to actively promote equal rights and opportunities in working life. This work must be done in relation to working conditions, recruitment, education, parenting, pay and other terms of employment.</p>
Problem areas	<p>Insufficient knowledge about the responsibility of managers for the different aspects of equal opportunities work prevents managers from being standard-bearers for KI's core values and working for gender equality and equal opportunities at KI.</p>
Activities	<p>Current laws, Strategy 2030 and the universities' mission relating to gender equality and equal opportunities inform the initiatives aimed at managers and leaders, from single and individual measures to group activities and managerial programmes that KI provides, coordinates and coproduces across the organisation, with gender equality as a cornerstone. KI's managerial and leadership programme aims to increase knowledge about KI's government mission, current laws and assignments and to build expertise around the professional and organisational context of the employees at KI.</p> <p>Gender equality and equal opportunities are currently integrated in the following programmes: "New manager", KI's doctoral supervisor training and "Leadership for research team leaders". This work will continue and be developed within the programme period.</p>
Indicators and follow-up	<p>Existence of content on gender equality and equal opportunities in KI's leadership development programme and specific training courses for managers and leaders.</p> <p>Results of employee surveys on equal opportunities and trust in managers.</p>

Allocation of research funding/resource allocation

KI's goals	<p>Economic equality: Resource allocation that is gender equal and free from discrimination, as well as equal pay for equal work and work of equal value at KI.</p> <p>Equal division of power and influence: Equal representation in senior positions at KI, on decision-making bodies and in academic positions.</p>
Development needs	<p>No systematic, unjustified differences in approval rate when allocating research funding.</p> <p>Gender equality perspective in central budget processes.</p>
Problem areas	<p>Gender differences have been identified in the allocation of research funding. For example, uneven allocation has been identified between men and women in KI's largest doctoral student funding programme (KID funding) over the past 10 years (the allocation rate for men is 29.4% compared with 24.5% for women). This has consequences for the opportunities of individual researchers to conduct research, but may also ultimately affect the content and social benefits of research.</p>
Activities	<p>Within the framework of the "Gender mainstreaming plan for Karolinska Institutet 2017–2019" (ref. no. 1-509/2017), an online training course on bias in assessment has been developed. The training course has been created in the light of identified gender differences in recruitment and resource allocation and forms part of KI's systematic quality work and strategic work on equal opportunities and gender equality in career development and assessment processes that take place within the framework of the gender mainstreaming mission and as part of KI's mission to take gender equality into account in the allocation of research funding.</p> <p>Implementation work on the online training course will continue during the programme period.</p> <p>Members of KI's assessment panels will complete the online training course Bias in assessment.</p> <p>Grants Office staff will be trained on Bias in assessment.</p> <p>Review of central budget processes at Central Administration and investigation of the opportunities to strengthen the perspective of gender equality/equal opportunities in these processes.</p>
Indicators and follow-up	<p>Gender-disaggregated statistics on the allocation of research funding, which are produced within the framework of the activity's standard follow-up processes.</p>

Organisation and responsibility

The President and the University Board are ultimately responsible for dedicated equal opportunities work taking place at KI.

The Vice President has overall operational responsibility for equal opportunities in KI's operations.

It is the responsibility of the Vice-Presidents of the Committee for Research, the Committee for Doctoral Education and the Committee for Higher Education to monitor the work on equal opportunities within the activity framework of the respective committees.

The Heads of Department, Heads of Administration, University Director and Library Director, as well as other Heads of Units at KI are responsible for dedicated work on gender equality and equal opportunities taking place at their respective units, departments, Central Administration and the library.

The faculty office of Central Administration contains the function for coordinating equal opportunities work, in the form of a gender equality strategist (gender mainstreaming coordination) and a coordinator for equal opportunities (coordination of the promotion and prevention work of the Swedish Discrimination Act).

Review with the Vice President

Reviews take place monthly. Present at the reviews are the gender equality strategist and the coordinator for equal opportunities, as well as the coordinator for students with disabilities, student rights coordinator and coordinator for the study environment from the Department of Education and Postgraduate Education Support (UFS) and an HR specialist from the HR department with a focus on the organisational and social work environment.

Activities working group

During the plan period, a working group will be set up, where necessary, to formulate and implement activities relating to identifying development needs and the outcomes of the investigations carried out during the programme period.