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# **BTH Gender Equality Plan, 2024**

Blekinge Tekniska Högskola



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## Introduction

BTH is committed to promoting gender equality within the university and workplace as part of its contribution to a more gender-equal society. According to Chapter 1, Section 5 of the Higher Education Act, the University is tasked with continually promoting and observing gender equality between women and men. The basis for the university's gender equality plan is the Government's gender equality policy goals, the EU's Agenda 2030, and the gender equality tasks assigned to BTH in the 2024 regulatory letter (see Appendix 1).

According to the European Union's program for research and innovation, Horizon Europe, higher education institutions in EU member states are required to have a Gender Equality Plan (GEP) to be eligible to apply for funding from the program. The plan must meet certain mandatory requirements. For information on how BTH's gender equality plan aligns with these requirements, see Appendix 2.

BTH's vision, "A better world through knowledge, competence, and innovation in digitalization and sustainability," guides its gender equality efforts. Gender equality is integrated into the overall goals of the university ("BTH's operational objectives 2024-2026"), and results are monitored through indicators.

The document "Inriktning för jämställdhetsintegrering 2023-2025" presents the university's identified gender inequality issues and long-term activities to promote gender equality. The efforts will be relevant for current and future students at the university, for their personal development during their studies at BTH and preparation for future professional practice, and ultimately, for society as a whole.

The annual gender equality plan encompasses the overall efforts to address the identified gender inequality issues and to achieve BTH's goals in gender equality.

## 1. Education

In the work on formulating BTH's "Direction for gender mainstreaming work 2023–2025" ("Inriktning för arbetet med jämställdhetsintegrering 2023-2025"), gender inequality issues regarding education have been identified within the areas of (1) gender-balanced recruitment of students and (2) integration of gender perspectives in the content, design, and implementation of education. Within these areas, a series of activities have been formulated to promote gender-balanced education in 2024.

### 1.1 Activities to contribute to gender-balanced student recruitment

Goals, the gender perspective	Activities	Responsible
Students at BTH are well acquainted with driving the development towards a sustainable society and with working in an international environment characterized by diversity ("BTH's operational objectives 2024-2026," U5). <sup>1</sup>  <b>Indicator</b> U5.2: Percentage of programmes achieving gender balance 60/40% ("Indicators for BTH's operational objectives 2024-2026"). <sup>2</sup>	Continued systematic work with norm-creative communication.	Communications Office
	Explore potential success factors in programmes that demonstrate gender-balanced student representation, in dialogue with program coordinators. Share any insights or lessons learned with other programmes.	Gender equality coordinators in collaboration with programme directors
	Annual recurring activities such as Open House events, Technology Day for Girls, "Teknikåttan", participation in fairs and networks, as well as lectures by external stakeholders.	Gender equality coordinators/ Communications Office/ Responsible for "Teknikåttan"
	Increase interaction with alumni to learn about the industries they work in and to showcase role models, aiming to encourage more students of underrepresented genders to apply for BTH's programmes.	Gender equality coordinators in collaboration with programme directors

<sup>1</sup> In the formulation "development towards a sustainable society," the social dimension of sustainability is included, which encompasses gender equality among individuals, regardless of gender identity.

<sup>2</sup> Gender balance is defined by the principle of "40/60," which means at least 40 percent women and at least 40 percent men.

