



KTH SCHOOL OF ARCHITECTURE – RULES ON GENDER EQUALITY AND DIVERSITY

These rules apply: 2018-2019-2020

Background

The School of Architecture's Rules on Gender Equality and Diversity were prepared during autumn 2014 by a large group of the school's staff and students. This work was carried out through a range of workshops involving both staff and students. A large proportion of the school's personnel were engaged in this endeavour and the participation of the management group should be particularly highlighted. The project was managed by the programme director with additional contributions from consulting experts in the field of gender studies. The development of the School of Architecture's Rules on Gender Equality and Diversity was also greatly influenced by the then newly established Gender Equality Society, whose active student members from the lower years worked with dedication on the issues involved. In parallel with this work, during 2015-16 all staff underwent obligatory gender equality training. The original Rules on Gender Equality and Diversity applied between 2015 and 2017. The rules were revised during December 2017 and this work was processed by the school's management group and collegial assemblies, with both students and staff. Everyone at the school has been offered the opportunity to contribute to the revision of our Rules on Gender Equality and Diversity, resulting in the current rules as stated below.

Why should we work with gender equality and diversity?

Work on gender equality and diversity at the School of Architecture is based on both the legal requirements that apply to education institutions, for example the Swedish Higher Education Act, as well as those internal governance documents that apply to KTH as a whole: *Action Plan for Gender Equality, Diversity and Equal Opportunities 2014-2016; Guidelines for Equal Treatment 170609; Equal Treatment Plan for Students at KTH 2015; An Equal KTH; Gender Mainstreaming at KTH (JIKTH);* and KTH's core values.

The most important driving force in our equality work and our work to ensure diversity is our core values.: The School of Architecture must be inclusive by offering all of our students and employees equal opportunities. The more perspectives we have, the richer our study programmes and work environment will be. We therefore wish to clearly communicate what we stand for. That women, men and non-binary individuals at the School of Architecture are afforded the opportunity to work and study on equal terms is crucial to the quality and status of our place of learning and our workplace. The work of ensuring a learning and work

environment free from discrimination is therefore based on the expectations and needs of students, staff and the organisation as a whole.

How do we work with gender equality?

These rules emphasise our work to ensure equality between women and men as an area of priority. Gender equality is an improvement activity built on two vital areas. The first of these is an equal division of genders in research and education (a quantitative improvement). The second area is the improvement of the fundamental structures and values that cause unfounded gender differences within academia (a qualitative improvement). Role models are one key concept that weaves these two areas together. We endeavour to show both male and female exemplars and, where this is not possible, to explain why. This may be through placing buildings and places in historical and cultural context with regard to legislation and accepted norms.

How do we bring the School of Architecture's Rules on Gender Equality and Diversity to life in our activities?

Our Rules on Gender Equality and Diversity apply to management, drafting and decision-making bodies, students and all employees. Our intention with these rules is also to lay the foundations for the requirements we make of visiting lecturers, guest critics, consultants and anyone else who comes into contact with students.

In order to ensure that we have the necessary tools to comply with these rules, since March 2015 staff have been taking part in ongoing training on gender equality, gender and diversity.

Important standpoints for our work

Diversity – For us, diversity means that all students admitted to our study programmes and courses have the same right to full participation. As an educational institution, we have a responsibility to promote equal rights and opportunities for all of our students and employees. Inherent in this is that we also respect each other's differences, both as employees and students.

Gender equality – For us, gender equality is an expression of women's and men's equal opportunities, rights and obligations, irrespective of whether they are employees or students at the School of Architecture.

Discrimination – We view discrimination in accordance with the Swedish Discrimination Act, the purpose of which is to combat discrimination, whether direct or indirect, and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. We would

also like to emphasise that this includes not discriminating against possible gender identities such as third gender and non-binary.

References – References are important to us because they both say something about who has created places and buildings, as well as who may create buildings and places in the future. We work actively to broaden our references.

Our focus areas for ongoing activities

1. **Unconscious bias** – Our goal is to highlight those unconscious biases that exist within the field of architecture and in our own culture at the school. In order to bring these to the fore, we need to ask ourselves questions such as: How do unconscious biases affect our workplace and us as employees? How do they affect us as an educational institution, our staff and students? How do we reveal norms and unconscious biases so that we can make more considered, conscious choices?
2. **Gender-balanced references** – Our goal is to achieve balanced gender representation in our references and exemplars, both in the content of study courses and in participation in teaching. In order to achieve gender balance, we need to ask ourselves questions such as: Which references do we display? Whose work imparts high status? How do we choose exemplars and compile course lists? How do we relate to literature from earlier eras that is not gender balanced? How do we relate to societies and cultures from a historical perspective? How do we ensure that the tracks we leave behind us as educators are appropriate in terms of our goal of gender-balanced references?
3. **Space to grow** – The School of Architecture wants to promote good health and reduced stress, both among staff and students. The school is intended to provide the space to grow, irrespective of gender. In order to actively work to improve health and reduce stress, we must begin with our staff and ask ourselves questions such as: What is the state of our work environment and how is work allocated? What kind of workloads do we have? Are there differences between women and men? How do the staff of the School of Architecture behave towards students, and how do students behave towards staff? How do we expand this focus area to encompass the entire group and not just individuals? Do the opportunities for a healthy workplace and learning environment differ from group to group and, if so, how can this be changed?
4. **Communicating our vision** – What are we currently communicating as architects/staff/teachers about how we work with gender equality and diversity? What, and how, do we want to recount about the work we're doing? Can we give gender studies a higher profile at the school? Those with supervisory responsibility at the School of Architecture must communicate how we work with gender equality and diversity to both students and employees.

Our Five-Point Gender Equality Checklist

Gender equality does not pose a threat to quality in our chosen field; it is about improving quality through greater choice. Everyone who is in any way active at the School of Architecture can give consideration to who they choose to refer to at any given point in time.

1. **Think about who, or what, you display as a reference, and why.** Consider what or who the image/lecture/critique omits, and why. Always examine the completed text/lecture/presentation/image/task formulation/appointment with a gender-balanced and inclusive gaze. What perspective do you have on the issue at hand? Do you need to make any changes in order to create gender equality and diversity?
2. **Travel outside of your normal network** to create a gender balance among participants on discussion panels and juries, at seminars, conferences and reviews.
3. Bear in mind that you should **move seamlessly when highlighting architects of both genders.** Avoid segues such as, "and now, we come to a female architect". Instead, move on naturally with no particular emphasis.
4. **Name or cite women and men in the same way,** always initially using both first and last name and subsequently either both names or first name only. Remove superfluous value words or gender-specific expressions.
5. **Consider how you converse with or ask questions of students.** Always maintain a positive tone that shows respect for every student as an individual. Is there a risk that the person you are speaking to may perceive you as exclusionary? If so, consider whether there is something you can change about your interaction.

Signature of responsible officer
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Date: 06.03.2018
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