## 1.2 Activities to contribute to the equal content, design, and implementation of education

Goals, the gender perspective	Activities	Responsible
<p>Students at BTH are well acquainted with driving the development towards a sustainable society and with working in an international environment characterized by diversity. miljö (“BTH’s operational objectives 2024-2026,” U5).</p>	<p>Revise existing routines and processes for monitoring how gender equality is considered in the content, design, and implementation of education. Revise BTH's overarching description of the gender equality perspective and clarify objectives.</p>	<p>Deans, Pro-vice-chancellor</p>
	<p>Online training and workshops for teaching staff on how gender equality is considered in the content, design, and implementation of teaching.</p>	<p>Gender equality coordinators</p>
	<p>Preventive activities for a conducive learning environment: Training initiatives for new students during the introduction week, further development of online education in gender equality on the Student Portal, ongoing work in regular teaching.</p>	<p>Gender equality coordinators, Programme directors and teaching staff</p>
	<p>Programme monitoring to analyze the extent to which gender equality is integrated into education and further development work.</p>	<p>Educational leaders (Utbildningsledare)/Head of departments</p>
	<p>Gender equality survey for students. Analyze the results and create activities to promote gender equality.</p>	<p>Programme directors, Gender equality coordinators</p>
	<p>Pilot: Expand course evaluations for selected courses with questions about gender equality, follow up to identify the impact of educational initiatives, and learn from best practices in content, design, and implementation of teaching.</p>	<p>Selection of course directors in collaboration with gender equality coordinators</p>

## 2. Research and research education

Within the field of research and research education, gender inequality issues have been identified in the areas of (1) distribution of research time among female and male PhD graduates and (2) the proportion of female and male PhD graduates who hold positions as main supervisors at the university. The following activities have been formulated to promote gender equality in research and research education in 2024.

### 2.1 Activities to contribute to gender equality in research

Goals, the gender perspective	Activities	Responsible
<p>BTH gives female and male teachers with a doctoral degree equal opportunities to conduct research and to gain qualifications (“BTH’s operational objectives 2024-2026,” F5b).</p> <p><b>Indicator</b> F5b.1: The proportion of research time (regardless of funding) of total working time for female and male teachers with a doctoral degree.</p> <p>F5b.2: The proportion of female and male associate professors who serve as principal supervisors for at least one doctoral student, not counting professors (“Indicators for BTH’s operational objectives 2024-2026”).</p>	<p>Activities to ensure that gender equality is considered in the allocation of research time. If necessary, offer support to researchers of underrepresented genders when applying for funding.</p>	Head of departments
	<p>Compile information and review existing procedures.</p>	Deans
	<p>Monitor indicators and identify needs for interventions.</p>	Vice-chancellor
	<p>Review of general study plans to ensure that gender equality is integrated into all doctoral education subjects.</p>	Deans
	<p>Training in gender mainstreaming for subject representatives linked to UKÄ’s review of the institution’s quality system.</p>	Deans

### 3. Conditions for operations

In the area conditions for operations, and more specifically the working environment at BTH, gender inequality issues have been identified within (1) gender-balanced recruitment and career paths, and (2) a gender-balanced and inclusive workplace. The following activities have been formulated to contribute to gender equality within the area conditions for operations in 2024.

#### 3.1 Activities to contribute to gender-balanced recruitment and career paths

Goal, the gender perspektivet	Activities	Responsible
<p>BTH as a workplace and place of study is characterized by a good work environment and a good working climate, which promotes gender equality and equal opportunities and is free from discrimination and offensive actions. ("BTH's operational objectives 2024-2026," V3).</p> <p><b>Indicator:</b> V3.3: Proportion of men and women in the management team ("Indicators for BTH's operational objectives 2024-2026").</p>	<p>Monitoring and analysis of statistics from the recruitment support tool Reach Me for learning about gender equality in the recruitment of personnel for teaching positions.</p>	<p>Chairperson of the recruitment committee</p>
	<p>Review of procedures for integrating gender equality into the recruitment of administrative staff, managers, and department heads.</p>	<p>HR manager</p>
	<p>Increase awareness of gender-balanced numerical representation in various contexts, such as events and collaborations with guest lecturers.</p>	<p>All employees at BTH</p>

### 3.2 Activities to contribute to a gender-balanced and inclusive workplace

Goal, the gender perspective	Activities	Responsible
<p>BTH as a workplace and place of study is characterized by a good work environment and a good working climate, which promotes gender equality and equal opportunities and is free from discrimination and offensive actions (“BTH’s operational objectives 2024-2026,” V3).</p> <p><b>Indicator:</b> V3.2: Equal Treatment Index according to employee survey (“Indicators for BTH’s operational objectives 2024-2026”).</p>	<p>Further development of gender equality integration in work environment and equal opportunities work.</p>	<p>Gender equality coordinators/ University director/ Work environment coordinator</p>
	<p>Ongoing preventive activities in everyday working life with systematic work environment efforts. Follow-up via employee surveys and discussions. Take measures to promote gender equality and equal opportunities and counteract gender-based violence, including sexual harassment, as part of the work environment efforts.</p>	<p>Managers with employer responsibility</p>
	<p>Managers and other staff members from the organization participate in the Swedish Gender Equality Agency's seminar series on gender-equal colleges and universities. Workshops with knowledge transfer, followed by a final summary to integrate the learning into future practices at BTH.</p>	<p>Vice-chancellor and gender equality coordinators</p>



## Appendix 1

Excerpt from Public service agreements (regleringsbrev)

BTH as a university has received the following assignments from the government regarding gender equality work:

Public service agreement for the budget year 2024 regarding higher education institutions U2023/03645 (partially) U2023/03658.<sup>3</sup>

Swedish participation in Horizon Europe

Universities shall report on the efforts deemed relevant and undertaken by the authority to contribute to the goals outlined in the national strategy for Swedish participation in Horizon Europe 2021–2027 (U2021/03975).

Recruitment goals for professors

Universities shall continue to strive for gender balance in the recruitment of professors.

Gender mainstreaming

Universities shall continue to work towards the institutions contributing to achieving gender equality policy objectives (budget proposal for 2024, appropriation area 13), in line with the reported directions for gender mainstreaming work 2023–2025 (“Inriktningar för arbetet med jämställdhetsintegrering 2023-2025”), for example, in terms of equal opportunities for career paths, gender-related study choices, and student completion.

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<sup>3</sup> [Regleringsbrev 2024 Myndighet universitet och högskolor \(esv.se\)](#)

## Appendix 2

### Horizon Europe

According to the EU's framework program for research and innovation, Horizon Europe, higher education institutions in EU member states must have a Gender Equality Plan (GEP) to be eligible to apply for funding from the framework program. The Gender Equality Plan must meet the following four criteria and report on measures taken. Below is a report on how BTH's gender equality plan relates to these criteria:

- 1. Be a public document: The Gender Equality Plan must be a formal document signed by the highest management, published on the institution's website, and distributed within the institution. The Gender Equality Plan should demonstrate a commitment to gender equality, with clearly defined goals and detailed measures and action plans to achieve them.**

The Vice-chancellor decides on the Gender Equality Plan. It is published on [www.bth.se](http://www.bth.se), where existing and prospective students as well as the university's partners can access it, and on the intranet for employees. The Gender Equality Plan establishes activities to achieve the university's overall gender equality goals.

- 2. Have dedicated resources: for design, implementation, and monitoring. Resources may also be allocated to finance specific positions such as gender equality coordinators or gender equality teams, and/or earmarked working hours for academic, management, and administrative staff to work on the Gender Equality Plan.**

At BTH, there are two gender equality coordinators, each working 25 percent on the assignment. Gender equality work is included in all staff members' working hours. Funds for gender equality work are allocated in the budget.

- 3. Demonstrate how data collection and monitoring are carried out: include mechanisms for collecting and monitoring gender-aggregated data. Monitoring must be evidence-based and examine gender differences for all categories of personnel (and students, for the institutions concerned). Data collection and monitoring should occur**

**annually and lead to a review of goals and indicators to improve gender equality work.**

Gender-aggregated statistics are reported in the annual report, as well as in internal quality monitoring of various kinds. Established indicators related to gender equality exist and are monitored. An annual follow-up report on gender equality work is compiled.

- 4. Include a plan for education and capacity building: for increased awareness among both staff and decision-makers through training in gender equality work and preconceived biases based on gender and sex. The work may also involve the establishment of working groups on specific topics that develop workshops and communication activities to increase awareness.**

In BTH's pedagogical plan, opportunities for workshops are offered to all teaching staff, as well as an online training as a preparatory activity. Gender equality coordinators, together with the Communications Office, monitor the dissemination of information about gender equality work at BTH within and outside the organization. The seminar series on gender equality organized by the Swedish Gender Equality Agency has broad participation from BTH's management, and internal follow-up meetings are held between each session.